

**New Milford Board of Education
Committee on Learning Meeting Minutes
November 1, 2022
Sarah Noble Intermediate School Library Media Center**

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2022 NOV - 2 P 2:42
NEW MILFORD, CT

Present:	Mrs. Tammy McInerney, Chairperson Mr. Brian McCauley Mrs. Leslie Sarich Mrs. Olga I. Rella, Alternate
Absent:	Mr. Keith A. Swanhall Jr.
Also Present:	Dr. JeanAnn C. Paddyfote, Interim Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent Mr. Nick Manciero, NMHS Math Department Chair Ms. Gavi Ziu-Pires, K-8 Math Coordinator

1.	Call to Order The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 p.m. by Mrs. McInerney. Mrs. Rella was seated in the absence of Mr. Swanhall.	Call to Order
2.	Public Comment • There was none.	Public Comment
3.	Discussion and Possible Action A. New Course Proposals 1. Grade 6 Accelerated Math 2. Grade 7 Accelerated Math 3. Statistics Honors • Ms. Hollander said the newly developed accelerated math courses for grades 6 and 7 will focus on allowing students to move at a faster pace while ensuring they do not miss any pieces. They want students to be challenged but at the same time receive the full range of content and skills development. They will use a screener to determine current 6th graders who might take the accelerated grade 7 course next year. There is no cost except curriculum development and a small online piece which can be absorbed within the math budget.	Discussion and Possible Action A. New Course Proposals 1. Grade 6 Accelerated Math 2. Grade 7 Accelerated Math 3. Statistics Honors

	• Mrs. McInerney asked for confirmation that staff training will be done through in-house professional development. • Ms. Hollander said yes and that they can bring in additional resources if needed. • Mrs. Rella asked if Mr. Manciero will be writing the Honors Statistics curriculum. • Mr. Manciero said he would, in conjunction with the CP and AP Statistics teachers. • Mrs. McInerney said she appreciated the historical background included in the Honors Statistics proposal and agrees that it will fill a need and provide a clear pathway for students. • Ms. Hollander said it will be important to communicate the changes to families before next year's course selections. • Mrs. McInerney said she hopes Geometry will remain an option at the middle school since it provides a higher accelerated pathway for students who wish to pursue math. Mrs. Rella moved to bring the new course proposals to the full Board for approval, seconded by Mrs. Sarich, and passed unanimously. B. Review and Approval of Curriculum 1. Grade 6 Math • Ms. Hollander said this is a revision and the beginning of coherence 6-8. • Ms. Ziu-Pircs said the biggest thing in this revision is ensuring a bridge to prior knowledge from grade 5. It is student focused, allowing for discussion. Mrs. Rella moved to bring the Grade 6 Math curriculum to the full Board for approval, seconded by Mr. McCauley, and passed unanimously.	Motion made and passed unanimously to bring the new course proposals to the full Board for approval. B. Review and Approval of Curriculum 1. Grade 6 Math Motion made and passed unanimously to bring the Grade 6 Math curriculum to the full Board for approval.
4.	Items for Information and Discussion	Items for Information and Discussion
A.	K-5 Mathematics Program 2023-24	A. K-5 Mathematics Program 2023-24

	- Ms. Hollander said this process has been ongoing since last January as the district does its due diligence in looking at our needs and vision. Several programs have been evaluated using rigorous criteria. Under the current resource, Investigations, there is a lack of growth and need for improvement. - Ms. Hollander said we are looking to restructure and choose a program that provides courses for depth, data for instruction and comprehensive program resources. - A Theory of Action was developed and teacher input solicited. Teachers want a program that works for diverse learners, has print and digital resources and a comprehensive platform with enrichment activities and cross-curricular activities. - Ms. Ziu-Pires said it was also important to provide resources and tools for families to use at home. - Ms. Hollander said they used a rubric tool to review the different programs. The program chosen, iReady Classroom Mathematics, meets 32 out of 32 criteria. An Action Plan is in place. We are at the Pre-Rollout stage now, planning for implementation which should be complete in Fall of 2023. Teachers will have their materials before leaving for the summer. - Ms. Hollander said the cost analysis will show a wash at budget time, though alignment will be different. She can speak to that then.	
5.	Public Comment There was none.	Public Comment
6.	Adjourn Mrs. Rella moved to adjourn the meeting at 8:15 p.m., seconded by Mrs. Sarich, and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 8:15 p.m.

Respectfully submitted:



Tammy McInerney, Chairperson
Committee on Learning



Math Course Proposals

Developing a Context for the Proposals

Course Proposal(s)

Title of Proposal: Grade 6 Accelerated Mathematics

Person submitting Proposal:
Gavriela Ziu-Pires Math Curriculum Coordinator K-8

Curriculum Area: Mathematics

Prerequisite Course(s):

Grade(s): Grade 5 and Meet the Criteria Established for Entry

Title of Proposal: Grade 7 Accelerated Mathematics

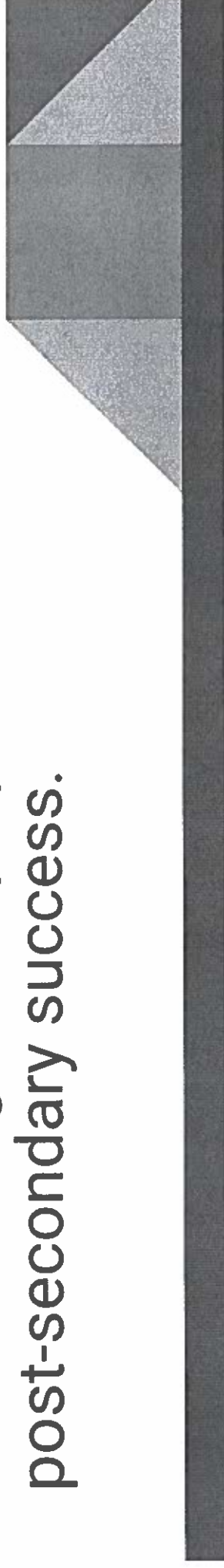
Person submitting Proposal:
Gavriela Ziu-Pires Math Curriculum Coordinator K-8

Curriculum Area: Mathematics

Prerequisite Course(s):

Grade(s): Grade 6 Accelerated Mathematics and/or Meet the Criteria Established for Entry

- Acceleration deserves thoughtful attention to ensure that students are challenged and that they are mastering the full range of mathematical content and skills, without omitting critical standards.
- Acceleration is defined as moving at a “faster rate” through a defined mathematics pathway than grade level peers. Pathways are a set of courses designed to prepare students for post-secondary success.



Accelerated Student

An accelerated student in mathematics has strong:

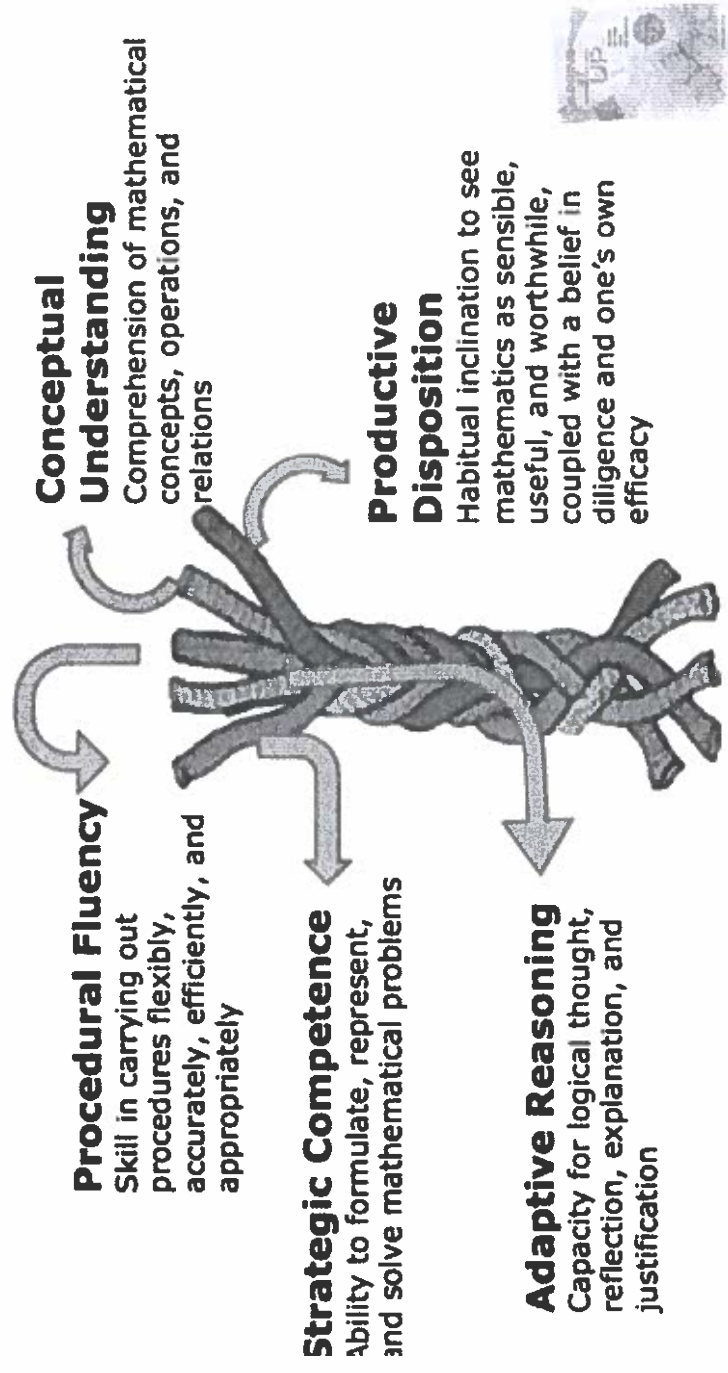
- ❖ Adaptive reasoning
- ❖ Strategic competence
- ❖ Productive dispositions
- ❖ Conceptual understandings
- ❖ Procedural fluency related to grade-level standards

(Kilpatrick, et. al, 2001)

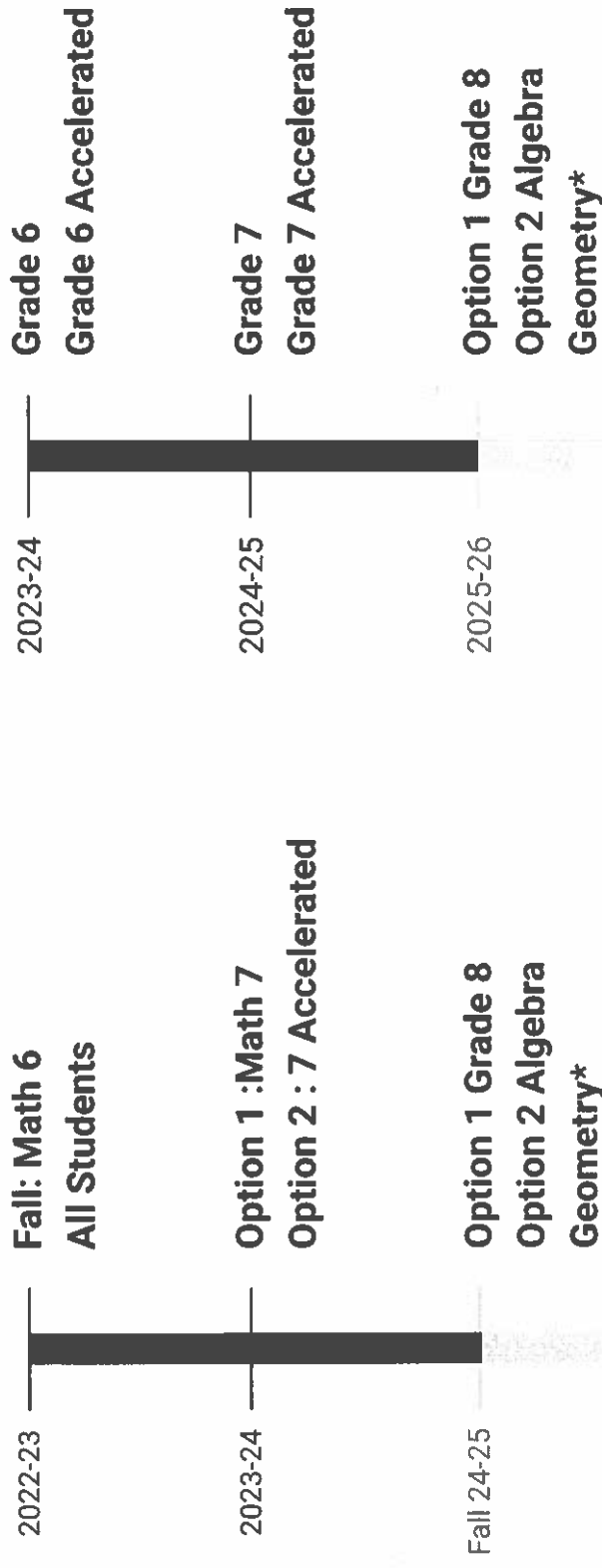


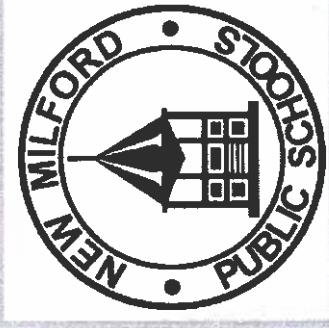
Accelerated Student

The Five Strands of Mathematical Proficiency



Recommendations:





Building Systems to Support Student Success

Outline

- District goal - Connect to prior presentation
- Current historical data -what does it tell us in K-5
- Theory of action
- Design of the action plan in phases
- Survey data from Admin and Staff
- Steps for identifying potential programs (Rubric and in the Field)
- Deep dive and analysis to compare programs
- Phases of moving forward/ Pilot

Cost analysis

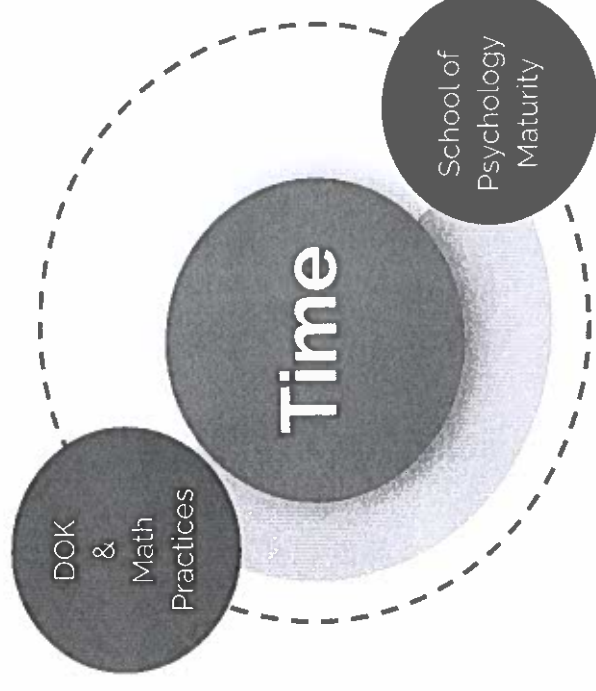
Results from the field

Actions steps for implementation

Connecting to Previous Discussion

22-23 Restructure and Maintaining the Goal

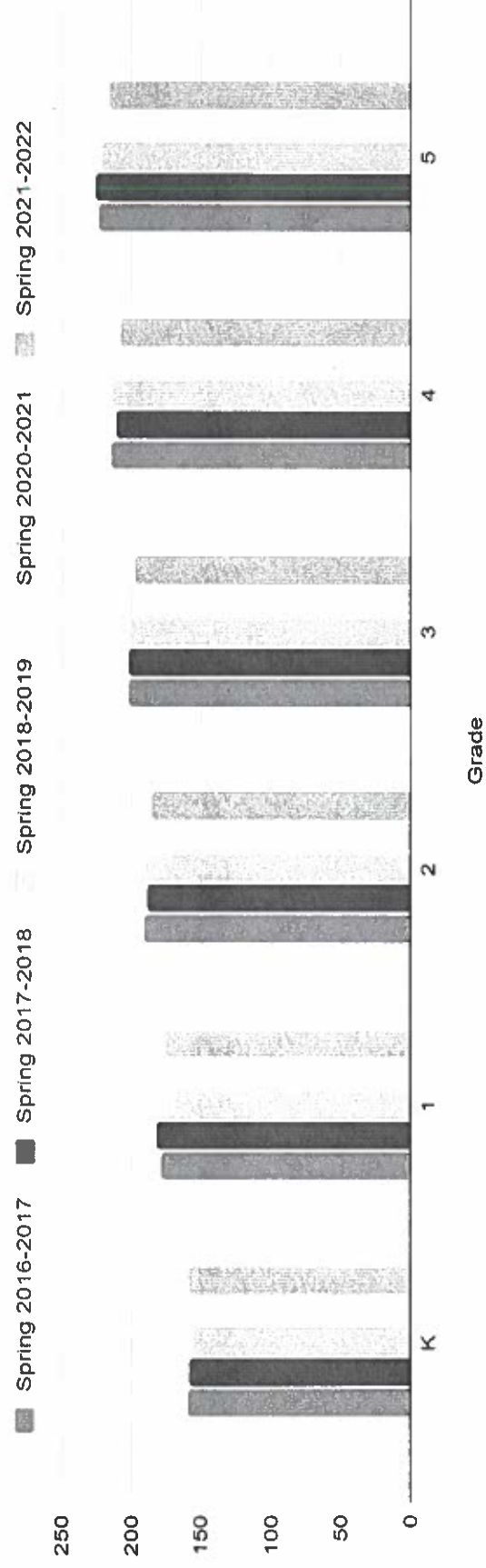
- Courses for Depth
 - Maintaining the Goal
- Data for Instruction
 - Normative and Criterion
- Comprehensive Program Resource(s)
 - Teaching, Learning and Community



Historical Data k-5

District Universal Screener

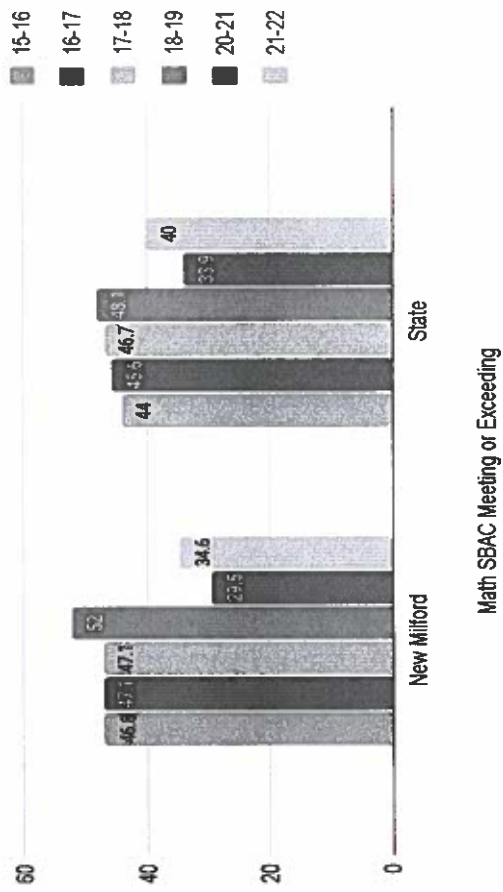
Average RIT Score by Grade Level over time



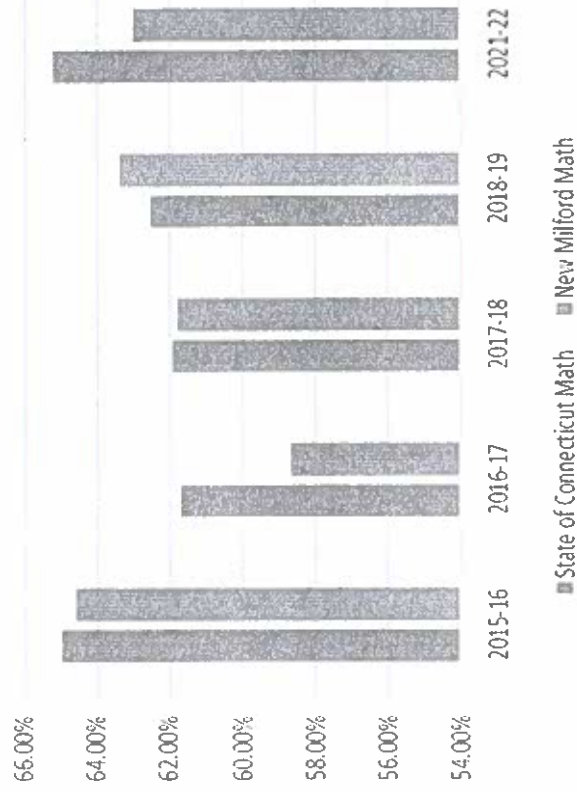
Historical Data k-5 (cont.)

State Assessment

SBAC Math Trend



Math Average Percent Target Achieved



Our Theory of Action

problem
critical

creativity

communication

thinking

IF we provide students with mathematical learning experience(s) that are well **aligned** and **coherent** across grade levels, as well as provide **rigorous** opportunities to develop **conceptual** understanding and **transfer** of knowledge,

THEN students will be equipped to think **critically** as a **habit of mind** and use mathematics to **solve problems** in the world around them.

Our Theory of Action supports our district's essential skills and dispositions as outlined in
NMPS Vision of the Graduate.

Action Plan Design and Phases

Phase 1	Review and Analysis of Needs
Phase 2	In Depth Analysis of Program (s) and Selection
Phase 3	Pre Rollout
Phase 4	Planning for Implementation
Phase 5	Implementation

Voice from the Field

Area 1: Elements of a Math Program Resource

- To meet the needs of all my diverse learners

Strongly Disagree Disagree Agree Strongly Agree

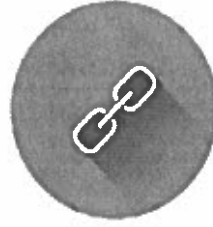
40

30

20

10

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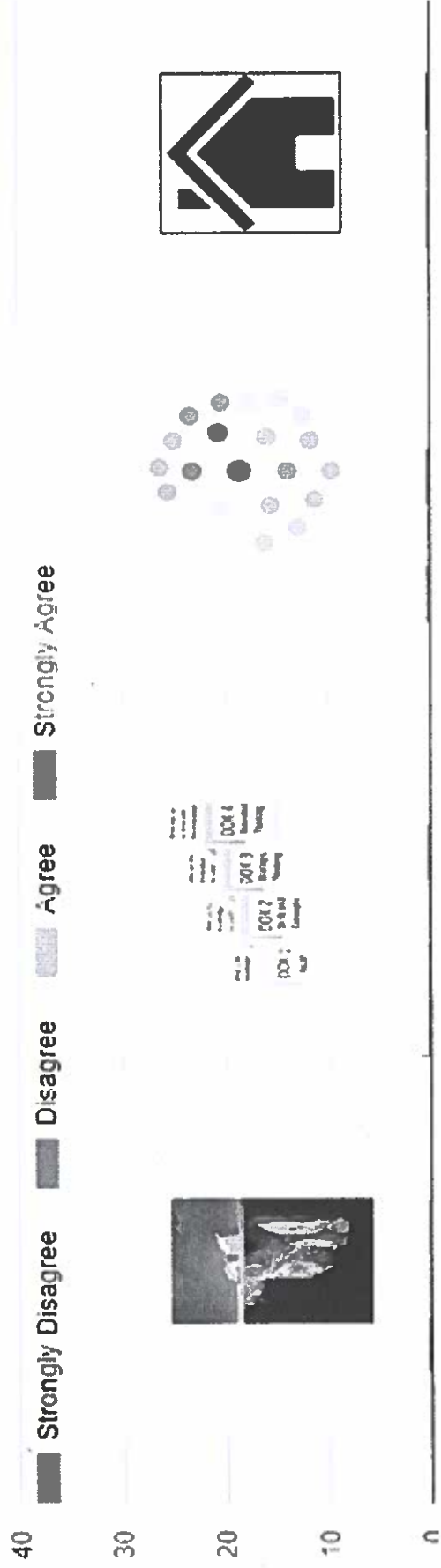


Voice from the Field

II

Area 2: Non Negotiable qualities and support tools of a Math Program Resource

- A strong Program Resource must be



Voice from the Field

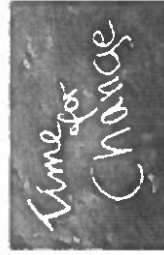


Area 3: Assessment of the current Math Resource

- To better support teaching and learning of all the diverse needs in the classroom

30 Strongly Disagree Disagree Agree Strongly Agree

20

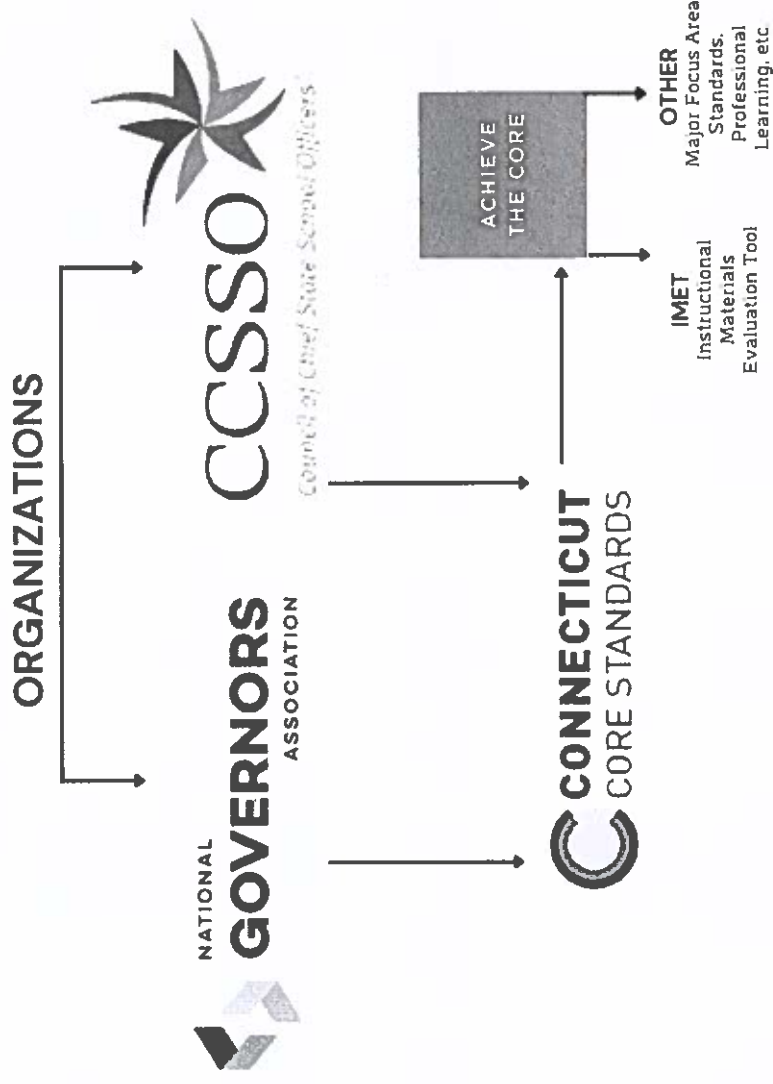


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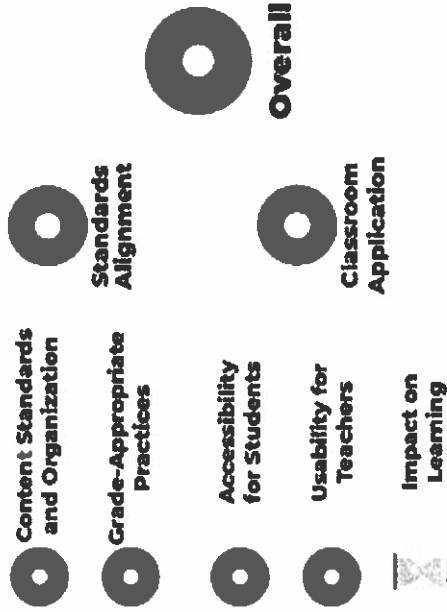
Identifying Potential Programs Tools - IMET



Identifying Potential Programs Tools II



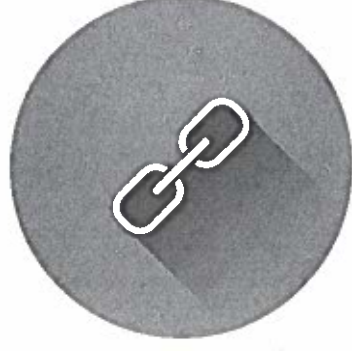
i-Ready Classroom Mathematics Curriculum Associates, 2020
 Mathematics, Grades K-5
 Publication Date: 2020



ditions

Comparisons and Criterias (32)

Investigations	Illustrative Mathematics	i-Ready Classroom
21/32	18/32	32/32



Phases of Moving Forward

Pre-Rollout		
Winter 2022-2023	SNIS	Grade 5
Winter 2022-2023	HPS	Grade 2
Spring 2023	All	All

More to come

- Cost analysis
- Feedback from the field
- Actions steps for Implementation