MINUTES

I. CALL TO ORDER

   Chairperson Cei called the meeting to order at 6:02 p.m.

BOARD MEMBERS PRESENT

K. Castelli, J. Cei, A. Doerr (arrived at 6:06), K. Hlavac, R. McKay (arrived @ 6:06), P. Reynolds

STAFF MEMBERS PRESENT

J. Corso, K. Daly, M. Iles, D. Kimball, C. Madancy, R. Mancusi, B. McCully, S. Menzo, S. Parkhurst

II. ACCEPTANCE OF MINUTES

Instructional Committee Meeting minutes of April 4, 2016, May 9, 2016 and September 6, 2016 were accepted as presented.

III. CURRICULUM

A. Proposed Adoption of High School Probability and Statistics – Units 2 & 3

Christie Madancy, Mathematics Curriculum Coordinator K-12, stated these units are for the academic level Probability and Statistics course. Students enrolled in this course will be able to independently use their learning to analyze data sets and interpret graphical representation of data. They will understand that mean and standard deviation can be used to create normal curves. Students will learn characteristics of a normal distribution, how to interpret percentiles of a distribution and how to compare normal distributions. In addition, they will be skilled at calculating z-scores, creating a density curve, drawing a normal distribution, determining how a distribution is skewed, calculating percentiles, using percentiles to locate values within a distribution and identifying Median and Mean of a density curve. Mrs. Madancy stated this is a full year course.

The unanimous consensus of the Board was to send the proposed adoption of High School Probability and Statistics – Units 2 & 3 to the Board of Education for action at its next meeting.

B. Proposed Adoption of High School Financial Algebra – Unit 2

Mrs. Madancy stated these units are for the general level Financial Algebra course; which is a new course being offered this year. Students enrolled in this course will be able to independently use their learning to apply algebraic skills and reasoning to modeling a business. They will understand that creating one's own business is a multi-faceted undertaking that requires knowledge of the vocabulary, and a deep understanding of mathematical principles such as break even analysis, supply and demand and pricing. In addition, they will learn to understand the difference between revenue and profit, how to interpret supply and demand to price products and services as to generate the most revenue and how to start a business.

Students will learn basic vocabulary of a business organization/model. They will be skilled at computing revenue and profit, understanding pricing systems, creating appropriate equations to represent variables in a business model and use those equations to solve real-world problems. In addition, they will learn computing systems of equations to determine effective business practices, interpret linear and quadratic graphical representations of business concepts and use both equations and graphs to solve equations and interpret data. Mrs. Madancy added this is a full year course and provides an alternate route for students to achieve their Algebra 2 credit.

The unanimous consensus of the Board was to send the proposed adoption of High School Financial Algebra – Unit 2 to the Board of Education for action at its next meeting.

IV. **PRESENTATION**

A. **Watson Enlight Presentation**

Dr. Menzo introduced two representatives from Office Depot and one representative from IBM who collaborated on this presentation for Board members. The Watson Enlight for Education program engages students and inspires success and has its foundation based on three beliefs – Skill Mastery, Equal Access & Equity for All and a Student Achievement Triad comprised of educator, student and parent. IBM has personalized learning solutions and learning experiences never before thought possible to drive student success. Wallingford is one of four school districts in the country that Office Depot and IBM have partnered with to pilot this initiative. The other participating schools are located in California, Texas and Florida. This system is intended to provide teachers with evidence-based insights and solutions by allowing access to data about students and should allow teachers to better use time they previously spent retrieving student learning data. The goal of the system is to help take all data that teachers have access to but is located in different places, and now have it in one place. It will be a challenge to create relational databases using content data and behavior data.

V. **ADJOURNMENT**

There being no further business, Chairperson Cei adjourned the meeting at 8:12 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary