

**Summary**  
March 6, 2007  
Math Articulation Team Meeting

3:30-5:00  
Main Room Board

Those Present: Ted Edwards, NCESD; Mark Woolsey, Columbia; Patty Cone, Columbia; Mirna Kunkel, Lewis & Clark; Heather Flatness, Lincoln; Terry Anderberg, Orchard Middle School; Marcia First, Lewis & Clark; Jennifer Delashmutt, District Office; Laura Waldren, District Office; Kathy Jarvis, Pioneer Middle School; Allyson Rasmussen, Foothills Middle School; Jodi Smith, District Office.

Those Not Present: Ingrid Brooks, Newbery; Dan Johnson, Washington; Cheri Dudek, Mission View; Lisa Douglas, Mission View; Jeri Howard, Sunnyslope; Jeff Permin, Pioneer Middle School; Brenda Hargraves, Pioneer Middle School; Eric Merriman, Orchard Middle School; Bill Brewer, Foothills Middle School; Peg Ronhovde, Foothills Middle School; Maryls Brown, WestSide High School; Todd Busse, Wenatchee High School; Kory Kalahar, Wenatchee High School.

1. Grade 5 Adoption Update: Grade 5 has decided to adopt Bridges. The decision was unanimous. The discussion centered on the possibility of using CMP2, without having enough units to cover grade 5 GLE's, so where would 5<sup>th</sup> grade get supplements in that case? Bridges is a good transition into CMP2 math. It will transition smoothly into middle school.
2. Grade 6 and 7 Adoption Update: If we implement another pilot year, we will have a stronger opinion of this being the best adoption for the district. We need to implement with the 8<sup>th</sup> grade units and get the 8<sup>th</sup> grade involved therefore having a stronger vote as to where the middle school wants to go. Allyson mentioned an alignment with the GLE's and CMP2. There was an opportunity to find the gaps and focus the attention to what needs to be done to hit certain areas of the GLE's that may not be covered in CMP2 lessons.
3. There is a feeling that Bridges is weak in math vocabulary. A question is how to supplement Bridges in math vocabulary so that the students have more meaningful opportunities to "own" the math vocabulary that they acquire?
4. Possible ideas for future trainings in K-5 would be to use the time to align the Bridges and Number Corner with the state GLE's, discuss ideas to supplement math vocabulary, analyze math assessments within Bridges to see if the assessments match the GLE's.
5. Focal Points and Power Standards are certainly here to stay. The hope is that the focal points will narrow down the GLE's at each grade level. CMP2 and The Math Learning Center and the State of Washington are all looking at the focal points that were released in the fall by the NCTM.

6. Middle School Assessments: One CBA for each grade: 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>. These are being piloted currently. Allyson shared that she has been writing down questions that students ask her to use as a reference with her team in order to make the tests better.
7. Basic Facts Committee is working on a document to keep K-5 fluid. The document will provide information regarding what strategies are taught in what grade level, when mastery is expected, consistent language, ideas on how to teach within the Bridges and be intentional about instruction and also assessment samples. The committee will meet again on Monday, March 12<sup>th</sup> with the intent of providing a document for trainings at the end of March and the beginning of April.
8. Grades 3, 4 Assessments: The assessments will change from Pre and Post and Test #2 and Test#3, to four tests throughout the year, like reading. In addition, the tests will have one strand that will be consistent and “tracked” throughout each of the four tests, like the middle school assessments. The hope is to be more diagnostic by giving more information for the teacher to be able to know what part of “graphing” that the student is having trouble with over time. Grade 5 will follow suit with revising CBA's as well, to flow into middle school's CBA's.
9. Grade 9 Math: It has been reported that the high school math team has been looking at various math programs. The fast track wouldn't change, but the other classes would. Cognitive Tutor, Bridges to Algebra are some of the programs that the high school is exploring. The team is going to Everett High School (Issaquah on the way back to Wenatchee) to observe and another team is going to Leavenworth on Tuesday. Leavenworth is using Integration of Math and Science, which is very constructivist.
10. The costs and consumables involved will need to be explored. For example, if there is a computer program that is involved, the need for computers, space, and other items will need to be addressed, along with the idea of intervention periods... double dosing those intensive children and how to do it within a building with time, personnel and other constraints.
11. What is the direction of Math Articulation? How should we focus the group in the future? Thoughts to ponder for the next math articulation meeting in April.
12. Next meeting will be held on April 10<sup>th</sup> in the Curriculum Library instead of the Main Boardroom.