Ad Hoc Enrichment Committee Meeting
July 18, 2018

1. Meeting called to order at 6:34 pm
   a. Introductions were completed
2. Public Comment: None
3. Review of Committee Charge and Timing of Recommendation
   a. Committee Charge: The committee will make a recommendation to the WBOE on the ways the Board can support the initiatives of the School-Wide Enrichment Model (endorsed by the Board in their Strategic Development Plan) including the needs of high achieving/high ability students.
   b. Timeline-- recommendation to the WBOE at the October 2018 Regular Meeting. This is due to the possibility of budgetary impact.
   c. Steve Fleishman, chair, mentioned that the committee should include transparent conversations and not be afraid to share ideas.
4. School-wide Enrichment Overview
   a. Bob Gilbert, Superintendent, reviewed the school-wide enrichment model. The goal of this model is to serve *all* students, not just targeted few.
   b. School-wide enrichment model is research based. Not <u>one</u> model and not <u>one</u> definition around giftedness
   c. School-wide Enrichment Model:
      i. Grade 2 - Community Helpers (Project Based Learning/Clusters)
      ii. Grade 3 - Enrichment Cluster Model
      iii. Grade 4 - Enrichment Cluster Model (2018/2019)
      iv. Grade 5 - Genius Hour/Project Based Learning Model
      v. Grade 6 - Capstone Project
      vi. Curriculum Compacting Protocols- streamline the regular curriculum for our early mastery students. Identify new (deeper) learning objectives and challenging alternatives
      vii. TAG Pull-out Programming
      viii. STEAM Teacher
      ix. Identification standardized at Grade 3
   d. Questions around STEAM teacher- students attend at every grade level for 4-6 weeks currently.
   e. Question around Curriculum Compacting and Math Workshop-- what does it look like and where are we now? Curriculum compacting is based on a pre-assessment. Students are then flexibly moved into and out of the lessons based on that pre-assessments. Students will work in small groups and partnerships. Students will work on independent projects as well as core curriculum. Math workshop is occurring across the school at varying levels.
   f. TAG Programming-- intended to focus on unmet needs of students.
   g. A variety of programming is available beyond the classroom to support giftedness and talents.
   h. Questions around acceleration for students- what kind of support do teachers need in order to work with students.
5. Math Philosophy and Curriculum Overview
   a. Difference between a curriculum and a resource used to deliver that curriculum.
   b. Philosophy is based on the notion that students begin school with mathematical intuition and the ability to think mathematically. Students will construct their own mathematical understandings. Emphasis on the Standards of Mathematical Practice- which includes tenets such as persevering at problem solving, reasoning abstractly, constructing arguments and critiquing reasoning of others and apply mathematical understandings to solve problems in everyday life.

    c. Curriculum templates are being developed at all grade levels with the support from a consultant from ACES. Templates are rich in resources as well as essential questions, background information, explanations and examples from the Common Core State Standards, possible misconceptions and formative and summative assessments.

6. Committee Sharing
    a. Focus on Math to start
    b. What is happening elsewhere? What do experts say? (Invite some people in.)
    c. What does research say? (Two possible resources: A Nation Deceived or A Nation Empowered)
    d. Supplement School-wide enrichment model
    e. Examine current TAG programming.
    f. Next meeting: Presentation by Bonnie O'Regan, from CAG
        i. Acceleration and/or compacting--research and options
        ii. Theory vs. practice for instruction of gifted students
        iii. Placement of higher achieving students within classrooms
    g. Future possible topics
        i. Other models for instruction--what are other schools in DRG B doing to differentiate across mathematics instruction? What does TAG programming look like in other DRG B school districts?
            1. DRG listing: https://portal.ct.gov/-/media/SDE/Grants-Management/Report1/CPSE2016/appndxa.pdf?la=en
        ii. What does the middle school think of our students' instruction in math? (Heather Goldstein)

7. Public Comment:
    a. Joyce Shavers shared her take-aways from Confratute: Math Resource-- M3 and M2 https://gifted.uconn.edu/projectm3/
    b. Andrea Fleischman - compacting- have students work on topics that don't always get covered such as geometry, probability and statistics etc.
    c. Approach math first but also consider other subjects. How can we evaluate TAG programming and how our high achieving students are learning?

Next meeting: Wednesday August 29, 2018 6:30 pm