

## **Agenda**

- I. **Call to Order / WebEx Login**  
**<https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=maf8bb79c3d118c09c28afecbf396a4f4>**  
  
**Meeting number (access code): 2489 040 6842**  
**Meeting password: pCGEPdwj374**
- II. **Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time. During the COVID 19 pandemic, please feel free to submit Public Comments via email to mdegennaro@woodbridgeps.org***
- III. **Update on School Attendance 2021-22**
- IV. **New Grade 6 Pre-Algebra Course**
- V. **Ongoing Curriculum Development**
- VI. **Adjourn**



# WSD Curriculum Committee


November 4, 2021:  
Update on School Attendance 2021-22,  
New Grade 6 Pre-Algebra Course,  
& Ongoing Curriculum Development

Jonathan S. Budd, Ph.D., Superintendent  
Analisa Sherman, Principal  
Kim Franklin, Math Specialist




# Overview

- Update on School Attendance 2021-22 (anticipated 20 mins.)
- New Grade 6 Pre-Algebra Course (anticipated 20 mins.)
- Ongoing Curriculum Development (anticipated 20 mins.)



Update on School  
Attendance  
2021-22



# Background

- New attention to this issue raised during Spring 2021
  - Woodbridge's chronic absenteeism statistics exceeded those of comparative districts
- Administrative procedures for student attendance have been enhanced, and clarified with administrative assistants, teachers, and families
- Policy language revised, including clarification around “extraordinary educational opportunities”

# Key Elements of Attendance Policy

- from BOE Policy #5113: "Attendance/Excuses/Dismissal":

A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

Preferred documentation is provided by the parent/guardian leaving a message prior to 8:25 AM on the day of the absence on the school's attendance phone line. Acceptable alternate documentation includes a signed note from the student's parent/guardian, a signed note from a school official who spoke personally with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

# Key Elements of Attendance Policy

- from BOE Policy #5113: "Attendance/Excuses/Dismissal":

**Chronically absent child:** An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**Absence:** An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

**District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

**School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

**Truant child:** An enrolled student who has four unexcused absences from school in a month or ten unexcused absences in any school year.

# September 2021 BRS Attendance Data

<b>Attendance Code</b>	<b># of Students</b>
Absent	195
Tardy	73

# September 2021 BRS Attendance Data\*

<b>Attendance Type</b>	<b># of Students</b>
Chronically Absent	2
Truant	0

*\* Based on 21 days of school*

# October 2021 BRS Attendance Data

<b>Attendance Code</b>	<b># of Students</b>
Absent	336
Tardy	133

# October 2021 BRS Attendance Data\*

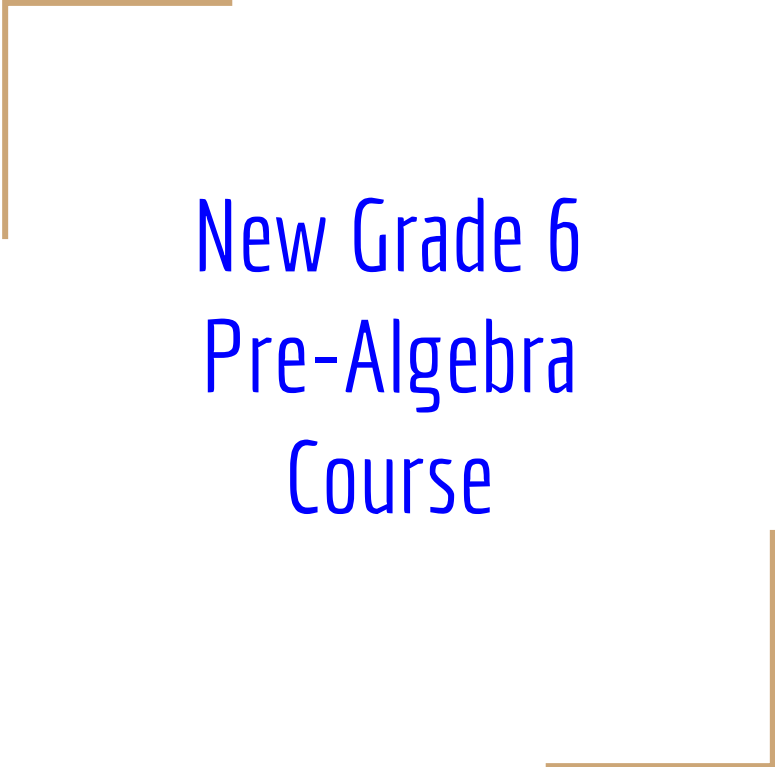
<b>Attendance Type</b>	<b># of Students</b>
Chronically Absent	59
Truant	2

*\* Based on 41 days of school*



Questions?



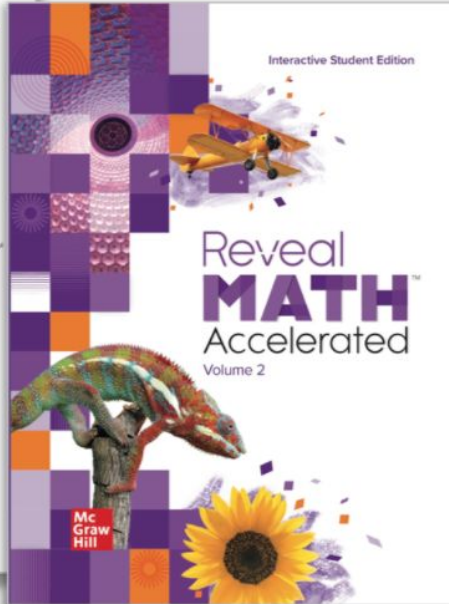
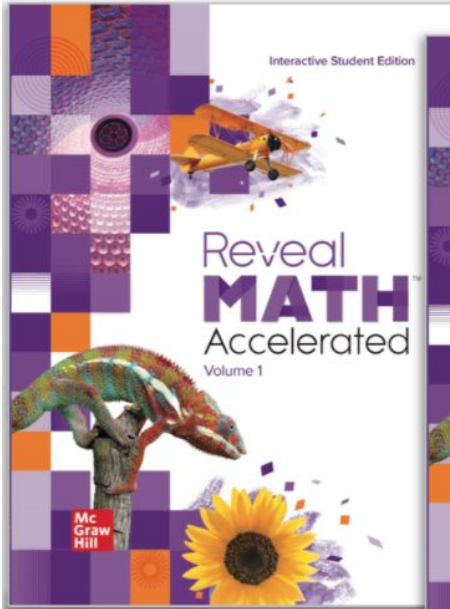


New Grade 6  
Pre-Algebra  
Course

# Curriculum Topics

1. Proportional Relationships
2. Solve Percent Problems (tax, interest, commission...)
3. Operations with Integers and Rational Numbers
4. Exponents and Scientific Notation
5. Real Numbers (Roots, Compare & Order Real Numbers)
6. Algebraic Expressions
7. Equations & Inequalities
8. Linear Equations & Slope
9. Probability
10. Sampling & Statistics
11. Geometric Figures
12. Area, Surface Area, Volume
13. Transformations, Congruence, & Similarity

# Math Resource



**ALEKS<sup>®</sup>**

# ALEKS

Class Code: UXWKQ-VCFD4

CLASS TOOLS 

## 2021-2022 Mathomaniacs - Dashboard

### Class Information



**2021-2022  
Mathomaniacs**

 14

Class Code:  
UXWKQ-VCFD4

Class Duration:  
08/30/21 - 06/30/22

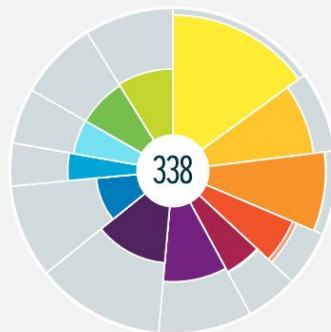
Course Product:  
Pre-Algebra

Class Grade:  
6th Grade

Instructor:  
Ms. Kim Franklin

[Class Summary »](#)

### ALEKS Pie Report



**53%**  
**Progress**  
338 of 634  
Topics

Select slice to see mastery.

[View Full Report »](#)

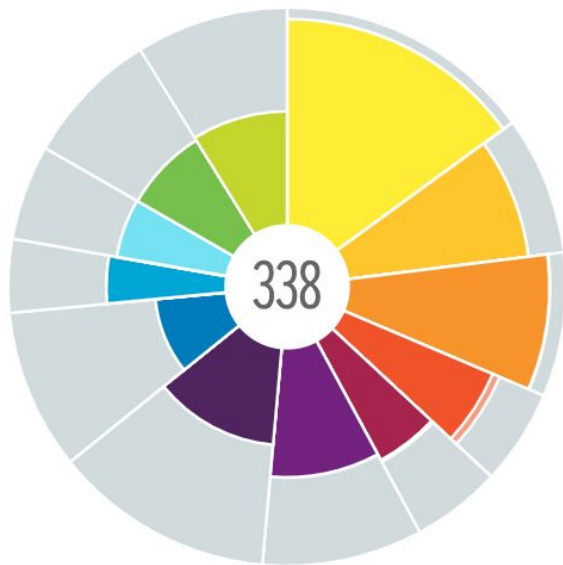
### Time and Topic - Learning Mode



## 2021-2022 Mathomaniacs - ALEKS Pie

Number of Students Included in This Report: 8 

Tips

Show: Current Progress Downloads 

Select Slice to See Progress

0%

ALEKS Pie Progress  
 335.9 Mastered, 2.5 Learned,  
 295.6 Remaining Topics

53% 

### Top Ready to Learn Topics

- |   |      |
|---|------|
| ● Solving a word problem with two unknowns using a linear equation                    | 100% |
| ● Word problem on unit rates associated with ratios of whole numbers: Decimal answers | 88%  |
| ● Distributive property: Fractional coefficients                                      | 88%  |
| ● Writing an inequality for a real-world situation                                    | 88%  |

Angie works in a jewelry store and earns a 6.25% commission on every piece of jewelry she sells.

**How much commission does she earn for selling a ring that costs \$1,300?**



### Think About It!

What is a good estimate for the solution? Explain.



Write a proportion and solve using ratio reasoning. Let  $c$  represent the amount of commission.

$$\left. \begin{array}{l} \text{amount of commission} \rightarrow \frac{c}{1,300} \\ \text{cost of ring} \rightarrow \frac{6.25}{100} \end{array} \right\} \text{Percent}$$

$$\frac{c}{1,300} = \frac{6.25}{100}$$

Because  $100 \times 13$  is 1,300, multiply 6.25 by 13 to find the value of  $c$ .

$$\frac{81.25}{1,300} = \frac{6.25}{100}$$

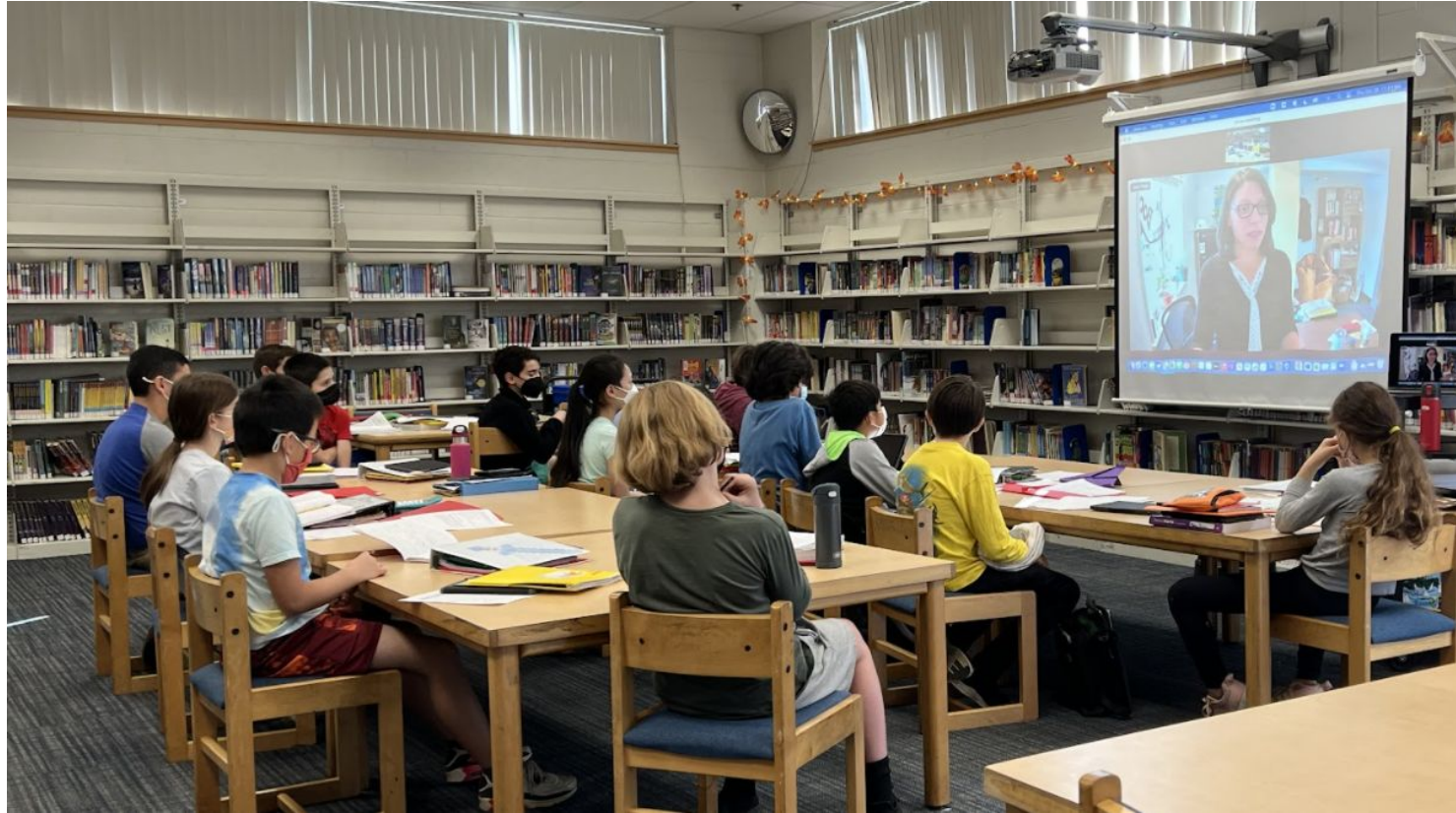
$6.25 \times 13 = 81.25$ , so,  $c = 81.25$ .

So, the amount of commission is \$  .

# Mock Restaurant: Solving for Tip & Tax



# Real Estate Evaluation: ROI & ARV



# Real Estate Evaluation: ROI & ARV

## Before Repair Value



### MLS # 72585366 - Sold Single Family - Detached

**5 Merrill St  
Danvers, MA 01923-3116  
Essex County**

Style: **Colonial**  
Color: **Grey**  
Grade School:  
Middle School:  
High School:  
Handicap Access/Features:  
Directions: **High St to Merrill St**

List Price: **\$325,000**  
Sale Price: **\$265,000**

Total Rooms: **7**  
Bedrooms: **3**  
Bathrooms: **2f 0h**  
Master Bath: **Yes**  
Fireplaces: **2**



### MLS # 72660601 - Sold Single Family - Detached

**5 Merrill St  
Danvers, MA 01923  
Essex County**

Style: **Other (See Remarks)**  
Color: **Slate**  
Grade School:  
Middle School:  
High School:  
Handicap Access/Features:  
Directions: **High St to Merrill St**

List Price: **\$580,000**  
Sale Price: **\$610,000**  
Total Rooms: **7**  
Bedrooms: **3**  
Bathrooms: **2f 1h**  
Master Bath: **Yes**  
Fireplaces: **0**

### Remarks

**\*Open House Cancelled - Seller is now accepting backup offers\* Completely renovated and ready for your personal touch. With a new driveway, fenced in yard and in ground pool this homes makes a statement even before you walk in. Once you open the door you will be greeted by beautiful hardwood floors, new windows, LED lighting, insulated walls and large spaces to entertain friends and family. The kitchen features an 8' island with waterfall granite counter tops, stainless steel appliances and soft close doors and drawers. The mudroom, off the kitchen, has a large pantry and laundry connections. Leading to the yard you will enjoy the over sized deck overlooking the in ground pool. On the second floor you will enjoy 2 bedrooms and a full bathroom in addition to a large master suite with its own private bath. The walk-up attic provides ample storage for all your off season items.**

### Property Information

Approx. Living Area: **1,852 Sq. Ft.**  
Living Area Includes:

Living Area Source: **Public Record**  
Living Area Disclosures:

Disclosures: **Seller has never lived in the property. Listing agent is related to principal owner.**

Approx. Acres: **0.14 (5,912 Sq. Ft.)**  
Heat Zones: **2 Central Heat, Gas, ENERGY STAR**  
Cool Zones: **2 Central Air, ENERGY STAR**

Garage Spaces: **0**  
Parking Spaces: **4 Off-Street, Paved Driveway**  
Approx. Street Frontage:

### Remarks

**Investors and contractors, take notice! Huge opportunity to make this three bedroom, two bath Danvers Colonial home has a great layout including a spacious kitchen, fireplaced dining area, large fireplaced living room, and 3 bedrooms. Wide pine floors are waiting to be revealed and restored in many of the rooms. Backyard with in-gro hosting summer BBQs. A little elbow grease and imagination, this could be your dream home or dream investment!**

### Property Information

Approx. Living Area: **1,852 Sq. Ft.**  
Living Area Includes:  
Living Area Source: **Public Record**  
Living Area Disclosures:  
Disclosures:

Approx. Acres: **0.14 (5,912 Sq. Ft.)**  
Heat Zones: **Hot Water Baseboard, Gas**  
Cool Zones: **None**

Garage Spaces: **0**  
Parking Spaces: **2**  
Approx. Street Frontage:

## ARV (After Repair Value)

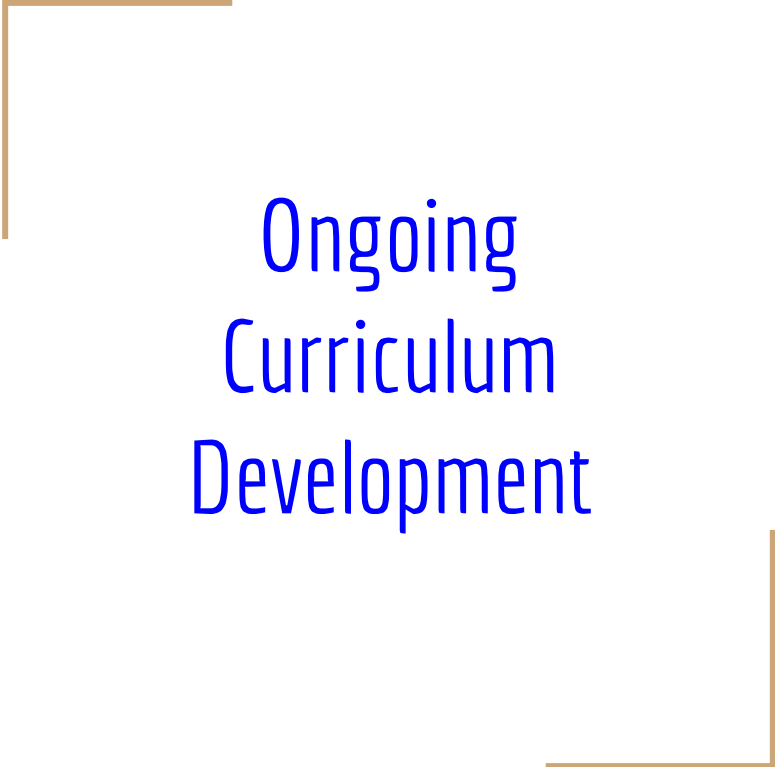
# Using Algebraic Properties to Justify

Show that  $(-2)(-1) = 2$

$0 = \mathbf{-2(0)}$	Multiplicative Property of Zero
$0 = 2[\mathbf{1 + (-1)}]$	Additive Inverse Property
$0 = \mathbf{-2(1) + -2(-1)}$	Distributive Property
$0 = \mathbf{-2 + (-2)(-1)}$	Multiplicative Identity Property
$\mathbf{2 = (-2)(-1)}$	Addition Property of Equality

# Pre-Algebra Current Observations

<b>Benefits</b>	<b>Concerns</b>
<ul style="list-style-type: none"><li>● Raising the level of rigor; meeting student needs</li></ul>	<ul style="list-style-type: none"><li>● Gaps in student understanding require backfilling</li></ul>
<ul style="list-style-type: none"><li>● Students becoming more accountable</li></ul>	<ul style="list-style-type: none"><li>● Balancing academic readiness with emotional readiness</li></ul>
<ul style="list-style-type: none"><li>● Highly digital</li></ul>	<ul style="list-style-type: none"><li>● Highly digital</li></ul>



# Ongoing Curriculum Development

# Ongoing Literacy Work

- Strong Foundation: Readers' & Writers' Workshop
- Supplementing core curriculum with phonological awareness, phonics, & word study
  - Current curriculum contains lessons in these areas; additional ones are being added

# Professional Development in Literacy

- Professional development upcoming on Nov. 2 & Nov. 9, focusing on implementing instructional practices & unit planning
- Literacy specialists meet regularly with grade-level PLCs throughout the year
- Blended PLC including literacy specialists, speech/language pathologists, and special education reading teachers meets regularly

# Additional Curriculum Development

- Math (specialists working with teachers)
- Science (specialist working with teachers)
- Social Studies (BRS Goal 3)
- Social & Emotional Learning (BRS Goal 1)



Questions?

