

April 25, 2018

A meeting of the Academic and Personnel Committee was held on April 25, 2018 in the District Conference Room. Present were Academic Committee School Board members: Tracy Magnotta, Susan Baxter, Cedric Dettmar and Shamim Pakzad. Also present was School Director Michael Karabin, Superintendent, Craig Butler, Assistant to the Superintendent Susan Mowrer-Benda, SVES Principal Jim Deegan, and Teachers Matt Evancho, Bob Kachmar, David Lloyd, Vivian Demko, and Robert McHugh.

Call to the Order 7:00 pm

- I. Approval of Minutes from April 18, 2018
- II. Discussion of Agenda Items:
 - a. Dr. Butler, Dr. Mowrer-Benda, Mr. Deegan and Mr. Evancho presented information relating to the selection of a new math program for the Elementary School. There was discussion regarding the continuing review of feedback and programs. Dr. Butler, Dr. Mowrer-Benda, Mr. Deegan and Mr. Evancho will bring the program recommendation back to the committee once they have finalized their selection.
- III. New Business:
 - a. Mr. Kachmar raised the issue of better communication and collaboration between the School Board, the Administration and the Teachers relative to the resignation of SVHS Principal Beth Guariello. A discussion took place between all present regarding Mr. Kachmar's and the teacher concerns.
- IV. Meeting Adjourned 10:45 pm

**MATHEMATICS
MATERIAL ADOPTION
RECOMMENDATION
GRADES K-8**

**A Presentation to the
Saucon Valley Board of
School Directors**

OVERVIEW

- **Connection to the Curriculum Renewal Cycle**
- **Rationale of Mathematics Adoption**
- **Process and Timeline**
- **Implementation Plan**
- **Evaluation Criteria and Considerations**
- **Programs and Resources Reviewed**
- **Professional Development**
- **Estimated Expenditures**
- **Next Steps**

MISSION STATEMENT OF SVSD

The mission of the Saucon Valley School District is to ensure rigorous learning and develop responsible, self directed students who are prepared to contribute in a meaningful way in an increasingly global society.

ALIGNED PROGRAMMING TO MATERIALS ADOPTION

- **Alignment to PA Common Core**
- **Vertical Programming K-12**
- **Identify Areas of Need for Supplemental Resources**
- **Ability to meet student Strengths and Needs:
Provision of 'Productive Struggle', Real World and
Interdisciplinary Connections, Mathematical
Communication, Increase student Rigor**

PROCESS AND TIMELINE

- **Fall of 2017 – Phase 1 of the Curriculum Renewal Process begins**
- **Establishment of Building Committees**
- **Committee Review of Current Curriculum, Resources, Materials and Programs**
- **Demonstrations of Resources, Materials and Programs**
- **Site Visitations**
- ***Pilot of Resources, Materials and Programs**
- **Adoption of Materials by the Board**
- **Professional Development and Core Training**
- **Implementation/ Review**

MATH PROGRAMS REVIEWED (ES)

- **Go Math** *Houghton Mifflin Harcourt Brace*
- **Math in Focus** *Houghton Mifflin Harcourt Brace*
- **Bridges in Mathematics** *The Mathematics Learning Center*
- **Eureka Math** *Engage NY*
- **Every Day Math 4** *McGraw Hill*
- **My Math** *McGraw Hill*

EVALUATION CRITERIA

- **Focus, Coherence, Rigor**
- **Differentiation: Challenge and/or Remediation at all levels, for all students**
- **Program Coherence and Alignment between grade levels**
- **Communication of Mathematical Goals: Academic Standards and Standards of Mathematical Practice**
- **Parent Resources and ease of involvement**

MATH PROGRAMS REVIEWED

Math in Focus

- **Strengths:** Ability to Differentiate, Increased Rigor, Teacher access to other grade level materials
- **Weaknesses:** Need to supplement various content including Math Fluency, Teacher Transition to a new program and style of instruction
- **Cost Estimate:** Initial costs plus Professional Development, Replacement of Yearly Consumables

Every Day Math 4

- **Strengths:** Ability to Differentiate, Focus on Daily Student Conceptual Understanding
- **Weaknesses:** Spiraling of Curriculum
- **Cost Estimate:** Replacement of Yearly Consumables, Ongoing Professional Development for Teachers

PROGRAMS REVIEWED

Go Math

- **Strengths: Ability to Differentiate, Instructional Videos and presentation materials**
- **Weaknesses: Need to supplement various content including Math Fluency, Lack of focused professional development**
- **Cost Estimate: Initial Costs plus Professional Development, Replacement of Yearly Consumables**

MATH RESOURCES (MS)

- **Scoot Pad**
- **Dream Box**
- **Accelerated Math**
- **Study Island**
- **Get More Math**
- **Agile Minds**

TWO CONSIDERATIONS

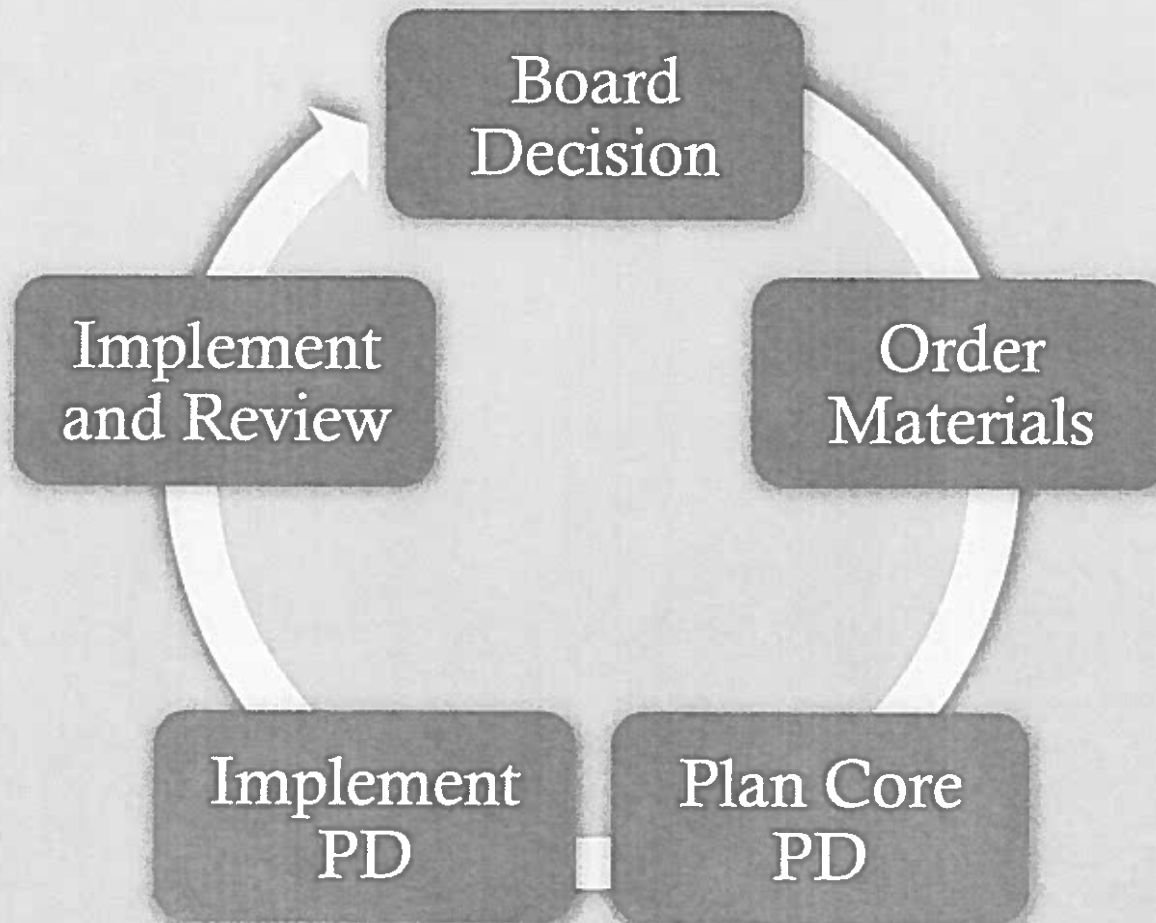
Get More Math

- **Strengths:** Currently utilized in grades 6,7,8 to supplement and support instruction
- **Weaknesses:** Currently in Beta Form
- **Cost Estimate:** Licenses for grades 4-10 as well as Grades 5-8

Study Island

- **Strengths:** Currently used throughout grade levels to support and remediate, Grade 5 students like this product and are motivated by it
- **Weaknesses:** Motivating for Grade 5, Non motivating for Grades 6,7,8
- **Cost Estimate:** Calculated at the building level

IMPLEMENTATION PLAN



QUESTIONS

Cost Estimate for Go Math

***Program Cost Includes:**

Student Materials: Go Math Student Resource Package

- Student 6 year Digital Subscription
- Student 6 year Print Subscription
- Online Interactive Student Edition
- Downloadable Student Edition
- Bilingual Mathboard
- Getting Ready for the PSSA

Teacher Materials: Premium Teacher Resource Package

- Teacher Edition with Planning
- Teacher 6 Year Digital Management
- Downloadable Teacher Resource Tool
- Chapter Resource Blackline Master Collection
- Getting Ready for the PSSA-Student and Teacher Edition
- Strategic Intervention
- English Language Activity Guide
- Grab and Go Differentiated Centers
- Grab and Go Manipulatives Kit

	Total	Professional Development	Total Implementation Cost	Recurring Costs <i>Using 1/2018 enrollment figures</i>
K-4	\$95,062.50	Complimentary "Getting Started" course. Further complimentary PD could occur Coaching fee: \$2950 per day.	\$95,062.50	Covered within the 6 year subscription
K-5	\$112,767.20	See above	\$112,767.20	See above
K-6	\$133,677.85	See above	\$133,677.85	See above
K-7	\$153,864.75	See above	\$153,864.75	See above

Cost to Pilot 2nd Grade: \$0*** Cost includes only current student enrollments does not include 10% over to account for students moving in or lost/destroyed materials

Cost Estimate for Math in Focus

***Program Cost Includes:**

Student Materials:

- Student Book Set Edition Part A and B, Part 1 and 2 (1 year)
- Online Student Technology Kit (6 Year)
- Grade specific Manipulative Kits

Teacher Materials:

- Teacher Upgrade Bundle
- Online Teacher Technology Bundle
- Supplementary Resources-Grades K-7

	Materials	Professional Development	Total Implementation Cost	Recurring Yearly Costs
K-4	\$70,520.30	\$49,499.82 <i>same as K-5 based on ½ day rates</i>	\$120,020.12	K=\$33X124st=\$4092 1=\$26.25X159st=\$4173.75 2=\$26.25X133st=\$3491.25 3=\$26.25X150st=\$3937.50 4=\$26.25X150st=\$3937.50 \$19,632.00
K-5	\$83,497.90	\$49,499.82	\$132,997.72	K=\$33X124st=\$4092 1=\$26.25X159st=\$4173.75 2=\$26.25X133st=\$3491.25 3=\$26.25X150st=\$3937.50 4=\$26.25X150st=\$3937.50 5=\$26.25X152st=\$3990.00 \$23,622.00
K-6	\$98,760.80	\$65,999.76 <i>same as K-7 based on ½ day rates</i>	\$164,760.56	K=\$33X124st=\$4092 1=\$26.25X159st=\$4173.75 2=\$26.25X133st=\$3491.25 3=\$26.25X150st=\$3937.50 4=\$26.25X150st=\$3937.50

				5=\$26.25X152st=\$3990.00 \$23,622.00
K-7	\$109,501.85	\$65,999.76	\$175,501.61	\$0=6th gr. student use textbooks K=\$33X124st=\$4092 1=\$26.25X159st=\$4173.75 2=\$26.25X133st=\$3491.25 3=\$26.25X150st=\$3937.50 4=\$26.25X150st=\$3937.50 5=\$26.25X152st=\$3990.00 \$23,622.00 \$0=6th and 7th grade students use textbooks

Cost to Pilot 2nd Grade: \$17,700 materials provided, cost is only PD

*****Cost includes only current student enrollments does not include 10% over to account for students moving in or lost/destroyed materials**

EDM Costs: 2013 to the Present

	Materials	Professional Development	Total Implementation Cost	Recurring Yearly Costs
2013-2014	Student: K- 1-2830.53 2-3518.02 3-3225.09 4-4231.04 137.73 SpEd: 857.72= 14,800.13 Teacher: 18,874.05+ comp		\$33,6274.18	
2014-2015	Student: K- 1-2931.92 2-3029.82 3-3921.37+ (SRB)1822.5 = 5743.87 4-3463.79+ (SRB)1822.5 = 5286.29			\$16,991.90
2015-2016	Student: K-2595.60+ comp 1-4547.13 2-4872.77 3-927.00 4-5352.97 5-2439.45	\$2500		\$20,734.92 (Grade 5 returned) \$18,295.47
2016-2017	Student: K-3923. (comp), 738.51 1-3204.55+ comp			\$21,269.65

	2- 4745.09+21 2.48 3-3244.50 4-3267+ 950.99 Teacher: K-105.54 (comp) 1-149.88 (comp) 2-149.88 (comp) 3-149.88 (comp) 4-149.88 (comp) Game Guide: 75.54 Lesson Guide: 74.94 Add sub: 127.99			
2017-2018	K-1587.30 1-3893.09 2-3536.63 3-3674.13 4-3676.18	\$3475		\$16,367.33

Saucon Valley School District

Textbook Adoption

Course _____

Title _____

Author(s) _____

Publisher _____

Edition _____

Copyright _____

Anticipated year of use _____

Recommendations for Approval

Principal _____

Coordinator/Department Chair _____

Assistant Superintendent _____

_____ Date of School Board Action

Saucon Valley School District

Textbook Review and Recommendation

Department Committee

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Print Name

Signature

Reason for textbook/materials replacement:

- New Course
- Curriculum Revision
- State or local mandate
- Other: _____

Purchasing Considerations

Cost per hardcover text _____

Cost per interactive eBook _____

Cost per static eBook _____

Cost per interactive eBook _____
+ Online Companion
including additional resources and online software

Quantity/Licenses needed _____

Quantity/Licenses needed _____

Literacy Considerations

Reading Level _____

Suitable for students in grade levels _____

Print Name

Reading Specialist

Signature

Reading Specialist

Additional Texts for Review

Title

Publisher, Copyright Date

Title

Publisher, Copyright Date

Title

Publisher, Copyright Date

Submitted By:

Teacher Name _____

Saucon Valley School District

Materials Adoption Survey

A. Authorship	N/A	1	2	3	COMMENTS
1. Represents a range of experience, including college/university, reading specialists and school personnel.					
2. Includes field specific, recognized authors.					
3. The writing style/delivery of content is consistent with/or can be adjusted to the age level and interest of students.					
B. General Content					
1. The learning materials: audio, visual, tactile, digital is accessible to all learners.					
2. The learning materials contain variety to appeal to individual student interests and needs.					
3. Concepts/objectives are well developed and sequentially presented.					
4. Skills taught are sequenced appropriately, introduced carefully and reviewed regularly.					
5. Objectives taught correlate with Common Core, PA Academic Core and district standards as well as the District Mission Statement and Beliefs.					
6. A table of contents, index, glossary and bibliography are provided.					
7. The textbook/digital online companion is aligned with the grade/course level scope and sequence as well as PA Academic, Common Core and District standards.					
C. Teacher Considerations					
1. Instructional manuals, guides and ancillary instructional materials accompany the textbook. This includes a student specific, interactive, online companion available to be purchased with the textbook.					

<p>1. Options for Consideration:</p> <ul style="list-style-type: none"> 1. Hardcover text=student, handheld paper product 2. Digital access to adaptive learning software, Online Teacher Dashboard, Online Test Preparation. 					
<p>2. The textbook integrates current best instructional strategies, (i.e., ISTE, NCTM, NCTE, P21), in the subject area.</p>					
<p>3. Software support is available from the publisher.</p>					
<p>4. Graphics, animations and video content are compatible with district devices and software, (Learning Management System).</p>					
<p>5. Review and practice activities utilize adaptive learning analytics and data to enhance student engagement.</p>					
<p>6. The textbook and supporting materials include activities for adaptive learning support to meet the needs of all learners: including, but not limited to acceleration, remediation, ESL.</p>					
<p>7. All learning materials are differentiated to meet the needs of all learners.</p>					
<p>8. Assessment components accompany the textbook.</p>					
<p>9. The textbook and supporting materials provide resources for reinforcement and/or enrichment activities.</p>					
<p>10. Specific suggestions and strategies for differentiation to meet the needs of varying student ability are included.</p>					
<p>11. The textbook facilitates 21st century learning strategies, instructional design, and learning objectives</p>					
<p>12. The goals and objectives of the textbook are in keeping with the District Mission Statement and course/grade level objectives.</p>					
<p>D. Student Considerations</p>					
<p>1. The size and weight of the textbook is convenient for student use.</p>					
<p>2. The textbook is durable.</p>					

3. The typeface in the title, heading and body copy is easy to read: adjustable font when using technology is available.				
4. Text layout is attractively displayed and reinforces content material.				
5. The overall organization of the textbook is easy to follow and contains interactive titling and/or hyperactive navigation linked to outside, online resources.				
6. Contains multiple means of presentation of information/skills to ensure student engagement.				
7. Self-evaluation activities provide opportunities for personalized practice and reinforcement using program specific data analytics in real time.				
8. Content, including video, interactive components and resources are current and relate to real world learning.				
9. The content supports the development of college and career readiness.				
10. Attention is given to study skills that are needed in the content area.				
11. Course/grade level vocabulary is accessible through interactive/ operating system reference tools.				
12. Textbook features: hard copy and digital- promote understanding, provide application of skills in new contexts and provide personalized student feedback in real time.				
13. The textbook/program provides supplementary materials for independent reading.				
14. The textbook and interactive, online companion strengthen and extend skills developed in each lesson.				
15. Assessment options are both evaluative and diagnostic in nature including: PSSA, Keystone, AP, SAT, ACT.				
E. Supplementary and Correlation Materials				
1. Prior professional development is needed for teachers to integrate the textbook/online, integrative companion into the planning of teaching and learning practices.				

2. The textbook is highly recommended by the professional organization of the content area, (i.e., NCTE, NCTM).

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OVERALL COMMENTS:

Saucon Valley School District

Materials Adoption Survey Multi Cultural Considerations

Course _____

Title _____

Author(s) _____

Numerical Rating
 1 = Low Rating 2 = Average Rating 3 = Highest Rating

	N/A	1	2	3	COMMENTS
A. Check the Illustrations					
Look for overt stereotypes that may demean or misportray characters because of race, gender, religion, socio economic status, family heritage.					
Review the Author's or Illustrator's biographical background to ensure quality in portraying unbiased themes.					
Look for author objectivity.					
Look for Tokenism that may portray minorities as whites with darker tints to their skin or stereotypical features.					
B. Check the Story Line					
Look for standards of success to be equal for all races, genders, religions and socio economic levels.					
Problem resolution is accomplished equally by all. One race, gender, religion, or socio economic group is not dominant.					
The role and successes of women are recognized equally to that of men.					
C. Look at Lifestyles					

Look for inaccuracy and inappropriateness in the depiction of other cultures.					
D. Relationships Between People					
Does one race , gender, group possess more power than another?					
Are family units portrayed fairly and equally?					
D. Note the Heroes					
When minority heroes appear, ensure they are admired for the same qualities as majority heroes.					
E. Consider Effects on Student Self Image					
Look for norms that could limit a student's aspirations and self concept.					
Look for positive role models across minorities.					
F. Language/Text					
Review language for biased overtones					
G. Copyright Date					
Copyright dates may be an indicator of bias and inequity. (The copyright date is the year the book was published. It usually takes about 2 years from the submission of the manuscript to publication and placement for sale. In this time of rapid change in action and opinion, the timing of authorship may be of interest.)					

ADDITIONAL COMMENTS:

Saucon Valley Elementary School
Math Program Evaluation

SY: 2017-2018

	EDM			Math In Focus			Go Math		
	1	2	3	1	2	3	1	2	3
Authorship	2	6	5	1	1	32	15	8	11
	AVG	2.23		AVG	2.91		AVG	1.88	
General Content	21	18	6	0	27	60	7	51	36
	AVG	1.66		AVG	2.69		AVG	2.3	
Teacher Considerations	29	10	7	0	13	88	14	10	77
	AVG	1.52		AVG	2.87		AVG	2.62	
Student Considerations	22	6	0	9	22	67	14	37	48
	AVG	1.21		AVG	2.59		AVG	2.34	
Supplemental & Correlation Materials	6	3	7	0	0	30	0	14	16
	AVG	2.06		AVG	3		AVG	2.53	

MATH IN FOCUS IMPLEMENTATION TIMELINE

ACTION	DATE
BOARD ADOPTION	May, 2018
ARRIVAL OF MATERIALS	June, 2018
DISPERSAL OF MATERIALS and MATERIALS INSERVICE	June 11 or 12 (dependent upon SVEA Collective Bargaining Agreement)
INITIAL TRAINING	August, 2018
PARENT UNIVERSITY	September, 2018
SECOND TRAINING	October, 2018
THIRD TRAINING	December, 2018

INFORMATION TO BE DISCUSSED

***June 11 or 12** date is dependent upon teacher contract and teacher availability

***August** dates could be traded off with 1 of 3 first inservice days in August, **October 8 and** all 4-2 hour inservice times