

*Connect before Content:*



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# Student Achievement

April 21, 2021



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Please note that this meeting is being recorded.

## **AGENDA**

1. Call to order
2. Decision: Approval of Minutes from February 17, 2021 meeting
3. Public Comment (**Click here for complete listing of Public Comment rules**)
  - a. Send your comments to: [GabrielaNicoletti@bristolk12.org](mailto:GabrielaNicoletti@bristolk12.org)
  - b. Be sure to put PUBLIC COMMENT in the subject line.
  - c. Include your name and address.
  - d. Direct your comments to the Board Chair.
  - e. Your comments will be read at the meeting by the Board Chair.
  - f. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
  - g. Any comments not adhering to the guidelines will not be read at the meeting.
4. Decision: First Reading of Mathematics Curriculum for Grades 3-5, presented by Jillian Romann
5. Decision: First Reading of Social Studies Curriculum for Grade 6, presented by Leszek Ward
6. Information: ESSR II Funding of Academic Programming



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# 1. Call to Order

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# Student Achievement Committee Norms

- *All participants will actively participate, engage in the work of the meeting, and have equal voice and airtime.*
- *Assume positive intentions by respecting and honoring the diversity of opinions, beliefs, and perspectives.*
- *Cultivate Trust by being honest and focusing on ideas, practices and the work...not people.*
- *Norms will be upheld during all meetings and in all interactions outside of formal meetings.*



## 2. Approval of the Minutes

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# 3. Public Comment

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# 4. Decision: Grades 3-5 Mathematics

## Presented by Jillian Romann

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# Grades 3-5 Mathematics

Illustrative Mathematics is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures.



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# Standards for Mathematical Practice

1. Make Sense of Problems and Persevere in Solving Them
2. Reason Abstractly and Quantitatively
3. Construct Viable Arguments and Critique the Reasoning of Others
4. Model With Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision
7. Look For and Make Use of Structure
8. Look For and Express Regularity in Repeated Reasoning



# Instructional Routines

- Notice and Wonder
- How Many Do You See?
- Questions About Us
- Number Talk
- Card Sort
- Choral Count

- Which One Doesn't Belong
- 5 Practices
- True or False
- What Do You Know About \_\_\_\_\_?
- Estimation Exploration

## Mathematical Language Routines

1. Stronger and Clearer Each Time
2. Collect and Display
3. Clarify, Critique, Correct
4. Information Gap
5. Co-Craft Questions
6. Three Reads
7. Compare and Connect
8. Discussion Supports



# Curriculum Review- Grade 3 Math

**Unit 1:** Introducing Multiplication

**Unit 2:** Area and Multiplication

**Unit 3:** Wrapping Up 1,000

**Unit 4:** Relating Multiplication to Division

**Unit 5:** Fractions as Numbers

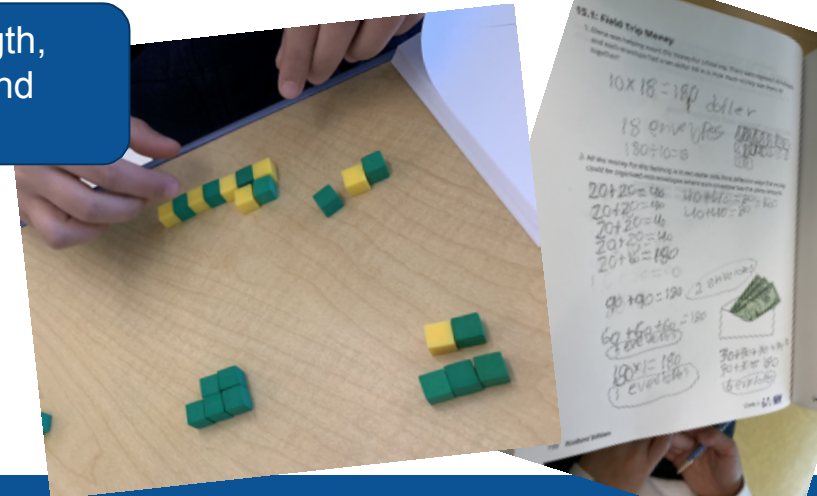
**Unit 6:** Measuring Length, Time, Liquid Volume, and Weight

**Unit 7:** Polygons and Perimeter

**Unit 8:** Putting It All Together



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# Curriculum Review- Grade 4 Math

**Unit 1:** Factors and Multiples

**Unit 2:** Fraction Equivalence and Comparison

**Unit 3:** Fraction Operations

**Unit 4:** Decimal Fractions and Large Numbers

**Unit 5:** Multiplicative Comparison and Measurement

**Unit 6:** Whole-number Multiplication and Division

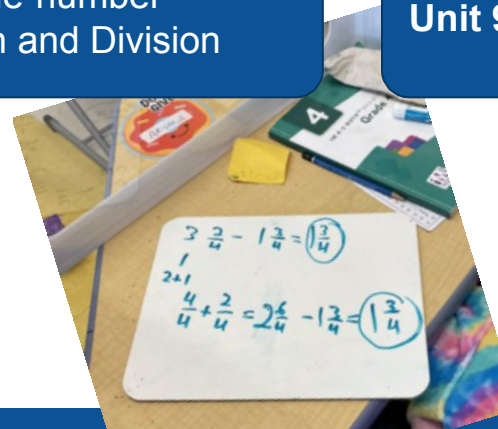
**Unit 7:** Angles and Angle Measurement

**Unit 8:** Properties of Two-dimensional Shapes

**Unit 9:** Putting It All Together



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# Curriculum Review- Grade 5 Math

**Unit 1:** Finding Volume

**Unit 2:** Fractions as Quotients and Fraction Multiplication

**Unit 3:** Fraction Multiplication and Division

**Unit 4:** Whole-Number Multiplication and Division

**Unit 5:** Place Value Patterns and Decimal Operations

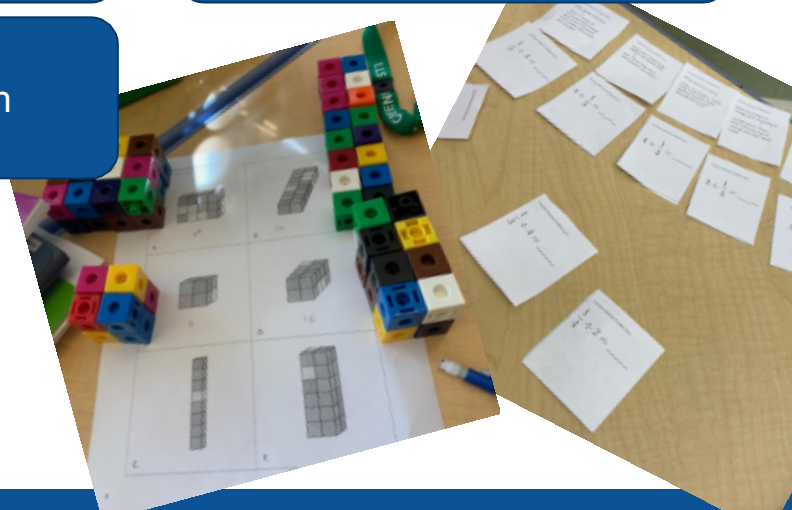
**Unit 6:** Measurement Conversions and Fraction Operations

**Unit 7:** Geometry and the Coordinate Plane

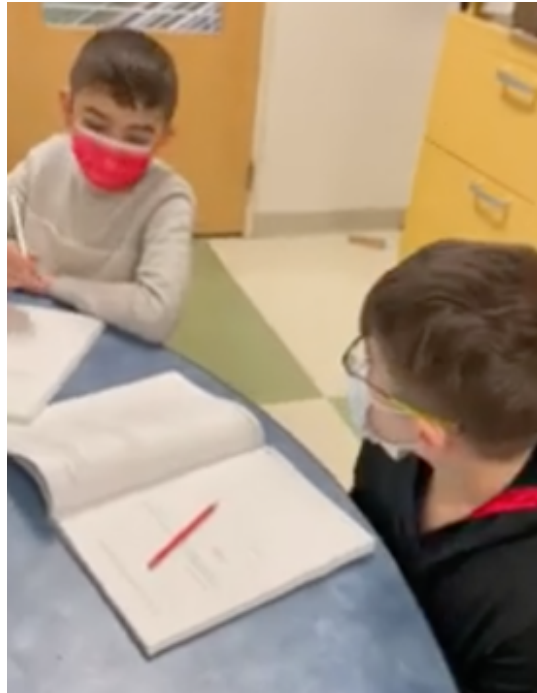
**Unit 8:** Putting It All Together



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# IM in Action



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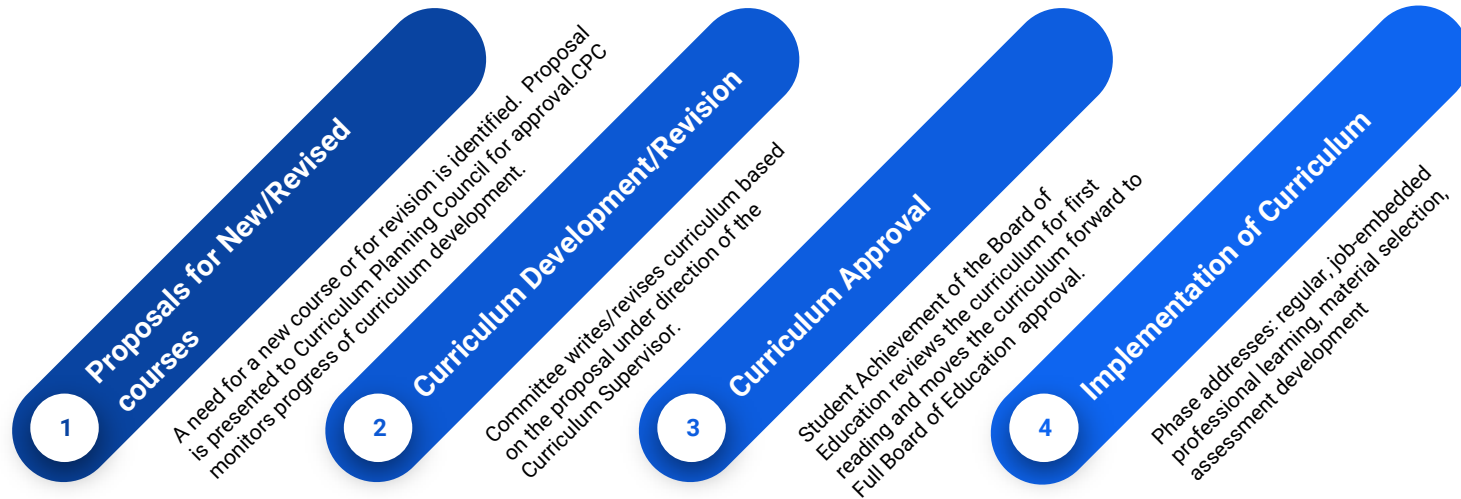
# 5. Decision: Grade 6 Social Studies Curriculum, Presented by Leszek Ward

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# Curriculum Design Process and Equity





# Phase 1: Planning with an Equity Lens

Members of Curriculum Planning Council review one curriculum proposal per meeting using a tool called, “Planning with an Equity Lens”\*.

## Sample Questions from the Tool:

- How can the curriculum committee ensure that with this course we can decrease existing inequities and increase equitable access, experiences and outcomes for 100% of our students?
- What structural barriers in our system could undermine the potential for each student to achieve the goal of this proposal?
- What assumptions do we ourselves hold about this curriculum/course proposal? What have been our experiences with this type of course or learning that are leading to assumptions?
- With regard to this proposal, who has historically been successful and who has historically left behind? What might we consider in the design of this course or its implementation to ensure success for all?



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\*Adapted from Center for School Change

# Phase 2: Curriculum Development

Members of Curriculum Committee review the curriculum draft using a tool (in pilot/draft) called, “BPS Curriculum Review for Equity”\*

#	Statement
1	Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.
2	The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientation through their strengths, talents, and knowledge, rather than perceived flaws or deficiencies.
3	The curriculum sparks curiosity about the history and lived experiences of others and will allow students to exchange ideas and beliefs.
4	The curriculum identifies how power and advantage influences relationships in interpersonal, intergroup, and institutional levels and shows how people have been affected by those dynamics.
5	Curriculum and instructional activities promote or provoke critical questions about the societal status quo. The curriculum presents alternative points of view as equally worth considering.

# Phase 2: Curriculum Development

5	Curriculum and instructional activities promote or provoke critical questions about the societal status quo. The curriculum presents alternative points of view as equally worth considering.	2			Many of the summative inquiries engage students in critical questioning of the status quo. Students will be asked to evaluate the United States as a producer and consumer of culture, U.S. involvement in Afghanistan, Brexit, and the weighing of economic, human, and environmental factors in Latin America and Northern Africa. Students are expected to develop their own points of view by studying sources that present a variety of evidence from multiple perspectives.
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# 6th Grade Social Studies

This course introduces students to a regional study of physical and human geography across the globe, which will be continued in 7th grade. Students begin the course with an introduction to the tools and topics of the discipline, which they then use to study increasingly distant regions of the world. In each unit, students start by orienting themselves to the physical and human geography of the region before exploring humans/environment interactions, people and culture, governments and economies, and current issues.



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# 6th Grade SS - Units

## **Unit 1**

Intro to Geography

## **Unit 2**

United States and Canada

## **Unit 3**

Latin America

## **Unit 4**

Europe

## **Unit 5**

Russia and Central Asia

## **Unit 6**

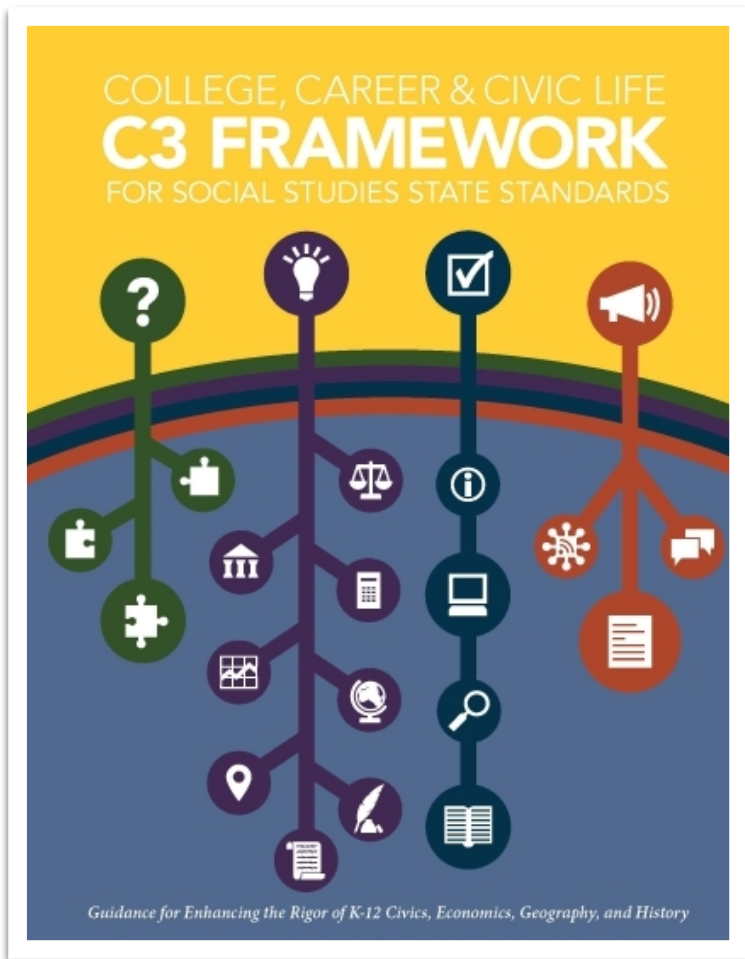
North Africa and Southwest Asia

## **GRE**

Finding/Evaluating Sources



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**Dimension 1:** Developing Questions and Planning Inquiries

**Dimension 2:** Applying Disciplinary Concepts and Tools

**Dimension 3:** Evaluating Sources and Using Evidence

**Dimension 4:** Communicating Conclusions and Taking Action

# 6th Grade Inquiries (by year)

6th	United States and Canada	People and Culture	Does the United States export more culture than it imports?
6th	Latin America	Human Environment Interaction	Given the threat of hurricanes, is it economically beneficial for Central American countries to develop their coastlines?
6th	Europe	Government and Economy	Do the benefits of joining the European Union outweigh the costs?
6th	Russia and Central Asia	Modern Issue Analysis	Has U.S. involvement had a positive effect on living conditions for the Afghan people?
6th	North Africa and Southwest Asia	Human Environment Interaction	How can desertification best be addressed in places like North Africa and Southwest Asia?



# 6th and 7th Grade Inquiries (by theme)

6th	United States and Canada	<b>People and Culture</b>	Does the United States export more culture than it imports?
7th	Sub Saharan Africa	<b>People and Culture</b>	Have outside cultures generally had a positive effect on the people of Sub saharan Africa?
7th	East Asia	<b>People and Culture</b>	Is the past or the present a more powerful influence on East Asian culture today?





# Teacher Comments

# Questions?



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### 3. Information: ESSER funding of academics

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# **BPS WRAPAROUND SUPPORTS**

Academic, social-emotional, and engagement supports offered before and after school, including home visits, small group SEL support, tutoring, special education & related services, bilingual tutoring and translation.

Funded by: COVID Relief Funds







# BPS BOOST

Small group and/or individualized tutoring after school and during April vacation in grades K-12. Tutoring programs developed at each school to support students who were identified as needing additional support. Specialized tutoring by EL and Special Education is also funded under BOOST.

Funded by: Alliance grant

# BPS RECHARGE for HIGH SCHOOL



			
August-March 2020-2021	Recharge Program (Quarter 3/4)	Advance Program (Summer School)	School Year 2021-2022
Student failing all or most of his/her courses.	Potential to earn 2.5 Credits <ul style="list-style-type: none"> <li>• .5 ELA elect</li> <li>• .5 SS elect</li> <li>• .5 Math elect</li> <li>• .5 Sci elect</li> <li>• .5 PE</li> </ul>	Potential to earn 3 credits <ul style="list-style-type: none"> <li>• Engl 1</li> <li>• Alg 1</li> <li>• .5 Elect</li> <li>• .5 Elect</li> </ul>	Starts with 5.5 credits <ul style="list-style-type: none"> <li>• English II</li> <li>• Stats/Geo</li> <li>• Phys Sci</li> <li>• World History</li> <li>• Electives</li> </ul>



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Funded by Alliance Grant

# BPS ADVANCE (Under Development)



## Elementary

- Six hour program in development; Three hours of academic instruction coupled with three hours of enrichment; lunch and transportation to be provided
- Bridge program for transitional grades

## Middle

- Three hours of interdisciplinary Humanities and STEM instruction targeting prioritized skills
- AVID Algebra Bridge
- Bridge program for transitional grades



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# BPS ADVANCE cont. (Under Development)



## High

- Traditional credit recovery options as offered in the past
- Afternoon options for advancement--tentative
  - United Way Youth Employment opportunities
  - Introduction to CWE elective
  - College Exploration and Preparation
  - CNA certification course with Tunxis
- Bridge program for transitional grades

## Special Populations

- EL elementary program K-2, 3-5 and Secondary program 6-8, 9-12



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# BPS ADVANCE cont. (Under Development)

## Special Populations



- OT and SLP services
- Specialized curricular resources for grade level and standards aligned instruction for students with disabilities
- Updated equipment and materials for students with disabilities
- Potential for offering special education and related services extended two weeks beyond ESY



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# BPS Bolster (Under development)



## Elementary

- Dedicated teachers for students who will continue to learn remotely, including special education teachers and special education related service providers
- Additional Instructional Support Teacher per elementary school
- Kindergarten teaching assistants in every K section

## Middle

- Math or Literacy Instructional Support Teacher per school
- Technology Integration Coach per school

## High

- Math Lab teacher per school
- English Language Arts Lab teacher per school

## Special Populations

- Additional support for students experiencing homelessness



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# BPS ASPIRE

(Under development)

This program will support cross-aged tutoring. A tutoring director will train our tutors using our BPS curriculum and the AVID tutorology approach. High school students will be trained and hired to tutor students in middle and elementary schools. CCSU and UCONN TCPCG teaching interns will have the opportunity to be trained and hired to tutor our high school students.



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# Information: Public Comment

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