

# WBOE CURRICULUM COMMITTEE MEETING MINUTES

January 16, 2020

**Present:** Lynn Piascyk, Chair; Dan Cowan, Maegan Genovese, Dr. David Ross, Joyce Shavers, Dr. Michael Strambler, Dr. Jeffrey Townsend, Board Members; Robert Gilbert, Superintendent; Analisa Sherman, Principal; Doreen Merrill, Assistant Principal; Monique MacDonald, WEA; Mary Kohncke, Donna Schuster, Community.

Ms. Piascyk called the meeting to order (4:31 PM).

**Public Comment** – None

**Math Program Overview:** Ms. Sherman presented an overview on math instruction, curriculum alignment with the common core, standards/objectives and differentiation. Curriculum is written by grade level teams, in collaboration with the math coordinators and the ACES Math Consultant. Units are organized and structured with “essential questions/big ideas” and differentiated for individual classroom learning to achieve and develop higher order thinking skills and problem solving at all grade levels. In addition, parents are also provided various resources (Engage NY, Big Ideas Math, Investigations, Exemplars, CCSS) through classroom teacher web sites on classroom assignments, additional practice lessons and enrichment activities. Through tiered lessons and flexible grouping, students are exposed to math concepts developed for their individual learning pathway. Formative assessments are designed for each unit of study inclusive of vocabulary, literacy and literature connections and are given prior to each study unit. Upon conclusion of each unit, students are assessed on their knowledge through utilization of K-U-D (*Know, Understand and Do*).

Professional Development for teachers has transitioned to the workshop model and in collaboration with grade level PLC’s. Study units/pacing guides have been developed linking standards/objectives from the prior year to current and post year inclusive of the common core content standards. Each mathematical practice has various explanations and examples to develop student-centered problem-solving strategies for students through responsive assessment-based instruction.

While curriculum is always a “work in progress” we continue to achieve success. In the spring 2019 testing, BRS students had the highest math and language arts scores in the past five years and the highest percentage of students in the highest quarter. The overall scores for students in Woodbridge (*DRG B*) meeting or exceeding the state standard were: English/ Language Arts – 80.5% (*State Average 59.9 %*) and Math –74.5% (*State Average 62.5%*).

Discussion ensued for whether this achievement level was the result of teaching, differentiation of learning or parents providing “extra-curricular” enrichment activities, tutoring etc. for their individual child(ren). Based on the results, it is not clear if all students across the spectrum, from the lower end learner to the high end, are being fully supported. What is the structure for differentiation, is implementation the same in each classroom and are all teachers required to differentiate learning (is this a systemic issue versus a grade level issue).

Superintendent Gilbert indicated that a Math Consultant from the State Department as well as a representative from Amity will be invited to attend a meeting in the spring to provide additional background for how our curriculum provides the foundation for transition to the Region 5 system and how we compare to other districts across the state in our implementation methodologies/philosophy in conjunction with the common core. He asked that anyone having additional questions contact him directly.

**Next Meeting:** February 20

**Adjourn:** 6:03 PM