

Curriculum Committee Meeting

March 9, 2026 3-5PM (InPerson at Board office)

**Attendees: Dr. Marr, Dr. Curtis, Dr. Feltre, Dr. Foregger,
Mrs. Bradford, Mrs. Akiri**

AGENDA TOPICS:

1. Update on PD Impact from 24-25 year and the impact on NJSLA (Proficiency Pre PD and Proficiency post PD)
2. Update on Math 8 Implementation
3. Next Steps for proof oriented Geometry curriculum (Please share the next steps for review ahead of the meeting)
4. CMS Schedule updated version (based on our discussion last month)
5. CMS Awards Criteria final draft for review
6. Lab dissections in High School biology and lab experiments in Chemistry

1. Lab dissections at Governor Livingston High School

Dr. Curtiss gave an overview of all lab experiments for all grades at Governor Livingston High school:

1. General biology Students - don't do any Dissections, but have other lab experiments, observe cells under microscope, water property labs etc (shared a list)
2. Biology Honors students do dissections of Fetal pig and butterfly
3. At GL currently we have 9-10 sections of regular biology students, 4 sections of honors biology and 2 of Project Connect biology (same as General Bio)
4. Elective of General Environmental science for grade 11-12 get an opportunity for Owl pellets, albatross BOLUS dissections.
5. AP Environmental science – End of year dissection

activity based on student interest and availability of dissection material.

6. Anatomy – Elective for 10-12 – Frog dissections and marine science Perch and Dog fish
7. New Course proposal – can either be initiated by teacher proposal or Student demand

Middle school students currently get an opportunity for Chicken wing and strawberry seeds dissections.

Curriculum committee discussed the importance of General biology students getting an opportunity to perform dissections. Dr.Curtiss stated that there are several constraints, one being cost and change in lab experiments schedule. Some experiments will have to be adjusted to accommodate dissections.

Mrs. Akiri stated based on an enquiry with a comparable school district, it costs \$15,000 for three dissections of Frog, pig heart and worms/crawfish for 300 students.

2. CMS Schedule updated version (based on our discussion last month)

Mr. Kobliska is currently working on making changes reviewed with the committee on February 12, 2026. We will receive an updated version later.

3. CMS Awards Criteria final draft for review

Mr.Kobliska and teachers are finalizing the final draft for Awards criteria and will be shared with curriculum committee later this year.

4. Next Steps for proof oriented Geometry curriculum (Please share the next steps for review ahead of the meeting)

Committee discussed the next steps required for incorporating proof-oriented geometry curriculum. The survey sent out in 2025 after Dr.Feltre and Dr.Foregger discussed the need has shown good interest by students to have proof-oriented geometry.

Dr. Curtiss stated that Mrs. Manganeli has invited Dr. Foregger to present on proof-oriented geometry to her class.

Committee discussed how a new curriculum could be

recommended by a teacher or student interest and in this case based on the survey result there is enough student interest for proof-oriented Geometry.

Next steps would be to recommend the proof-oriented geometry to the committee for approval and subsequently on approval plan for curriculum writing in summer.

5. Update on PD Impact from 24-25 year and the impact on NJSLA (Proficiency Pre PD and Proficiency post PD)

Dr. Curtiss presented on Math Proficiency along with NJSLA scores pre and post PD, there is improvement seen.

Committee requested NJSLA and proficiency scores to be shown in comparison with neighboring districts (New Providence, Millburn, Chatham etc) same cohort of districts that Dr. Curtiss included in her original presentation on Math in 2024.

Dr. Curtiss has access to average SAT and ACT scores but would need Dr. Janosko's assistance in presenting them over the last three years.

6. Update on Math 8 Implementation

Dr. Curtiss gave an overview on the implementation of a new math course, Math Eight mainly to address gaps in middle school students. The course aims to improve student proficiency and conceptual understanding, with initial data showing increased student confidence and fewer failures.

The district introduced in a tiered intervention program in 2025, Foundations First, to support students identified through NJSLA and ALEKS data. The conversation highlighted the need for more professional development and instructional coherence, as well as the potential benefits of summer learning programs and Khan Academy. The discussion also touched on the challenges of balancing curriculum depth with pacing and the need for better classroom infrastructure.

Dr. Curtiss clarified that one of the entry criteria for Foundations First is the NJSLA proficiency test scores. District admin are reviewing the scores and identifying students that need early intervention.

Committee requested the entry criteria for foundations first to be documented in the presentation.

Committee requested Dr.Curtiss to present the key slides from MATH 8 implementation and Professional Development Impact from 24-25 school year and the impact on NJSLA to the entire board at a public board meeting in May.

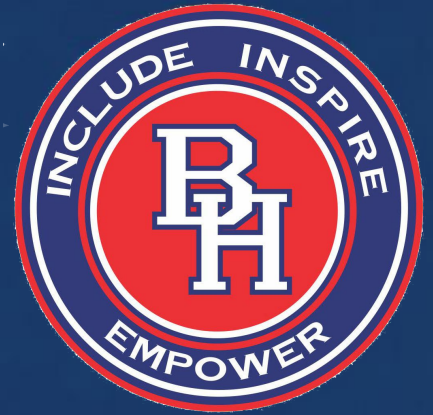
ACTION ITEMS:

1. NJ SELA – Science elementary leadership association
Dr.Curtiss will check on the pricing for adding dissections for general biology students.
2. Review the list of experiments provided by science teachers and suggest incorporating dissections.
3. Mr. Kobliska to share the updated CMS schedule with the curriculum committee, target date TBC (To be confirmed)
4. CMS awards criteria final draft – Target date TBC (to be confirmed)
5. Dr. Curtis to recommend the proof-oriented geometry to the committee for approval and subsequently on approval plan for curriculum writing in summer. Target date TBC
6. Update the presentation slides on PD Impact from 24-25 year and the impact on NJSLA with comparable districts data for last three years along with Average SAT and ACT scores.
7. Entry criteria for Foundations First to be documented in the presentation.
8. Dr.Curtiss will present the key slides from MATH 8 implementation and Professional Development Impact from 24-25 school year and the impact on NJSLA to the entire board at a public board meeting in May/June.

6-12 Mathematics Curriculum Department Update

BOE Curriculum Committee Presentation

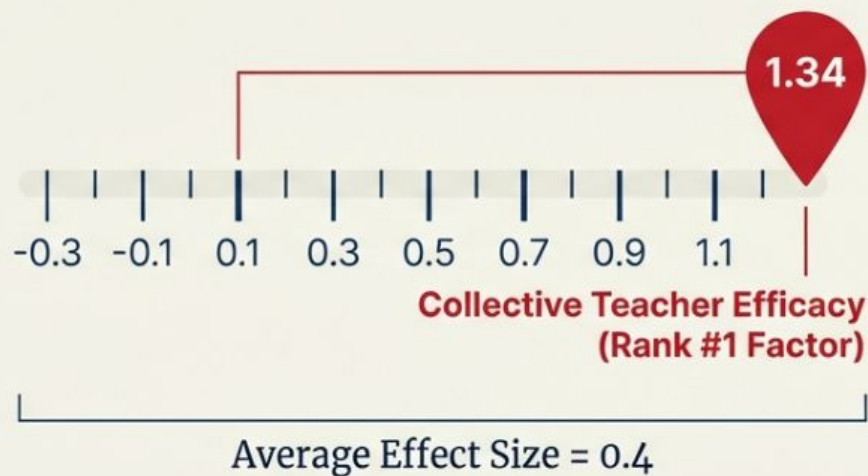
Dr. Kelly Curtiss
Director of STEAM



February 12, 2026

Our Core Philosophy: Collective Teacher Efficacy

We ground our strategy in the belief that when teachers believe in their collective ability to affect student outcomes, results improve. This belief system drives every professional development and curriculum choice we make.



Source: Hattie (2019/2023)



The 2024–25 Strategy: Three Pillars of Growth

1. Research-Based Practices

Focus on high-quality questioning (“What do you notice?”), mini-lessons, and data-driven small groups.

2. Inclusive Environments

Differentiation and flexible grouping to support neurodivergent learners. Shift toward active learning stations.

3. Assessment & Feedback

Alignment of common assessments and rubrics. Emphasis on feedback loops and a “growth orientation” for retakes.

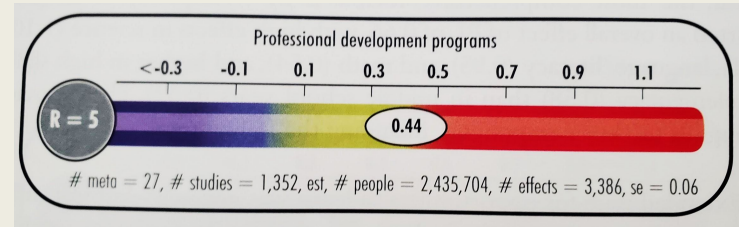
Outcomes: Consistent “Effective” ratings in Danielson evaluations across GLHS and CMS.



2024-2025 Professional Development

Positive Teacher Support, Training and Growth:

- 24-25 Intensive training for Math and Math Special Education teachers in Research-Based Best Practices for Instruction
 - Two Full-Day Teacher Trainings with Parent University sessions for expectations and support with consultants, First Educational Resources, LLC.
 - Monthly department meetings utilized for follow up training and support
- Major districtwide sessions included:
 - *Elevating Secondary Mathematics Instruction*
 - *Well-Crafted Mini-Lessons*
 - *Purposeful Questioning*
 - *Small Group Instruction*
 - *Small Groups, Big Impact*



(Hattie, 2023)

Teacher Feedback & Implementation Trends

Strengths (What Worked)

- Higher student engagement and discourse.
- Increased conceptual understanding and student ownership.
- Improved differentiation for diverse learners.

Challenges (The Hurdles)

- Balancing pacing with deep exploration.
- Physical constraints: Furniture limits collaboration.
- Need for structured co-planning time.

The Ask: Teachers requested **digital formative assessment tools**, leading to the adoption of ALEKS.

The 2025-26 Pivot: Introducing "Math 8"

The Problem (Summer 2024 Audit)

- Gaps in Geometry standards
- Weakness in Statistics & Probability
- Inappropriate acceleration into Algebra I



Strategic
Correction



The Solution (Math 8 Course)

- Developmentally appropriate pacing
- Strengthens foundational skills before High School
- Fills content voids identified in audit

District Level Performance: NJSLA Trends

Subject		2022-2023	2023-2024	2024-2025
Algebra 2		95.5%	100% Passing	100% Passing
		Success		
Algebra 1		59%	65.5%	56.1%
		<i>Validates need for Math 8 readiness support.</i>		
NJGPA (Graduation Ready)		82%	73.6%	86.5%

Math 8 in Action: Early Classroom Indicators

Instructional Shift:

We are seeing **increased time** for **critical concepts** previously rushed, such as transformations, Pythagorean Theorem, and graphing linear functions.

Student Outcomes:

Fewer failures compared to 'Algebra for All' years. **Significant improvement in confidence** and **persistence** with multi-step problems.

Placement Success:

The majority of students are now **appropriately placed**, prioritizing **conceptual understanding** over **procedural rote memory**.





2025-2026 Math Course Sections



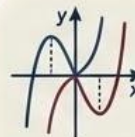
6th Grade

- **Math 6:**
6 sections
- **Math 6 Accelerated (Prealgebra):**
2 sections



7th Grade

- **Math 7 (Prealgebra):**
7 sections
- **Algebra 1:**
1 section



8th Grade

- **Math 8 - NEW:**
5 sections
- **Algebra 1:**
2 sections
- **Geometry:**
1 section



Currently monitoring the scheduling process as the implementation of Math 8 this year is creating a growth in the high school PC program.



The Toolset: Reveal Math & ALEKS

Reveal Math



Reveal Math: Provides **diverse assessment options** and allows teachers to balance digital vs. print. **Supports scaffolding** for diverse learner needs.

ALEKS








ALEKS: Facilitates **data-driven instruction** and **targeted skill remediation**. Aligns intervention supports directly with core Math 8 instruction.

Intervention Success: CMS Foundations First

Proof of Concept: Individual Student Growth

Entrance Criteria:

-  NJSLA scores
-  Student summative assessment grades
-  Prior teacher or current teacher feedback
-  ALEKS scores

	Whole Numbers	Fractions	Decimals
Initial Knowledge Check	 92%	 28%	 30%
Periodic Assessment	 92%	 65%	 70%
Requested Knowledge Check	 92%	 94%	 96%



Students are meeting criteria to exit intervention. Weaknesses in fractions are being repaired to support equation solving.



NJ State Performance - Math

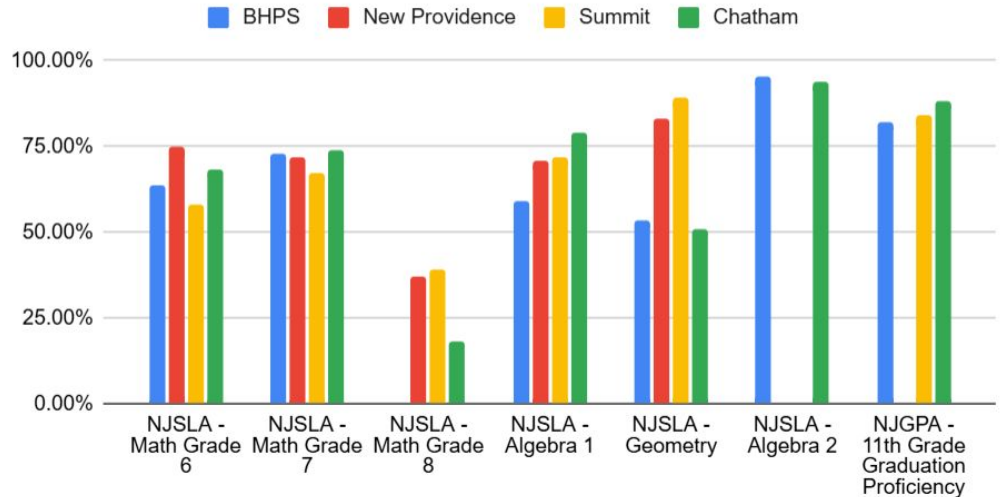
	2022-2023 District Passing Rate	2023-2024 District Passing Rate	2024-2025 District Passing Rate	2025-2026 District Passing Rate
NJSLA - Math Grade 6	63.5%	60.3%	69.4%	TBD
NJSLA - Math Grade 7	72.7%	69.5%	61.7%	TBD
NJSLA - Math Grade 8	NA	NA	NA	TBD
NJSLA - Algebra 1	59%	65.5%	56.1%	TBD
NJSLA - Geometry	53.4%	63.5%	66.7%	TBD
NJSLA - Algebra 2	95.5%	100%	100%	TBD
NJGPA - 11th Grade Graduation Proficiency - Math Graduation Ready Rate	82%	73.6%	86.5%	TBD
District Wide Mathematics Proficiency Rate for Federal Accountability	68.3%, Met Target	70.1%, Met Target	TBD	TBD

2022-2023 District Comparison

2022-2023	BHPS	New Providence	Summit	Chatham
NJSLA - Math Grade 6	63.50%	75%	58%	68%
NJSLA - Math Grade 7	72.70%	72%	67%	74%
NJSLA - Math Grade 8	NA	37%	39%	18%
NJSLA - Algebra 1	59%	71%	72%	79%
NJSLA - Geometry	53.40%	83%	89%	51%
NJSLA - Algebra 2	95.50%	NA	NA	94%
NJGPA - 11th Grade Graduation Proficiency	82%	>90%	84.20%	88.20%

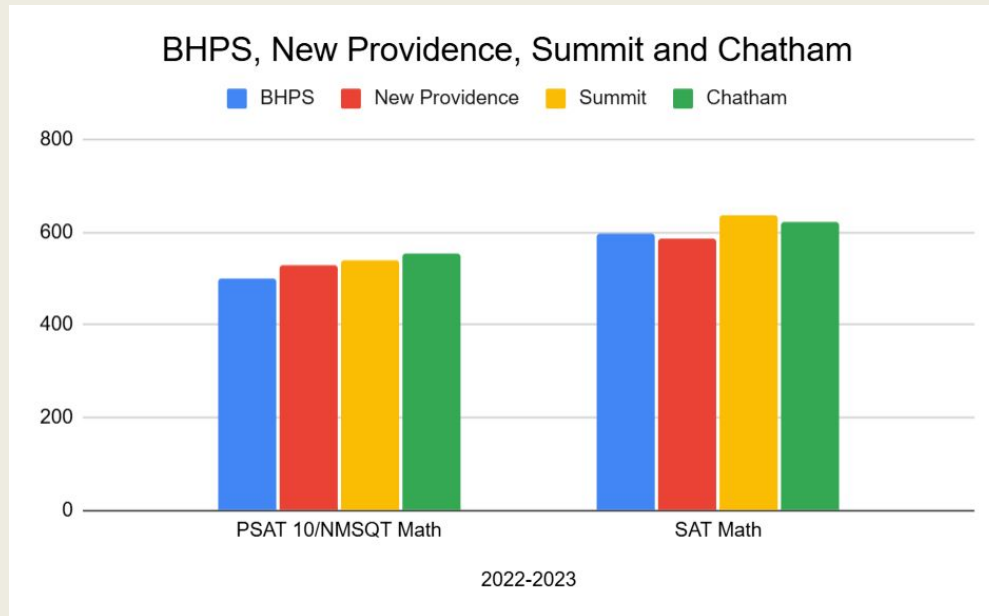
2022-2023 NJSLA/NJGPA District Score Comparison

Note: NP, Summit, and Chatham run Math 8. BHPS did not.



2022-2023 District Comparison

2022-2023	BHPS	New Providence	Summit	Chatham
PSAT 10/NMSQT Math	499	527	539	552
SAT Math	597	586	636	622

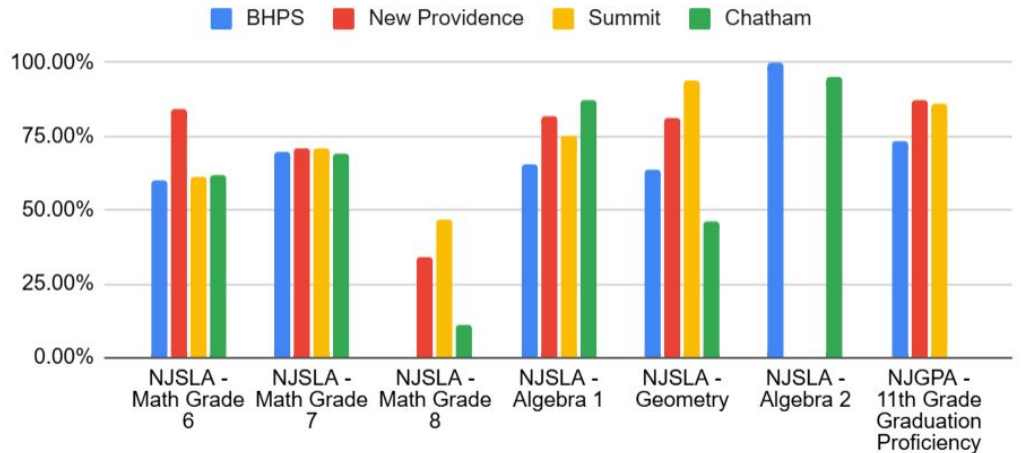


2023-2024 District Comparison

2023-2024	BHPS	New Providence	Summit	Chatham
NJSLA - Math Grade 6	60.30%	84%	61%	62%
NJSLA - Math Grade 7	69.50%	71%	71%	69%
NJSLA - Math Grade 8	NA	34%	47%	11%
NJSLA - Algebra 1	65.50%	82%	75%	87%
NJSLA - Geometry	63.50%	81%	94%	46%
NJSLA - Algebra 2	100%	NA	NA	95%
NJGPA - 11th Grade Graduation Proficiency	73.60%	87.30%	86.10%	>90%

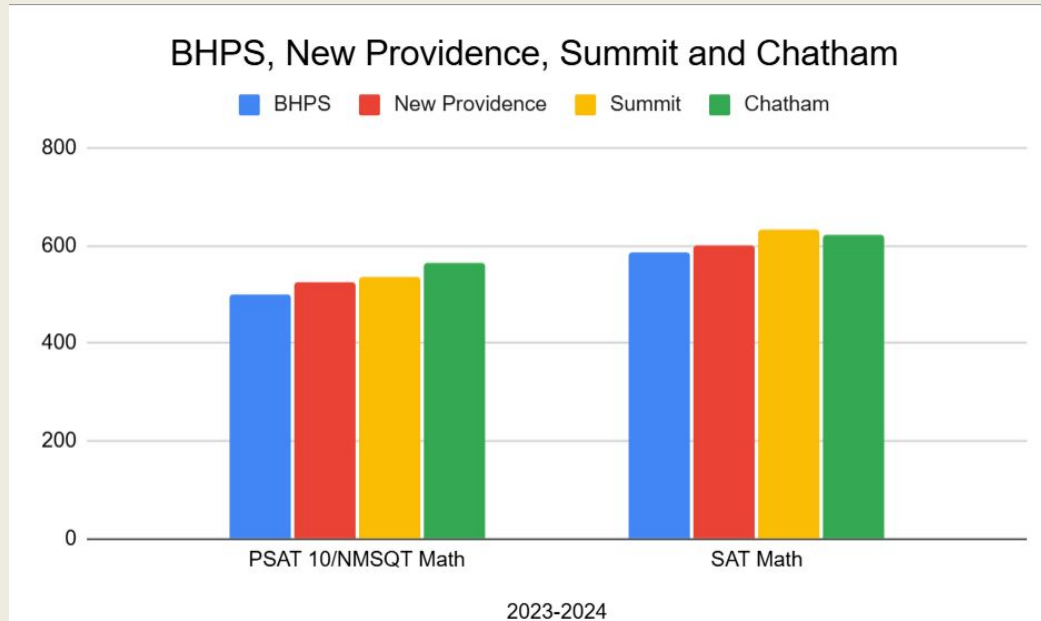
2023-2024 NJSLA/NJGPA District Score Comparison

Note: NP, Summit, and Chatham run Math 8. BHPS did not.



2023-2024 District Comparison

2023-2024	BHPS	New Providence	Summit	Chatham
PSAT 10/NMSQT Math	499	526	535	563
SAT Math	587	600	631	621



2024-2025 District Comparison

New Jersey School Performance Reports Website Now Available

As the New Jersey Department of Education (NJDOE) transitions to the New Jersey Statewide Longitudinal Education Data System (NJSLEDS), the [School Performance Reports](#) have moved to a new NJDOE webpage.

On the new site, you can:

- View PDF reports from 2016–2017 through 2023–2024
- Explore a new summary dashboard highlighting key data elements for 2023–2024
- Access downloadable data files from 2011–2012 through 2023–2024

The NJDOE plans to release redesigned reports for the 2024–2025 school year in spring 2026.

Visit the new [School Performance Reports](#) website to learn more.



US News & World Report HS Rankings

Governor Livingston 2024

↓	NJ Ranking:	90
🔄	Scorecard (out of 100):	88.98
🎓	Took at least 1 AP Exam:	59%
📝	Passed at least 1 AP Exam:	51%
🧮	Mathematics Proficiency:	42%
📖	Reading Proficiency:	48%
🧪	Science Proficiency:	47%
🎓	Graduation Rate:	98%

Governor Livingston 2025

↑	NJ Ranking:	58
🔄	Scorecard (out of 100):	93.29
🎓	Took at least 1 AP Exam:	62%
📝	Passed at least 1 AP Exam:	54%
🧮	Mathematics Proficiency:	54%
📖	Reading Proficiency:	79%
🧪	Science Proficiency:	55%
🎓	Graduation Rate:	95%

Note: 2024 Rankings are based on 2021-2022 performance data.
Note: 2025 Rankings are based on 2022-2023 performance data.
Note: NJSLA scores are used, Not NJGPA.

*Please note graduation rate calculations shifted this year.

US News & World Report HS Ranking - Graduation Rate

2024 Ranking: 98%

Factor #4: Graduation Rate

High schools' graduation rates were collected from states along with assessment data. Although there is some variation in how states calculate graduation rates, the foundation of all states' graduation rate calculations is the averaged freshman graduation rate, which reports the percentage of first-time ninth graders who were awarded diplomas four years later. For the 2024 rankings, the graduation rate **corresponds to the 2022 graduation cohort** who would have entered ninth grade in the 2018–19 school year.

2025 Ranking: 95%

Factor #4: Graduation Rate

High schools' graduation rates were collected from states along with assessment data. Although there is some variation in how states calculate graduation rates, the foundation of all states' graduation rate calculations is the averaged freshman graduation rate, which reports the percentage of first-time ninth graders who were awarded diplomas four years later. For the 2025–2026 rankings, the graduation rate **corresponds to the 2023 graduation cohort** who would have entered ninth grade in the 2019–20 school year.

NJDOE Graduation Rates 2022-2023 Report

Calculation Changes & Methodology



Adjusted cohort graduation rate calculation changed in 2021-22 for federal reporting (USED requirement).



Federal Version: Includes only students receiving fully aligned state-endorsed diplomas (meeting state standards, assessments, courses, attendance).



State Version: Continues prior methodology, reflecting all state-endorsed diplomas (including IEP modifications/exemptions).

Impact & Reporting



Federal version excludes some students with IEPs who don't meet all federal criteria.



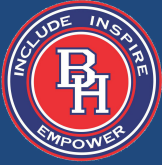
Graduation assessment requirements differed for classes 2021-2023 due to pandemic/legislation, affecting federal rate calculation.



Reports reflect 'State Version' for trends and 'Federal Version' for accountability tables.



More information on [NJDOE Graduation Rate](#) page.

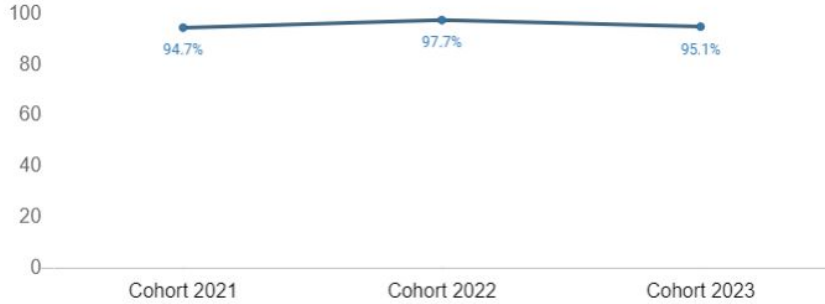


NJDOE Graduation Rates 2022-2023 Report

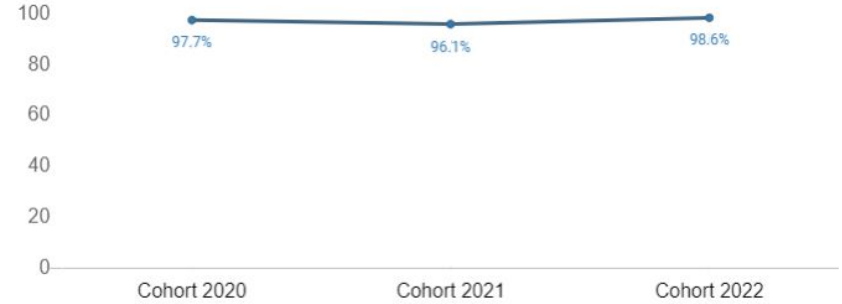
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

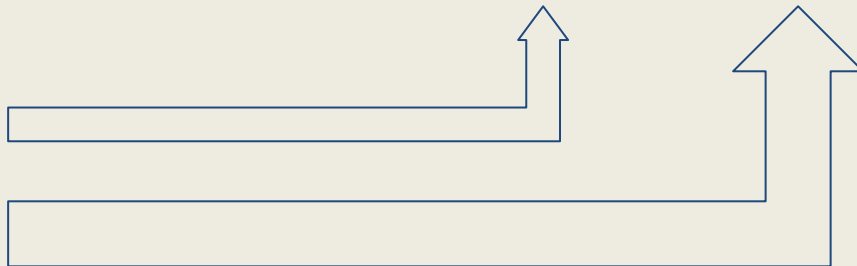
4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate
Graduation Rate	94.7%	97.7%	95.1%	97.7%	96.1%	98.6%
Statewide Graduation Rate	90.6%	90.9%	91.1%	92.6%	92.5%	92.7%



2025-26 Teacher Goals: From Implementation to Elevation

1.

Student-Centered Engagement

Design authentic learning experiences that foster critical thinking and real-world relevance.

2.

Data-Driven Small Groups

Advance from basic grouping to targeted differentiation for both Intervention & Enrichment using real-time data.

3.

Instructional Coherence

Strengthen alignment in grading, feedback, and assessment across all teachers to ensure equity.

Supporting Our Staff: The PD Plan



Objective: Technical training to support research-based best practices.

Future Areas of Focus: 2026-2027

- ✓ Continued monitoring of Math 8 efficacy.
- ✓ Tracking impact on “Project Connect” (PC) High School Program.
- ✓ Deep Dive: NJSLA Evidence Statement Reports to adjust instruction.
- ✓ Full implementation of Department-Level Grading Protocols.





Questions?

Thank You



References

- Hattie, John. (2023). *Visible Learning: The sequel. A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.
- Hattie, John. (2019). *Barometer of Influence*. Corwin. Retrieved from: <https://visible-learning.org/2022/01/hatties-barometer-of-influence-infographic/>
- NJDOE [School Performance Reports](#).
- [US News & World Reports - Data & Methods for Calculating Best High Schools Rankings \(2024\)](#)
- [US News & World Reports - Data & Methods for Calculating Best High Schools Rankings \(2025\)](#)