

Proposal	Description	Considerations	Note(s)
<p><u>School Leadership Proposal #1:</u> No change to existing program</p>	<p><i>This proposal keeps the current approach to accelerated math. BPS would continue to offer skip tests for Grade 7 Compact Math, Algebra 1, and Geometry. CMS would have 3 levels of ability grouping: Math 7, Math 7 Compact, and Algebra 1 in 7th Grade, and Math 8, Algebra 1, and Honors Geometry in 8th Grade. A small number of students additionally skip multiple years and take math at BHS after they have finished Geometry.</i></p>	<p>This proposal will cause our schedule to be suboptimal. Since a half team teacher would need to teach a 5th full time class, not having half teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice with our increased class size.</p> <p>This proposal requires a 7th grade teacher to teach the 7th graders who qualify for Algebra 1. This proposal requires an 8th grade teacher to teach the 8th graders who qualify for Geometry. This will decrease the number of Math 7 Compact and Algebra 1 sections from and the total number of students in other section will increase beyond our current "best case" scenario. See page 3-6 & 11 that reflects no change in accelerated math in 7th and 8th Grade.</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice with our increased class size.</p>
<p><u>School Leadership Proposal #2:</u> Eliminate All Skip Tests</p>	<p><i>This proposal eliminates all skip tests. There would be no acceleration possible in math at all in Belmont. CMS would have 2 levels of ability grouping: Math 7 or Math 7 Compact in 7th Grade, and Math 8 or Algebra 1 in 8th Grade.</i></p>	<p>This option means we will not offer accelerated math in grade 7 and we would use this schedule model on page 1 & 2. We would continue to offer geometry to grade 8 students</p>	

<p>School Leadership Proposal #3: Eliminate all skip tests, offer Math Enrichment, not Acceleration</p>	<p>using the schedule model on page 11 for 2020-2021 only. This is where UDL comes in.</p>	<p>This proposal eliminates all skip tests. There would be no acceleration possible in math at all in Belmont. CMS would have 2 levels of ability grouping: Math 7 or Math 7 Compact in 7th Grade, and Math 8 or Algebra 1 in 8th Grade. All students would be required to sit in a regular math course, and students would be offered the opportunity to sit in an additional math enrichment class (content TBD and no selection criteria) instead of an encore class or study hall.</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice with our increased class size.</p>
<p>Proposal #4: Keep current program with improved process</p>	<p>Not sure how this will change the answer in Proposal 1.</p>	<p>This proposal keeps the current approach to accelerated math and replaces the skip test process with an improved process. BPS would continue to offer skip tests for Grade 7 Compact Math, Algebra 1, and Geometry, yielding 3 levels of ability grouping: Math 7, Math 7 Compact, and Algebra 1 in 7th Grade, and Math 8, Algebra 1, and Honors Geometry in 8th Grade. Some students may additionally skip multiple years and take math at BHS after they finish Geometry.</p>	<p>See Proposal 1. See page 3-6. A similar class size concern exists with the 8th grade model on page 11.</p>
<p>Proposal #5: One Full 7th Algebra class, on team</p>		<p>Always fill one 7th Grade algebra class and one 8th grade geometry class. All students in the algebra class are on the same 7th grade team, and all students in the geometry class are on the same 8th grade team. Include all improved processes from Proposal #4. Some students may</p>	

<p><u>Proposal #6:</u> One Full 7th Algebra class, split across Teams</p>	<p><i>Additionally skip multiple years and take math at BHS after they finish Geometry.</i> <i>Always fill one 7th Grade algebra class and one 8th grade geometry class. Students in the algebra class are split evenly across the 3 7th grade teams, and all students in the geometry class are split evenly across the 3 8th grade teams so that all teams are equal. 7th Grade algebra and 8th Grade geometry classes are taught off-team. Include all improved processes from Proposal #4. Some students may additionally skip multiple years and take math at BHS after they finish Geometry.</i></p>	<p>All teams being equal sizes is one of our guiding principles listed above. Even if you spread the students who qualify for accelerated class on different teams, if a CMS teacher is teaching the course, the class sizes on other courses will go up as a result. Not having half teams in 6th and 7th grade contributes greatly to our inability to continue this practice. See page 3-6 & 11.</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice with our increased class size.</p>
<p><u>Proposal #7:</u> Up to one full class of 7th Algebra students placed in 8th grade classes</p>	<p><i>7th Grade algebra students are placed in 8th grade algebra classes, and there is also an 8th grade geometry class. Include all improved processes from Proposal #4. Some students may additionally skip multiple years and take math at BHS after they finish Geometry.</i></p>	<p>This option is viable given 8th grade students are enrolled at the high school. Moving 7th graders to 8th grade classrooms helps with class size constraints in 7th grade math classes. Starting on page 12 you will see that moving 8th graders to BHS creates an optimal class size experience across all 8th grade teams and classes. When you start to sprinkle in 7th graders on page 15 & 16 into 8th grade classes, the only courses affected by increased class size are math courses.</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice.</p>

<p><u>Proposal #8:</u> Two Full 7th Algebra classes, on team</p>	<p><i>Always fill 2 7th Grade algebra classes and 2 8th grade geometry classes when there are enough students for the classes. Students take Algebra and Geometry on-team. Include all improved processes from Proposal #4. Some students may additionally skip multiple years and take math at BHS after they finish Geometry.</i></p>	<p>Keeping geometry on team and adding 7th graders to 8th grade algebra classes on page 13 & 14 will stretch math class sizes and other classes beyond an optimal level.</p>	<p>Page 5 & 6 show this model with one full Algebra 1 class of 25 students. If we had 2 full Algebra 1 classes on the same team the numbers would not improve the class size projections and could make them worse. You will see that the domino effect of this model would be 1 less Math 7 section or an increase to over 30 students in Math 7 Compact.</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice.</p>
<p><u>Proposal #9:</u> Two Full 7th Algebra classes, across teams</p>	<p><i>Always fill 2 7th Grade algebra classes and 2 8th grade geometry classes when there are enough students for the classes. Students in 7th Algebra and 8th Geometry are evenly distributed across grade-level teams, and their math classes are all off-team. Include all improved processes from Proposal #4. Some students may additionally skip multiple years and take math at BHS after they finish Geometry.</i></p>	<p>All teams being equal sizes is one of our guiding principles listed above. Even if you spread the students who qualify for accelerated math class on different teams, if a CMS teacher is teaching the course, the class sizes on other courses will go up as a result. Not having half teams in 6th and 7th grade contributes greatly to our inability to continue this practice. This year we do not have a full class qualifying for Geometry. Next year, our 7th grade class size projections on</p>		

	<p><u>Proposal #10:</u> Up to Two Full 7th Algebra classes in mixed 7th/8th classes</p>	<p>Up to 2 full 7th Grade algebra classes and 2 full 8th grade geometry classes, based on number of students year-to-year. Students in 7th Algebra are evenly distributed across the 3 7th grade teams. Algebra classes are composed of both 7th and 8th grade students. Include all improved processes from Proposal #4. Some students may additionally skip multiple years and take math at BHS after they finish Geometry.</p>	<p>Page 5 & 6 will become 8th grade class size problems.</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice.</p> <p>For 7th Grade: See Page 7-10 For 8th grade: See Page 12-16</p>
<p><u>Proposal #11:</u> Three Full 7th Algebra classes, 1 per team</p>	<p>Always fill 3 7th Grade algebra classes and 3 8th grade geometry classes. Students take Algebra and Geometry on-team. Include all improved processes from Proposal #4. Some students may additionally skip multiple years and take math at BHS after they finish Geometry.</p>	<p>Filling 3 full Accelerated math courses when there is no evidence that we have enough students who qualify for the course does not seem like a viable option.</p> <p>This is where UDL comes in.</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice.</p>	
<p><u>Proposal #12:</u> All math classes off team, in grade</p>	<p>Remove math from the core on-team classes. Fill 1, 2, or 3 Algebra classes from 7th grade students on all 3 teams. Include all improved processes from Proposal #4. Some students may additionally skip multiple years and take math at BHS after they finish Geometry.</p>	<p>A strong middle school includes a team structure. As soon as we prioritize math instruction over a team of teachers supporting the whole child we will break down the support structures of middle school. Pulling a handful of accelerated math students off team for 1 class is different than having all students off team for math class.</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half</p>	
<p><u>Proposal #13:</u> All</p>	<p>Remove math from the core on-team classes and fill all math classes with mixed</p>	<p>A strong middle school includes a team structure. As soon as we</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half</p>	

<p>math classes off team, Grades 7 and 8 combined</p>	<p><i>7th and 8th grade students. 7th/8th grade math offerings would be Math 7, Pre-algebra, Algebra, Geometry. Adjust the number of classes of each course every year based on demand. Include all improved processes from Proposal #4. Some students may additionally skip multiple years and take math at BHS after they finish Geometry.</i></p>	<p>prioritize math instruction over a team of teachers supporting the whole child we will break down the support structures of middle school. Pulling a handful of accelerated math students off team for 1 class is different than having all students off team for math class.</p>	<p>teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice.</p>
<p><u>Proposal #14:</u> Raise the Bar for all students</p>	<p><i>Replace current Math 7 and Math 7 Compact courses with Pre-algebra and Algebra 1. Optionally keep current Math 7 as 3rd level for remediation.</i></p>	<p>This is where UDL comes in.</p>	
<p><u>Proposal #15:</u> Raise the Bar even higher for all students (Winchester model)</p>	<p><i>Replace current Math 7 and Math 7 Compact courses with Pre-algebra, Algebra 1, and Honors Algebra. Replace Geometry with Algebra 2 in 8th grade. Optionally keep current Math 7 as 3rd level for remediation. https://www.winchesterps.org/schools/mc call middle school/mathematics.php</i></p>	<p>It seems that Winchester is not raising the bar higher for all students, but instead offering more in the building. The class size projections and lack of half team make it clear we can't offer more than compact and algebra 1 in our building at this time.</p>	<p>Since a half team teacher would need to teach a 5th full time class, not having half teams in 6th and 7th grade contributes greatly to our inability to effectively manage this practice.</p>