

Curriculum Committee Meeting

Thursday, December 19, 2019 9:00 AM

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

I. **Call to Order**

II. **WHS New Course Proposals for 2020-2021**

III. **Scientific Research Based Interventions (SRBI) -
-Plans for the Continuous Improvement of
Reading and Math Performance**

IV. **Planning for Renewal of Electronic
Subscriptions to Support the Curriculum**

V. **Update on School Start/End Time Study as it
Pertains to Curriculum and Instruction**

VI. **Approval of November Minutes**

VII. **Other Curricular Issues**

Weston Public Schools
Weston, CT
Office of the Assistant Superintendent
Curriculum, Staff Development and Technology

New Course Proposal for 2020- 2021

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. ***All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.***

School: WHS Proposal Submitted By: Geoffrey Brencher

Department: Visual Arts

1. Name Of Course or Program:

Advanced Sports Journalism and Broadcasting

2. Population to be served:

Students that have successfully completed the Sports Journalism and Broadcasting course are eligible for this advanced level.

In addition, our school benefits from the products that are produced in our Sports Journalism and Broadcasting program. The videos and programs that are produced contribute to positive school and community spirit. Currently, many of the videos in the beginning level are played during school on the video screen outside the Athletics office.

3. Identify and discuss the Need

Sports Journalism and Broadcasting was introduced this year as a semester course. It instantly became very popular, and the enrollment in both sections is currently full. Students in the beginning course have requested an advanced course to further develop and hone their foundational skills. This course will complete a robust program that will serve these students well as they pursue this passion in college and career. The authentic experiences embedded in the course design are invaluable to our students and ensure that they will succeed in this highly competitive field.

4. Impact on Other Courses / Schedules

Advanced Videography and Advanced Sports Journalism and Broadcasting courses during the same period. *No additional FTE is required.*

Weston Public Schools
Weston, CT
Office of the Assistant Superintendent
Curriculum, Staff Development and Technology

5. Budget Related Items MATERIALS ALREADY IN PLACE.

- Staffing (FTE needed): *none*
- Supplies: *none*
- Equipment: Description and \$: *already have required equipment*
- Other (software): *already have required software*
- Estimated Overall Cost of Proposal: *\$ 0*

6. Evaluation for Program Success or Continuation:

- enrollment numbers
- student performance
- programming produced for the school and community

7. Please see a description of the course's units of study below.

Currently, in Sports Journalism and Broadcasting, students learn to broadcast live streaming events in correlation with the National Federation of State High School Associations (NFHS) Network. Members of the class have the opportunity to call live play-by-play commentary and analysis, operate live graphics, and work with network-quality cameras. Live broadcasts include school sports, news shows, events and more. This class provides students with real-world experience in the broadcast journalism industry.

The Advanced Sports Journalism and Broadcasting course will build upon these experiences and will include the following units:

NFHS Network Live Play-by-Play

Develop their own “on-air” technique, personality, and style – students will use the NFHS Network to develop and produce invigorating “play-by-play” live productions. Students will apply game-day preparation, how to cover player stats, and how to apply research, and preparation into the telecast.

Weekly Coaching Show

Students will craft their own weekly coach show. They will plan, write, research, and produce a weekly coaching show for the fall season.

Weston Public Schools
Weston, CT
Office of the Assistant Superintendent
Curriculum, Staff Development and Technology

Sports Talk Show – Students will fulfill a variety of roles including: on-air talent such as host and analyst, producer, technical director, camera operator, audio technician, and field reporter to name a few.

Sports Broadcasting Career Strategies – Students will delve into career paths in various fields of interest including college and university choices, major requirements and strategies for careers in the sports industry.

Sports Debating – Students will create and produce their own sports debate show. We will explore and analyze various industry shows such as, *First Take*, *Pardon the Interruption*, *Around the Horn*, and *Undisputed*, to support the creation their own sports debate show.

Writing for Various Forms of Media – Students will have an opportunity to practice writing for various media formats including television, radio, blogs and podcasts, webpages, and newspaper articles.

Creating Exception Demo Tapes - Students will develop their own demo reel based on various productions they have completed during the course.

Weston Public Schools
Weston, CT
Office of the Assistant Superintendent
Curriculum, Staff Development and Technology

New Course Proposal for 2020-21

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. ***All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.***

School: Weston High School Proposal Submitted By: Nicholas Torres

Department: Social Studies

1. **Name Of Course or Program:** Advanced Placement Human Geography
2. **Population to be served:** WHS Grades 11 and 12
3. **Identify and discuss the Need:**

A) Diversified AP Course Offerings

Non-history AP courses in Social Studies are extremely popular. In 2019-20, the department is running three sections of AP Government, two sections of AP Micro, two sections of AP Macro, and four sections of AP Psychology. AP Human Geography will create an even more diverse course offering, for students who are interested in geography, sociology, urban planning, and patterns of human settlement.

B) Progression of Electives

Most WHS students who take Sociology are 10-11th graders, and there is currently no AP level follow-up for them (as there are with Economics, and Psychology). AP Human Geography will fill that gap, since it is a hybrid course between geography and sociology.

C) Highly Rigorous Course

Below is a table of AP Social Studies courses currently offered at WHS, and the national pass rate (% of student scoring 3-5). AP Human Geography is quantitatively more rigorous than any AP course currently offered by the Social Studies department.

Course	% of Scoring 3-5 Nationally (2019)
AP US Government and Politics	55.2
AP European History	58.4
AP Macroeconomics	57.9
AP Microeconomics	68.4
AP Psychology	64.4
AP US History	54.3
AP Human Geography	49.1

AP Score Distribution. (2019). The College Board. Retrieved from apstudents.collegeboard.org

Weston Public Schools
Weston, CT
Office of the Assistant Superintendent
Curriculum, Staff Development and Technology

D) New Redesign

The 2019-2020 academic year is the first after College Board redesigned the curriculum. Given the recent redesign, it is an excellent time to start offering the course since the AP training will be relevant for the long-term.

4. Impact on Other Courses / Schedules

This course will alleviate some of the high demand currently experienced in other non-history Social Studies AP courses. AP Microeconomics and AP Psychology are in particularly high demand, with all sections currently above 20 students.

5. Budget Related Items

- Staffing (FTE needed): No additional staffing required
- Supplies: Textbooks @ \$100 x 30
- Equipment:
- Other (software): Taft Training approx. \$1,000 (can be covered by PTO)
- Estimated Overall Cost of Proposal: \$4,000

6. Evaluation for Program Success or Continuation: AP Examination

7. Other Information for Consideration(optional):

8. Please attach a description of the course including the units of study.

Introduction

AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Specific topics with which students engage include the following:

- problems of economic development and cultural change
- consequences of population growth, changing fertility rates, and international migration
- impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life

- struggles over political power and control of territory
- conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies
- explanations of why location matters to agricultural land use, industrial development, and urban problems
- the role of climate change and environmental abuses in shaping the human landscapes on Earth

The goal for the course is for students to become more geoliterate, more engaged in contemporary global issues, and more informed about multicultural viewpoints. They will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Students will see geography as a discipline relevant to the world in which they live; as a source of ideas for identifying, clarifying, and solving problems at various scales; and as a key component of building global citizenship and environmental stewardship.

Course Framework Components

Overview

This course framework provides a description of the course requirements necessary for student success, specifying what students must know, be able to do, and understand to qualify for college credit or placement.

The course framework includes two essential components:

1 COURSE SKILLS

The course skills are central to the study and practice of human geography. Students should have the opportunity to develop and apply the described skills on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise required content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.

1

AP HUMAN GEOGRAPHY

Course Skills

The table that follows presents the skill categories and related skills that students should develop during the AP Human Geography course. These skills form the basis of tasks on the AP Exam.

The unit guides that follow embed and spiral these practices throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Human Geography Exam.

More detailed information about the teaching of the course skills can be found in the Instructional Approaches section of this publication.



AP HUMAN GEOGRAPHY Course Skills

Skill Category 1

Concepts and Processes **1**

Analyze geographic theories, approaches, concepts, processes, or models in theoretical and applied contexts.

Skill Category 2

Spatial Relationships **2**

Analyze geographic patterns, relationships, and outcomes in applied contexts.

Skill Category 3

Data Analysis **3**

Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics.

Skill Category 4

Source Analysis **4**

Analyze and interpret qualitative geographic information represented in maps, images (e.g., satellite, photographs, cartoons), and landscapes.

Skill Category 5

Scale Analysis **5**

Analyze geographic theories, approaches, concepts, processes, and models across geographic scales to explain spatial relationships.

SKILLS

1.A Describe geographic concepts, processes, models, and theories.

1.B Explain geographic concepts, processes, models, and theories.

1.C Compare geographic concepts, processes, models, and theories.

1.D Describe a relevant geographic concept, process, model, or theory in a specified context.

1.E Explain the strengths, weaknesses, and limitations of different geographic models and theories in a specified context.

2.A Describe spatial patterns, networks, and relationships.

2.B Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.

2.C Explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.

2.D Explain the significance of geographic similarities and differences among different locations and/or at different times.

2.E Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.

3.A Identify the different types of data presented in maps and in quantitative and geospatial data.

3.B Describe spatial patterns presented in maps and in quantitative and geospatial data.

3.C Explain patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

3.D Compare patterns and trends in maps and in quantitative and geospatial data to draw conclusions.

3.E Explain what maps or data imply or illustrate about geographic principles, processes, and outcomes.

3.F Explain possible limitations of the data provided.

4.A Identify the different types of information presented in visual sources.

4.B Describe the spatial patterns presented in visual sources.

4.C Explain patterns and trends in visual sources to draw conclusions.

4.D Compare patterns and trends in sources to draw conclusions.

4.E Explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcomes.

4.F Explain possible limitations of visual sources provided.

5.A Identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.

5.B Explain spatial relationships across various geographic scales using geographic concepts, processes, models, or theories.

5.C Compare geographic characteristics and processes at various scales.

5.D Explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.

2

AP HUMAN GEOGRAPHY

Course Content

Based on the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, understand, and be able to do, with a focus on big ideas that encompass core principles, theories, and processes of the discipline. The framework also encourages instruction that prepares students for advanced geography coursework and active global citizenship.

Big Ideas

The big ideas serve as the foundation of the course and enable students to create meaningful connections among course concepts. Often, these big ideas are abstract concepts or themes that become threads that run throughout the course. Revisiting the big ideas and applying them in a variety of contexts allow students to develop a deeper conceptual understanding. Below are the big ideas of the course and a brief description of each.

BIG IDEA 1: PATTERNS AND SPATIAL ORGANIZATION (PSO)

Spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.

BIG IDEA 2: IMPACTS AND INTERACTIONS (IMP)

Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions.

BIG IDEA 3: SPATIAL PROCESS AND SOCIETAL CHANGE (SPS)

A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences.

UNITS

The course content is organized into commonly taught units. The units have been arranged in a logical sequence frequently found in many college courses and textbooks.

The seven units in AP Human Geography, and their weightings on the multiple-choice section of the AP Exam, are listed below.

Pacing recommendations at the unit level and in the Course at a Glance tables provide suggestions for how the required course content can be taught and how the Personal Progress Checks can be administered. The suggested class periods are based on a schedule in

which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid in your planning, you are free to adjust the pacing based on the needs of your students, alternate schedules (e.g., block scheduling), or your school's academic calendar.

TOPICS

Each unit is broken down into teachable segments called topics. The topic pages (starting on page 30) contain all required content for each topic. Although most topics can be taught in one or two class periods, you are again encouraged to pace your course to suit the needs of your students and school.

Units	Exam Weighting
Unit 1: Thinking Geographically	8–10%
Unit 2: Population and Migration Patterns and Processes	12–17%
Unit 3: Cultural Patterns and Processes	12–17%
Unit 4: Political Patterns and Processes	12–17%
Unit 5: Agriculture and Rural Land-Use Patterns and Processes	12–17%
Unit 6: Cities and Urban Land-Use Patterns and Processes	12–17%
Unit 7: Industrial and Economic Development Patterns and Processes	12–17%

Spiraling the Big Ideas

The following table demonstrates how the big ideas spiral across units by showing the units in which each big idea appears. In AP Human Geography students will encounter each big idea in every unit so that their knowledge, skills, and understanding related to the big ideas become more complex.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Big Ideas	Unit 1 <i>Thinking Geographically</i>	Unit 2 <i>Population and Migration Patterns and Processes</i>	Unit 3 <i>Cultural Patterns and Processes</i>	Unit 4 <i>Political Patterns and Processes</i>	Unit 5 <i>Agriculture and Rural Land-Use Patterns and Processes</i>	Unit 6 <i>Cities and Urban Land-Use Patterns and Processes</i>	Unit 7 <i>Industrial and Economic Development Patterns and Processes</i>
Patterns and Spatial Organization PSO	✓	✓	✓	✓	✓	✓	✓
Impacts and Interactions IMP	✓	✓	✓	✓	✓	✓	✓
Spatial Processes and Societal Change SPS	✓	✓	✓	✓	✓	✓	✓

Course at a Glance

Plan

The Course at a Glance table provides a useful visual organization of the AP Human Geography curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note that pacing is based on 45-minute class periods meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the big ideas and course skills across units.

Teach

SKILL CATEGORIES

Skill categories spiral throughout the course.

1 Concepts and Processes	3 Data Analysis
2 Spatial Relationships	4 Source Analysis
	5 Scale Analysis

BIG IDEAS

Big Ideas spiral across topics and units.

PSO Patterns and Spatial Organization
IMP Impacts and Interactions
SPS Spatial Processes and Societal Change

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT 1		Thinking Geographically
~9–10 Class Periods		8–10% AP Exam Weighting
IMP 3	1.1	Introduction to Maps
IMP 3	1.2	Geographic Data
IMP 3	1.3	The Power of Geographic Data
PSO 3	1.4	Spatial Concepts
PSO 1	1.5	Human–Environmental Interaction
PSO 5	1.6	Scales of Analysis
SPS 1	1.7	Regional Analysis

UNIT 2		Population and Migration Patterns and Processes
~19–20 Class Periods		12–17% AP Exam Weighting
PSO 3	2.1	Population Distribution
PSO 2	2.2	Consequences of Population Distribution
PSO 2	2.3	Population Composition
IMP 3	2.4	Population Dynamics
IMP 3	2.5	The Demographic Transition Model
IMP 2	2.6	Malthusian Theory
SPS 2	2.7	Population Policies
SPS 3	2.8	Women and Demographic Change
SPS 2	2.9	Aging Populations
IMP 2	2.10	Causes of Migration
IMP 1	2.11	Forced and Voluntary Migration
IMP 2	2.12	Effects of Migration

Personal Progress Check 1

Multiple-choice: ~20 questions
Free-response: 1 question
▪ 1 stimulus

Personal Progress Check 2

Multiple-choice: ~35 questions
Free-response: 1 question
▪ 1 stimulus

**UNIT
3****Cultural Patterns
and Processes****~19–20** Class
Periods**12–17%** AP Exam
Weighting

PSO 4	3.1 Introduction to Culture
PSO 4	3.2 Cultural Landscapes
PSO 4	3.3 Cultural Patterns
IMP 1	3.4 Types of Diffusion
SPS 2	3.5 Historical Causes of Diffusion
SPS 5	3.6 Contemporary Causes of Diffusion
IMP 4	3.7 Diffusion of Religion and Language
SPS 2	3.8 Effects of Diffusion

Personal Progress Check 3

Multiple-choice: ~25 questions
 Free-response: 1 question
 ▪ 2 stimuli

**UNIT
4****Political Patterns
and Processes****~19–20** Class
Periods**12–17%** AP Exam
Weighting

PSO 4	4.1 Introduction to Political Geography
PSO 3	4.2 Political Processes
PSO 5	4.3 Political Power and Territoriality
IMP 1	4.4 Defining Political Boundaries
IMP 5	4.5 The Function of Political Boundaries
IMP 5	4.6 Internal Boundaries
IMP 2	4.7 Forms of Governance
SPS 3	4.8 Defining Devolutionary Factors
SPS 5	4.9 Challenges to Sovereignty
SPS 5	4.10 Consequences of Centrifugal and Centripetal Forces

Personal Progress Check 4

Multiple-choice: ~30 questions
 Free-response: 1 question
 ▪ 1 stimulus

**UNIT
5****Agriculture and
Rural Land-Use
Patterns and
Processes****~19–20** Class
Periods**12–17%** AP Exam
Weighting

PSO 2	5.1 Introduction to Agriculture
PSO 4	5.2 Settlement Patterns and Survey Methods
SPS 2	5.3 Agricultural Origins and Diffusions
SPS 4	5.4 The Second Agricultural Revolution
SPS 2	5.5 The Green Revolution
PSO 2	5.6 Agricultural Production Regions
PSO 2	5.7 Spatial Organization of Agriculture
PSO 5	5.8 Von Thünen Model
PSO 5	5.9 The Global System of Agriculture
IMP 2	5.10 Consequences of Agricultural Practices
IMP 4	5.11 Challenges of Contemporary Agriculture
IMP 3	5.12 Women in Agriculture

Personal Progress Check 5

Multiple-choice: ~35 questions
 Free-response: 1 question
 ▪ 2 stimuli

UNIT 6

Cities and Urban Land-Use Patterns and Processes

~19–20

Class Periods

12–17%

AP Exam Weighting

PSO 2	6.1 The Origin and Influences of Urbanization
PSO 2	6.2 Cities Across the World
PSO 5	6.3 Cities and Globalization
PSO 2	6.4 The Size and Distribution of Cities
PSO 1	6.5 The Internal Structure of Cities
IMP 3	6.6 Density and Land Use
IMP 3	6.7 Infrastructure
IMP 2	6.8 Urban Sustainability
IMP 3	6.9 Urban Data
SPS 4	6.10 Challenges of Urban Changes
SPS 2	6.11 Challenges of Urban Sustainability

Personal Progress Check 6

Multiple-choice: ~35 questions

Free-response: 1 question

- no stimulus

UNIT 7

Industrial and Economic Development Patterns and Processes

~19–20

Class Periods

12–17%

AP Exam Weighting

SPS 4	7.1 The Industrial Revolution
SPS 2	7.2 Economic Sectors and Patterns
SPS 3	7.3 Measures of Development
SPS 3	7.4 Women and Economic Development
SPS 1	7.5 Theories of Development
PSO 5	7.6 Trade and the World Economy
PSO 4	7.7 Changes as a Result of the World Economy
IMP 5	7.8 Sustainable Development

Personal Progress Check 7

Multiple-choice: ~25 questions

Free-response: 1 question

- no stimulus

**Weston Public Schools
Instructional Improvement Priorities
Draft - December 11, 2019**

Goal #1: To provide teachers with increased levels of coaching and professional development support for teachers to increase the level of differentiation in K-5 math by revamping the K-5 math CIL structure.

CIL Math Structure

The current CIL model has been in effect for over 10 years. It was last reviewed in 2017 as part of a comprehensive study commissioned by the district and conducted by Noe Medina of Educational Policy Research. The Board was provided with a copy of this study earlier in the year as background information regarding the essential functions that these positions serve in our system in supporting teaching and learning.

CILs provide teachers with ongoing coaching and training, as well as perform other functions related to curriculum coordination and development. While the overall CIL model continues to be effective, an adjustment to the allocation of FTE for math CIL time at the K-5 level is required in order to provide teachers with the support needed to improve student math performance.

Currently, the district allocates a total of 2.0 FTE for CIL support for literacy, math and science as delineated below.

Table 1: K-5 CIL Structure (Current)			
Subject	HES	WIS	Total K-5 Support
Literacy (Rdg, Writing, SS)	.50 FTE (Andrea Noble)	.50 CIL (Alex Bluestein)	1.0 FTE
Math	.25 FTE (Carolyn Vinton)	.25 CIL (Carolyn Vinton)	.50 FTE
Science	.25 FTE (Carolyn Vinton)	.25 CIL (Carolyn Vinton)	.50 FTE
Total	1.0 FTE	1.0 FTE	2.0 FTE

The model for literacy, with one CIL stationed at HES and the other at WIS, is working effectively; however, there are several challenges with the current allocation of resources for math and science. Below are several reasons why augmenting the CIL FTE for math is warranted at this time.

1. Math performance – While overall performance in math is solid, we have identified areas for improvement (e.g. SBA, achievement gap) that require more time and support from the math CIL.
2. Curriculum renewal - The amount of FTE devoted to math and science is insufficient to provide the level of support that is needed for both subjects. Generally, there is only enough time for the CIL to focus primarily on supporting one subject during a curriculum renewal. For example, the CIL is currently focused on ensuring the successful implementation of the new science program at HES and WIS, but does not have enough time to fully support all of the math needs.
3. Content knowledge - Math and science are both areas where elementary teachers tend to have less content knowledge and comfort with the subject areas. This means coaching and professional development needs to focus on content in addition to pedagogy. Currently, serving 42 classroom teachers and additional special education teachers across two buildings makes the contact time available less than what is needed for both math and science. By comparison, the ELA CILs service 21 teachers each and some additional special education teachers, which is more manageable.
4. Shifting instructional practice - Elementary teachers' comfort level and perceptions about math makes changing practice difficult without consistent and ongoing coaching. The type of coaching many teachers need involves co-planning and co-teaching, which is time intensive. Again, serving 42 teachers across two buildings for two subjects makes this difficult.
5. Concurrent math blocks - The student math blocks at HES and WIS tend to be scheduled at similar times during the day in both buildings for appropriate reasons. This reality limits the contact time availability for classroom work with the CIL. Having a math CIL devoted to each building addresses this issue.
6. Common Planning Times – CPTs in both buildings take place during lunch blocks on Tuesday, Wednesday, and Thursday. This sometimes necessitates making a choice of which grade the CIL can be available to work with during a CPT. Again, having a math CIL in both buildings addresses this challenge.
7. Professional learning days - Formal professional time takes place on the same days and times for both buildings. This divides in half the availability of math and science CIL to facilitate adult learning at HES and WIS.

In order to address these issues, the FY21 budget will include a proposal to increase the CIL support for math by .4 FTE. The proposed structure is outlined below. The new .4 FTE CIL position for math at HES would be posted and compensated in accordance with the WTA contract. **Please note that the CIL for science will continue to be shared between the two buildings. However, given the increased level of content and time devoted to science at WIS she will be primarily stationed at WIS.**

Table 2: K-5 CIL Structure (Proposed)			
Subject	HES	WIS	Total K-5 Support
Literacy (Rdg, Writing, SS)	.50 FTE (Andrea Noble)	.50 CIL (Alex Bluestein)	1.0 FTE
Math	.40 FTE (TBD)	.50 CIL (Carolyn Vinton)	.90 FTE
Science	.25 FTE (Carolyn Vinton)	.25 CIL (Carolyn Vinton)	.50 FTE
Total	1.15 FTE	1.25 FTE	2.4 FTE

The cost of the additional .4 FTE position is approximately \$50,000. This includes the CIL salary, stipend, and the cost of four summer days. The leadership team will be looking for ways to mitigate this cost as we develop the FY 21 proposal and weigh the needs of the system.

Goal #2: To create an Academic Center at WMS to improve student performance in reading and math to assist students as it relates to grade level benchmarks.

Objectives:

- Establish a systematic approach to delivering intervention services in reading and math to address gaps in student skills.
- Create a center where general education students receive tier 2 and tier 3 SRBI support from intervention teachers.
- Identify students for reading and math intervention based on specific criteria generated by the WMS data team.
- Address the gap in SRBI services in math at WMS, and increase the amount of SRBI reading support.

Location: Identify a central location at WMS for the Academic Center

Staffing Plan: Math

This proposal reflects a .4 FTE increase to math staffing over the FY20 budget. The proposed staffing allocates 6.0 FTE to math classroom teaching and 1.0 FTE to math intervention. By comparison, HES and WIS both have a math intervention specialist and a math paraprofessional.

Math Priorities:

- Improve math performance as determined by multiple measures.
- Establish a math intervention process at the middle school.
- Enhance opportunities for common planning time for the CIL to work with curriculum partners and provide professional development.

Table 3: WMS Math Staffing Proposal		
Grade	Team A	Team B
6	Teacher A	Teacher B
7	Teacher A	Teacher B
8	Teacher A	Teacher B
SRBI	Intervention Teacher	

Staffing Plan: English/Language Arts

The proposal adds .8 FTE Reading Intervention Support over the FY 21 budget. The proposed staffing allocates 7.2 FTE to ELA classroom teaching and 1.8 FTE to reading intervention. By comparison, HES and WIS both have 2.0 FTE reading specialists and 1.0 paraprofessional per school.

Priorities:

- Improve reading performance as determined by multiple measures.
- Ensure all English classes are taught by English teachers.
- Establish an SRBI plan for reading in grades 6-8.
- Dedicate one English teacher for each team in grades 6-8.
- Ensure common planning time for teachers on the team/grade.

Table 4: ELA/Reading Staffing Proposal		
Grade	Team A	Team B
6	Teacher A - 1.0 ELA/ELA Teacher C - 1.0 ELA/ELA	Teacher B - .8 ELA & .2 Reading Teacher D - .8 ELA & .2 Reading
7	Teacher A - .8 ELA & .2 Reading	Teacher B - 1.0 ELA
8	Teacher A .8 ELA - & .2 Reading	Teacher B - 1.0 ELA
SRBI	1.8 FTE (1.0 Dedicated Reading Teacher and .8 FTE as indicated above)	



Connecticut Parent Information and Resource Center (PIRC)
www.ctpirc.org • 1-800-842-8678



State Education Resource Center (SERC)
www.ctserc.org • 1-860-632-1485



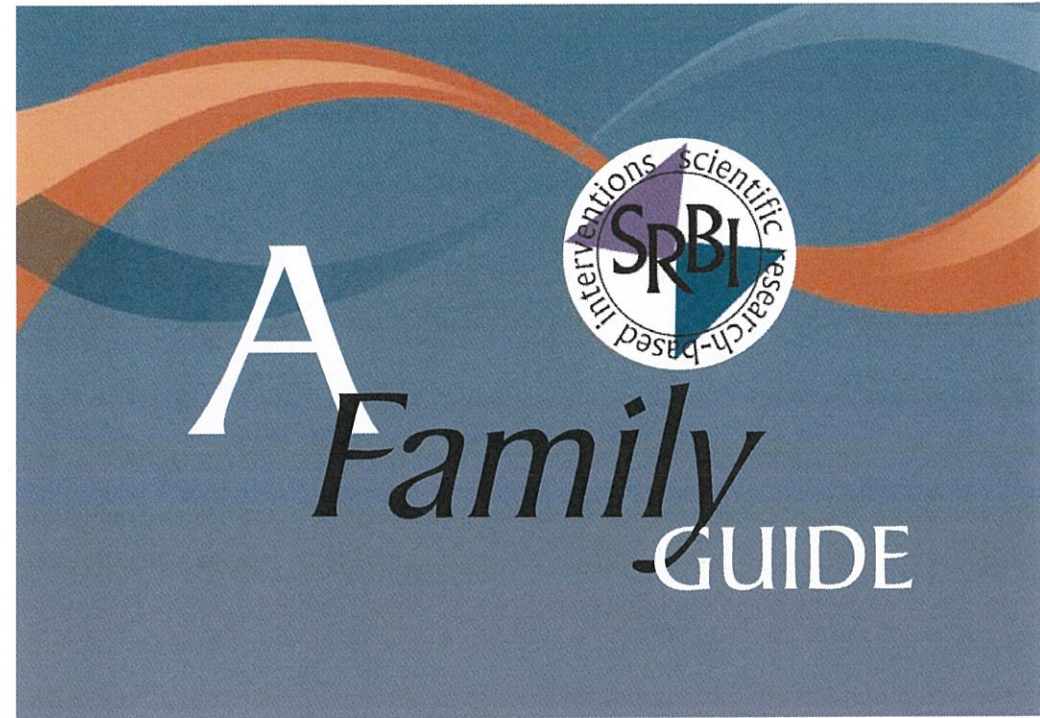
Connecticut Parent Advocacy Center (CPAC)
www.cpacinc.org • 1-800-445-2722



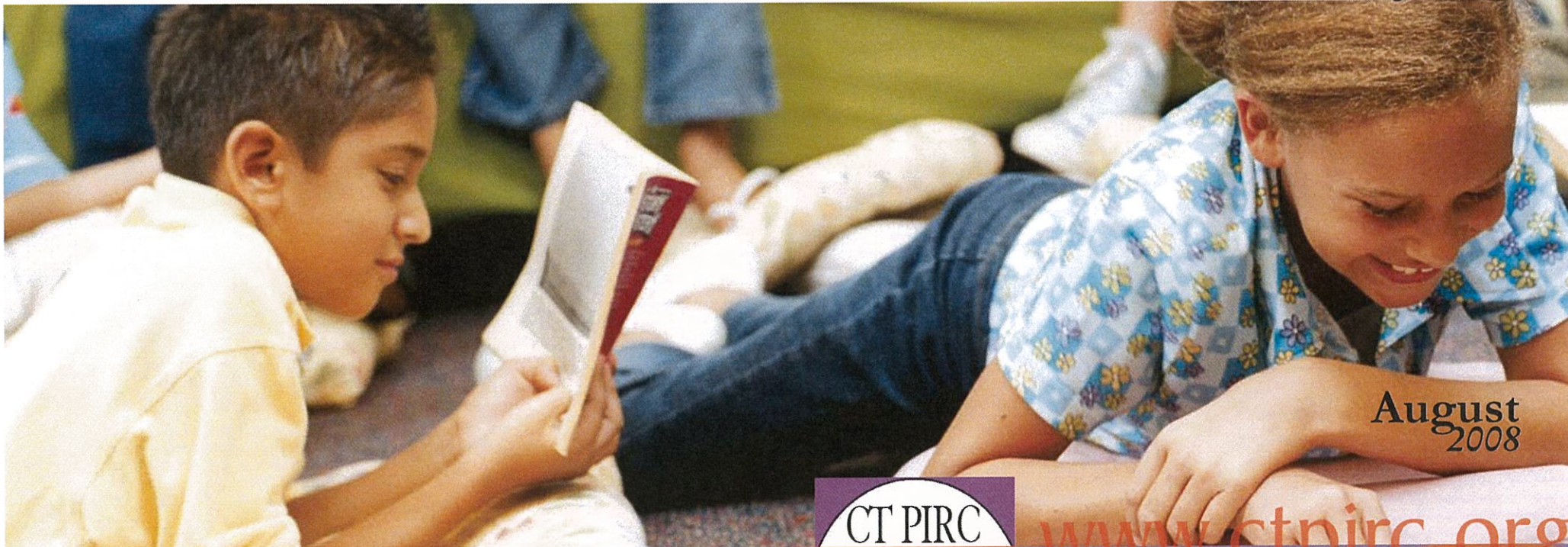
Connecticut State Department of Education (CSDE)
Bureau of School and District Improvement
Bureau of Special Education
www.ct.gov • 1-860-713-6910



The *CT PIRC* is a non-profit organization partially funded by a grant through the *U.S. Department of Education*. The *CT PIRC* and its primary partners, the *CSDE* and *SERC*, support school-family-community alliances by building on the strengths of each.



Connecticut's Framework for RTI



August
2008



www.ctpirc.org

Adapted from the New Hampshire Parent Information and Resource Center
"A Family Guide to Response to Intervention (RTI)."

Using Scientific Research-Based Interventions: *Improving Education for All Students*



Teachers, administrators, and families want all children to succeed. There are many ways to get children who are struggling to learn, the additional help they need to be successful. One way is with the use of “scientific research-based interventions” (SRBI).

This booklet reviews what SRBI are and includes questions you might want to ask your child’s school or program to learn more about how they are using SRBI as a framework to improve teaching and learning. Also included here are ways families can be a part of the decision making process and what to do when you have concerns about your child’s progress.

For more information about RTI, visit: The National Center for Response to Intervention at www.rti4success.org or the RTI Action Network at www.rtinetwork.org.



What questions can families ask to learn more about how SRBI works in their child’s school or program?

- What is my child being taught in his/her classroom?
- How are lessons designed to meet my child’s varying needs?
- What are the teaching strategies that my child’s school is using if he/she is struggling in the classroom?
- How can I help my child with learning at home?
- How will I be told about my child’s progress that tells me more than what grades he/she is receiving?
- What happens if my child continues to struggle and the teaching strategy is not working?

Families play a critical role in supporting what their children are learning in school. Research shows that the more parents are actively involved in student learning, the greater the student achievement. There are many ways families can support their child’s learning at home. Here are a few:

- make reading an everyday habit;
- talk with your child’s teachers regularly;
- check homework assignments and assist when necessary;
- ask for regular progress reports;
- celebrate your child’s strengths, talents, interests, and successes;
- learn more about what is being taught and how it is being taught at your child’s school; and
- participate in parent-teacher-student conferences and other school functions for your child.

What if I think my child needs special education?



SRBI do not replace the special education process. If at any time parents believe their child has a disability that is affecting his or her learning, they have a right to request an evaluation for special education. SRBI cannot be used to delay or deny this evaluation if the child is not making progress in learning and the lack of progress is not due to the lack of instruction. In addition to the

information gathered through SRBI, other forms of evaluation must occur to determine if a child is eligible for special education and parent's written consent is required for the evaluation.



For more information about special education, your rights in this process, and how SRBI may be used to inform eligibility, please contact:

- Connecticut Parent Advocacy Center (CPAC)
1-800-445-2722
- Connecticut Parent Information and Resource Center (PIRC)
1-800-842-8678
- Connecticut State Department of Education;
Bureau of Special Education (CSDE)
1-860-713-6910

What are SRBI?

SRBI are a way to provide support and instruction to children who are struggling to learn. A child's progress is studied and findings are used to make decisions about teaching and other learning supports.

SRBI are most commonly used in addressing needs in the areas of reading, math, and behavior. A "continuum of support" is developed by school districts and programs to meet the needs of the children they serve.

What does the SRBI continuum of support look like?

The SRBI framework has three "tiers." Each tier provides differing kinds and degrees of support.

Tier III

The school or program provides more individualized instruction for children who need the most support.

Tier II

The school or program provides help for children who need more support than they are receiving from the general curriculum.

Tier I

All children receive high quality curriculum and instruction in the general education classroom or program.

What are the key components of an SRBI framework?

The key component to SRBI is that all children receive high quality curriculum and instruction in the general education classroom or program (Tier I).

Another component of SRBI is that the school or program conducts “universal common assessments.” **Universal common assessments review the progress of all children through the use of grade/age level assessments.** These assessments help schools identify children who may need more support or other types of instruction.

As a result, students may be identified as needing help in addition to the high quality instruction they are receiving in Tier I.

Additional teaching strategies or methods that have been proven to be effective in helping children learn are used (Tier II).

These teaching methods can happen in large or small groups, in or outside the classroom.



Another key component to SRBI is “progress monitoring.” **Progress monitoring is a way for teachers to better understand a child’s needs and demonstrate the growth children are making in a specific area.** It shows how well the teaching strategy is working. It includes observations and other types of assessment. Progress monitoring helps determine whether a strategy is successful or needs to be changed.

When progress monitoring shows that a child is not responding to the additional help, another approach or strategy may be tried. **However, when a higher level of support is needed, children are given the individualized instruction they need to be successful learners (Tier III).**





Math in Focus 2020

Proposal: Grade 5 for 2020-2021



Weston's *Math in Focus* History

July 2010 Connecticut adopted the CCSS for Mathematics and Language Arts

2011 – 12 Piloted in K and Grade 1

2012 – 13 Implemented Grades K - 2

2013 – 14 Implemented Grades 3 and 4

2014 – 15 Implemented Grade 5

2018 – 19 Renewed Digital Subscription: K – 2 (6 years)

2019 – 20 Renewed Digital Subscription: Grades 3 and 4 (6 years)

2020 - 21 Grade 5 Digital Subscription Will Expire

- **2013 edition digital materials only available in one year subscriptions for increased costs**
- ***Math in Focus 2020* now available with significant improvements and enhancements**

Math in Focus 2020 Improvements and Enhancements

Student Text/Workbook

Name: _____ Date: _____

3 Real-World Problems: Volume of Rectangular Prisms

Learning Objectives:

- Use a formula to find the volume of a rectangular prism.
- Find the capacity of a rectangular container.
- Solve word problems on volume of rectangular prisms and liquids.

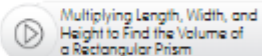


A rectangular container measuring 12 centimeters by 15 centimeters by 18 centimeters is $\frac{2}{3}$ filled with water. All the water is then poured into another rectangular container until it is $\frac{2}{5}$ full. Find two possible dimensions of the second container.

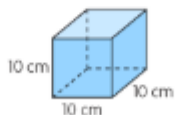
ENGAGE

- 1 A rectangular container measures 20 cm by 10 cm by 15 cm. The container is completely filled with water. What is the volume of the water in the container?
- 2 A rectangular glass box is completely filled with water. The volume of the water is 1,800 cubic centimeters. Find two possible dimensions of the box.

LEARN Convert volumes of liquid



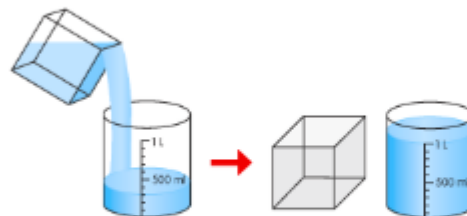
- 1 A glass tank measuring 10 centimeters by 10 centimeters by 10 centimeters is completely filled with water.



Volume of water in the glass tank
 $= 10 \times 10 \times 10$
 $= 1,000 \text{ cm}^3$

Convert volumes of liquid

All the water in the glass tank is then poured into a 1-litre beaker.



The volume of the water in the glass tank is the same as the volume of the water in the beaker.

$1,000 \text{ cm}^3 = 1,000 \text{ mL}$
So, $1 \text{ cm}^3 = 1 \text{ mL}$.

1 L = 1,000 mL



The capacity of a container is the maximum volume of liquid it can hold.

TRY Practice finding volume of a liquid

Write in cubic centimeters.

- 1 850 mL = _____ cm^3
- 2 2 L = _____ cm^3
- 3 4 L 55 mL = _____ cm^3
- 4 12 L 5 mL = _____ cm^3

Write in liters and milliliters.

- 5 $530 \text{ cm}^3 =$ _____
- 6 $1,025 \text{ cm}^3 =$ _____
- 7 $7,005 \text{ cm}^3 =$ _____
- 8 $15,060 \text{ cm}^3 =$ _____



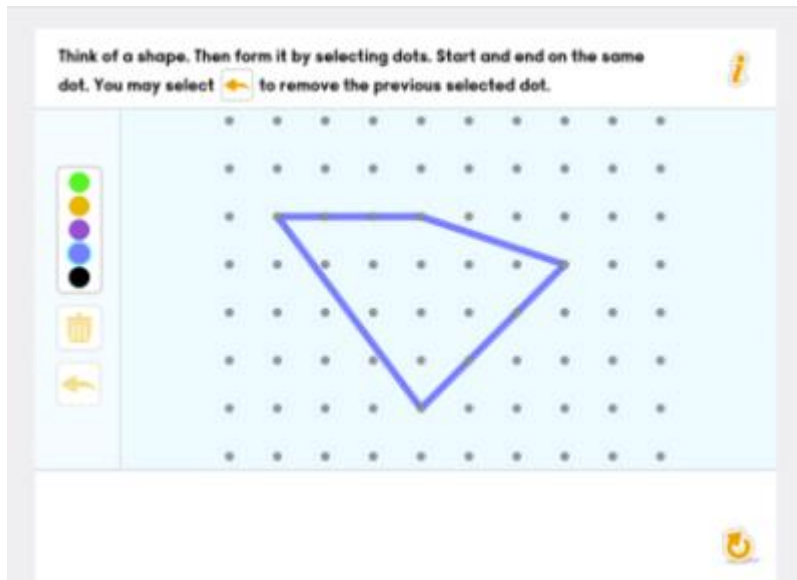
New Optional Features:

- Performance Tasks
- Student Rubrics
- STEAM Projects (for each chapter)

Math in Focus 2020 Improvements and Enhancements

Technology for Students:

Virtual Manipulatives



Video Tutorials

B

In 1 layer, there are $4 \times 3 = 12$ 1-inch cubes.
In 2 layers, there are $12 \times 2 = 4 \times 3 \times 2 = 24$ 1-inch cubes.

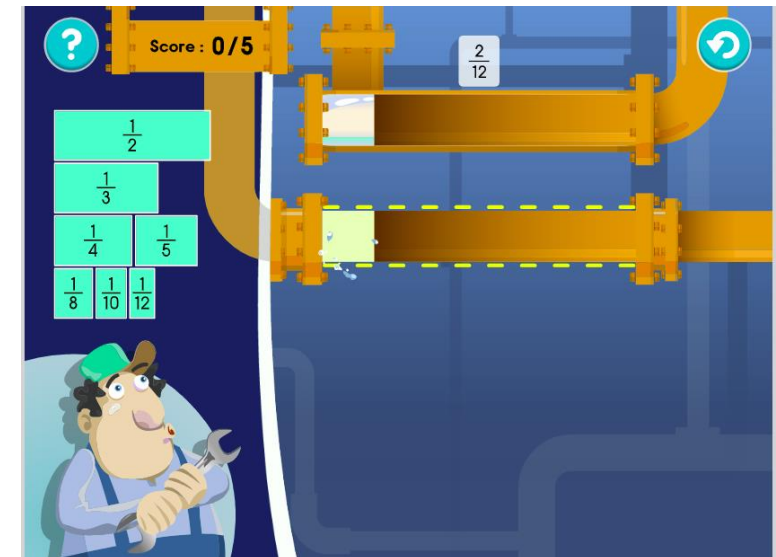
Volume of B = $4 \times 3 \times 2 = 24 \text{ in.}^3$

Volume of rectangular prism = length \times width \times height

We can find the volume of a rectangular prism by multiplying its length, width, and height together.

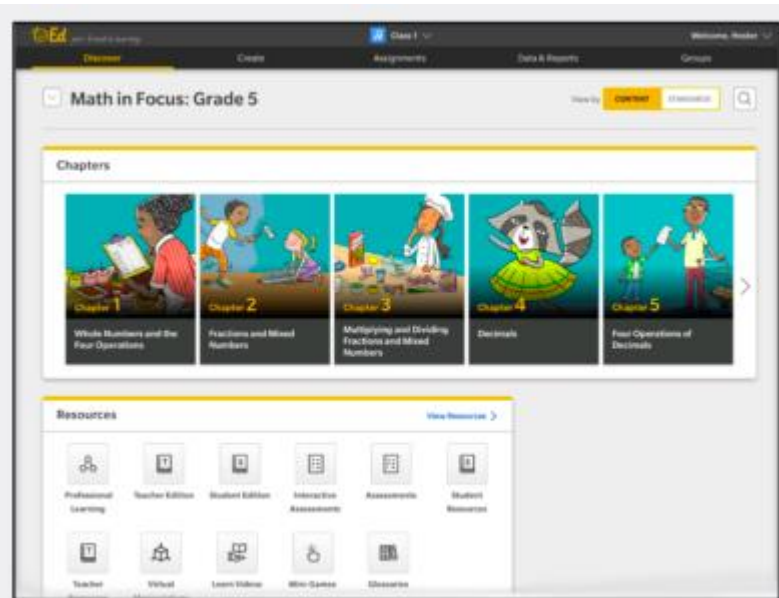
-0:57

Games on Chapter Topics



Math in Focus 2020 Improvements and Enhancements

Technology for Teachers



New Platform Allows teachers to access all materials, create plans, assign student tasks, and access data.

Online Assessment With Data and Reporting. Several Formative Assessments are auto-scored and reported for grouping and progress monitoring, and recommendations for differentiation resources.



Section 1 Multiplying Fractions and Whole Numbers

ENGAGE

1 Use \otimes to regroup 9 groups of $\frac{2}{3}$ into wholes and parts.
How many wholes and parts are there?
What is $9 \times \frac{2}{3}$?

ENGAGE (page 187)
Concrete Pictorial Abstract

- The intent is for students to notice the relationship between multiplying a whole number by a fraction and a fraction by a whole number, and to notice that although the answer is the same, the story, or concrete experience is different.
- Let's work in pairs to find $\frac{2}{3}$ of 9 using fraction circles.
- Encourage students to use fraction circles to model the problem. Use the questions to prompt and guide students' thinking.
- What are we asked to find? (Regroup 9 groups of $\frac{2}{3}$ fraction circles into wholes and parts, then find $9 \times \frac{2}{3}$. We are then asked to find the missing number in (2). How can we find the number of wholes and parts? (Possible answers: We can form 1 whole from the 9 groups of $\frac{2}{3}$, then count the wholes and parts. We can count the number of $\frac{1}{3}$ pieces in 9 groups of $\frac{2}{3}$, then divide the number by 3 to find the whole and parts.)
- Allow students time to work with their fraction circles and discuss their work.
- Encourage students to discuss and explore different ways to find the missing number in (2). Invite volunteers to share their ways.

PowerPoint Slides
Prepared, fully editable teaching slides with teacher notes for each slide are provided.

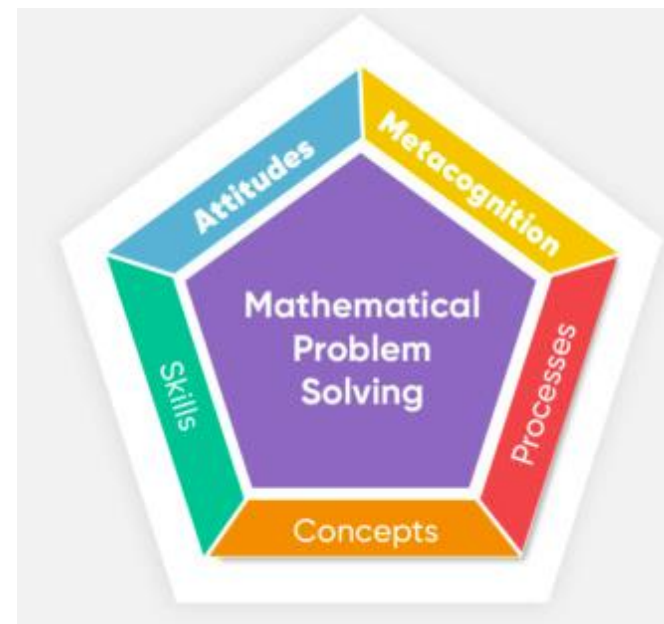
Math in Focus 2020 - What has Not Changed

Singapore Math's Research-Based Pedagogy

Concrete-Pictorial-Abstract Approach

Emphasis on both **Mathematical** and
Perceptual Variation


Alignment to Standards – improved



Pentagonal Framework

Evidence Based Math Programs

Find math programs that match your state, district, school, or classroom needs while meeting the new ESSA evidence standards.

 **REFINE RESULTS** 13

ELEMENTARY

MIDDLE/HIGH SCHOOL


CLEAR ALL


PROGRAMS DESIGNED FOR


WHOLE CLASS 13

STRUGGLING STUDENTS 7

ESSA EVIDENCE RATING

 Strong 5


 Moderate 1

 Promising 7

GRADE


PreK, K 3

1 - 2 6

 **STRONG** 1 - 6


Math in Focus

Concrete-pictorial-abstract sequence

 **STRONG** 1 - Middle


Positive Action — Math

Whole-school reform emphasizing climate and social-emotional skills

 **STRONG** 3 - 6


Acuity — Math

Benchmark assessments to predict state test scores

 **STRONG** 1 - 2


Math Expressions

Approach using teacher instruction and cooperative practice

 **STRONG** PreK - 2


DreamBox Learning

Supplemental web-based instruction

 **MODERATE** 1 - 2


PAX Good Behavior Game — Math

Behavior management using group contingencies

 **PROMISING** 3 - 6

Time To Know — Math

One-to-one laptops with teacher instruction

 **PROMISING** 3 - 6

JUMP Math

Finely scaffolded direct instruction with individualization, time allocated for practice and ongoing assessment

Cost Comparison Math in Focus 2013 vs 2020 Edition

Edition	Item	Coming Year (20-21)	Over 6 year subscription period
2013	Per Student Consumable	\$20.55	\$123.30
	Per Student Tech	\$49.90	\$299.40
	Per Student Total	\$70.45	\$422.70
	Per Teacher Tech	\$259.45	\$1,556.70
2020	Student Consumable & Student Tech Combo	\$135.00	\$135.00
	Teacher materials & Tech subscription	\$850.00	\$850.00

Approximate Costs for Math in Focus 2020 Edition

Item	Item cost	Totals
Student Consumable & Student Tech Combo	\$135 x 175 5th graders	\$23,025
Teacher materials & Tech subscription	\$850 x 6 teacher sets (4 classroom, 1 SpEd, 1 math office)	\$5,100
Professional Development (new tech components)	\$3,000 x 1 day	\$3,000
Total Cost to Upgrade for 20-21		\$31,125

School Start/End Times DRG A and Greenwich

District	School	Start Time	End Time	Hours
Darien	Darien HS	7:40 AM	2:20 PM	6 hr. 40 min.
	Middlesex MS	7:55 AM	2:22 PM	6 hr. 27 min.
	3 Elementary Schools	8:25 AM	2:55 PM	6 hr. 30 min.
	2 Elementary Schools	9:00 AM	3:30 PM	6 hr. 30 min.
ER9	Joel Barlow HS	7:30 AM	2:07 PM	6 hr. 37 min.
Easton	Helen Keller MS	8:05 AM	2:50 PM	6 hr. 45 min.
	Samuel Staples ES	8:55 AM	3:40 PM	6 hr. 45 min.
Redding	John Read MS	8:55 AM	3:50 PM	6 hr. 45 min.
	Redding ES	8:05 AM	2:50 PM	6 hr. 45 min.
New Canaan	New Canaan HS	7:30 AM	2:05 PM	6 hr. 35 min.
	Saxe MS Gr 7-8	7:30 AM	2:05 PM	6 hr. 35 min.
	Saxe MS Gr 5-6	8:20 AM	2:55 PM	6 hr. 35 min.
	South ES	8:15 AM	2:45 PM	6 hr. 30 min.
	East & West ES	9:05 AM	3:35 PM	6 hr. 30 min.
Ridgefield	Ridgefield HS	7:25 AM	2:15 PM	6 hr. 50 min.
	Scotts Ridge & East Ridge MS	8:00 AM	2:50 PM	6 hr. 50 min.
	3 Elementary Schools	8:35 AM	3:25 PM	6 hr. 50 min.
	3 Elementary Schools	9:10 AM	4:00 PM	6 hr. 50 min.
Westport	Staples HS	7:30 AM	2:15 PM	6 hr. 45 min.
	Coleytown & Bedford MS	8:00 AM	2:45 PM	6 hr. 45 min.
	Saugatuck ES	8:00 AM	2:45 PM	6 hr. 45 min.
	4 Elementary Schools	8:30 AM	3:15 PM	6 hr. 45 min.
Weston	Weston HS	7:45 AM	2:30 PM	6 hr. 45 min.
	Weston MS	7:45 AM	2:30 PM	6 hr. 45 min.
	WIS & HES	8:30 AM	3:15 PM	6 hr. 45 min.
Wilton	Wilton HS	8:20 AM	2:50 PM	6 hr. 30 min.
	Middlebrook MS	8:20 AM	2:50 PM	6 hr. 30 min.
	Cider Mill IS	7:40 AM	2:10 PM	6 hr. 30 min.
	Miller-Driscoll ES	9:05 AM	3:35 PM	6 hr. 30 min.
Greenwich	Greenwich HS	8:30 AM	3:15 PM	6 hr. 45 min.*
	3 Middle Schools	8:00 AM	2:45 PM	6 hr. 45 min.
	3 Elementary Schools	8:15 AM	2:45 PM	6 hr. 30 min.
	8 Elementary Schools	8:45 AM	3:15 PM	6 hr. 30 min.

*Greenwich High School added an activity period at the end of the day to allow time for student athletes to travel to games; therefore, the length of their school day is significantly shorter.

Weston Public Schools
School Start/End Time - “What If” Option

8:15 a.m. / 9:00 a.m.

6 hour & 30-minute student day

Reflects 15 minute reduction in length of student day

This option was developed for several student-centered reasons:

1. It represents a significant change in the start time for secondary students compared to our current 7:45 a.m. start time.
2. It represents a more reasonable end time for both the secondary and elementary students to minimize the disruption to after school activities.

Schools	Start Time	End Time	Length	Pros	Cons
WMS, WHS	8:15 am	2:45 pm	6 hours & 30 min.	<ul style="list-style-type: none"> ● Shift to later start time provides secondary level with 30 additional minutes before the start of the day. ● The end time is only 15 minutes later than it is currently to minimize impact on after school activities. ● Students get on and off the bus in daylight. 	<ul style="list-style-type: none"> ● Loss of instructional time would result in a one to two minute reduction to each academic period. ● Athletes would need to leave at least 15 minutes earlier for athletic contests, albeit less of an impact than the 8:30 option ● Practices would need to start slightly later to allow time for athletes to change, see the trainer and get to their practices.
HES, WIS	9:00 am	3:30 pm	6 hours & 30 min.	<ul style="list-style-type: none"> ● The end time is only 15 minutes later than it is currently to minimize impact on after school activities. ● Avoids the need to flip K-5 with 6-12 so older students are available to look after younger siblings. ● Students get on and off the bus in daylight. 	<ul style="list-style-type: none"> ● Loss of instructional time would require 15 minute reduction across academic blocks. ● Later start time for elementary may prompt some families to identify before school care.

WHS Start/End Times

**SAME LENGTH SCHOOL DAY - 56min blocks
MOVING BACK START AND END TIMES**

Current	Block	Start	End
7:45 Start	1	7:45 AM	8:41 AM
2:30 End	2	8:46 AM	9:42 AM
56m block	3	9:47 AM	10:43 AM
	4	10:52 AM	12:28 PM
	5	12:33 PM	1:29 PM
	6	1:34 PM	2:30 PM

Block	Start	End
8:00 Start	1	8:00 AM
2:45 End	2	9:01 AM
Option 1	3	10:02 AM
	4	11:07 AM
	5	12:48 PM
	6	1:49 PM

Block	Start	End
8:30 Start	1	8:30 AM
3:15 End	2	9:31 AM
Option 2	3	10:32 AM
	4	11:37 AM
	5	1:18 PM
	6	2:19 PM

Block	Start	End
8:35 Start	1	8:35 AM
3:20 End	2	9:36 AM
Option 3	3	10:37 AM
	4	11:42 AM
	5	1:23 PM
	6	2:24 PM

**SHORTER DAY
MOVING BACK START, KEEPING END AT 2:30 PM**

Current	Block	Start	End
7:45 Start	1	7:45 AM	8:41 AM
2:30 End	2	8:46 AM	9:42 AM
56m block	3	9:47 AM	10:43 AM
	4	10:52 AM	12:28 PM
	5	12:33 PM	1:29 PM
	6	1:34 PM	2:30 PM

Block	Start	End
8:00 Start	1	8:00 AM
2:30 End	2	9:00 AM
55m block	3	10:00 AM
	4	11:00 AM
	5	12:35 PM
	6	1:35 PM

Block	Start	End
8:15 Start	1	8:15 AM
2:30 End	2	9:12 AM
52m block	3	10:09 AM
	4	11:06 AM
	5	12:41 PM
	6	1:38 PM

Only 1 minute lost from each block due to elimination of long break pre-lunch and no passing time between lunch waves

Could also accomplish with 8:15-2:45 day

Block	Start	End
8:15 Start	1	8:15 AM
2:45 End	2	9:15 AM
55m block	3	10:15 AM
	4	11:15 AM
	5	12:50 PM
	6	1:50 PM

Block	Start	End
8:30 Start	1	8:30 AM
2:30 End	2	9:25 AM
50m block	3	10:20 AM
	4	11:15 AM
	5	12:45 PM
	6	1:40 PM

Overlapping lunch waves

WHS CURRENT ROTATION SCHEDULE (7:45 – 2:30)

BLOCK	A	B	C	D	E	F	G	H
1 7:45 – 8:41	3	1	2	1	4	2	1	2
2 8:46 – 9:42	4	2	1	2	3	1	2	1
3 9:47 – 10:43 **	5	6	3	3	6	5	3	3
4 10:52 – 12:28	6	5	4	4	5	6	4	5
LUNCH								
5 12:33 – 1:29	7	8	7	5	8	7	8	4
6 1:34 – 2:30	8	7	8	6	7	8	7	6
	21	20	21	21	21	21	21	20
DROP	1 & 2	3 & 4	5 & 6	7 & 8	1 & 2	3 & 4	5 & 6	7 & 8

**10:43-10:48 Common Time/Morning Announcements

Athletes leave at 2:20 pm, 10 minutes of class missed
 Period 8 = 63, Period 7 = 62, Period 6 = 41

LUNCH SCHEDULE

	PERIOD 4 Days C, D, G	PERIOD 5 Days B, E, H	PERIOD 6 Days A, F
1 st Lunch 10:52-11:22			
2 nd Lunch 11:25-11:55			
3 rd Lunch 11:58-12:28			

WHS NEW ROTATION SCHEDULE (7:45 – 2:30)

BLOCK	A	B	C	D	E	F	G	H
<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">1</div> 7:45 – 8:41	1	7	5	3	2	8	6	4
<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">2</div> 8:46 – 9:42	2	8	6	4	1	7	5	3
<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">3</div> 9:47 – 10:43 **	3	1	7	5	4	2	8	6
<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">4</div> 10:52 – 12:28	4	2	8	6	3	1	7	5
<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">5</div> 12:33 – 1:29	5	3	1	7	6	4	2	8
<div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">6</div> 1:34 – 2:30	6 21	4 20	2 21	8 21	5 21	3 21	1 21	7 20
DROP	7 & 8	5 & 6	3 & 4	1 & 2	7 & 8	5 & 6	3 & 4	1 & 2

**10:43-10:48 Common Time/Morning Announcements

Athletes leave at 2:20 pm, 10 minutes of class missed

LUNCH SCHEDULE

	PERIOD 4 Days C, D, G	PERIOD 5 Days B, E, H	PERIOD 6 Days A, F
1 st Lunch 10:52-11:22			
2 nd Lunch 11:25-11:55			
3 rd Lunch 11:58-12:28			

WHS OPTION 1 – CURRENT ROTATION SCHEDULE (8:00 – 2:45, 56 MINUTE BLOCK)

BLOCK	A	B	C	D	E	F	G	H
1 8:00 – 8:56	3	1	2	1	4	2	1	2
2 9:01 – 9:57	4	2	1	2	3	1	2	1
3 10:02 – 10:58 **	5	6	3	3	6	5	3	3
4 11:07 – 12:43	6	5	4	4	5	6	4	5
5 12:48 – 1:44	7	8	7	5	8	7	8	4
6 1:49 – 2:45	8 21	7 20	8 21	6 21	7 21	8 21	7 21	6 20
DROP	1 & 2	3 & 4	5 & 6	7 & 8	1 & 2	3 & 4	5 & 6	7 & 8

** _____ Common Time/Morning Announcements

Athletes leave at 2:20 pm, 25 minutes of class missed
 Period 8 = 63, Period 7 = 62, Period 6 = 41

LUNCH SCHEDULE

	PERIOD 4 Days C, D, G	PERIOD 5 Days B, E, H	PERIOD 6 Days A, F
1 st Lunch			
2 nd Lunch			
3 rd Lunch			

WHS OPTION 2 - CURRENT ROTATION SCHEDULE (8:30 – 3:15, 56 MINUTE BLOCK)

BLOCK	A	B	C	D	E	F	G	H
1 8:30 – 9:26	3	1	2	1	4	2	1	2
2 9:31 – 10:27	4	2	1	2	3	1	2	1
3 10:32 – 11:28 **	5	6	3	3	6	5	3	3
4 11:37 – 1:13	6	5	4	4	5	6	4	5
LUNCH								
5 1:18 – 2:14	7	8	7	5	8	7	8	4
6 2:19 – 3:15	8 21	7 20	8 21	6 21	7 21	8 21	7 21	6 20
DROP	1 & 2	3 & 4	5 & 6	7 & 8	1 & 2	3 & 4	5 & 6	7 & 8

** _____ Common Time/Morning Announcements

Athletes leave at 2:20 pm, miss entire period
 Period 8 = 63, Period 7 = 62, Period 6 = 41

LUNCH SCHEDULE

	PERIOD 4 Days C, D, G	PERIOD 5 Days B, E, H	PERIOD 6 Days A, F
1 st Lunch			
2 nd Lunch			
3 rd Lunch			

WHS OPTION 3 - CURRENT ROTATION SCHEDULE (8:35 – 3:20, 56 MINUTE BLOCK)

BLOCK	A	B	C	D	E	F	G	H
1 8:35 – 9:31	3	1	2	1	4	2	1	2
2 9:36 – 10:32	4	2	1	2	3	1	2	1
3 10:37 – 11:33 **	5	6	3	3	6	5	3	3
4 11:42 – 1:18	6	5	4	4	5	6	4	5
5 1:23- 2:19	7	8	7	5	8	7	8	4
6 2:24 – 3:20	8 21	7 20	8 21	6 21	7 21	8 21	7 21	6 20
DROP	1 & 2	3 & 4	5 & 6	7 & 8	1 & 2	3 & 4	5 & 6	7 & 8

** _____ Common Time/Morning Announcements

Athletes leave at 2:20 pm, miss entire period
 Period 8 = 63, Period 7 = 62, Period 6 = 41

LUNCH SCHEDULE

	PERIOD 4 Days C, D, G	PERIOD 5 Days B, E, H	PERIOD 6 Days A, F
1 st Lunch			
2 nd Lunch			
3 rd Lunch			

WHS (8:15 -2:45, 55 MINUTE BLOCK) - CURRENT ROTATION SCHEDULE

BLOCK	A	B	C	D	E	F	G	H
1 8:15 – 9:10	3	1	2	1	4	2	1	2
2 9:15 – 10:10	4	2	1	2	3	1	2	1
3 10:15 – 11:10 **	5	6	3	3	6	5	3	3
4 11:15 – 12:45	6	5	4	4	5	6	4	5
5 12:50 – 1:45	7	8	7	5	8	7	8	4
6 1:50 – 2:45	8	7	8	6	7	8	7	6
DROP	21	20	21	21	21	21	21	20
DROP	1 & 2	3 & 4	5 & 6	7 & 8	1 & 2	3 & 4	5 & 6	7 & 8

** _____ Common Time/Morning Announcements

Athletes leave at 2:20 pm, 25 minutes of class missed
 Period 8 = 63, Period 7 = 62, Period 6 = 41

LUNCH SCHEDULE

	PERIOD 4 Days C, D, G	PERIOD 5 Days B, E, H	PERIOD 6 Days A, F
1 st Lunch			
2 nd Lunch			
3 rd Lunch			

WMS Master Schedule

2020-2021

Flexible PFA/ELT: Current Schedule

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:34	Academic	Academic	Academic	Academic	Academic	Academic
2	8:38 – 9:20	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT
3	9:24–10:06	PFA/ELT	PFA/ELT	Academic	Academic	Academic	Academic
4	10:10-10:52	PFA/ELT	PFA/ELT	PFA/ELT	PFA/ELT	Academic	Academic
5		10:56-11:26 Lunch	10:56-11:26 Lunch	10:56-11:38 PFA/ELT	10:56-11:38 PFA/ELT	10:56-11:38 Academic	10:56-11:38 Academic
6		11:30-12:12 Academic	11:30-12:12 Academic	11:42-12:12 Lunch	11:42-12:12 Lunch	11:42-12:24 PFA/ELT	11:42-12:24 PFA/ELT
7		12:16-12:58 PFA/ELT	12:16-12:58 PFA/ELT	12:16-12:58 Academic	12:16-12:58 Academic	12:28-12:58 Lunch	12:28-12:58 Lunch
8	1:02-1:44	Academic	Academic	PFA/ELT	PFA/ELT	Academic	Academic
9	1:48– 2:30	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT

WMS Master Schedule

2020-2021

Flexible PFA/ELT: 8 am start time

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	8:00 – 8:49	Academic	Academic	Academic	Academic	Academic	Academic
2	8:53 – 9:35	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT
3	9:39–10:21	PFA/ELT	PFA/ELT	Academic	Academic	Academic	Academic
4	10:25-11:07	PFA/ELT	PFA/ELT	PFA/ELT	PFA/ELT	Academic	Academic
5		11:11-11:41 Lunch	11:11-11:41 Lunch	11:11-11:53 PFA/ELT	11:11-11:53 PFA/ELT	11:11-11:53 Academic	11:11-11:53 Academic
6		11:45-12:27 Academic	11:45-12:27 Academic	11:57-12:27 Lunch	11:57-12:27 Lunch	11:57-12:39 PFA/ELT	11:57-12:39 PFA/ELT
7		12:31-1:13 PFA/ELT	12:31-1:13 PFA/ELT	12:31-1:13 Academic	12:31-1:13 Academic	12:43-1:13 Lunch	12:43-1:13 Lunch
8	1:17-1:59	Academic	Academic	PFA/ELT	PFA/ELT	Academic	Academic
9	2:03– 2:45	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT

WMS Master Schedule

2020-2021

Flexible PFA/ELT: 8:15 am start time, 2:45 end
41 minute classes, no extra time for announcements

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	8:15 – 8:56	Academic	Academic	Academic	Academic	Academic	Academic
2	9:00 – 9:41	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT
3	9:45–10:26	PFA/ELT	PFA/ELT	Academic	Academic	Academic	Academic
4	10:30-11:11	PFA/ELT	PFA/ELT	PFA/ELT	PFA/ELT	Academic	Academic
5		11:15-11:45 Lunch	11:15-11:45 Lunch	11:15-11:56 PFA/ELT	11:15-11:56 PFA/ELT	11:15-11:56 Academic	11:15-11:56 Academic
6		11:49-12:30 Academic	11:49-12:30 Academic	12:00 -12:30 Lunch	12:00 -12:30 Lunch	12:00 -12:41 PFA/ELT	12:00 -12:41 PFA/ELT
7		12:34-1:15 PFA/ELT	12:34-1:15 PFA/ELT	12:34-1:15 Academic	12:34-1:15 Academic	12:45-1:15 Lunch	12:45-1:15 Lunch
8	1:19-2:00	Academic	Academic	PFA/ELT	PFA/ELT	Academic	Academic
9	2:04– 2:45	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT

WMS Master Schedule

2020-2021

Flexible PFA/ELT: 8:30 start

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	8:30 – 9:19	Academic	Academic	Academic	Academic	Academic	Academic
2	9:23 – 10:05	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT
3	10:09-10:51	PFA/ELT	PFA/ELT	Academic	Academic	Academic	Academic
4	10:55-11:37	PFA/ELT	PFA/ELT	PFA/ELT	PFA/ELT	Academic	Academic
5		11:41-12:11 Lunch	11:41-12:11 Lunch	11:41-12:23 PFA/ELT	11:41-12:23 PFA/ELT	11:41-12:23 Academic	11:41-12:23 Academic
6		12:15-12:57 Academic	12:15-12:57 Academic	12:27-12:57 Lunch	12:27-12:57 Lunch	12:27-1:09 PFA/ELT	12:27-1:09 PFA/ELT
7		1:01-1:43 PFA/ELT	1:01-1:43 PFA/ELT	1:01-1:43 Academic	1:01-1:43 Academic	1:13-1:43 Lunch	1:13-1:43 Lunch
8	1:47-2:29	Academic	Academic	PFA/ELT	PFA/ELT	Academic	Academic
9	2:33– 3:15	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT

WMS Master Schedule

2020-2021

Flexible PFA/ELT: 8:35 start

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	8:35 – 9:24	Academic	Academic	Academic	Academic	Academic	Academic
2	9:28 – 10:10	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT
3	10:14-10:56	PFA/ELT	PFA/ELT	Academic	Academic	Academic	Academic
4	11:00-11:42	PFA/ELT	PFA/ELT	PFA/ELT	PFA/ELT	Academic	Academic
5		11:46-12:16 Lunch	11:46-12:16 Lunch	11:46-12:28 PFA/ELT	11:46-12:28 PFA/ELT	11:46-12:28 Academic	11:46-12:28 Academic
6		12:20-1:02 Academic	12:20-1:02 Academic	12:32-1:02 Lunch	12:32-1:02 Lunch	12:32-1:14 PFA/ELT	12:32-1:14 PFA/ELT
7		1:06-1:48 PFA/ELT	1:06-1:48 PFA/ELT	1:06-1:48 Academic	1:06-1:48 Academic	1:18-1:48 Lunch	1:18-1:48 Lunch
8	1:52-2:34	Academic	Academic	PFA/ELT	PFA/ELT	Academic	Academic
9	2:38– 3:20	Academic	Academic	Academic	Academic	PFA/ELT	PFA/ELT

Curriculum Committee Meeting

November 13, 2019 9:00 a.m.

Central Office Conference Room

1. Call to Order

The meeting was called to order at 9:05 a.m.

Present Committee Members:

Taffy Miller (Chairperson), Anthony Pesco

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent of C&I; Michael Rizzo, Assistant Superintendent of PPS; Lisa Wolak, WHS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Matthew Filip, WHS Assistant Principal

Members of the Public:

Gina Albert, Hillary Koyner, Ruby Hedge, Doug Ronai, Rajan Sekeran

2. WHS Course Enrollment Report for 2019-20

Discussion:

- Mr. Filip reviewed with the Committee his report on course enrollment, which examines the process of providing a diverse program of studies while maximizing staffing efficiency.
- The report describes the scheduling process, the determination of how many sections of a course to run, when it is appropriate to run a smaller section, when to not run a course, and some the creative steps taken to remedy these situations.

3. NGSS Science Results for Grades 5, 8 and 11

Discussion:

- This past spring the first NGSS (Next Generation Science Standards) assessment was given to students in grades 5, 8 and 11.
- The new science standards represented a big change to the previous CT standards. With meticulous planning over a three-year period, Weston schools have fully implemented NGSS into the curriculum.
- Weston's performance on these assessments was strong and will serve as a baseline for the coming years. DRG results have not yet been released by the CSDE

4. Information on the Concept of Universal Pre-school

Discussion:

- Mr. Rizzo gave a brief overview of the costs and considerations of offering Universal Preschool—that is pre-school for all Weston residents ages 3 and 4 at no cost to the parents.
- In current years, almost all students entering Kindergarten have attended private preschool. If Weston were to offer the universal program at the current population projection, it would need nine classrooms with an estimated staffing figure of \$150k per classroom.
- Besides staffing, other considerations involve program accreditation, transportation and environmental issues—such as heights of sinks and toilets, door exits, etc.
- Ms. Miller inquired if there is an existing program that offers pre-school scholarships for low income students. Mr. Rizzo agreed to speak to the Town about low income needs.

5. K-5 Math CIL Restructuring

Discussion:

- Dr. Craw outlined his proposal for restructuring the CIL support for K-5 math.
- With our current structure, there is one CIL who coaches approximately 50 teachers in math and science in two buildings for grades K-5.
- The administration has determined that having CIL support for elementary school math is especially important for differentiation in the classroom.
- The proposed restructuring would add a new .4 FTE CIL for K-2 math.
- The current CIL for K-5 math and science, Mrs. Vinton, would continue to support math in grades 3-5 as well as science for grades K-5.

6. Approval of October 2019 Minutes

Motion Passed: passed with a motion by Anthony Pesco and a second by Taffy Miller.
2 Yeas - 0 Nays.

7. Other curricular issues

No other items were put forth for discussion. Meeting was adjourned at 10:38 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent