

## **Curriculum Committee Meeting**

Thursday, January 16, 2020 9:00 AM

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

I. **Call to Order**

II. **Update on WIS and WMS enrichment**

III. **Grades 3-8 Project Challenge**

IV. **Discussion of class size guidelines**

V. **Update on Reading and Math SRBI proposal**

VI. **Information on K-2 Spanish curriculum**

VII. **Information on Grade 3-8 Theater Coordinator  
position proposal**

VIII. **Information on Director of School  
Counseling position proposal**

IX. **Approval of December 2019 minutes**

X. **Other curricular issues**

**Weston Public Schools**  
**WMS Co-Curricular Activities – 2019-20**

<b>Activity/Club Name</b>	<b># of Participants</b>
Art Club	12
Chamber Singers	20
Chess Club	8
Dungeons & Dragons	17
French Club	16
Hydroponic Garden	3 MS, 3 HS
Jazz Ensemble	22
Jazz Lab	15
Math Club	28
Mock Trial	19
Morning Show	12-24
Newspaper	9
Odyssey of the Mind	7
Robotics Club	30
Science Olympiad	10
SGA	56
Short Wharf	50-55
Spanish Club	6
Yearbook	15

**Weston Public Schools  
DRG A Class Size Comparison - 2019-20**

	Darien	New Canaan	Wilton	Weston	ER9	Westport	Ridgefield
<b>Elementary class size guideline or cap</b>	Gr K-1: 18-22	Gr K-3: 16-20	Gr K-1: 18-25	Gr K-1: 18-20	Gr K3: no formal policy	Gr K-2: cap 22	Gr K-2: cap 20
	Gr 2-3: 19-23	Gr 4-8: 20-24	Gr 2-5: 20-30	Gr 2-5: 20-24	Gr 4-5: cap 25	Gr 3-5: cap 25	Gr 2-5: cap 25
	Gr 4-5: 20-24						

	Darien	New Canaan	Wilton	Weston	ER9	Westport	Ridgefield
<b>Middle School and High School class size guideline or cap</b>	Gr 6-12: 18-24	Gr 4-8: 20-24	Gr 6-12: 25 cap	Gr 6-12: 24 cap (sometimes goes over 24)	Gr 6-12: 30 cap (avg. is 25)	Gr 6-8: 27 cap	Gr 6-12: 25 cap
		Gr 9-12: 20-24				Gr 9-12: 25 cap	

	Darien	New Canaan	Wilton	Weston	Easton	Redding	Westport	Ridgefield
<b>Actual range of elementary class sizes, K-5</b>	K: 18-22	K: 18-20	K: 17-18	K: 18-19	K: 20-21	K: 17-19	K: 15-20	K: 14-19
	1: 15-22	1: 17-21	1: 18-21	1: 19-20	1: 17-18	1: 18-20	1: 14-21	1: 14-20
	2: 18-23	2: 18-20	2: 21-22	2: 22-23	2: 19-20	2: 16-18	2: 19-20	2: 17-24
	3: 17-22	3: 18-20	3: 19-21	3: 22-24	3: 19-21	3: 18-20	3: 16-21	3: 17-21
	4: 18-23	4: 19-23	4: 20-22	4: 19-22	4: 17-19	4: 23-24	4: 19-23	4: 17-24
	5: 17-22	5: 18-22	5: 21-23	5: 19-23	5: 19-21		5: 19-20	5: 18-25

**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	
<b>Total K-5 Certified Staff and Academic Support**</b>		<b>73.96</b>	

\*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:**

<b>Continuum of Services</b>	<b>Current Program</b>	<b>Alternative Strategy</b>
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	
<b>Total</b>	<b>Certified Staff Excluding SPED &amp; PPS</b>	<b>44.28</b>	<b>43.38</b>	<b>0.9</b>	<b>0.9 overall reduction in WMS staffing, while improving intervention services, enrichment options and teaming model</b>

\*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.

**Weston High School**  
**Providing a Diverse Program of Studies and Maximizing Staffing Efficiency**  
**November 13, 2019**

**Background**

This is a report prepared for the WPS Curriculum Committee to explain how the high school administration determines which courses to run, in order to balance the desire for a diverse program of studies and an efficient use of our staffing resources.

Weston High School offers a broad range of courses and many different opportunities for students to explore their area(s) of interest and pursue their individual passions. These course sequences are an essential part of the student profile when applying to college. In addition to the core academic course sequences in English, math, social studies, and science, the high school offers:

- Four year programs in four different world languages: Spanish, French, Chinese, and Latin.
- Project Lead the Way, a four-year engineering program.
- A three-year course sequence in computer science, including two AP courses.
- Multiple four-year pathways in the visual arts, culminating in AP Studio Art.
- A two-year sequence in videography.
- Multi-level ensembles in choral, instrumental, orchestral, and jazz music.
- A four-year course sequence in health and physical education.
- Courses in psychology, economics, environmental science, and statistics offered at both the standard and AP Levels.
- Elective options in interest areas including forensics, personal finance, creative writing, and music technology.

A total of 138 different courses are currently running in 2019-20. This range of offerings exists in a small school environment of only 800 students, which is significantly smaller than every other high-achieving public high school in our area. This results in many courses that have only one or two sections, presenting a challenge to some students when selecting their preferred programs.

**The Scheduling Process**

**Course Selection:**

The process begins approximately nine months in advance of the school year. Each year in November and December, the high school leadership revises the Program of Studies document. The administration examines course offerings, and removes courses that have had low enrollment in recent years. New courses may be proposed by curriculum instructional leaders (CILs) and, if approved, added to the program. When that document is finalized, the student component of the course selection process begins in early January. Students choose courses online, and then meet individually with their counselors in February. If students

would like to take a course for which they were not recommended, they can complete a course placement change request. Students' course requests are finalized by early April.

### **Determination of Sections:**

In early April, when the number of requests for each course is finalized, the high school administration determines how many sections of each course to run. For most courses, the goal is an average of 20-24 students in each section. For core academic courses with enrollments of 80 or more students (e.g. English 9), this is easily accomplished. For courses with enrollments of 50 or less, this is difficult. School administration makes decisions, given various factors, about which courses to run and how many sections to offer. This results in some large sections (e.g. a decision to run one section of 26 students rather than two sections of 13), and some small sections (e.g. a decision to run two sections of 14 rather than one section of 28). The rationale for some of these decisions is given in the sections below.

### **Building the Master Schedule:**

Once administration has determined which courses to offer, the number of each section to offer, and who will teach each section, the master schedule is built. The goal of this multi-step process is to maximize the number of fulfilled course requests.

### **Conflict Resolution:**

In late May and June, and continuing through the summer and the first week of the school year, students meet with their counselors to resolve conflicts in their schedule. On average, 30% of WHS students have conflicts. While some are easily resolved, others may necessitate the student making a choice (e.g. Chinese 4-H or AP Computer Science Principles). Inevitably, course enrollments change as conflicts are resolved.

### **Courses that Did Not Run in 2019-20**

At two points during the scheduling process, WHS Administration makes decisions about which courses not to run: before students select courses, and after analyzing student request data.

### **Before Course Selection:**

Some courses are dropped from the Program of Studies each year. This is a natural cycle, as sometimes courses which used to have high enrollments diminish over time due to changes in curriculum, graduation requirements, or changes in student interest. In 2019-20, the following courses were not offered that had been offered in previous years:

- Algebra 1a and 1b
- Probability and Statistics
- Trigonometry
- Publication Design
- Drama and Advanced Drama

In addition, courses are sometimes refreshed. For example, modifications were made to the TV Production course and it was renamed Sports Journalism and Broadcasting.

**After Course Selection:**

Courses that have very few requests do not run. In 2019-20, the following courses did not run due to low student requests:

- AP Computer Science A (4 requests)
- Multivariable Calculus (2 requests)
- Music Theory (1 request)
- AP European History (3 requests)

For some courses, it makes sense to offer the courses on an alternating year basis. For example, AP Computer Science A and AP Computer Science Principles may be offered in alternating years. Likewise, Music Theory and AP Music Theory may run alternate years. These decisions are made during the scheduling process.

**Future Decision Making - Blended Courses:**

Another option for certain courses could be to offer a blended course, in which the students enroll in an online course but also attend class. The teacher supports their online coursework and supplements the online course with additional lessons. This requires a great degree of student independence, and is only effective for high-level courses. Depending on the course, students may attend the class every day, or they may attend less and be expected to complete more work independently. This model is currently in use for AP Computer Science, and is being considered for Multivariable Calculus in 2020-21.

**Analysis and Explanation of Sections with Fewer than 16 Students****Notes:**

*Special Education, Structured Study, and the alternative English and history classes are not included in this report.*

*"Technology" is not its own department at WHS. Computer coding classes are part of the math department, and engineering classes are paired with science. However, since coding and engineering are elective programs, for the purposes of this report they are separated from the math and science departments and combined as "technology".*

**General Characteristics:**

There are 65 sections with fewer than 16 students. This represents 18% of the 362 sections running at WHS in 2019-20. Twenty-one of these are semester courses, and 44 are year-long courses. Breaking it down further, of these 65 sections:

- 11 have under 10 students
- 11 have 10-11 students
- 20 have 12-13 students
- 23 have 14-15 students

**Department breakdown:**

Department	Number of Courses Running	Number of Sections Running	Number of Sections Under 16	Sections Under 16 as a Percentage of Total Sections in that Department
PE/Health	8	72	0	0%
Social Studies	14	57	6	11%
Mathematics	14	41	6	15%
English	14	43	7	16%
Performing Arts	13	12	2	17%
Science	16	46	10	22%
Visual Arts	23	40	13	33%
Technology	9	14	5	36%
World Language	27	37	16	43%

The subject areas with the greatest percentage of small sections are our elective courses (visual arts, technology, and world language). Even in the four core academic subject areas, many of the small sections are in elective courses (e.g. film studies in the English department). This is predictable in broad terms; the scheduling process inevitably causes courses to lose students due to conflicts, and it is more likely that a student will choose to drop an elective than a core academic course. What is unpredictable, however, is exactly which courses will lose students, as it is dependent on the construction of the master schedule.

**Singletons, doubletons, and combined courses:**

WHS is running 138 different courses this year, and a total of 362 sections. This computes to an average of 2.6 sections per course.

A primary objective of the WHS administration is to preserve its diverse program of studies. In order to do so, many courses run that only have one or two sections (known as singletons and doubletons). In addition, low enrollment courses are combined when possible and appropriate for the curriculum. In 2019-20 there are 13 sections with multiple courses running in the same room at the same time with a single teacher.

Section Type	Total Number of Sections	Number of Sections with Fewer than 16 students	Percentage of Sections fewer than 16 students
Singleton	38	19	51%
Doubleton	64	18	29%
3+ Sections	260	28	11%

<b>Courses with...</b>	<b>Number of Courses</b>	<b>Percentage of Total Courses</b>
One section	46	33%
Two sections	36	26%
Three or more sections	56	41%

59% of all courses at WHS have only one or two sections. This results in a high percentage of sections with fewer than 16 students for multiple reasons:

- Administration is more likely to run a small singleton course if it is a required part of a larger sequence or the most advanced course in a sequence. For example, Latin 3-H has 14 students, and AP Physics C has 10 students.
- Many scheduling conflicts inevitably result from singletons and doubletons. Often there is no resolution, and enrollment drops.
- When just two sections of a course are offered, a small section often results due to scheduling. For example, enrollments in the two sections of French 3 this year are 21 and 8. This is particularly common in world language, where four languages are offered in a relatively small high school; therefore there is often only one or two sections of each course.

The table below lists the combined courses at WHS in 2019-20:

<b>Combined Courses</b>	<b>Section Type</b>
PLTW Principles of Engineering & Principles of Engineering-Honors	Singleton
Sculpture & Advanced Ceramics	Singleton
French 4 & French 4-Honors	Singleton
French 5 & AP French 5-Honors	Singleton
Spanish 6 & AP Spanish 6-Honors	Singleton
Chinese 3 & Chinese 3-Honors	Singleton
Chinese 4 & Chinese 4-Honors	Singleton
Latin 4 & AP Latin 4-Honors	Singleton
PLTW Civil Engineering and Architecture & Civil Engineering and Architecture-Honors	Doubleton
Studio Art & AP Studio Art-Honors & Advanced Drawing	Doubleton
Music Technology & Music Technology 2	Doubleton

#### **Other factors leading to sections with fewer than 16 students:**

Often when multiple sections of a course are offered, one section will end up small for scheduling reasons. For example, in 2019-20 the enrollments in the five sections of CMD are: 24, 23, 23, 20, and 13.

Honors courses sometimes lose students over the summer or early in the school year, which can result in inefficiencies. For example, AP US History had 98 students registered in the spring. If four sections were run, each section would have had 24-25 students, with no room for additional enrollees (transfer students).

Therefore it was decided to run five sections. However, AP US History lost students, and now there are 85 students in five sections (avg. 17 per section), one of which only has 11 students.

- When this occurs, “flipping” a section is considered. For example in 2018-19 a section of Algebra 1 flipped to Accelerated Algebra-Geometry as enrollment dropped in the former and increased in the latter. Flipping sections is difficult, however, as it is constrained by teacher availability, their number of preps, and student schedules.

Some courses are deliberately small due to the nature of the course or the enrolled students. For example, Science Research-Honors has 11 students, which is appropriate for this course. Another example is a section of Algebra 2 that has 15 students, to provide a greater teacher-to-student ratio for this group of students.

### **List of All Sections with Fewer than 16 students**

The table below shows all of the sections in 2019-20 with fewer than 16 students. It is sorted by increasing class size, and offers explanations for each section. Note that there are some courses with two sections under 16 students.

<b>Course Name</b>	<b>Section Size</b>	<b>Dept.</b>	<b>Term</b>	<b>Notes</b>	<b>Singleton/ Doubleton</b>
Advanced Crafts	6	VPA	Sem	Second course in a sequence.	Singleton
Journalism	8	LA	Sem	Elective.	Singleton
Adv. Video	8	VPA	Year	Third course in a sequence.	Singleton
French 3	8	WL	Year	Other section has 21.	Doubleton
Spanish 1	8	WL	Year	First course in the sequence.	Singleton
Video 2 (two sects <16)	8 & 12	VPA	Sem	Lost many students during scheduling (37 had requested).	Doubleton
PLTW CIM (two sect <16)	8 & 13	TECH	Year	Other section is 17.	
Chinese 1 (two sects <16)	9 & 12	WL	Year	Lost many students during scheduling (26 had registered).	Doubleton
Adv. CMD (two sections <16)	9 & 13	VPA	Sem	Second course in a sequence.	Doubleton
PLTW Architecture (Std & Hon)	9	TECH	Year	Other section is 18. Max enrollment is 18.	Doubleton
Photo 2	9	VPA	Sem	Other section is 18. Max enrollment is 18.	Doubleton
AP Physics C	10	SCI	Year	Highest level course.	Singleton
Adv. Cer./Sculpture (combo)	10	VPA	Sem	Second course in a sequence.	Singleton
Spanish 4-H	10	WL	Year	Other section has 16.	Doubleton
French 5/AP French (combined)	10	WL	Year	High-level course.	Singleton
Chinese 4/4H (combined)	10	WL	Year	High-level course.	Singleton
Science Research - H	11	SCI	Year	This is an appropriate class size for this course.	Singleton
AP US History	11	SS	Year	Other sections have 16, 16, 20, 22.	
Intro to Coding	11	TECH	Sem	Other sections have 16, 21.	
Adv. Photo	11	VPA	Sem	Third course in a sequence.	Singleton
Spanish 5-H	11	WL	Year	Other section has 20.	Doubleton
Latin 2	11	WL	Year	Other sections have 16, 23.	

(Continued)

Course Name	Section Size	Dept.	Term	Notes	Singleton/ Doubleton
Creative Writing	12	LA	Sem	Other section has 21.	Doubleton
AP Chemistry	12	SCI	Year	Highest level course.	Singleton
Drawing 2	12	VPA	Sem	Second course in a sequence.	Singleton
Photo 1	12	VPA	Sem	Other sections are 16, 18, 19. Max enrollment is 18.	
Video 1	12	VPA	Sem	Other sections have 18, 20, 20. 20 is max enrollment.	
Algebra 2H (two sections <16)	12 & 14	MATH	Year	Other sections are 17 and 23. 13 students dropped hon to std.	
Modern World-H (two sections <16)	12 & 14	SS	Year	Other sections are 19 and 23. 6 students dropped hon to std.	
Spanish 2 (two sects <16)	12 & 15	WL	Year	A single section would have 27.	Doubleton
Animal Behavior (two sections <16)	13 & 14	SCI	Sem	Other section has 19.	
English 9-H	13	LA	Year	Other sections have 19, 20.	
Algebra 2	15	MATH	Year	A small section for students requiring greater teacher-to-student ratio.	
AP Macroeconomics	13	SS	Sem	Other section has 24.	Doubleton
AP Computer Science Principles	13	TECH	Year	High-level course.	Singleton
CMD	13	VPA	Sem	Other sections have 20, 23, 23, 24.	
French 2	13	WL	Year	Other section has 19.	Doubleton
Spanish 5-H	13	WL	Year	Other section has 18.	Doubleton
Latin 1	13	WL	Year	Other sections have 22, 22, 22.	
Composition Seminar	14	LA	Sem	A small section for students requiring greater teacher-to-student ratio.	Singleton
Precalc-H	14	MATH	Year	Other sections are 21, 22. 5 students dropped hon to std.	
Physics-H	14	SCI	Year	Other sections are 20, 23.	
Intro to Econ	14	SS	Sem	Other sections have 14, 16, 21.	
Music Tech/Music Tech 2 (combined)	14	VPA	Sem	Music Tech 2 is second course in a sequence.	Doubleton
Latin 4/AP Latin	14	WL	Year	High-level course.	Singleton
Latin 3-H	14	WL	Year	Latin 3 has 17.	Singleton
Film Studies	15	LA	Sem	English Elective.	Singleton
Public Presentation	15	LA	Sem	English Elective.	Singleton
English 12	15	LA	Year	Other sections have 20, 22.	
Algebra 1	15	MATH	Year	Other section has 20.	
Geometry	15	MATH	Year	Other sections have 16, 20, 21.	
Forensics	15	SCI	Sem	Other sections have 22, 24.	
Chemistry	15	SCI	Year	A small section for students requiring greater teacher-to-student ratio.	
Environmental Science	15	SCI	Year	Other sections have 19, 20.	
Physics	15	SCI	Year	Other sections are 22, 24.	
AP US Government	15	SS	Year	Other sections have 17 and 18.	
AP Music Theory	15	VPA	Year	High-level course.	Singleton

**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.

<b>Table 1: K-5 CIL Structure (Current)</b>			
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.**

<b>Table 2: K-5 CIL Structure (Proposed)</b>			
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.

<b>Table 3: WMS Math Staffing Proposal</b>		
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.

<b>Table 4: ELA/Reading Staffing Proposal</b>		
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)	