

Curriculum Committee Meeting

Wednesday, October 16, 2019 9:00 AM

Central Office Conference Room, 24 School Road, Weston, CT 06883-1623

I. **Call to Order**

II. **Review of K-5 Optimization Report Dated March 12, 2019**

III. **Review of WMS Optimization Report Dated February 12, 2019**

IV. **Information on WHS Music Trip to New Orleans February 28, 2020**

V. **Information on WMS Exchange Program with French School**

VI. **Update on WPS Homework Policy Revision Process**

VII. **Updates to Curriculum Committee Calendar**

VIII. **October 14 Professional Development Schedule**

IX. **Approval of September 2019 Minutes**

Weston Public Schools
K-5 Instructional Programs & Services
Draft - March 12, 2019

Background

This is the second of two reports prepared for the WPS Curriculum Committee as part of a comprehensive overview of our K-8 instructional programs and services.

Report #1: Weston Middle School

At the February 20, 2019 meeting, the administration presented proposed changes to the WMS teaming approach in order to improve teaming, enhance the delivery of intervention services and to expand enrichment opportunities. The key changes to the organizational structure include the reduction from nine (9) to eight (8) grade level sections and having teachers on each team deliver the intervention/enrichment services to their own students. The new approach would also provide an opportunity to service students in the WMS Project Challenge program with a different model, thus reducing overall staffing by .70 FTE, an amount equivalent to the staffing of the Project Challenge program.

Further, the report highlighted key enrollment data that would be a determining factor for when the District could implement the proposed model. The optimum class size would need to range from 160 to 192 students to maintain class sizes within the current guidelines. Unfortunately, the projected enrollment for the incoming eighth grade class is just over 200 students, and with eight sections, our preliminary analysis shows that many class sizes would be at 27 due to leveling in math and student choice in world language. This would be an untenable situation for our students and teachers.

Therefore, the administration is recommending that the proposed model for WMS be considered for implementation no earlier than the 2020-21 school year. This will also allow time to provide the necessary staff training, curriculum development and professional learning for a major shift in how we do business at WMS. It will also give us the time to effectively communicate changes with the community.

However, this projected implementation date does not preclude the District from restructuring the WMS Project Challenge program for 2019-2020 in anticipation of these future changes to the middle school model. The administration has been exploring alternatives to the current model in order to support the unique, and sometimes complex, needs of talented and gifted students. Report #2 includes the strategies we would employ to support talented and gifted students if the Project Challenge program, as currently structured, were to be eliminated due to the budget constraints.

Report #2: Hurlbutt Elementary and Weston Intermediate Schools

The following companion report is focused on our K-5 programs and services. It provides:

1. a summary of the instructional approaches in order to provide a holistic understanding of the core K-5 subjects and special area programs;
2. a summary of the K-5 staffing model;
3. the amount of time allocated to each subject area; and,

4. a listing of potential areas of reduction along with alternative strategies for addressing those elements of the K-5 program.

In our K-5 schools, we have a wonderfully comprehensive and engaging academic program focused on establishing a strong foundation in literacy, math, science, wellness and the arts. The program is personalized to the needs of each student and the instructional approaches are based on current research in education.

Current class sizes enable us to be attentive the needs of all of our students. They enable us to effectively differentiate instruction and provide all students with regular feedback, both verbal and written, to guide their progress. Further, our teachers are able to respond swiftly to individual student needs to provide extra support or enrichment.

However, due to the current budget situation it is important to review our educational delivery model to explore how the District might re-imagine its educational programs, while still achieving our educational outcomes. To this end, the last section of this report describes how the District could modify the following programs for the 2019-20 school year to achieve some savings to the operating budget:

1. WIS Project Challenge Program
2. WIS math enrichment
3. HES and WIS computer instruction
4. HES Spanish program
5. K-5 Class Size

Changes to each of these programs will have implications for several personnel and the administration is sensitive to this fact. Consequently, we have spoken with the teachers potentially impacted ahead of the March 12 Curriculum Committee meeting.

The administration is prepared to discuss any questions the Committee may have around K-5 class sizes. As the Board recalls, two items on the Potential FY20 Budget Reduction List presented to the Board on January 22, 2019 included increases to K-5 class size. Item number one identified increasing K-1 guidelines from 18-20 to 18-22 students. Similarly, item number four suggested increasing class size guidelines in grades 2-5 from 20-24 to 20-25.

While special education and pupil services are critical elements of a comprehensive elementary program, these areas were not included as part of this report.

Core Academic Programs

The following section highlights our instructional approaches for our core K-5 subject areas:

Reading: Grades K-2: Our students learn a multitude of reading strategies during reading workshop that ensure that they become proficient at reading increasingly difficult fiction and nonfiction text. Students receive explicit instruction that support their reading accuracy, fluency, comprehension, and oral language development. Ensuring that students develop and increase their reading stamina is a vital part of our instructional time together. Individual conferences and small group strategy work is an integral part of our daily instruction. Choice in independent reading material and time to

independently read each day help to foster a lifelong love of reading and solidifies the skills we teach on daily basis.

Grades 3-5: Across all grades at WIS, students build both their volume and stamina as readers during reading workshop. In each grade, students engage in three fiction units of study and three nonfiction units of study, where students receive direct and differentiated small group instruction on how to analyze increasingly longer and more complex texts. In addition, writing about reading becomes a stronger focus each year as a platform to grow deeper thinking about text.

Phonics: Grades K-2: Our Foundations word work and spelling program provides explicit, daily instruction in encoding and decoding skills. This multimodality approach to learning ensures that all students have the instruction, practice, and skills necessary to support both ongoing reading, and writing development. Explicit instruction in phonics and spelling are important components of a comprehensive literacy program.

Writing: Grades K-2: Our students live writerly lives at Hurlbutt Elementary School. In writing workshop, students continually move through all stages of the writing process as they write narrative, informational text, and opinion pieces of writing. Students receive explicit instruction in writing that support the structure, elaboration, craft, and conventions of language. Ensuring that students develop both volume and stamina when writing is a critical part of our instructional time together. Young children have a lot to say. Our writing curriculum allows students to explore, discover their voice, and express themselves. Teachers support their development through individual conferences and strategy groups. These approaches provide individual and timely feedback to advance the learning.

Grades 3-5: Each year at WIS, writers engage in the writing process daily and throughout the year in three different genres: narrative, informational, and opinion/argument. Writers work to develop structure, elaboration, and craft in several pieces of writing while receiving feedback from both peers and teachers related to standards-based rubrics and checklists. Whenever possible, writers consider how a real-world audience might benefit from their voice.

Social Studies: Grades K-2: Through an inquiry approach to learning, our students explore age appropriate topics within civics, history, geography, and economics. The exploration and discovery that guide our instruction reveal to our students the importance of understanding our past and how it continues to impact our lives today. Our students discover the value of being both civically minded and engaged. Students develop an understanding of our world through a geographic lens and begin to explore how economics impact our lives.

Grades 3-5: Social Studies at WIS incorporates learning of current and historical topics related to Weston, Connecticut, and the United States. Students engage in inquiry to study government and citizenship in third grade before travelling back in time in grades 4 and 5 to understand events and topics of historical significance such as Native American life, European settlement, colonization, and the American Revolution.

Math: Our K-5 instructional approach in mathematics emphasizes the development of conceptual understanding prior to the teaching of procedures. This is based on the Singapore model. Teachers introduce new concepts using hands-on materials and guide students through problem solving

situations moving them toward abstract thinking. Consequently, students have a deep understanding of the mathematics involved rather than simply following a procedure. This progression is called the concrete - pictorial – abstract approach. Teachers use pre-assessment and formative assessment to build small groups for instruction, re-teaching, and extension. This allows them to meet the needs of individual students and know where they are on the learning progression.

Science: Our science classes, which have always been characterized by hands-on student inquiry, are becoming even more authentic with scientific practice. The Next Generation Science Standards are based around three-dimensional learning and are made up of three distinct but equally important components: Disciplinary Core Ideas (DCI), Cross Cutting Concepts, and Science & Engineering Practices (SEP). Teachers present students with an anchoring phenomena representative of the content (DCI) the students will begin to study. Throughout the units, students learn the content by engaging in the practices of a scientist or engineer. This means rather than just “learning about” science, students are actively engaged in “figuring out” how and why things happen. Throughout this process, teachers help them make connections to the Cross Cutting Concepts that can be seen from kindergarten through post-secondary science. These include such things as cause and effect, systems, and identifying patterns.

Specials

This section highlights our instructional approaches for our K-5 special area subjects.

Art: The visual arts program enables students to express and develop creativity, originality, and problem solving skills essential to their educational experience in a safe, supportive environment. Students learn how to utilize various art materials, mediums, genres, and techniques to challenge and encourage their expressive ideas.

Computers: Grades K-2: At HES, students have a weekly 30-minute computer class facilitated by the computer teacher. Students are taught basic computer skills in the HES computer lab.

Grades 3-5: WIS Students are using technology everyday to bolster their learning across all content areas. Currently, most of the computer instruction is delivered by the classroom teacher as part of their curriculum. In 2019-20, each grade level has a computer class once a week for 30 minutes for one trimester with the WIS computer teacher. The purpose of piloting this trimester class was to provide consistent direct instruction across each grade and accelerate skill development.

To support their learning in language arts, WIS students regularly use their Chromebooks to access online books, databases, and other reliable sources of information. Students communicate their ideas and learning with a variety of online tools including Google Docs, Google Slides, Flipgrid, and iMovie. Math and science curriculum is enhanced by Amplify.com, Dreambox.com and Xtramath, all accessible from student Chromebooks. Students also use online applications to develop, design and use critical thinking skills with programs such as Scratch and Tinkercad.

Health: The K-5 health curriculum is designed for students to be able to explore core concepts that are the foundation of healthy, balanced living and apply that knowledge to their own lives. Students engage in conversations to analyze internal and external influences, improve communication, advocacy, and goal setting.

Physical Education: The physical education curriculum is designed for students to be able to explore core concepts (space, balance, movement, fitness, perceptual motor, and community building) that are the foundation of a physically active lifestyle. Such exploration and application requires a learning environment where students feel comfortable to physically engage in activities that promote skill development, physical fitness, self-advocacy, and the ability to appropriately interact with others.

Music: The music curriculum is directly aligned with the National Core Arts Standards for music education. Weston provides a comprehensive, standards-based music education designed to enhance each child's musical aptitude and achievement in music. The artistic processes of creating, performing, responding, and connecting are emphasized.

In grades four, students may additionally enroll in our orchestra program. They receive periodic lessons in small groups and mid-year they come together to practice as an ensemble. In fifth grade students may select band or orchestra, which runs in addition to their general music class.

World Language: Currently, we are in year five of a six-year plan to revamp the K-5 Spanish program. With each successive year, our elementary Spanish teachers have built and implemented a new grade level curriculum. The 2019-20 school year marks the final year of development with the implementation of a new fifth grade curriculum. We are currently in the process of assessing the effectiveness of the new curriculum in relation to the ACTFL language standards to determine if our early immersion program advanced our students to higher levels of competency. We will have some preliminary data in June 2019 that will serve as a baseline for comparison for future years.

Our early immersion program builds a strong foundation in the Spanish language through a highly interactive content-based curriculum. Children develop communicative and cultural competence while learning how to compare their own community with those in the Hispanic world. By fifth grade, the goal of our Spanish program is to effectively communicate ideas through the target language both orally and in writing.

Project Challenge: Talented and gifted learners have unique academic and social-emotional needs that require a flexible program of specialized instruction and services that respond to the distinct profiles of gifted learners. Currently, this program includes:

- an advanced curriculum that equips students with the skills to think critically, problem solve innovatively, collaborate effectively, and communicate with a purpose, while supporting interpersonal and intrapersonal needs;
- formal and informal opportunities to build relationships with intellectual peers;
- a continuum of services; and,
- a transparent process of programming that involves parents and the community as partners.

The primary delivery model for achieving the goals of the Project Challenge program is through the self-contained class. At WIS, this class meets for approximately three hours once a week in lieu of their general education class, while at WMS, it meets every other day for a 40-minute class periods during the grade level extended learning block.

Intervention/ Enrichment Services

The following is a short summary of our intervention and enrichment services.

K-5 Reading and Math Intervention: Our building-based math and reading data teams meet regularly to examine multiple sources of data and use that information to determine appropriate students supports. These supports include providing teachers with classroom-based strategies, push-in supports, and/or more intensive supports such small-group pull-out instruction.

3-5 Math Enrichment: At WIS, the math enrichment teacher pushes into each class every other week to facilitate math enrichment lessons connected to the current unit of study. The classroom teacher is in the classroom with the math enrichment teacher and they work together to deliver and differentiate the lesson.

Subject Time Allotment Per Day

The following table provides an approximate amount of time devoted each week to each subject area.

Subject	Grade K	Grades 1-2	Grades 3-5
Reading	45 minutes/day	60 minutes/day	60 minutes/day
Writing	45 minutes/day	60 minutes/day	60 minutes/day
Phonics	30 minutes/day	30 minutes/day	NA
Mathematics	45 minutes/day	60 minutes/day	60 minutes/day
Science	60 minutes/week*	120 minutes/week*	3-4: 120 minutes/week* 5th: 60 minutes/day
Social Studies	60 minutes/week*	60 minutes/week*	90 minutes/week*
Music	60 minutes/week	60 minutes/week	70 minutes/week
Art	45 minutes/week	45 minutes/week	50 minutes/week
World Language	40 minutes/week	40 minutes/week	60 minutes/week
Health	30 minutes/week	30 minutes/week	30 minutes/week (2 trimesters a year)
Physical Education	60 minutes/week	60 minutes/week	80 minutes/week
Computer	30 minutes/week	30 minutes/week	30 minutes/week (1 trimester a year)
Project Challenge	NA	NA	3-hour block weekly
Math Enrichment	NA	NA	60 minutes/biweekly

*science and social studies blocks alternate in grades K-4: K-2 science 75%, social studies 25%; grade 3 science 60%, social studies 40%; grade 5 science 50%, social studies 50%

HES & WIS School Staffing

The following table provides a comprehensive listing of K-5 staff with the exception of PPS and SPED personnel.

Line	Grade Level/Subject	FTE FY20	Possible Reduction Area / Impact
1	Kindergarten	7.0	
2	Grade 1	6.0	
3	Grade 2	6.0	
4	K-2 Art	0.63	
5	K-2 Health & Physical Education	1.26	
6	K-2 Music	0.85	
7	K-2 Computer Instruction	0.50	(.50) Librarian would take over these classes
8	K-2 World Language	0.58	(.58) WL instruction would begin in grade 3
9	K-2 Math Specialist	0.60	
10	K-2 Reading Specialist	2.0	
11	K-2 Library Media Specialist	1.0	
12	HES Library Paraprofessional	1.0	
13	Kindergarten Paraprofessional	2.63	
14	Paras: Reading 1.0; Math 1.0; Science 0.5	2.5	
15	HES Principal & Asst. Principal	2.0	
16	Grade 3	7.0	
17	Grade 4	8.0	
18	Grade 5	8.0	
19	3-5 Art	0.77	
20	3-5 Health & Physical Education	1.65	
21	3-5 Music	2.33	
22	3-5 Computer Instruction	0.50	(.50) Trimester class returned to health
23	3-5 World Language	0.96	
24	Project Challenge 3-5	0.50	(.50) Alternative strategies to support students
25	Math Enrichment 3-5	0.50	(.50) Delivered solely by classroom teachers
26	3-5 Math Specialist	0.70	
27	3-5 Reading Specialist*	2.0	
28	WIS Library Media Specialist	1.0	
29	WIS Library Paraprofessional	1.0	
30	Paras: Read 1.0; Math 1.0; Sci 0.5	2.5	
31	WIS Principal & Asst. Principal	2.0	
Total K-5 Certified Staff and Academic Support**		73.96	

*0.3 funded through grant money

**Excludes PPS and SPED

Potential K-5 Reduction Areas

Based on a comprehensive analysis of the total K-5 instructional program, the following areas have been identified as areas that could potentially be delivered through a different model or eliminated

from the total programming offerings. Most of the impact narratives listed below comes directly from Dr. McKersie's January 22, 2019 memo to the Board of Education regarding FY20 potential reductions. Please note that some of the reduction amounts, (K-2 Spanish and K-5 Class Size), have been updated. The following potential reduction items are listed in order of greatest dollar to least dollar amount.

1. Eliminate Project Challenge Grades 3-8

\$114,174

Impact Narrative:

While Weston is not required to provide gifted programming, the elimination of the Project Challenge class at both WIS and WMS would significantly impact our gifted population of learners from an academic and social-emotional standpoint. The district identifies and provides programming in grades 3-8 for gifted students.

Gifted students are our most advanced learners, who have unique academic and social-emotional needs, requiring a flexible program of specialized instruction and a continuum of services that respond to the district profiles of gifted learners. Project Challenge is designed to meet the cognitive and social-emotional needs of the gifted learner.

An essential component of Project Challenge is the scheduling of a self-contained class designed for gifted students to learn from and with their intellectual peers. Several districts in DRG A provide programming for gifted students knowing that these students are often at risk of underachievement without specialized instruction. This reduction represents a 1.0 FTE cut.

Possible Alternative Approaches in both WIS and WMS if PC class is eliminated:

Continuum of Services	Current Program	Alternative Strategy
Self-contained class	Class is facilitated by the Project Challenge teacher.	PC students meet periodically with LLC teacher.
Master Project	Facilitated by PC teacher during PC class.	Facilitated by LLC teacher during pull out (WIS) and through extended learning period (WMS).
Social Emotional Learning	Lessons delivered by PC teacher	Lessons delivered by grade level counselor.
Enrichment	Provided through PC teacher in PC class. After school enrichment available at both WIS and WMS.	Provided by classroom teacher. After school enrichment available at both WIS and WMS. Possible expansion of WMS in-school enrichment offerings in the future.
Cluster Grouping	Currently, assign PC students to same class with a peer at WIS.	Enhance cluster grouping by placing PC students with teacher on that grade level trained to work with PC students at WIS. At WIS PC student's social studies teacher takes lead role in supporting PC student.

2. Increase Elementary Class Size K-1 guidelines from 18-20 to 18-22 \$101,220

Impact Narrative:

Increasing class size has the potential to negatively affect the quality of instruction. Our teachers take great care to provide differentiated and personalized instruction to our students. Adding two to four students per class will impact the time teachers have to give individual attention and instruction for all students. We also take great pride in providing ongoing communication with our families. Parents of very young children appreciate access to their child's teacher, particularly as they are beginning their journey into the Weston Public Schools. The Center for Public Education cites research that smaller classes in early grades (K-3) can boost student academic achievement; A class size of no more than 18 students per teacher is required to produce the greatest benefits.

The DRG A class size comparisons shared in the *January 16, 2019 BOE Q&A Document* underscore the comparative advantage Weston would lose by increasing elementary class sizes. This reduction would represent a 1.0 FTE cut of a kindergarten teacher plus the part-time para position associated with it.

3. Increase Elementary Class Size in Grade 2-5 Guidelines from 20-24 to 20-25 \$88,625

Impact Narrative:

We are dedicated to academic excellence for each and every student. Adding students to each class will impact the amount of time teachers can provide personalized and differentiated instruction.

The loss of one teacher in grade five will bring the number of sections to seven, an odd number of sections which will impact the current teaming model in grade five. Currently students move between two teachers on a daily basis with one teacher who focuses on reading/language arts and the other math/science. This helps students begin to learn the skills they will need when they transition to the middle school--such as organization of material when moving between classes, and ability to adapt to different teaching styles and expectations of different teachers. Additionally, the fifth grade teaming model was put in place to provide students with quality blocks of time with teachers focused on either language arts or math/science. Through the teaming model, teachers are able to specialize and become experts in their content area allowing them to further differentiate for the needs of all students. By moving to seven sections, we would be forced to reconsider how we deliver the teaming model if at all.

The DRG A class size comparisons shared with the *January 16, 2019 BOE Q&A Document* underscore the comparative advantage Weston would lose by increasing elementary class sizes. This reduction represents a 1.0 FTE cut.

4. Eliminate K-5 Computer Teacher Position \$88,625

Impact Narrative:

The loss of the K-5 computer teacher position would have an impact on the acquisition of computer skills at both HES and WIS. At WIS, the computer teacher provides teachers with support for the Chromebook initiative by assisting them with the implementation of class projects that require the use of technology. At both buildings, this reduction would impact

the ability of the LLC teacher to provide the full complement of makerspace activities and limit her ability to push-into the classroom to support teachers.

Possible Alternative Approach:

At HES, the librarian would meet with each K-2 class once a week for the 30 minute block that has been allocated to computer instruction. The content of this Library Learning Commons (LLC) period would need to be re-developed. It is envisioned that this class would be a combination of library skills and computer instruction.

At WIS, the trimester computer class, currently under pilot, would revert back to an additional trimester of health. Students would have a full year of health, meeting once a week with their teacher.

5. Eliminate K-2 Spanish

\$60,319

Impact Narrative:

The loss of this entire program would impact every kindergarten, first and second grade child-- a total of almost 400 students. Research supports early language instruction benefits to students' cognitive abilities and their appreciation of cultural diversity. Clearly addressing our priority outcomes of developing global citizens, the program also supports the acquisition of grade level concepts which are integrated into the lessons.

This reduction represents a .58 FTE reduction. (Please note that the January 22, 2019 budget reduction memo incorrectly listed the reduction at 1.0 FTE). Both figures did not include benefits.

Possible Alternative Approach:

The District would ask Weston Youth Services to offer a Spanish after-school enrichment activity as part of the WOW program at HES. This would be a pay for program offered to any interested students.

6. Eliminate Math Enrichment Grades 3-5

\$47,287

Impact Narrative:

The elimination of math enrichment will reduce the number of opportunities for students to participate in additional math challenges and enrichment lessons. Math enrichment is provided through a push-in model and taught by the Project Challenge teacher, who works closely with the Math CIL to ensure activities are aligned with the curriculum and implemented consistently across grade level classes. Enrichment opportunities are designed to be fun, challenging experiences that help students deepen their skills and understanding of mathematical concepts and operations, fostering better mathematical thinkers and problem solvers. This is a reduction of 0.5 FTE.

Possible Alternative Approach:

K-5 teachers have been trained in the Math in Focus program and are very familiar with the enrichment activities included with the program. Classroom teachers would continue to differentiate math instruction and address the individualized learning needs of their students. The curriculum instructional leader for math would continue to provide professional development on high-yield differentiation strategies.

Weston Middle School Teaming Model: A Paradigm Shift

Goal: The following proposal seeks to improve the educational delivery model for middle level learners by increasing the level of personalization through structural changes to the WMS staffing model. The areas that will be enhanced by these changes are the following:

1. Establishes a pure teaming model in which all teachers on the team share the same group of students.
2. Improves and expands our SRBI services by building in greater flexibility to meet the needs of students.
3. Expands the range of enrichment opportunities available to students during the school day.

Background: WMS switched to a new master schedule in the fall of 2018 that included the addition of a daily extension block period for each grade level. This change has resulted in several benefits for students allowing them to access fully all programmatic courses, while also being able to receive intervention services without missing out on their practical and fine arts classes. An additional benefit has included the successful piloting of some enrichment offerings and the increased use of the resources of the library learning commons.

However, we have only begun to realize the full potential of incorporating an extended learning block into the middle school model. There are several areas that can be enhanced by reimagining the staffing and delivery of programs at WMS. As outlined in a [comprehensive report](#) to the Board of Education Curriculum Committee on February 23, 2018, the new schedule has the potential to improve the **WMS teaming Model, intervention programs, and enrichment services**. In order to maximize the benefits of the new master schedule, a new staffing model consisting of eight sections for each grade level is being explored based on the anticipated enrollment projections. This opportunity comes at a time when cohort sizes coming up from WIS are becoming smaller.

Middle School Projected Enrollment: Any new staffing model should be informed by enrollment projections to determine if the model will be sustainable and able to accommodate fluctuations in enrollment over time. Slightly smaller cohorts will be moving into the middle school from WIS. Based on the [Annual Enrollment Report](#) by Malone and Macbroom presented to the Board of Education on November 19, 2018, the WMS projected enrollment is expected to see a decline in the short-term.

“WMS is projected to see the steepest near term decline; projected to continue over the majority of the projection horizon to just below 530 in 2025 before rebounding to 550.” -

-Malone and Macbroom, p. 33.

The enrollment projections for WMS are listed in Table 1 below. Beginning in the 2020-2021 school year, the cohort sizes are projected to be below 200 students, ranging from a low of 161 to a high of 196 students. This enrollment scenario presents an opportunity to establish eight sections in each grade level and improve the teaming, intervention and enrichment programs.

Table 1: WMS 10-Year Projections (Medium)										
Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
6	187	176	187	191	168	161	189	179	178	179
7	192	191	179	191	195	171	164	193	182	181
8	202	193	192	180	192	196	172	165	194	183
Total	581	560	558	562	555	528	525	537	554	543

If we establish eight sections per grade level beginning in 2020-2021, then the average class size would range from 20.1 to 24.5. The median class size is projected to be 182 students, which represents an average class size of 22.8. The cohorts highlighted in green all fall within the Board of Education class size guidelines of 20-24 students. There are five cohorts out of 30 (highlighted in orange) that would be slightly above an average of 24 students, but no more than 24.5. The eighth grade cohort for 2019-20 is highlighted in red to indicate that it is over 200 students. The size of this cohort is too large to make this shift to eight sections in FY20. Initiating this model would require all grade levels to shift to this model at the same time. A phase-in approach would not be cost effective and would limit the range of intervention and enrichment services.

Staffing Model:

English, math, science, and social studies teachers would continue to teach five classes a day and 25 classes per week, as would all other middle school teachers, as per the Weston Teachers' Association contract. Core content area teachers would teach four subject area classes on their team, while their fifth class would consist of a content-based intervention (SRBI) class with a smaller group of students, or they would teach an enrichment course. For example, the math teacher on the team would teach four math classes as well as a Math Lab course and the ELA teachers would teach a Writing Lab course. Social studies and science teachers, (along with available practical and fine arts (PFA) teachers), would teach a variety of enrichment courses as their fifth class. Currently, several teachers have this type of schedule, as this has been a typical practice at WMS for teachers teaching on the smaller team.

The benefits of this staffing model are as follows:

1. **Enhanced Teaming Model:** This staffing approach will restore a full teaming model at WMS. In recent years, there has been an erosion of the common meeting time that is essential to the middle school model. Some teachers who are teaching courses across two grade levels have limited common planning time with their interdisciplinary team or with their curricular partners to work on their units of study. With the proposed model, all four to five teachers on the team would have a daily common prep period for parent conferences, team meetings, curriculum partner work, etc. This also allows for the CIL to meet periodically with the curriculum partners to work on curriculum.
2. **Improved Intervention Services:** Having classroom teachers deliver the interventions in math and literacy with their own students will improve the tier 2 SRBI model. Students receiving SRBI support will receive those services from their current classroom teachers who know their students well and have the content expertise to support their learning needs. This model will allow us to have a robust Writing Lab model in which the writing teacher meets with a small group of students on a regular basis to confer on their writing.
3. **Robust Enrichment Opportunities:** We will be able to significantly expand the enrichment opportunities during the extended learning block. We currently are piloting the Renzulli learning tools with several students, which has the potential for providing the foundation for a robust enrichment program. Further, study is required to examine how a school-wide enrichment model could be implemented. Mansfield Middle School in Mansfield, CT has a school-wide enrichment model that would be worth seeing in action.

Staffing Comparison: Current v. Proposed

Line	Subject	Current Model (FY20)	Proposed Model (TBD)	Change	Reason for Change
1	English	7.2	8.0	0.8	ELA teachers teach Writing Lab (SRBI)
2	Math*	6.6	6.0	0.6	Math teachers teach Math Lab(SRBI)
3	Science	5.4	6.0	0.6	Science teachers teach Enrichment
4	Social Studies	5.4	6.0	0.6	SS teachers teach Enrichment
5	World Language	4.0	4.0	0.0	
6	Art	1.6	1.4	0.2	Sections reduced from 9 to 8 at each grade
7	Health & PE	3.5	3.2	0.3	Sections reduced from 9 to 8 at each grade
8	Music	3.48	3.48	0.0	
9	Innovation & Discovery	.47	0.0	.47	Eliminated as FTE reallocated to lines 1-4.
10	STEM Program	2.0	2.0	0.0	
11	Reading Specialist	1.0	1.0	0.0	
12	Academic Assistance	.63	0.0	.63	Eliminated as FTE reallocated to lines 1-4
13	Library Media Specialist	1.0	1.0	0.0	
14	Project Challenge*	.7	0.0	0.7	Eliminated if WMS moves to School-Wide Enrichment Model
15	Principal	1.0	1.0	0.0	
16	Asst. Principal	1.0	1.0	0.0	
Total	Certified Staff Excluding SPED & PPS	44.28	43.38	0.9	0.9 overall reduction in WMS staffing, while improving intervention services, enrichment options and teaming model

*The proposed staffing levels for math assume that section sizes for each of the levels break within class size guidelines.

****If a school-wide enrichment model is established, there may be an opportunity to rethink the delivery of the Project Challenge self-contained class.**

Important Considerations:

1. **Long-term Sustainability:** This staffing model represents a paradigm shift at WMS and has the potential to serve the middle school for several years as smaller cohorts enter the middle grades. Most districts have not found good solutions to declining enrollment at the middle school level without reverting back, in part, to a junior high school model. What's proposed here is an innovative option made possible by the addition of the middle school extension block last fall.
2. **Class Size Constraints:** In terms of cohort size, the sweet spot for this proposal is between 160 and 192 students, representing class sizes of 20 to 24 at the lower and upper ends. Current projections indicate that there could be some cohorts slightly above 192, which means that there would be some classes in those years consisting of 25 students depending on how well classes can be balanced.
3. **Middle School vs. Junior High Model:** With our current WMS staffing model, one might ask the question, "Why not just reduce one or more grades to eight sections and reduce FTE in the core subjects and in the PFAs?" This is the approach we apply at the elementary level for staffing – take the total number of students and determine the number of teachers required, while staying within the class size guidelines. This seems logical to most people; however, when this formula is applied to the middle school, then the resulting effect is to revert back to a junior high school and does not take into account the needs of the whole child.
4. **Staff Professional Development and Retention:** Teaching young adolescents requires specialized knowledge and training for our staff. There are many developmental, cognitive and social emotional changes while students are in middle school. Our professional development considers taking the whole child into account as we strive to enhance instructional practices. This investment in teachers would be compromised if we reverted to a middle school model as highlighted above. An additional consideration is the potential loss of teachers if we create part-time positions. It would be difficult for us to retain and attract high-quality teachers in part-time positions.
5. **Sixth Grade English Language Arts:** This model will ensure that all sixth grade students will have the same teacher for their double block of English language arts. Currently, there are 2 sections a year that are shared between two teachers, which is not an ideal situation.
6. **Project Challenge:** The development of a school-wide enrichment model adds to the continuum of services for gifted students. This presents an opportunity for us to review the current structure of the Project Challenge program.

Overnight Field Trip Request for Weston High School

September 20, 2019

The Weston High School music department would like to continue the tradition of providing our musical ensembles performance experiences at venues outside of the school district. This overnight trip will include several of our of our ensembles (Jazz Band, Jazz Ensemble, Symphonic Orchestra, String Orchestra, Concert Choir and Chamber Singers) with a planned destination of New Orleans for a performance tour that will include performances at the World War II Museum, Palm Court Jazz Cafe and the Natchez Steamboat Dock. Ensembles will participate in choral, orchestra and jazz masterclasses with local members of the performing arts community in New Orleans. The trip schedule is outlined on the attached itinerary.

Purpose and relation to the Curriculum:

- To prepare concert repertoire for masterclasses with music professionals in New Orleans.
- To prepare a concert and perform at the World War II Museum, Palm Court Jazz Cafe and the Natchez Steamboat Dock.
- To attend New Orleans Jazz concerts at the Palm Court Cafe and a personalized concert and presentation at the Preservation Hall with a member of the Preservation Hall Music program.
- To visit New Orleans, take the Louisiana Swamp Tour, attend the World War II Museum, Riverwalk Marketplace and a walking tour of the French Quarter.

Depart/Return: Friday, Feb. 28, 2019 at 6:00 a.m. / Monday, March 2, 2019 11:00 p.m.

Chaperones: Liz Morris, Choral Director and Music CIL, Meghan Stewart, Orchestra Director, Steve Fasoli, Band Director, and one or two additional staff members, depending on number of students.

Minimum number of students: approximately 60-80 students.

Cost Estimate per Person:

60 paying participants	\$1,495 (anticipated)
4 or 5 chaperones	\$0

Transportation: Coach bus to local airport, airline flight TBD, Coach buses for transportation in New Orleans.

Lodging: Comfort Inn and Suites
2601 Seven Ave
Metairie, LA 70002

State Department Checks: There are no travel advisories currently posted for New Orleans, LA for American travelers.

Weston High School



115 School Road
Weston, Connecticut 06883

Ms. Lisa Wolak, Principal
Mr. Matthew Filip, Assistant Principal
Ms. Juliane Givoni, Assistant Principal

Telephone: (203) 221-6500
Fax: (203) 291-1603

October 16, 2019

Dear Parents and Guardians,

The Weston High School Music Department is excited by the opportunity to bring the Jazz Band, Jazz Ensemble, Orchestras and Chorale on a performance tour with Educational Performance Tours to New Orleans leaving in the morning of **Friday, February 28th and returning March, 2nd 2020 (exact times TBD)**. The ensembles will perform at the World War II museum, the Palm Court Jazz cafe and the Natchez Steamboat Dock. They will be participating in masterclasses led by local professionals at local universities and the Preservation Music Hall Program. They will also do some sightseeing led by the tour company staff.

The cost of this trip is **\$1495 per student** and is payable online in installments to Educational Performance Tours less **an initial deposit of \$175 made payable to Weston High School**. The deposit will be collected at the parent meeting on October 16 in order to secure a place on the trip.

The tour package includes:

- Transportation to and from the airport
- Airfare
- Local motorcoach transportation in New Orleans
- 3 Night Hotel Accommodations
- 2 Deluxe Continental Buffets
- 3 Dinners: Mulate's Cajun Restaurant, Palm Court Jazz Cafe, Steamboat Dinner Cruise
- Performances at the World War II Museum, Palm Court Jazz Cafe and Natchez Dock
- Materclasses: Jazz Band and Ensemble, Orchestra, Chorale
- Preservation Hall Music Program
- Admission to the World War II Museum
- French Quarter Walking Tour
- Louisiana Swamp Tour
- Riverwalk Marketplace
- Tour Manager
- Overnight Security
- Chaperones
- Taxes and Gratuities

Weston High School



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Students will need to pay for lunch during the trip and should bring spending money if they'd like. **We recommend that each student brings \$20 in cash for lunch each day.** Students should wear comfortable attire and walking shoes and concert dress for performances.

Given the nature of an overnight trip, there will be a maximum of fifteen students per chaperone. If at any time during the trip students are not directly supervised by a chaperone, our expectation is that they stay together in small groups. No one is allowed to be alone and unsupervised when we are outside of the hotel.

Permission slips and the \$175 first payment/deposit must be turned into your director by October 31 to secure your spot on the trip.

A second payment of \$440 is expected on or before November 15th which includes **non-refundable airfare**. A third payment of \$440 is due December 15th and a final payment (remaining balance) will be due January 15th. **The payment and cancellation policy can be found in the student packet provided by the tour company.*

If there is financial hardship, please contact the Principal, Ms. Lisa Wolak, at (203) 221-6502. If you have any other questions, please contact your child's music teacher.

We are so excited to share another musical experience with our students! We hope your child will join us in New Orleans!

Sincerely,

Liz Morris
Choral Director

Meghan Stewart
Orchestra Director

Steve Fasoli
Band Director



Weston Middle School French Language Exchange Program

Exchange Program Background and Rationale:

After several years of “e-pal” letter exchanges and collaboration with students at a middle school in Artix, France, both schools would like to expand on this relationship with an exchange program by visiting one another’s schools.

This cultural experience will expand students’ view of the world and their understanding of French cultural values, practices, and perspectives. At the same time, they will have the opportunity to continue to improve their language proficiency by interacting with native speakers. As a result, this will support Weston Middle School’s mission to prepare our students to become empathetic global citizens. Leading up to this exchange, we will continue to foster cross disciplinary connections in the areas of social studies, language arts, and physical education.

Proposed Timeline:

According to our proposed plan, 8th grade students and teachers from Collège Jean Moulin in Artix, France will visit Weston Middle School in late October 2020. Then, Mrs. Mancuso would like to propose a visit with 8th grade Weston Middle School students to France in the spring of 2021.

If this exchange is approved, Mrs. Mancuso will gauge interest from the Weston community in hosting students. As part of the 2019-2020 academic school year, 7th and 8th grade students will continue to communicate with students in France via letters and videos.

Weston Public Schools

Report on K-12 Homework Practices

Draft - June 12, 2019

Background

The district is conducting a review of its Homework Policy (6154) and Regulations. The current policy was adopted in 1984, while the regulations were last revised in 2000. Given the district's commitment to enhancing healthy learning environments, it is timely to examine this policy. Several neighboring districts have examined or are conducting similar review processes on their homework policies.

During the 2017-18 school year, the administration documented each school's [homework practices](#) and presented this information to the Board of Education's Curriculum Committee on June 9, 2017. One of the key questions examined in this initial review was whether or not teachers were aligned across their grade level on the amount and type of homework assigned. Where inconsistencies were identified, principals worked with their grade level teams and departments to monitor implementation of the district policy. There was a noted improvement during the 2018-19 school year as a result of these management efforts.

Following this initial ground work, the administration developed an [action plan](#) for conducting a qualitative review of the district's homework practices. The action plan was presented to the BOE's Curriculum Committee on January 16, 2019, and it was refined based on that discussion. In the plan, several steps were listed for obtaining feedback from the various stakeholders—students, teachers and parents.

Data Collection

The primary protocol of data collection to elicit student, parent and teacher feedback was through focus groups using a semi-structured interview protocol. The Assistant Superintendent of Curriculum & Instruction led the student and parent focus groups in collaboration with the school principals. Four parent focus groups (one per school) and a total of six student focus groups ranging from grades 3-12 were held. In addition, school principals met with their leadership teams and respective faculties to garner their feedback regarding current practices.

Focus Group Results

The following section highlights the focus group responses to the interview questions. These are not direct quotes, rather the data is a synthesis of the most common responses and sentiments. The data is organized around several themes that emerged in the responses (e.g. Purpose of HW, Meaningful HW).

Purpose of Homework

- Reinforces content and allows the opportunity to practice the skills learned in class.
- Homework is good training and preparation and teaches students the work ethic that they need.

- At the younger ages, homework gets them into good habits and routines to prepare them for the next level.
- Helps students build the organizational and executive functioning skills that they need—time management.
- It should help the student learn more about the subject; it should not be busy work or too repetitive.
- Students indicated that homework helps them see if they can do the work on their own without the teacher's assistance.
- Homework should not be used as a tool for students to have to teach oneself the content.
- Homework helps students prepare for assessments.

Meaningful Homework

- Consistent with the research on homework, there are benefits to independently reading on a regular basis. This was a common theme particularly in the lower schools.
- When homework reflects what has been done in class, or when it targets student needs, it is more meaningful.
- Homework is more meaningful when there are options and choice for students.
- Use of technology for homework should be balanced.
- Examples of meaningful homework highlighted by the participants:
 - Book talks, Quizlets, online math practice, grammar homework, maintenance math, challenge work, science homework, presentation assignment on the Revolutionary War.
- Students like projects where they need to be creative.

Counterproductive Homework

- The greatest stress reported at the high school regarding homework is with respect to Spanish homework, especially when it is not posted until late at night and it's due the next day.
- When students don't have clear directions regarding homework, it creates stress for students.
- Students feel frustrated when homework is not reviewed or given feedback on it.
- Research indicates that there are diminishing returns after students have spent two hours on homework in the evening.
- Assignments due at midnight encourage kids to procrastinate and stay up late.
- Students indicated that it is stressful having homework due on the same day that a project is due.
- Group projects are stressful when roles are not clearly defined or when group members don't pull their weight.

Quantity and Frequency of Homework

- Responses to this question were child dependent and varied widely from not enough homework to too much.

- Parents expressed concern about there being more than two quizzes/tests on a particular day. The middle school has a team calendar of assignments to guard against this.
- Sometimes there are too many assignments in one night and not enough on other nights; students indicated that homework could be spaced out better.
- Students indicated that their teachers are accommodating and move the date of a test when they know there are assessments in other subjects.
- Students are using the Extended Learning Time (ELT) at WMS to get their homework done.
- Students report there is sometimes too much homework in one night.
- Parents of WMS students reported that there is not enough homework being done at home as a result of students completing it during ELT. Parents expressed concern that this will make the transition to ninth grade more challenging.
- Students indicated that too many assignments are due on the Tuesday or Wednesday following school breaks.

Perceptions of Teacher Responsibilities:

- Set clear and explicit instructions for homework assignments.
- Provide feedback on homework for learning, but not for assigning a grade to the assignment.
- Teachers should post grades on PowerSchool in a timely manner and more frequently.
- Provide fair expectations on the timing of homework.
- Be mindful of student stress.
- Provide more communication on the scheduling of tests, quizzes and projects.
- Teachers need to collaborate with each other to coordinate and spread out the assignments.
- Teachers should provide enough time to complete the assignment; the assignment should be assigned prior to leaving school that day. It's very stressful if a teacher assigns homework in the evening that is due the next day.
- Provide checkpoints for long-term assignments.
- Parents would like to see more feedback provided on the homework/assessments.
- There were concerns raised about tests not being returned to students so parents can see how students are performing.

Perceptions of Student Responsibilities:

- Homework should be the student's own work.
- Students are responsible for getting their work completed and handed in on time.
- Set a daily routine for completing homework to establish good work habits.
- Make homework a priority and budget time around other activities.
- Inform the teacher if the assignment is too difficult or takes too long to complete.

Perceptions of Parent Responsibilities:

- Parent involvement should be minimal unless the student is struggling.
- Parents should give guidance only, if needed.
- Parents should set time aside for homework/reading around activities.
- Guide students in establishing good work habits by having a time and place set aside at home to complete homework.
- Involvement depends on the child. Some students may need more structure and reminders than others.

Where/When Students Complete their Homework

- The answer to this question varied widely based on the student's activity schedule.

WHS Mid-term and Final Exams

- The high school has established two blackout days prior to the first day of exams in order for students to have time dedicated to studying without any new content being delivered on these days.
- However, concerns have been made that assessments (quizzes, projects) are being assigned on these blackout days.
- Some students have requested a blackout week to provide more opportunity to focus on preparing for exams.
- Students would like teachers to spend more time reviewing for finals with them.

Proposed Next Steps

Summer 2019

- Craft the updated Homework Policy and Regulations for review by the Policy Committee.

September 2019

- Bring the updated Policy to the Policy Committee for review.
- Principals to review the drafts with their leadership teams for any additional feedback.
- Begin piloting anticipated changes to the Policy with the start of the school year.
- Communicate these changes to families at Back to School Nights.

October 2019

- Place Homework Policy and Regulations on the BOE agenda for a first read.

November 2019

- Place Homework Policy and Regulations on the BOE agenda for a second read.
- Fully implement the Policy following Board adoption.

Spring 2020

- Provide update on the implementation of the new Homework Policy and Regulations at a Curriculum Committee meeting.

**Curriculum Committee - 2019-20
Calendar Framework**

September	October	November	December	January
<ul style="list-style-type: none"> • DBT Update • Seal of Biliteracy • Science Renewal Update • Standardized Testing Update • Review & Refine CC Calendar 	<ul style="list-style-type: none"> • HW Update • Review K-5 and 6-8 Optimization Reports • Information regarding overnight music field trip • Information regarding French Exchange Program • October 14 Professional Learning Day 	<ul style="list-style-type: none"> • New Course Proposals • Discussion of WHS Low Enrollment & Canceled Courses (e.g. multivariable calc.) • School Start/End Times (Tentative) • Information on State Science Results 	<ul style="list-style-type: none"> • New Course Proposals • Vision of a Graduate • HS Graduation Requirements Update • Discussion of State Accountability Report data • Information on Budget-related curricular topics 	<ul style="list-style-type: none"> • WMS Teaming Model • Information on Budget-related curricular topics • Updates to Project Challenge Identification Process • K-5 Reading Assessment Implementation Update (Fountas and Pinnell)
February	March	April	May	June
<ul style="list-style-type: none"> • HW Update • K-5 Reading Initiative • School Start/End Times Implications for Curriculum & Instruction • Differentiating Instruction Policy and Implementation • WHS Differentiation PD Initiative 	<ul style="list-style-type: none"> • Update on Implementation of new Learning Management System (Canvas) at WHS • Update on use of Google Classroom in lower schools • 	<ul style="list-style-type: none"> • Special Education Inclusion Update • SRBI -Scientific research based intervention(Gauging Progress) update • HW Update 	<ul style="list-style-type: none"> • Annual Instructional Update 	<ul style="list-style-type: none"> • New Textbook Proposals • Information Regarding Writing Portfolio Results

Professional Learning Day Schedule - October 14, 2019

Grade/Dept.	Morning 8:00 - 10:00	Facilitator	Location
HES Staff	Responsive Classroom	RC Trainer	HES LRC
WIS Staff	EI and Building a Health Learning Environment	P. Falber	WIS 118
WMS Staff	DBT	D.Doak	WMS LLC
WHS Staff	Differentiation Activity	J. Givoni	WHS Library
K-12 Counselors, School Psychologists, Social Workers	DBT - All Day Training	CBC Trainer	WHS B-1 Guidance Classroom

Professional Learning Day Schedule - October 14, 2019

Grade/Dept.	Morning 10:00 - 12:00	Facilitator	Location
K-2 Teachers	Responsive Classroom	RC Trainer	LLC
3-5 Classroom Teachers	3rd Grade: NGSS Instructional Strategies using Amplify Science Balancing Forces unit	Vinton	Science Lab
	4th and 5th Grade ELA: Planning to teach higher level thinking in small group instruction	Bluestein	WIS 118
	5th Grade Math: Next Steps in Using Math Notebooks and Number Sense Routines	Delvecchio	WIS 208
6-8 English/Language Arts	Using data to develop literacy goals for students	Cincotta/ Torres	WMS Think Tank
9-12 English/Language Arts	Supporting student learning through semiotic analysis	Cincotta	WHS D-8
6-8 Math	Reaching target groups of students through SBA infused lessons	Russo	WMS Math room TBD
9-12 Math	Finalizing individual goals related to department and building initiatives	Russo/Curricular Partners	WHS Math rooms by curricular partner
6-8 Science	Effective uses of and revisions to science instructional resources to enhance student learning: Teacher share-outs and curricular	Charles	WMS (TBD)
9-12 Science	Using NGSS Specification Guides to reflect on and revise science curriculum and instruction in core classes	Charles / Curricular partners	WHS Science Wing
6-8 Technology	Collaboration on curricular resources and instructional practices to maximize student learning and engagement in Tech Ed	Charles / Curricular partners	WMS H-2/H-5
9-12 Technology (PLTW & Coding)	Continuing to embed Canvas into PLTW Curriculum (and Safety into ATLAS curriculum)	Robens	WHS G4
6-8 Social Studies	Using data to develop literacy goals for students	Cincotta and Torres	WMS Think Tank
9-12 Social Studies	Differentiating summative assessments with common essential objectives	Torres/Curricular Partners	WHS E2
K-5 World Language	Enhancing the Spanish curricula with digital resources (Part 1)	Fernandes	WIS
6-8 World Language	Developing rubrics for the interpersonal and presentational modes of communication (Part 1)	Fernandes	WMS F8
9-12 World Language	Developing strategies for improved student performance towards proficiency per WL standards (Part 1)	Fernandes	WHS C1
PK-12 SpEd teachers, , BCBA's, SLPs	Transition: Looking Back and Thinking Forward	Rizzo/ Edman/ King	WMS Library

K-12 Counselors, School Psychologists, Social Workers	DBT all day Training	CBC Trainer	WHS B-1 Guidance Classroom
K-12 PE/ Health	PE Curriculum Work – K-12 PE DBT Collaboration and Planning – Health 6-12	Powers	WMS F-5
K-12 Visual Arts	Focus on Content - Watercolor Painting	O'Keefe / Girardi	WHS B7
K-12 Performing Arts	Developing Musicianship through Performance: Areas of Focus for Music Educators	Morris	WHS B10
Project Challenge 3-8	Continued curriculum development, alignment, and review.	Anderson/ Quaintance	WMS PC Room
9-12 Advisory Team	DBT and Advisory	J. Givoni	LLC
9-12 Teachers (self-selected)	Canvas Training	M. Filip	

Professional Learning Day Schedule - October 14, 2019

Grade/Dept.	Afternoon 1:00 - 3:00	Facilitator	Location
K-2 Teachers	Responsive Classroom	RC Trainer	LLC
3-5 Classroom Teachers	3rd Grade: Teaching for Accuracy and Fluency	Bluestein	WIS 118
	4th Grade: NGSS Instructional Strategies using Amplify Science	Vinton	Science Lab
	5th Grade ELA: Designing Toolkits for Small Group Instruction	Wilhelm	Main Office Conference Room
	5th Grade Science: Examining NGSS data and new IABs, Checking in on Science Notebooks	Falber	WIS 208
6-8 English/Language Arts	Creating curricular experiences to support literacy skills	Cincotta	WMS Think Tank
9-12 English/Language Arts	Purposeful development of authentic experiences in the visual literacy unit	Cincotta	WHS D-8
6-8 Math	Designing tiered problem solving lessons in cross-grade level/cross-school teams	Russo	WHS E-6
9-12 Math	Designing tiered problem solving lessons in cross-grade level/cross-school teams	Russo	WHS E-6
6-8 Science	PD webinar session on Effective Implementation of Gizmos	Charles / Holly Ralph (Explore Learning)	WMS (TBD)
9-12 Science	Continuing with NGSS Specification Guides: Incorporating Task Demands into activities/assessments (through the lens of differentiation)	Charles / Curricular Partners	WHS Science wing
6-12 Technology (PLTW & Coding)	Strategizing Methods to counteract decreased enrollment trend in PLTW from MS to HS	Charles / Robens	WHS G-4
6-8 Social Studies	Developing SBA-friendly learning activities with a focus on SS content area	Torres/Curricular Partners	WMS F2
9-12 Social Studies	Calibrating/norming scores of written work using common rubrics	Torres	WHS E2
K-5 World Language	Enhancing the Spanish curricula with digital resources (Part 2)	Mercedes Fernandes	WIS
6-8 World Language	Developing rubrics for the interpersonal and presentational modes of communication (Part 2)	Mercedes Fernandes	WMS - F8
9-12 World Language	Developing strategies for improved student performance towards proficiency per WL standards (Part 2)	Mercedes Fernandes	WHS - C1
PK-12 SpEd teachers, BCBAs, SLPs, OT/PT	Writing Measurable Goals and Objectives	Michael Rizzo, Martine King, Monika Edman	WMS Library
K-12 Counselors, School Psychologists, Social Workers	DBT All Day Training	CBC Trainer	WHS B-1 Guidance Classroom

K-12 PE/ Health	PE Curriculum Work – K-12 PE PE Assessments – K-12 PE	Patty Powers	WMS F-5
K-12 Visual Arts	Focus on Content - Watercolor Painting	Kate O'Keefe Sydney Girardi	WHS B7
K-12 Performing Arts	Developing Musicianship through Performance: Purposeful Planning	Liz Morris	B10
Project Challenge 3-8	Continued curriculum development, alignment, and review.	Anderson/ Quaintance	WMS PC Room