

MINUTES

K-8 Math Curriculum Adoption Committee

Phoenix Elementary School District #1
1817 N. 7th Street
Phoenix, AZ 85006

Date: April 16, 2025

Time 4:00 - 6:00 PM

Call to Order

4:04 pm – Sarah Galetti, Director of Curriculum and Instruction called the meeting to order

Attendance

- Dr. Sarah Galetti, Susan Browne, Dr. Brant Lloyd, Mary Lou Gonzales, Saraj Irizary, Nicole Freed, Anai De Santiago, Shalini Sharma, Barbara Washington, Ruben Rodriguez Molina, Gihwa Hughes, Calvin Tyler, Nancy Casagrande, Caylee McCue, Tamicha Carthen, Erin MacFarland, Nicole Goodwin, Nadine Gofonia, Emily Mason, Gerardo Romo Nunez Manisha Gupta, Fun Chan,
- *Absent: Emily Bacon*

1. Welcome / Introductions / Review of Agenda & Minutes from April 9th

Sarah Galetti, Director of Curriculum and Instruction

- Time was provided for the Committee to Review agenda
- A motion was made to approve the agenda and was seconded.
- Motion was passed to approve by all members in attendance
- Time was provided for the Committee to review minutes from April 9th.
- A motion was made to approve the minutes and was seconded.
- Motion was passed to approve by all members in attendance.

2. Review Susan Browne, Math & Science Coach

- Brief review of 7 Norms of Collaboration and Collective Commitments, Goal of Committee, Consensus Decision Making and Proposed Timeline

3. ELD Best Practices

Mary Lou Gonzales, Language Acquisition Coordinator

- English Learner Acronyms Document – Terms commonly used in Federal Education Policy

- Review of Principles 1-4 with Emphasis on Principle 2: Integrated instruction and scaffolded support. How do we build students to be independent?
- Presentation and discussion of Integrated ELD time vs. Targeted ELD time and the importance of Integrated ELD minutes within math context.
- A brief overview of Arizona's Language Development Approach was provided, highlighting its key components: Asset-Based Behaviors and Expectations, Integrated Instruction in Disciplinary Language and Content; Targeted and Explicit Language Instruction and Assessment; and ongoing Monitoring and Feedback.
- The Stages of Second Language Acquisition guide were shared and discussed, along with the AZELLA Performance Level Descriptors.
- The group was given time to review the chart and reflect on where their current EL students fall within it. Participants engaged in partner discussions, which included asking clarifying questions and identifying the need for additional information to better understand student needs.
- Strategies to Support Stages of Language Acquisition document was shared, providing recommended approaches tailored to each stage of language development.
- Key SIOP Strategies document – a foundation of effective practices for implementing instructional curriculum. Strategies discussed included lesson preparation / building background, comprehensive input, interaction, practice and application, strategies, and review and assessment,
- Group discussion activity: What instructional strategies could support English learners? Participants shared ideas in response to the questions: What do we typically see? and What we would like to see?
- High-yield instructional supports for language were shared/discussed to include engaging students in high quality oral interactions, allowing for access to grade level content and holding/maintaining high expectations, scaffolding language instruction for tasks to be high rigor with support, providing explicit instruction on language grammar forms and functions, and providing explicit instruction of academic vocabulary.

4. Math Data Trends and Needs

Dr. Brant Lloyd, Assessment and Accountability Coordinator

- Importance of mathematical reasoning and thinking to academic success
- Reviewed data trends over the last two years to support the identification of areas of need when considering the development of criteria for the selection of math instructional materials.
- Presentation/discussion on AASA Math performance levels in grades 3-8. Committee discussed data from 2019, 2021-2024 and looked at proficiency levels of FAY 1, 2 and 3 students within the district to see if trends existed.
- AASA domain data was shared and discussed to determine trends in Math domain results and student deficiency in PESD 1. Group discussed statistics

across the trends and shared the needs and vertical alignments needed across the grade level bands.

- Diagnostic Winter Placement data from the iReady District assessment was shared and domain-specific performance in grades 1-8 was discussed.

5. Discussion: Identifying Priorities

Sarah Galetti, Director of Curriculum and Instruction

- Group discussion focused on identifying priorities regarding teacher/instructional priorities and student/learning priorities in preparation for discussion at the April 23rd meeting.

6. Wrap Up and Future Meetings

Sarah Galetti, Director of Curriculum and Instruction

- Committee will discuss priorities as it relates to instruction and learning in Math.
- The Committee will discuss depth of knowledge as it relates to standards at the next meeting.
- Next meeting is April 23, 2025 from 4:00 - 6:00

7. Adjournment: 6:02 PM

- Dated this day, April 16, 2025