

CONTOOCOOK VALLEY SCHOOL DISTRICT
Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

June 19, 2017
SAU Boardroom
5:30 PM

Agenda

Committee Members:

Crista Salamy - Chair, Bernd Foecking, Janine Lesser, Linda Quintanilha, Kristen Reilly, Pierce Rigrod

- 5:30 Approval of May 22, 2017 Minutes**
- 5:35 Final Review of the Professional Development Master Plan**
- 5:45 Follow-up on Math Committee Recommendations**
- 6:00 Update on PACE Application**
- 6:15 Update on Strategic Plan**
- 6:30 Establish Next Meeting Date**

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EDUCATION COMMITTEE

May 22, 2017
SAU Boardroom
5:30 PM

Minutes

Committee Members:

Crista Salamy - Chair, Bernd Foecking, Janine Lesser, Linda Quintanilha, Kristen Reilly, Pierce Rigrod

Committee Members Present: Bernd Foecking, Janine Lesser, Linda Quintanilha, Kristen Reilly

Others Present: Rich Cahoon, Dick Dunning, Myron Steere, Dr. Ann Forrest, Colleen Roy, Nicole Pease, Kate Purrington, Gib West, Kat Foecking

5:30 Approval of April 17, 2017 Minutes

Kristen Reilly moved to approve the minutes of April 17, 2017. Janine Lesser second. Janine Lesser abstained. All others in favor. Motion carried.

5:35 Review of draft Professional Development Master Plan

Linda Quintanilha referenced the draft of the Professional Development Master Plan. Questions/comments should be sent to Ann Forrest. Some reported not having received this via email.

Ann Forrest reported that the plan follows an outline required by the State. Feedback along the lines of items that are unclear or that do not make sense are asked. The plan looks at the structure and the process for professional development.

5:50 Recommendations from the Math Committee

- Review of the current math program
- Recommendations for K-4
- Recommendations for 5-12

A copy of "Math in the ConVal School District" was shared (see attached). Effective vs. ineffective program are under evaluation. Not enough students are gaining proficiency with grade-level standards. Identified issues were highlighted. Proficiency data was reviewed. As a result of this data, the question "What curriculum resources will best support students to meet the grade-level standards outlined in NH's College and Career Ready Standards" is asked. Three math credits are required at the high school level to graduate. Could the lack of participation at the higher level be a result of students having met the graduation requirements? Certainly.

The *Standards for Mathematical Practice* included in NH's College and Career Ready Standards were reviewed. Data was collected, interpreted, and analyzed.

Nicole Pease reported that the K-4 recommendation is to adopt Engage NY/Eureka Math. This will allow continued exploration of supplemental curriculum resources.

Colleen Roy reported that the recommendation came about as a result of the rigor of the program. It allows deeper learning.

Kate Purrington shared her observations of the program's impact with her students.

We have had Envision Math in the past. Engage NY is an open source resource. It is highly aligned to the Common Core State Standards.

What is needed for resources? Eureka Math is the published version; we want that material in hand rather than download and copy materials.

The program is being negotiated and will come forward to the full board.

Discussion around an implementation plan and guide has taken place to assure consistency.

Dick Dunning asked about the expectation for consistency over time. He asked about a commitment over time.

Linda Quintanilha referenced the curriculum renewal plan.

The Math Committee will continue to meet to monitor the program.

Rich Cahoon asked if elementary students will receive the same instruction time for math. Ann Forrest said that 75 minutes per day is dedicated to math instruction.

Rich Cahoon spoke about purchasing the information or hiring someone to put the information together and distributing it. A difference in the dollars was asked.

Kat Foecking reported that some in grades 5-8 have been using Engage New York. At the fifth and some of sixth grade, the program has been used with some comfort. More difficult at grades 7 and 8.

The recommendation for 5-12 is to run a full pilot. Publishers for Math Connects/Glencoe, Eureka Math, and CPM Educational Program will be brought in. Different amounts of time between the middle schools is dedicated to math instruction. The curriculum maps have been aligned and will continue.

The most recent copy of the Curriculum Renewal Cycle was asked for distribution.

Dick Dunning asked what NY does in grades 5-12. Discussion took place about transitioning from one program to another.

Implementation by phasing was suggested by Dick Dunning rather than piloting three programs at a level.

Ann said that this will come back to the Education Committee after the three publishers come in. Minimizing the impact that this has on kids from switching from one program to another is critical. The next step for middle school is for publishers to come in and a plan developed for how to move forward at the middle school level.

Schedules and time at the middle school level will be researched.

Kristen Reilly exited at 5:23 p.m.

6:20 [IKF – High School Graduation](#)

- Notes on Physical Education Requirements (see attached)
 - [Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Co-curricular Program](#)
 - [Ed 306.41 Physical Education Program](#)
 - NH School Districts that give PE credit for participation in school-sponsored sports

- Gib West, Interim Principal for ConVal High School, and Judy Heddy, Chair of the Physical Education and Health Department at ConVal High School

Ann Forrest reported that an extended learning policy must be in place to offer this; we do. There is an obligation to assess the student to be sure that the student meets the competency.

Gib West spoke about opting out of the second PE. CVHS would like to propose running it two ways. Collect data on both sets of students; those that take it as an integrated course and those that take it as a nine week and athletic component. Students would be assessed.

For this upcoming year a student could get credit by placing students in the correct sections to allow the opt-out option.

Rich Cahoon said that the School Board never changed the requirements. Students completing their junior year now and already having completed an athletic sport would need to be afforded the opportunity. Gib West confirmed the ability to look back. It would be open to students participating in a school sport; not just varsity. Mr. West suggested that once a student gets to health and wellness that the sport following would count.

It will have to be built into the ELO and a form of assessment developed. Piloting an integrated approach would be the plan. Only school sponsored sports would qualify.

A competency assessment would develop and a student would be required to pass.

The high school will have to look at the ELO's. Time spent to look at the competencies and measurement will be required.

Piloting, while Gib develops it further, will take place. Gib will draft the ELO and update on the assessments that will be used along the way. Placing the gate for sports participation as the end of winter session was asked. This would allow a senior to take PE at the end of their senior year.

Gib West spoke about the necessity for parameters with VLAC's courses. He has in excess of 40 seniors who have not completed their courses needed for graduation. Further thought was asked.

Next Meeting: Monday, June 19, 2017 @ 5:30 PM in the SAU Boardroom

Bernd Foecking motioned to adjourn at 6:52 p.m. Janine Lesser second. Unanimous.

Respectfully submitted,

Brenda Marschok

MATH IN THE CONVAL SCHOOL DISTRICT

Program Review and Recommendations



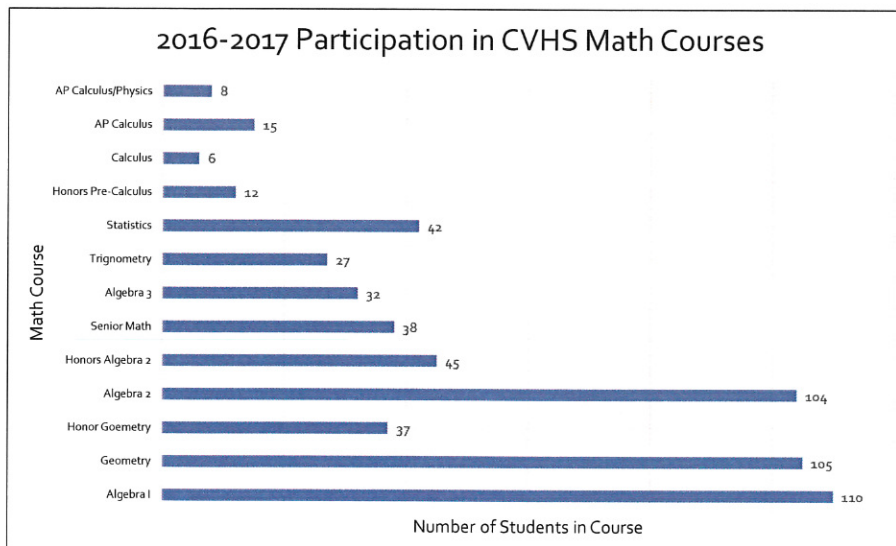
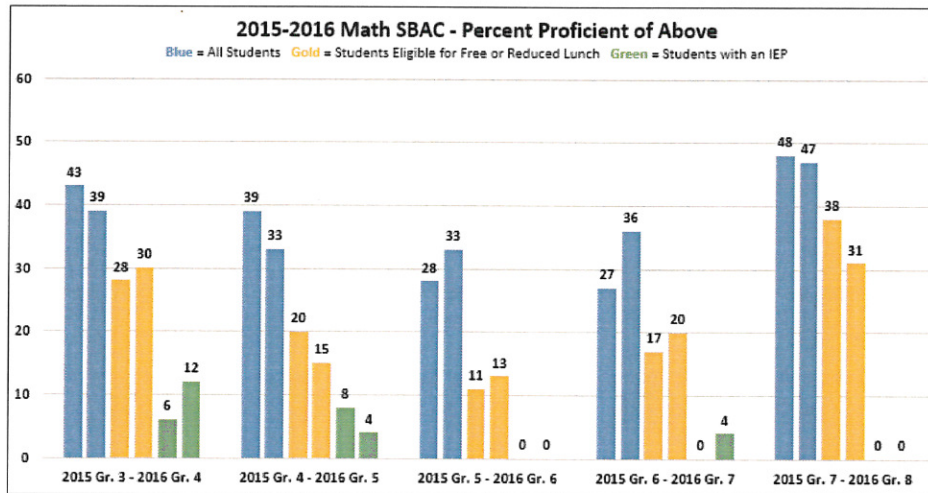
Goal of Program Evaluation

Distinguish effective programs from ineffective ones and launch new programs or revise existing ones in order to achieve desired results.

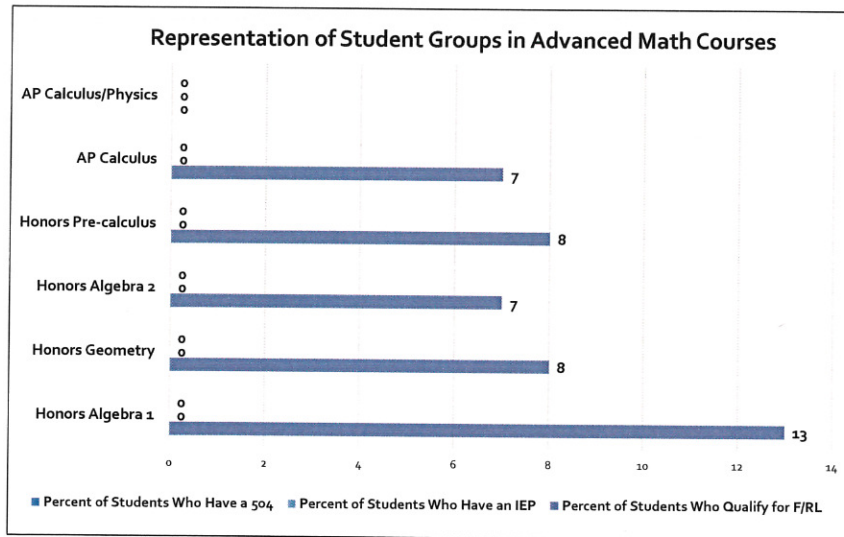
1. IDENTIFY THE ISSUE(S) AND DEVELOP A QUESTION.

Identified Issues

- Not enough students are gaining proficiency with grade-level standards.
- Not enough students are prepared to participate in upper level courses at the high school.
- Significant gaps in achievement exist for students who qualify for free or reduced lunch.
- Significant gaps in achievement exist for students who have a 504 Plan or an Individualized Education Plan (IEP).



Three mathematics credits are required for graduation. A sequence of courses through Algebra 2 is typically required for college admission. Algebra 3 and/or Trigonometry are recommended for more competitive schools.



The overall population of high school students (a) who qualify for F/RL is 25%, (b) who have an IEP is 11%, and (c) who have a 504 Plan is 6%.

Question

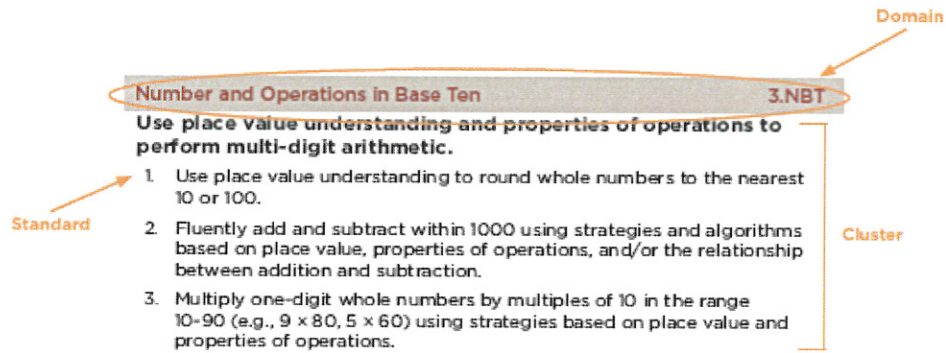
What curriculum resources will best support students to meet the grade-level standards outlined in NH's College and Career Ready Standards?

2. COLLECT, ANALYZE, AND INTERPRET RELEVANT DATA.

Action Step: Reviewed the *Standards for Mathematical Practice* included in NH's College and Career Ready Standards.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Action Step: Reviewed grade-level standards included in NH's College and Career Ready Standards.



Action Step: Reviewed current math curriculum resources using the CCSS Curriculum Analysis Tool.

- Determined the extent to which the Core Content Standards for Mathematics are included in the mathematics curriculum materials.
- Determined the extent to which Core Content Standards for Mathematics are sequenced appropriately in the mathematics curriculum materials.
- Determined the extent to which the mathematics curriculum materials reflect and involve students in the Mathematical Practices.

PROGRAMS REVIEWED

K-4 Programs: Envision, Engage NY

5-8 Programs: Math Connects, Engage NY

9-12 Programs: Math Connects

Action Step: Reviewed ConVal's Core Curriculum Maps for Math.

- Reviewed map content. Content is the "what" the student will study.
- Reviewed map skills. Skills are the proficiencies, strategies, and actions students need to cultivate in order to act on content to develop insight, knowledge, and understanding.
- Reviewed map assessments. Assessments are specific products and performances generated by the learner that demonstrate evidence of growth or regress.

Action Step: Reviewed ConVal's Math Program Frameworks.

Math Program Framework for Kindergarten

Core Curriculum/Core Program (Tier 1)	Supplemental Programs (Tier 2)	Supplemental Programs (Advanced/Enrichment)
enVision Engage NY	enVision Toolkit	
Core Resources (Tier 1)	Supplemental Resources (Tier 2)	Supplemental Resources (Advanced/Enrichment)
OGAP	Zearn - free online resource Engage NY	enVision Enrichment Worksheets
	Developing Number Concepts • Book 1: Counting, Comparing, and Pattern	
	Developing Number Concepts • Book 2: Addition and Subtraction	
	Developing Number Concepts • Book Three: Place Value, Multiplication and Division	
Core Strategies (Tier 1)	Supplemental Strategies (Tier 2)	Supplemental Strategies (Advanced/Enrichment)
Differentiated Small Group Instruction	Differentiated Small Group Instruction	Differentiated Small Group Instruction
Differentiated Center Work	Differentiated Center Work	Differentiated Center Work
Number Talks		

Action Step: Reviewed ConVal's Math Assessment Frameworks.

Math Assessment Framework for Grade 7

Name of Assessment	Type of Assessment	Purpose	Administered
Entrance/Exit Tickets	Classroom Assessment	Engages students' prior knowledge and provides diagnostic information that can be used to fine-tune the delivery of instruction.	Daily
Quizzes	Classroom Assessment	Provides diagnostic information that can be used by the students and the teacher to improve student learning.	Per teacher
Mid-Chapter Assessment	Classroom Assessment	Measures student readiness for unit to date.	Mid-chapter
End of Chapter Test	Classroom Assessment	Measures application of chapter content and skills.	End of chapter
Performance Tasks	Common Assessment	Measures application of unit content and skills.	Once per unit
End of Unit Test	Common Assessment	Measures application of unit content and skills.	End of unit
Performance Tasks	Common Assessment	Measures students' ability to apply unit skills and knowledge, as well as the CCSS Mathematical Practices, in an authentic task.	once per unit
AIMSweb	Benchmark Assessment	Measures student achievement and progress related to math computation and math concepts. Includes number sense, operations, patterns and relationships, data and probability, measurement, data and statistics, geometry, and algebra.	3 times/year with progress monitoring
NWEA	Benchmark Assessment	Measures student progress and growth against grade-level standards. Allows teachers to personalize instruction in order to maximize every student's academic growth. Tracks the achievement and growth of individual students and schools to assist in evaluating the success of the math program.	Once in the Fall
SBAC	State Assessment	Measures student achievement (how much students know at the end of the year) and student growth (how much students have improved since the previous year) to inform program.	Once in the Spring

Action Step: Surveyed teachers' perceptions of current math programs.

- What do you see as the strengths of the current program you are using?
- What do you see as the weaknesses of the current program you are using?
- I would be excited if the Math Committee recommended...
- Is there any other information you would like the Math Committee to consider?

3. MAKE RECOMMENDATIONS BASED ON ANALYSIS OF DATA.

K-4 Recommendations

- Adopt Engage NY/Eureka Math in grades K-4.
- Continue to explore supplemental curriculum resources for reteaching and enrichment.
- Provide PD and time with coaches for teachers to dive into Eureka and do the work necessary to implement the program effectively (including assessments, differentiation, HW, parent support, etc.) using EMBARC.online and other OER available materials.
- Develop a plan to sustain yearly review of curriculum, assessments, student achievement.

5-12 Recommendations

- Bring in publishers for:
 - Math Connects/Glencoe
 - Eureka Math
 - CPM Educational Program
- Pilot programs during the 2017-2018 SY
- Explore the possibility of increasing time for math at the middle school
- Continue to explore supplemental curriculum resources for reteaching and enrichment.
- Develop a plan to sustain yearly review of curriculum, assessments, student achievement