

Waterbury Board of Education Curriculum Committee

Virtual via ZOOM

June 3, 2020

Present: Chairman Tom Van Stone, VP (Vice Chair) Karen Harvey, Commissioner Melissa Serrano-Adorno, Commissioner Juanita Hernandez, Commissioner Rocco Orso, Superintendent Dr. Verna Ruffin, Dr. Gregory Rodríguez, Darren Schwartz, Jan Frenis, Jeanine Minort-Kale, and Will Zhuta.

Chairman Van Stone called the meeting to order at 5:02 pm

Agenda

Administrative

- Next meeting will be in June for Social Studies
- CANVAS student/teacher software (Open discussion moderated by Commissioner Serrano-Adorno)

Item #1 – Grades K, 1, 2, 3, 4, and 5 Math Curriculum review and proposal

Grades K, 1, 2, 3, 4, and 5 Math Curriculum

Presenter - Mr. Schwartz and Ms. Frenis

Teacher review team

Request for quote review (5 company submittals)

Summary of trade study responses from teachers

Overview of selected software (see attachments)

Open Discussion

Motion made by Vice President Harvey to approve and move to the full Board, second by Commissioner Orso. Vote 4 Yeas, 0 Nah, 1 Abstention

Motion passes to send to Board

Item #2 – Grades 6, 7, and 8 Math Curriculum review and proposal

Grades 6, 7, and 8 Math Curriculum

Presenter - Mr. Schwartz and Ms. Minort-Kale

Teacher review team

Request for quote review (9 company submittals)

Summary of trade study responses from teachers

Overview of selected software (see attachments)

Open discussion

Motion made by Commissioner Hernandez to approve and move to the full Board, second by Commissioner Serrano-Adorno. Vote 5 Yeas, 0 Nah, 0 Abstention

Motion passes to send to Board

Chairman Van Stone requested to Dr. Ruffin to follow-up with a Board of Education Workshop agenda item to give the presentations to the full Board.

Adjournment – motion to adjourn made by Vice President Harvey, seconded by Commissioner Rocco Orso, unanimous vote – 6:17 p.m.

Minutes by Chairman Tom Van Stone



WATERBURY PUBLIC
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Curriculum Committee

Waterbury Public Schools

June 3, 2020

Elementary Math

Darren M. Schwartz
Janet Frenis

Ready Classroom 2020
Student Digital Experience

Requested Scope of Services

- Demonstrates strong horizontal and vertical alignment to the CCSSM
- Includes assessments that directly measure mastery of the CCSSM and includes item types similar to Smarter Balanced items
- Includes supports for English Language Learners
- Provides differentiation strategies for students who struggle in math

Requested Scope of Services

- Must be available in print and online and offer interactive student lessons.
- Must include an intervention component that allows students to work at their instructional levels.
- Must include an online data management system that complies with all applicable FERPA laws.
- Must include initial and ongoing professional development for teachers and administrators.

RFP Committee Process

- Received 8 responses to RFP
- Reviewed all eight proposals against the requested scope of services
- Narrowed the field to three.
- Conducted a deep dive into units, teacher tools, assessments, and student digital platforms
- Unanimously identified Ready Classroom 2020 as the best choice for students in grades K-5
- Currently entering negotiations

Ready Classroom - edreports.org

Kindergarten



First Grade



Second Grade

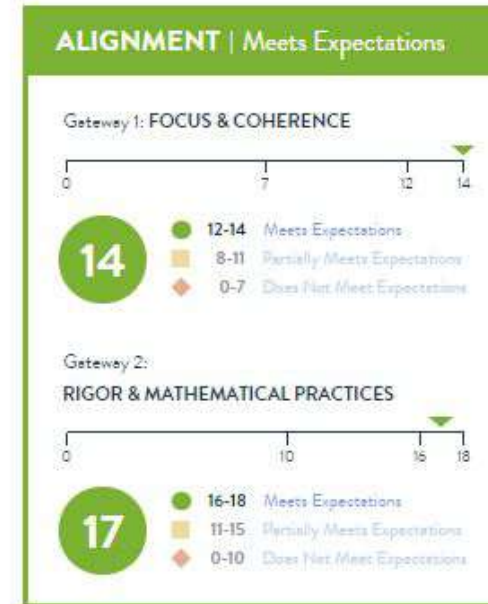


Ready Classroom - edreports.org

Third Grade

Fourth Grade

Fifth Grade





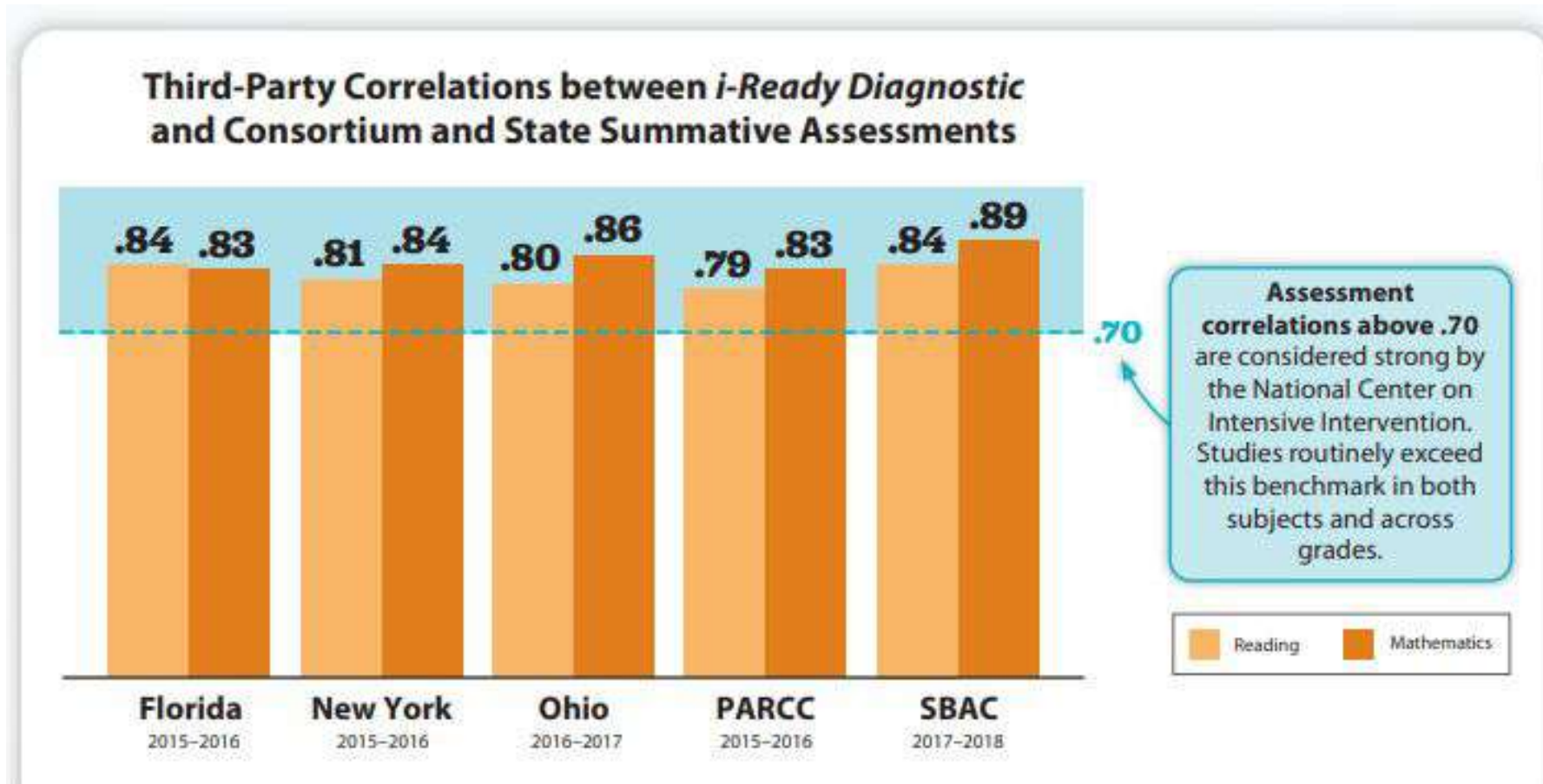
Ready Classroom Program Highlights

- Core curriculum program plus tiered intervention/enrichment students' individual instructional levels
- Ability to implement in a blended, distance, or traditional learning model
- Lesson structure designed to build conceptual understanding, procedural fluency, and application to real-world mathematical tasks
- Core program and i-Ready accessible through the student platform
- Strong options for differentiation and personalization
- Interactive tutorials, additional practice, math centers, learning games
- A variety of family resources including family letters for every lesson (English and Spanish)

Ready Classroom Program Highlights

- Comprehensive, standards-aligned assessment suite including:
 - Diagnostic Assessments - Three times per year to determine and adjust personalized learning pathways
 - Summative Assessments - Unit and lesson levels
 - Formative Assessments - Available at the lesson and session levels including assignable interactive practice
- A variety of reports at the district, school, class and student levels
 - [Sample Reports](#)

Ready Classroom Program Highlights



Middle School Math

Darren M. Schwartz
Jeannine Minort-Kale

RFP Committee Process

- Received 9 responses to RFP
- Reviewed all nine proposals against the requested scope of services
- [Evaluation Tools](#)
- Narrowed the field to five.
- Conducted a deep dive into units, teacher tools, assessments
- Brought in 3 vendors for presentations
- Narrowed the field to 2.
- Brought both vendors back for second presentations

"All-Green" Rating from EdReports



Into Math 3-8 is rated as Meets Expectations at Gateways 1, 2, and 3 by Ed Reports.



HMH Into Math (2020)

Published By: Houghton Mifflin Harcourt | Date Published: 12/17/2019 | [View These Reports](#)

	GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
	Sixth Grade	14/14	17/18	Meets Expectations	35/38
	Seventh Grade	14/14	17/18	Meets Expectations	35/38
	Eighth Grade	14/14	17/18	Meets Expectations	35/38

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The Lesson Design



Blended Learning Support - Ed

Unit opener: [rational number operations](#)

Module opener: [understand addition and subtraction of rational numbers](#)

Spark your learning: [use a number line to add and subtract rational numbers](#)

Task 1: [Use a number line to add and subtract rational numbers.](#)

Virtual manipulatives: [number line](#) and [counters](#)

Professional Learning Plan

Two pronged approach to professional development

1. Provide teachers and building level administrators with professional development to build their capacity with methods of instruction and content.

Planned August PD includes one day of support specifically geared towards developing teacher facility with online platform and one day oriented towards the phases of learning in the curriculum. Both days include offline time for teacher plan development with live meetings at before and afterwards.

- 2 School based coaching model based on observations and stated needs

Questions



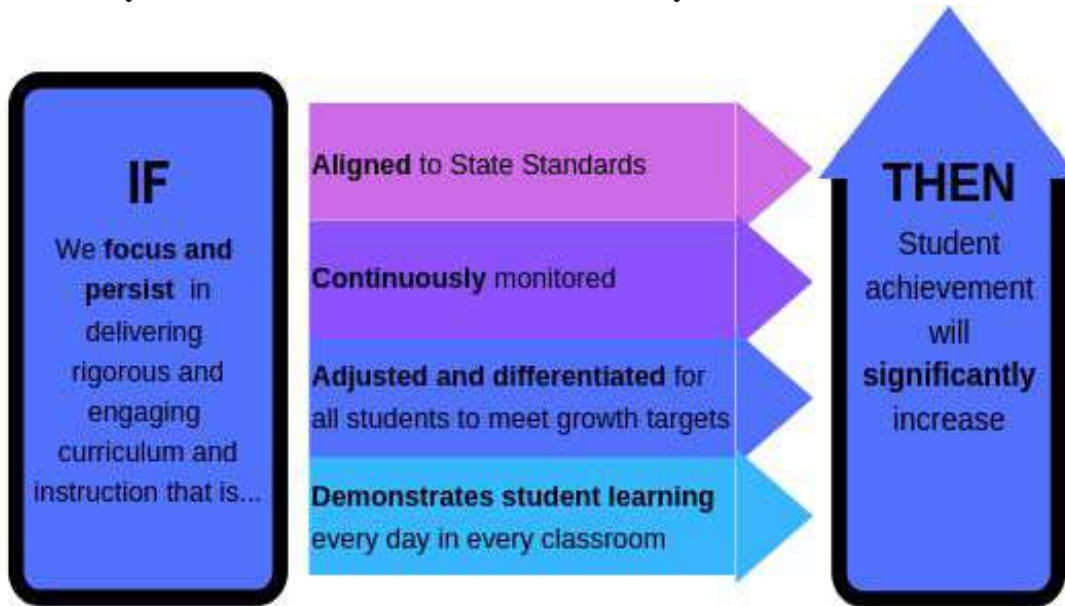
**WATERBURY PUBLIC
SCHOOLS**

ACADEMIC OFFICE

Waterbury Public Schools Academic Office



Waterbury Public Schools Academic Office Theory of Action*



Waterbury Public Schools Academic Office Mission

The mission of the Waterbury Public Schools Academic Office is to lead curricular coherence and advance instructional efficacy. We hold a collective accountability to continuously improve our own professional practice, as well as the effectiveness of our colleagues within the system. The Academic Office creates this learning environment for adult and student learners, as to answer the essential questions for the Portrait of a Graduate:

- What do I need to know and do to lead a productive and satisfying life?
- What qualities of mind and character empower me to pursue a productive and satisfying life?



Waterbury Public Schools-Academic Office One Page Curriculum Committee Summary

Academic Department: Mathematics

Grade/s: K-5

Name of Course: Kindergarten Mathematics, Grade 1 Mathematics, Grade 2 Mathematics, Grade 3 Mathematics, Grade 4 Mathematics, Grade 5 Mathematics

NCES Code (If applicable):

National or State Standards Aligned to Curriculum: Connecticut Core State Standards for Mathematics

Summary of Proposed Curriculum/Textbook Updates:

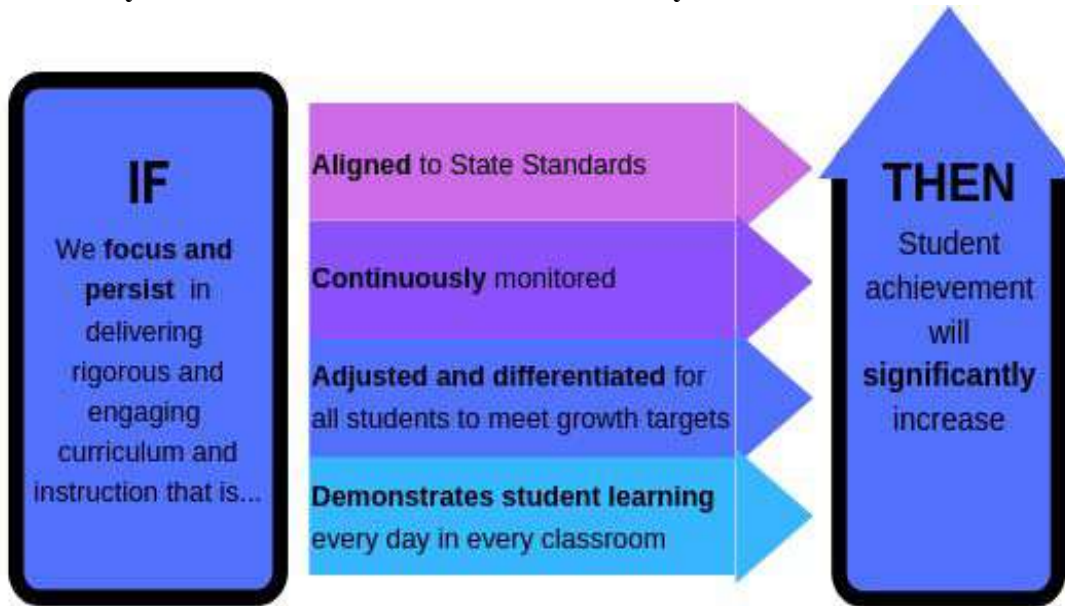
The Elementary Mathematics Selection Committee recommends adoption of Ready Classroom Mathematics 2020 for the core mathematics program in grades kindergarten through grade five. A group of teachers, coaches, and administrators evaluated several instructional programs, and the committee felt strongly that Ready Classroom best met the needs articulated in the scope of services listed in the request for proposals. After identifying three strong standards-aligned programs that offered both print and digital platforms for students, the committee evaluated teacher and student materials in all grade levels. While all programs had positive components for grades two through five, the committee felt that Ready Classroom 2020 was the program that best suited the needs of kindergarten and grade one students. In addition, the committee believed that Ready has the best standards aligned assessments and that the teacher platform is intuitive and teacher-friendly.

The program includes all teacher and student print and digital licenses. Ready Classroom Mathematics also includes an assessment suite that includes diagnostic, formative and summative assessments and individualized student instructional pathways for intervention/enrichment. Ready Classroom Mathematics can be used in distance learning models, blended learning models, and traditional teaching models. The program provides teachers with a variety of reports on student performance and instructional levels. The program includes support for English Language Learners and special education students. Ready Classroom also provides extensive family support materials.

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Waterbury Public Schools-Academic Office One Page Curriculum Committee Summary

Academic Department: Mathematics

Grade/s: 6 - 8

Name of Course: Math 6, Math 7, Math 8

NCES Code (If applicable):

National or State Standards Aligned to Curriculum: Connecticut Core State Standards for Mathematics

Summary of Proposed Curriculum/Textbook Updates:

The HMH middle level Into Math Program supports learning through a balance of conceptual development along with procedural practice and growth mindset activities. Their curricular structure “power[s] student growth with intentionally designed lessons and high-quality mathematical tasks to help students develop productive perseverance in problem solving and unlock higher-level mathematical concepts.”¹ Along with core learning activities, teachers are provided with differentiation support such as small group strategies and interventions, math center guidance, and language routines aligned to research about how to best support English Language Learners. To ensure that learning is appropriately monitored by both teachers and students, the program includes a robust menu of assessment options including diagnostics, formative assessment during concept development, and summative assessment.

¹ <https://www.hmhco.com/programs/into-math>