**Curriculum Committee Agenda: Minutes**

Galileo School for Gifted Learning

April 15, 2020; Zoom

Current members: Michele Gill-chair, Michelle Nunez, Maren Hicks, Amanda Romano, Melissa Roy (absent), Crystal Varnadoe; Betsy Register (absent), Clary Kirts

Ex officio: Alysia Murray, Nicole Bronga, Lucy Johnson (student govt Pres)

Invited Guests: Jana Spitalnick, Johanne Alexander, Eric Huet

1. Approve minutes from November 14, 2019
2. Informational Items

-Curriculum during Covid: PEAKS utilizing Renzulli projects, Being a Reader a relief to KG teachers for the reliability and usefulness during visual learning implementation.

1. Old Business
	1. Literacy skills: Being a Reader and Making Meaning training

-Utilizing Making Meaning for interdisciplinary instruction/projects, and integrating skills/format of program with outside/teacher choice in literature/read aloud texts.

-Teachers present comfortable with exploring, deepening understanding of program and interested in continued PD; is Taylor returning to run additional PDs?; Making Meaning units will be implemented in Skyway campus curriculums and lesson plans.

* 1. Revisit Intervention time change

-Ashley Courson has configured a block of time for intervention at Skyway campus that does not interfere with elective time or reading block.

-At current campus, intervention time will continue to be part of the 90-minute reading block, so how do we support the need for intervention and releases/other courses and programs that students need to thrive and fulfill interests and positive associations with learning? Eric Huet suggested splitting the schedule for students in intervention classes, such as a period acting as intervention with Brecht for part of the week, and an elective of choice the other days.

-Noted that some students request intervention or choose to stay in the course once they have tested out or mastered skills as a study hall, so determining individual student opinion or need for interventions could be part of the conversation.

 c. Update on Teacher Inquiry Projects

-Michelle Tichy available for supporting inquiry projects.

-Hicks reported that rather than a “showcase” teachers’ individual research and findings will likely come about in an organic fashion throughout their lessons and interactions with colleagues in lieu of a formal presentation due to unforeseen changes to our daily interactions with students and one another.

 d. FINALIZE Vision Guiding Principles: <https://docs.google.com/document/d/17KL4ibzLGKXnQ3OuqjkvU8uOJSIjHNrl6Q4lV7wA3Co/edit?usp=sharing>

-We did it! Made some changes to verbiage and suggested Stacey Edwards consult for final design of graphic. Needs fresh font? Verbiage changes voted on and passed.

 e. VOTE: Preschool curriculum: Creative Curriculum

-Kearns supports Creative Curriculum, claimed it will maintain Galileo’s mission and vision, and focuses on a ground up curriculum. Voted on and passed.

1. New Business
	1. Update from Student Government President about any student issues

-More time for SGA meetings, distinctions between leadership, ambassadors, and SGA. Are there enough students for a leadership elective? How can we increase numbers and engagement, and have a stronger presence for SGA?

* 1. Discussion and action item: Galileo PEAKS—moving forward

-Moving forward there will be two cohorts at the current campus (one 6th and one 7th), as well as a 5th grade cohort at the Skyway campus. At our current campus Romano will teach 6th, Xander 7th, and Alex Bravo will teach the 6th grade cohort at Skyway campus.

-Current PEAKS students automatically admitted to next year’s program, with the exception of one student that voiced a need for individual classes and traditional class structure. Teacher recommended students have been invited to the program, applications were due 4/15 with decisions and updated rosters to follow.

-Each cohort expected to have 20-22 students.

* 1. Math Curriculum and Professional Development

-Cost of PD and new program implementation; Juli Dixon availability to run PD? Possible grad students and Dr. Gill modeling lessons, assisting with implementation and PDs.

-Math In Focus; Kearns: from early learning perspective Math in Focus has depth and flexible learning style.

-Into Math: is it high achieving enough? Manipulative approach is missing, creativity? Teacher concern included online access that was dynamic and user friendly outside of the “dog and pony show” that occurs during initial PDs and launches, would there be enough usable content for teachers as they progressed through the curriculum?

-Standards alignment? Can new program come at a cheaper cost due to current changes to FL standards and implementation/testing specs?

-Voted and passed board approval for purchasing new math curriculum.

* 1. Discussion: Curricular approach for profoundly gifted students
* “Profoundly gifted individuals score in the 99.9th percentile on IQ tests and have an exceptionally high level of intellectual prowess. These students score at least three standard deviations above the norm on the bell curve, so they are at the extreme end of the intelligence, or IQ, continuum” <http://www.davidsongifted.org/search-database/entry/a10387>.
* Usually in the 180+ IQ score range

-Discussed profoundly and highly gifted distinctions, as well as how we are currently operating on a reactive basis with students that do not feel challenged or parents that are displeased with opportunities for extension and deep diving individual interests. How can we provide dynamic experiences for these students? Utilizing coaches and other mentor teachers to help facilitate these needs. Left somewhat open, and needing more discussion for fully curating a plan.

1. Next meeting: August 2020