



Upcoming Meeting Dates

March 2014 Enrollment

Grade 6 Math Articulation Documents (2013-2014)

MYO AmeriCorps Newsletter (Fairfield featured on page 2)



### UPCOMING MEETING DATES

- |                        |  |
|------------------------|--|
| March 11               | 7:30 PM – Board of Education Meeting<br>Regular Meeting<br>501 Kings Highway East<br>2 <sup>nd</sup> Floor Board Conference Room |
| March 29<br>(Saturday) | 9:30 AM – Board of Finance<br>Public Budget Comment Session<br>689 Unquowa Road<br>Roger Ludlowe Middle School Auditorium        |
| March 31               | 4:15 PM – Policy Committee Meeting<br>501 Kings Highway East<br>Superintendent's Conference Room                                 |
| April 8                | 7:30 PM – Board of Education Meeting<br>Regular Meeting<br>501 Kings Highway East<br>2 <sup>nd</sup> Floor Board Conference Room |

3-Mar-2014

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
Burr		17	22	23	23	21	22	
		15	21	22	23	21	21	
	18	16	22	23	25	22	22	
	18	18					22	
	36	66	65	68	71	64	87	457
Dwight		21	23	19	24	21	21	
		19	23	19	21	21	21	
	16			18				
	16							
	32	40	46	56	45	42	42	303
Holland Hill		20	23	19	20	22	24	
		21	23	20	20	22	23	
		20	23	20	19	21	24	
				20				
		61	69	79	59	65	71	404
Jennings		19	19	18	18	19	17	
		17	20	18	18	19	17	
		18		19	18	18	17	
				18				
		54	39	73	54	56	51	327
McKinley		19	17	20	17	20	18	
		20	18	21	19	19	20	
		19	16	20	20	19	19	
		20	18	21	20	19	20	
		78	69	82	76	77	77	459
Mill Hill		19	21	21	22	20	20	
		19	22	22	23	19	20	
		19	21	21	23	20	20	
				21		19	19	
		57	64	85	68	78	79	431
No. Stratfield		22	21	21	22	22	21	
		22	22	22	22	21	22	
		22	21	22	19	22	22	
				21	21		21	
		66	64	86	84	65	86	451
Osborn Hill		22	20	22	22	22	23	
		22	19	22	22	22	23	
		22	20	22	23	23	23	
		22	20	21	23	21	24	
		88	79	87	90	88	93	525
Riverfield		20	21	20	20	22	17	
		19	19	20	22	20	19	
		19	21	18	22	19	20	
				18			19	
		58	61	76	64	61	75	395

3-Mar-2014

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - ELEMENTARY

	PRE-K	KIND	1	2	3	4	5	TOTAL
Sherman		22 21 23 22	20 19 19 18	22 23 21 21	22 22 23	21 20 20 20	20 20 21	
		88	76	87	67	81	61	460
Stratfield		18 18 19 19	18 18 18 17	21 21 22 20	24 22 24 23	24 23 23	21 21 21 19 22	
		74	71	84	93	70	104	496
ECC	115							115
TOTAL PRE-K-5	183	730	703	863	771	747	826	4,823

FAIRFIELD PUBLIC SCHOOLS ENROLLMENT - SECONDARY

	6	7	8	9	10	11	12	TOTAL
Fairfield Woods	292	319	313					924
Ludlowe	268	284	308					860
Tomlinson	217	245	238					700
TOTAL 6-8	777	848	859					2,484
FWHS Walter Fitzgerald Campus				370 4	386 2	314 6	353 5	1,423 17
FLHS Walter Fitzgerald Campus				354 2	373 5	394 4	355 8	1,476 19
TOTAL 9-12				730	766	718	721	2,935

SUMMARY	Pre-K - 5	6 - 8	9 - 12	TOTAL
Current:	4,823	2,484	2,935	10,242
Difference: Current - October 1, 2013	31	(2)	(37)	(8)
October 1, 2013	4,792	2,486	2,972	10,250

\*\* Please inform the Supt. Office of any discrepancies at 255-8371.

\*\*\* All KDG students are Full Day

## **GRADE 6 PLACEMENT MATHEMATICS PROCEDURES FOR ARTICULATION (2013-2014)**

The mission for Fairfield Public Schools is to provide a comprehensive, rigorous education program for all students in the district. For most students, the grade level standards, as identified in the Common Core State Standards, provide the comprehensive, rigorous program needed to successfully progress through the mathematics courses in the Fairfield Public School curriculum.

Fairfield Public Schools offers two math courses in the middle school for grade six students: Math 6 and Transition to Pre-Algebra.

### **Math 6**

Math 6 is a sixth grade course based on the Board of Educations' approved curriculum. This Math 6 course is aligned to the Common Core State Standards. The Math 6 course will focus on four critical areas\*:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes understanding negative numbers;
- Writing, interpreting, and using expressions and equations; and
- Developing understanding of statistical thinking.

### **Transition to Pre-Algebra**

The Transition to Pre-Algebra is a sixth grade course based on the Board of Educations' approved curriculum. The Transition to Pre-Algebra course combines the Math 6 course standards and part of the grade seven standards into one year. The Transition to Pre-Algebra will focus on five critical areas\*:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes operating with negative numbers;
- Writing, interpreting, and using expressions and equations;
- Developing understanding of statistical thinking; and
- Geometric reasoning within two and three dimensional figures.

*\*Further information regarding the specific content addressed in each course can be found on the district website on the Curriculum and Instruction webpage ([http://fairfieldschools.org/curriculum\\_instruction\\_math.htm](http://fairfieldschools.org/curriculum_instruction_math.htm)).*



## Criteria for the Transition to Pre-Algebra Course

To help determine the proper course in 6<sup>th</sup> grade, the Fairfield Public Schools established the following benchmarks for the Transition to Pre-Algebra:

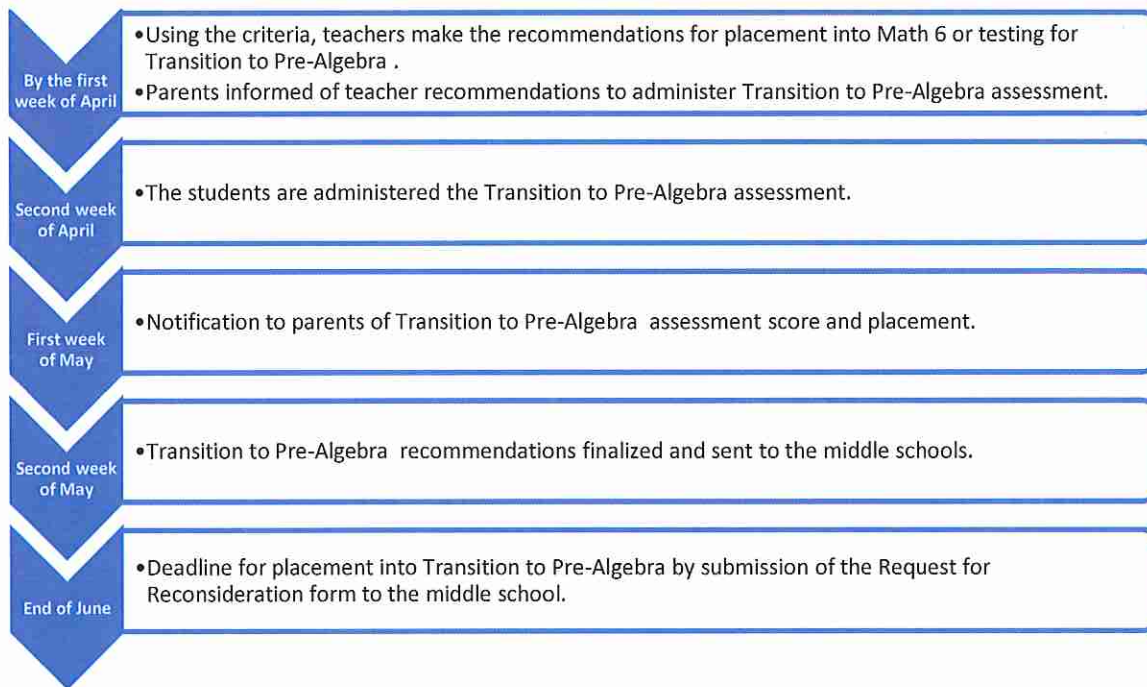
- Fifth Grade Teacher Evaluation form score range of 17 – 20.
- Consistently exceeds Grade Level Expectations on four out of the five expectations outlined on the fall student Progress Report.
- Consistently exceeds Grade Level Expectations on five out of the seven expectations outlined on the winter student Progress Report.
- Fall Fifth Grade Blue Ribbon Benchmark 70% to 100%,
- Winter Fifth Grade Blue Ribbon Benchmark 81% to 100%

Students who score at least a 70% on the placement assessment are placed into the Transition to Pre-Algebra course.

## Request for Reconsideration

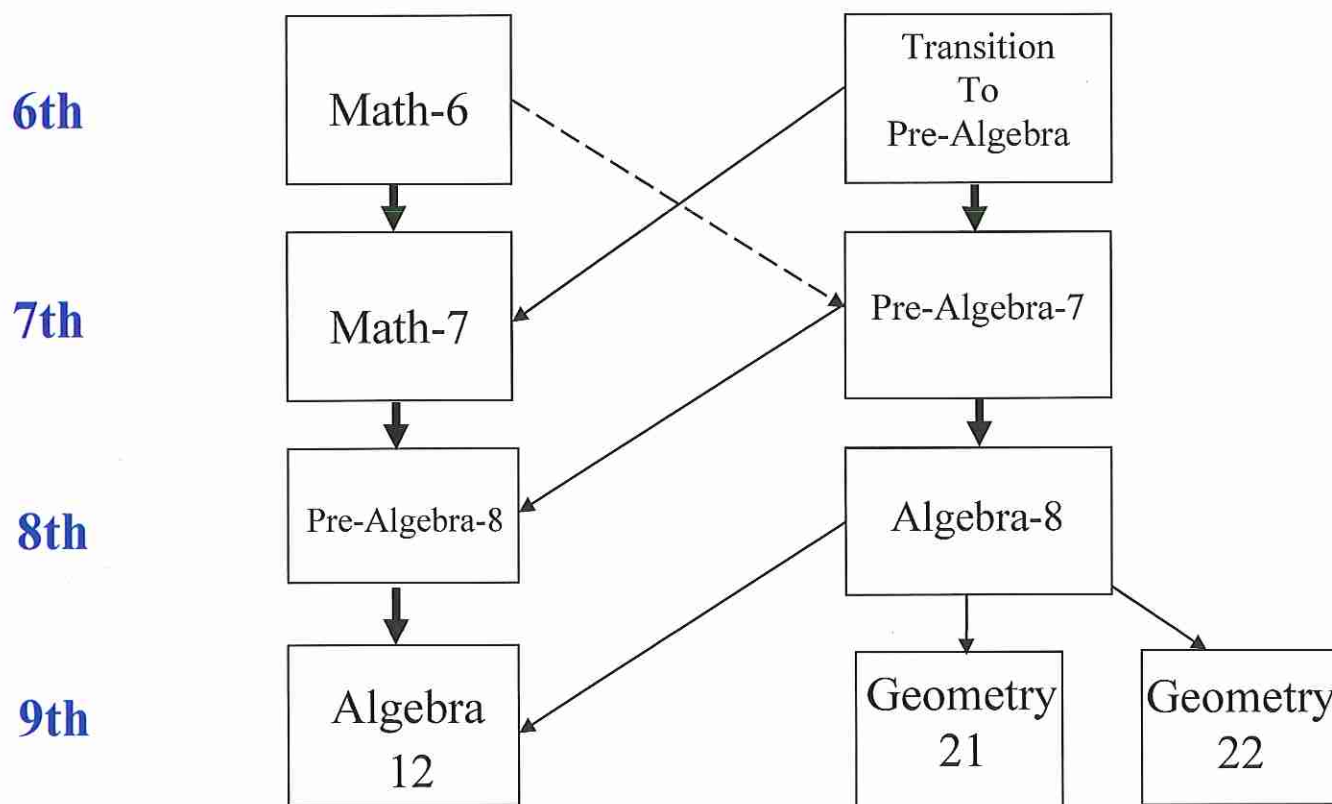
If the student does not qualify based on the testing results, parents have another opportunity through the Request for Reconsideration process to enter into the Transition to Pre-Algebra course. However, this Request for Reconsideration requires the student to take the Transition to Pre-Algebra placement assessment. *Any request for reconsideration for placement into the Transition to Pre-Algebra course requires the student to take the assessment before the end of the school year to meet the Request for Reconsideration deadline as listed below in the timeline.*

The recommendation process will follow the timeline below:



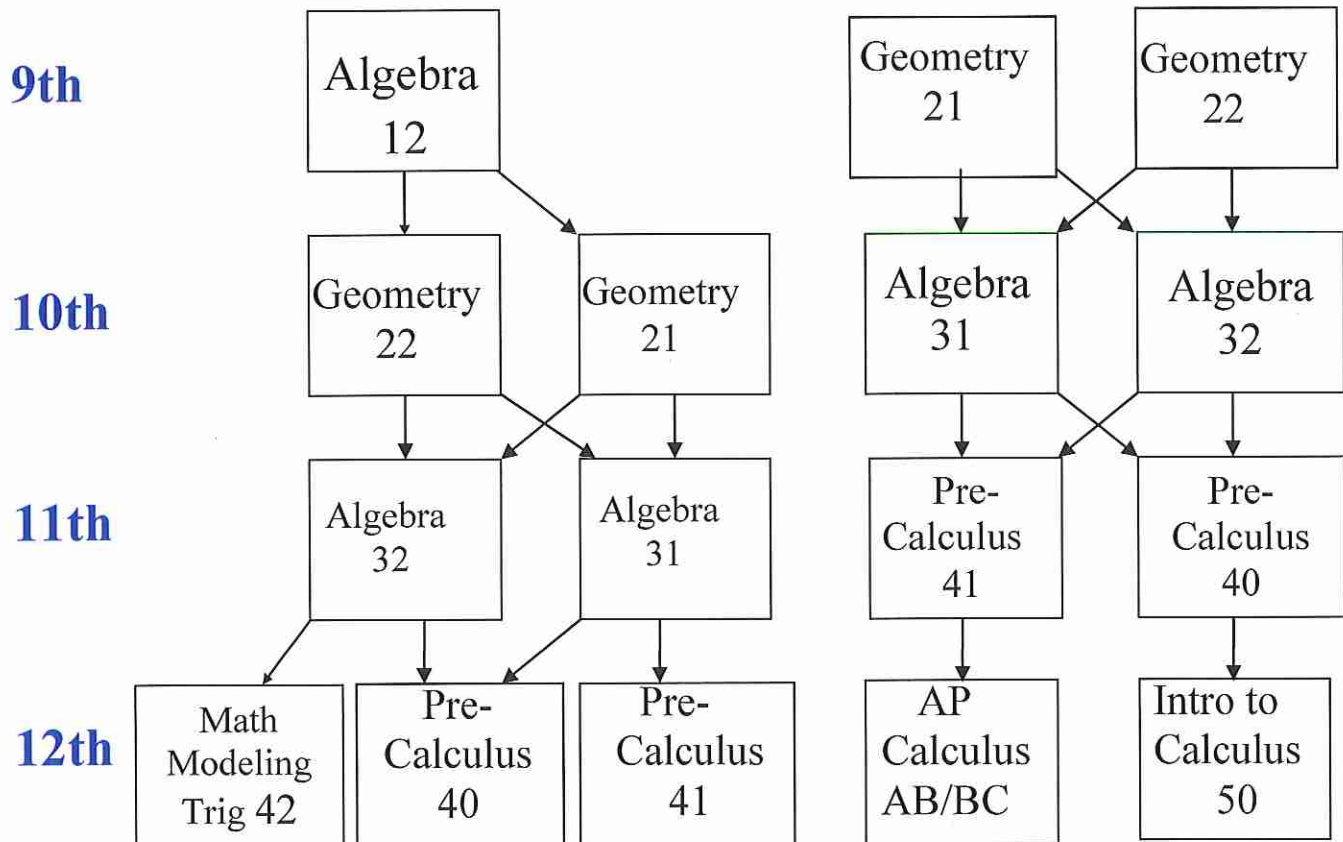
## Middle School Math Course Sequences

The figure below illustrates different course sequences that students can take through their middle school experience that leads into high school mathematics. Most students follow the vertical arrow sequence; however, some flexibility is available to move between the course sequences. For example, students can move from Math 6 into Pre-Algebra-7. Though as noted by the dashed line, to move to the Pre-Algebra from Math 6 requires students to make up missed content in order to be prepared to enter the Pre-Algebra-7 course.



## High School Math Course Sequences

The figure below illustrates different course sequences that students can take through their high school experience in mathematics. Most students begin in Algebra 12, Geometry 21, or Geometry 22. However, some flexibility is available to move between the course sequences. If a student would like to get ahead in the course sequence, a student can take Algebra 2 and Geometry concurrently. All other courses require the student to meet the pre-requisites to enter into a desired course.

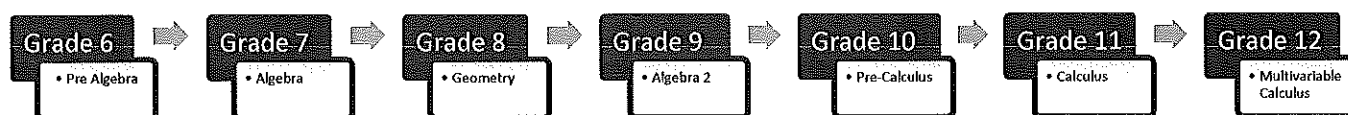




## Pre-Algebra-7 Mathematics Placement (2013-2014) Procedures for Articulation

For some grade six students, the Pre-Algebra-7 course is available based upon qualifications. Grade six students who qualify based on the criteria and various testing results will take the Pre-Algebra-7 course with 7<sup>th</sup> graders. These students are identified by the district for the Pre-Algebra-7 course after the initial identification process for the Transition to Pre-Algebra course.

A student who is placed into Pre-Algebra-7 can progress to the Multivariable Calculus course as a high school senior, as illustrated below.



A student who enters the Pre-Algebra-7 course will miss important grade six standards that are necessary to be successful in the Pre-Algebra-7 course. As referenced in the Common Core State Standards Appendix A, “[S]kipping material to get students to a particular point in the curriculum will likely create gaps in the students’ mathematical background, which may create additional problems later, because students may be denied the opportunity for a rigorous Algebra I or Mathematics I course and may miss important content” (p. 80). Therefore, the district takes careful consideration through a set of rigorous criteria to make this placement decision into the Pre-Algebra-7 course so students are not negatively impacted in future mathematics courses.

### **Criteria for Testing:**

*For a student to qualify for testing, he or she must meet all 6 indicators:*

1. Fifth Grade Teacher Evaluation form score range of 19 - 20
2. Fifth Grade Fall Blue Ribbon Benchmark: 90% to 100%
3. Fifth Grade Winter Blue Ribbon Benchmark 93% to 100%
4. Exceeds Grade Level Expectations for ALL 5 fifth grade fall expectations as listed on their Progress Report
5. Exceeds Grade Level Expectations for ALL 7 fifth grade winter expectations as listed on their Progress Report
6. Score a 90% or above on the Transition to Pre-Algebra assessment

Once the student qualifies for testing from the six benchmarks listed above, he or she will take the IOWA Algebra Aptitude Test. Students who meet the criteria stated above and the passing score in the IOWA Algebra Aptitude test will be placed into the Pre-Algebra-7 course.

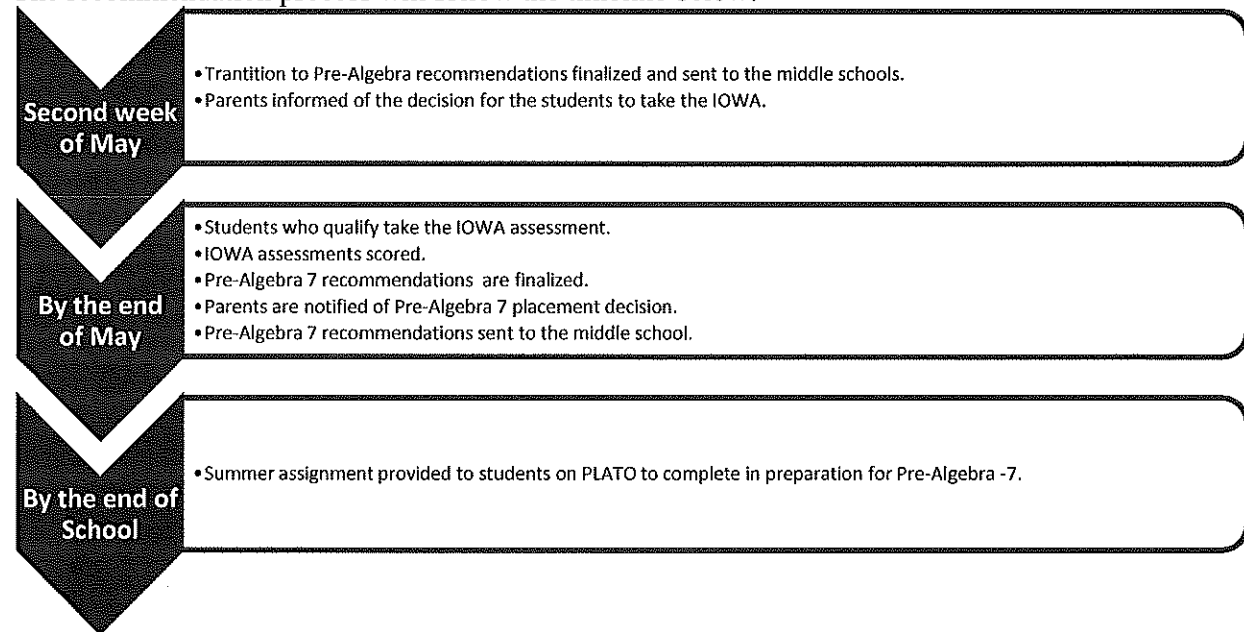
Please note:

*The Request for Reconsideration process that is associated with the Transition to Pre-Algebra course does not apply to the double accelerated course. Students must meet all requirements that are listed above to qualify for the Pre-Algebra-7 course.*

### **Summer Work:**

To ensure incoming sixth grade students are prepared for the Pre-Algebra-7 course, they are required to complete summer work on the computer through PLATO. The PLATO online learning platform provides students with tutorials and assessments targeting standards that would be missed. This summer work needs to be completed before entering into the Pre-Algebra-7 course.

The recommendation process will follow the timeline below:



# MYO AMERICORPS

The Youth Development Division of RYASAP

## MYOscars

An annual event that explores how real, respectful, responsible, and right the messages are in the top films from the past year.

This red carpet event is free and open to all students, parents, and community partners in Fairfield County.

## MYO Summer

MYO Summer is an intensive theatre workshop in which AmeriCorps Members will engage in an intensive showcase of TDV, through street theater, media projects such as filming psa's, public art, and a full modernized production of a Shakespeare play.

## Volunteer with MYO

MYO welcomes applicants to complete terms of service with the program. Applicants must be 17 years of age or older and a US Citizen or Permanent Resident.

Volunteers receive a stipend and scholarship for their time.



## Program Overview

MYO AmeriCorps at RYASAP (Regional Youth Adult Social Action Partnership) was founded in the summer of 2010 and has been visible in Bridgeport as a pioneer of fostering change in the community through innovation and youth leadership. MYO stands for Mine. Yours. Ours. and is about growing as a person, working together as a team, and making the world a better place. Through our MYO AmeriCorps Program, we focus on achieving a thriving adolescence for our area teens and building this generation's youth leadership model. MYO believes that growing up should be healthy, safe and fun -- and MYO recognizes the power of youth to make a positive change in their lives, the lives of their peers, and in the world we share. MYO is a network of youth programs, a process of leadership, an online community, and a calendar of engaging events and activities. MYO AmeriCorps is a proud member of the national service network.

## Classroom Curriculum Delivery

MYO AmeriCorps members are trained in several unique curricula that together support the MYO mission to support and foster the social and





### MYO Fairfield Programming

Currently Fairfield students participate in several MYO Programs.

- Students from Fairfield Warde, Fairfield Ludlow, and the Alternate High School participate in MYO's Finding Her Voice Program.
- 3 Fairfield students are presently serving as MYO AmeriCorps Members. 2 Fairfield students served as MYO AmeriCorps Members for the 2013 Summer Program.
- Fairfield students regularly attend MYO special events including but not limited to MYOscars and the MYO Summer Final Production
- MYO regularly facilitates small group activities for various leadership groups at Fairfield Warde High School. One such activity is the MYO Values Auction; which gives participants the opportunity to critically explore the values that are important to them as individuals and the ways in which those values influence the manner they interact with others.

emotional health of area youth. The first Curriculum, Safe Dates, is a NREP recognized prevention and intervention curriculum meant to teach youth how to foster healthy relationships with family, friends, and adults. The RULER Curriculum is a social and emotional learning curriculum developed at Yale University. This curriculum is designed to teach students develop the ability to **Recognize** their emotions to obtain valuable information about themselves and their environment, **Understand** the causes and consequences of their emotions, **Label** their emotions and describe their feelings, **Express** their emotions to communicate effectively and in socially appropriate ways, and to **Regulate** their emotions to promote learning and personal growth (including healthy relationships). Members are also trained in the MYO Leadership curriculum, which focuses on developing self-esteem and self-efficacy through goal setting, hands on activities, and understanding values. These lessons are appropriate for students in grades 6<sup>th</sup>-11<sup>th</sup>.

### Small Group Work

All MYO AmeriCorps members are trained to facilitate small youth groups. These (typically but not always) gender specific groups comprised of about 6-8 students focus on personal development and goal setting. They provide a safe space for students to think about who they are as unique individuals, develop goals specific to their interests and passions, and learn how to support others.

