New Fairfield Public Schools

New Course Proposal

Directions:
Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed: Algebra I Workshop

Proposal submitted by: Julie Luby- Assistant Superintendent, James D'Amico- NFHS Principal, Catherine Hall- NFHS Mathematics Department Chair

School: New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

   The mathematics department proposes to run a course entitled Algebra I Workshop for students in Algebra 1 who did not meet benchmark on the PSAT/SAT in the prior year. This course will be provided to all students in grades 9-12 who meet the requirements to be enrolled.

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

   The course is a year long and includes a half block (40 minutes) of instruction/intervention every other day in addition to the current 80-minute block in which students are already enrolled. An example would be that a student would have a full class of Algebra 1 during the A1 block and have an additional 40 minutes of Algebra 1 workshop during B1.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

   Approximately 50% of students entering NFHS and 50% of the students enrolled at NFHS are not meeting the benchmark for mathematics on SBAC and PSAT/SAT. The rationale behind the course is that with additional instructional time targeted at remediation and key topics that are relevant to both the PSAT/SAT and curriculum from prior and subsequent courses students will have more success not only on the test but in math and science classes overall.

4. Please indicate the target population for this proposal.

   Students who have not yet met benchmark on the PSAT/SAT

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

   This class would replace the current math seminar program. Currently the math seminar program is difficult to schedule since struggling students have different study halls and therefore enrollment is limited and students who are in the program are from all different courses (ie Algebra 1, Geometry and Algebra 2).

6. List any prerequisites for this course or instructional program.

   This course is intended for students who did not meet benchmark on the PSAT/SAT

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

   Algebra 1 Workshop is a course that students take in addition to the CP Algebra 1 course and is required for students who have not yet met the district math benchmark. During Workshop students will receive instruction in many of the prerequisite topics for the course. They will also receive additional practice of core skills. A graphing calculator is required for the course. Students taking this course will receive .5 credit that will count toward total credits for graduation, but cannot be used to fulfill the math requirement for graduation.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

   This course is designed to give students a stronger foundation in basic Algebra, Data and Statistics and Geometry skills in order to be successful in both their core courses and on the SAT. The goal of the program is that eventually enrollment will decrease as students move through the program and have more solid computational and problem solving skills.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

   This course is intended to be a place where students receive targeted small-group instruction. The curriculum used would be the same curriculum as the core course, but the teacher would use their knowledge of the curriculum to determine what prerequisite skills students need in order to be successful in the course. During workshop time, teachers should be working with small groups while other students are working collaboratively or independently on tasks that will show mastery of concepts. Some of the ideas that might be implemented into workshop are to use math

menus and a math workshop model to keep students engaged in the intervention time. Data will be collected periodically through the form of classwork and assessments and students will receive a grade for math workshop on their report card.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

    Using the current staff, depending on how sectioning works, we will be close to being able to offer Workshop courses for all students that require it in addition to our current course offerings. We may need an additional 1-2 sections above our current staffing.

    The entire department may require professional development in what the best instructional models are for intervention. This PD can be run in house by a current member of the department at the beginning of the school year.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

    None - current resources can be used for this program

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

    This course does not impact any other courses that are currently being offered with the exception of study halls. Students would be replacing half of a study hall with a math workshop course.

Signatures of those making this proposal:

Cattleanne Hall — **Teacher/Department Chair** — 2/20/20 — **Date**

Principal — 2/20/20 — **Date**

Julie Luby — **Assistant Superintendent** — 2/20/20 — **Date**