

# Woodbridge Board of Education Curriculum Committee

## South Assembly Room

February 1, 2024

<https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m109af29d0c82682ca6e859032887c788>

**Meeting Number:** (access code): 2481 248 8455

**Meeting Password:** NySJRqir225

**CALL TO ORDER:** Dr. Strambler, Chair called the meeting to order at 4:03 PM.

**IN ATTENDANCE:** Dr. Michael Strambler, Chair (remote); Lynn Piascyk (in person); Sarah Beth Del Prete (in person); Dr. Lauren Francese (remote) Board Members; Vonda Tencza, Superintendent; Analisa Sherman, Principal; Monique MacDonald, WEA Liaison; and Marsha DeGennaro, Clerk of the Board.

Public Comment - None

Math Update – Superintendent Tencza outlined the research process administration has conducted over the last several months in exploring math resources, “best” practices, standardized curriculum-based measures / assessments and assorted articles. In addition, meetings have been held with the Middle School math specialists to ensure vertical alignment with the Amity curriculum.

The two Math Specialists serve Grades 5 and 6 respectively, approximately 2-3 times a cycle. Currently, we are utilizing both compacting flexible group instruction to ensure a strong student growth mindset and differentiation in Math skills. We continue to explore specific mathematical content strand resources that support compacting for Grade 5 and/or flexible grouping for Grade 6. Compacting allows students to apply mastered skills attained in a specific unit to assorted independent projects and problem solving tasks. Flexible grouping changes with each unit and skill set. If a student is compacting out of a unit they will be working on subject matter that is one-two grade levels above where they currently are. This creates opportunities for creative thinking and problem solving that is inquiry based with a solid curriculum standards based trajectory. Based on current assessment data, it is possible there could be a small group of students that will qualify for Pre-Algebra next year.

It was noted that there is a concern that should students qualify for PreAlgebra, they would be in essence “skipping” Grade 6 math, and if students are able to “test” into it they really do not need Grade 6 math. Research is currently indicating that sometimes the foundational skills are missing when a student enters higher level math courses. Research is recommending that at the elementary levels students delve into standards deeper to develop a stronger foundation of concepts. It was noted that parents should be informed of the pros and cons of their child qualifying for PreAlgebra. Parents should also receive clear communication on how their child would be supported should they choose not to enter PreAlgebra. There is no rush to acceleration and what is developmentally and socially appropriate for students is important as well.

While there has been limited focus on the math standards continuum in recent years, it is anticipated there will be greater emphasis in the coming year to ascertain what structures and processes we have in place that are working and where improvement is needed. It is likely increased professional learning will occur as well. It is also possible that we may be able to pilot different resources this spring to determine program viability.

**Meeting Adjourned 5:07 PM**