

Elementary Math Working Committee
April 12, 2018
3:30 pm

In attendance: Tuan Do, William Schulze, Alphan Altinok, Jomjai Srisomburanaanont, Ajay Perumbeti, Stacey Boland, Sunyoung Fahimi, Anna Hasbun, Jane Chang, Debbie Au, Karen Hurley, Anais Wenn, Marie Morin, Christine Matthews, Lori Arbucci, Mandy Redfern, Wendy Sinnette, Ellen Multari, and Brent Kuszyk.

1. **Welcome and Introductions:** Wendy welcomed all members and asked them to introduce themselves. She then gave an overview of the purpose for the committee. A sign in sheet was circulated. Minutes from the previous parent meeting were reviewed by all.
2. **Review of Superintendent's Goal:** Wendy reviewed the Superintendent's goal regarding elementary math and mentioned that some of the actions described in the goal have already taken place with 4-6th grade elementary math teachers and administrators. She also mentioned that two parent math meetings have been held to discuss the strengths and areas of growth of our current math program.
3. **Review of Minutes from February 25, 2018:** Wendy summarized the first page of the minutes, reviewing themes that emerged from that meeting.
4. **Defining the Purpose of the Elementary Math Working Committee:** Wendy defined the purpose of the committee and suggested beginning with proposed solutions and determining short-term and long-term goals. Parents began sharing ideas. Some ideas included:
 - A math docent program run through PTA,
 - Homogeneous groupings,
 - Regular teacher conferences, instead of just one at the start of the year,
 - Improved communication between school and home and teachers and families, etc.,
 - Researching how other school districts educate their parents in the area of math,
 - Using the kindergarten model (small group, individual packets, time to process, etc.) at all levels,
 - Parent nights similar to STEAM nights - where parents could learn the different strategies being used to teach mathematical concepts,
 - Videos to help educate parents on math concepts,
 - Parent math nights geared to specific grade levels,

- Sharing the K-5 EM Tracker with families,
- A model similar to Math Academy,
- Idea of teaming as was done in the past at LCUSD (not acceleration but differentiation by math cluster),
- Idea of all teachers at a grade level teaching math at the same time and students dispersed according to ability (movement into different groups could be flexible).

- Possible short-term goals:
 - i. More curriculum education - not all parents understand the language
 - ii. Flexible ability-based grouping - grouped based on pre-tests
 - iii. Support for after school programs - for math enrichment
- Possible long-term goals:
 - iv. Pathways for acceleration at the elementary level (acceleration opportunities for advanced students)
 - v. Support for struggling math students
 - vi. Expert training for students and parents
 - vii. Articulation meetings among teachers for curriculum transition from grade-level to grade level - how can teachers communicate with parents the needs for each grade level to be sure children are prepared for next grade level?

- Some of the concerns shared included:
 - Math nights may turn into teachers having to justify the use of specific teaching strategies;
 - A desire to have district personnel clarify or refute some of the comments being made on the LC Math Parent site. Possible misinformation being shared;
 - Not all teachers share the same information with families about the math program (ie: resources being used);
 - Math docent should not be a parent;
 - Acceleration is a better model for middle school;
 - Some students may accelerate in one subject area but fall flat in other curricular areas;
 - Importance of not over-testing students;
 - Mindset - We need to be careful about what we say to students as we place them in homogenous groups. We need to be careful with labeling students.

Wendy Sinnette summarized the main points she heard from the committee members.

- District communication (resources available)
- Teacher communication

- Grade level math nights
- Enrichment outside of the school day
- Long-term - interest in examining homogeneous groupings. What is acceleration and what are the options? If we go back to the “old plan”, how do we move to homogeneous groups but not track students or create new problems?
- Have we done current research on the effectiveness of homogeneous grouping? It may not be the recommended best practice.

5. **Next Steps:** Wendy Sinnette announced the plan for next meeting and suggested breaking off into small working groups to start exploring some of the proposed solutions.

Meeting ended at 5:20 p.m.