

Curriculum Committee Meeting

Wednesday, May 13, 2020 1:00 PM

via Conference call: 1(530)812-0251 PIN: 688 105 666#, 24 School Road,
Weston, CT 06883-1623

I. Call to order

II. Presentation of Annual Instructional Update

III. Approval of April minutes

IV. Other curricular issues



WESTON PUBLIC SCHOOLS
Annual Instructional Update
2019-2020

Presented to the
Weston Board of Education
Curriculum Committee
May 13, 2020



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WESTON PUBLIC SCHOOLS

VISION STATEMENT

Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.

MISSION STATEMENT

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

OUTCOME – GLOBAL CITIZENS

Global citizens have the necessary knowledge, skills, and attitudes to achieve their personal goals and contribute to society. Our goal is to empower students to be innovative thinkers, creative problem-solvers, effective communicators, and inspired learners prepared to thrive in an ever-changing world. These skills are commonly referred to as the four C's: Critical and Creative Thinking, Communication, Collaboration.

WESTON DISTRICT GOALS

Academic Excellence
Healthy Learning Environment
Digital Learning
Gauging District Progress
Resources for Learning

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- Science, Grades 6-12 Mrs. Jamie Charles
- Language Arts, Grades K-5 Mrs. Andrea Noble, Mrs. Alex Bluestein
- English, Grades 6-12 Ms. Christine Cincotta
- Social Studies, Grades K-5Mrs. Andrea Noble, Mrs. Alex Bluestein
- Social Studies, Grades 6-12Mr. Nicholas Torres
- World Language, Grades K-12Mrs. Mercedes Fernandes
- Visual Arts, Grades K-12Ms. Sydney Girardi
- Performing Arts, Grades K-12 Ms. Elizabeth Morris
- Health and Physical Education, Grades K-12 Mrs. Patty Powers
- Technology Education, Grades 6-12 Mrs. Jamie Charles
- Special Education/Pupil Services, Grades K-12 Mr. Michael Rizzo
- Project Challenge, Grades 3-8Dr. Kenneth Craw

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Introduction

Weston Public Schools has had a long tradition of academic excellence and is viewed as a leading district in public education. Our high school has once again been recognized in the top band of high schools (#2) in the state by *US News & World Report* in the recent 2020 rankings. Sustaining high levels of academic excellence results from the collective efforts of a preK-12 system of educators dedicated to the continuous improvement of programs and services. The Annual Instructional Update highlights these efforts through a reflective analysis of established goals, key accomplishments and notable challenges faced.

Each year, Weston's Curriculum Council, a dedicated group of curriculum leaders and administrators, provides the Board of Education and community with a detailed progress report, as we plan for the upcoming year. The 2019-20 document represents a special edition of the Annual Instructional Update given the profound paradigm shift in how we deliver education in the midst of the COVID-19 global pandemic. It tells the story of the school year in three critical parts and how Weston has maintained a commitment to being a leader in educational innovation:

- 1. Pre-distance Learning** - The first section is a summary of the goals and accomplishments achieved, by content area, from August to early March. This section is similar to how we have reported out on progress in previous years.
- 2. Distance Learning** – This section highlights the accomplishments of each of our schools and the challenges they faced as they made a punctuated shift to distance learning.
- 3. Implications for Practice 2020-21** – In the concluding section, our instructional leaders summarize the qualitative impact of distance learning, by content area, in planning for the upcoming school year. Considering that 30% of the school year will have been conducted virtually, this is a critical section that accounts for the decrease in content coverage and change in pacing resulting from distance learning. The team will be using this information over the summer months to plan for the upcoming year.

Weston closed its school campus on March 11, 2020. Soon thereafter, the district embarked on several phases of a distance learning plan designed to maintain continuity of instruction and ensure that students were well supported socially and emotionally. Building upon a strong technology foundation, in many ways already integrated into the curriculum and instructional plans, our staff adapted plans, focusing on the most essential content, and matched the appropriate modality of teaching to engage students. This shift has an ongoing transition for our teachers and students as we continue to learn and grow in the delivery of education via distance learning.

There have been three phases of distance learning since our initial rollout, with each phase leading to an increased level of personalized instruction and social interaction for our students. Our teachers are becoming increasingly adept at facilitating small group activities and providing individualized support

in an online environment, thus maintaining Weston's commitment to ensuring that ALL students continue to grow as learners.

There certainly have been challenges in shifting to distance learning over the last three months of the year. It has been difficult to teach our youngest learners how to read remotely, and we anticipate that they will require more time to achieve the breadth and depth of academic standards. Further, the delivery of the curriculum has emphasized core academic subjects of reading, math, science and social studies, even though Weston has always had a strong commitment to teaching world languages, arts and wellness. Unfortunately, students have not been able to experience these subjects to the same depth as when they were in school.

In short, we know that our students will not have experienced the full curriculum and there will be great variability in what students know and are able to do come August. An important purpose of the Annual Instructional Update is to highlight and signal to the community that we will be developing plans to modify the pacing of curriculum to meet students where they are at the beginning of the new school year.

Finally, it cannot be overstated that our students and teachers have experienced great change in a short period of time in school and schooling. At the same time, the immense challenge has also opened up great possibilities for the foreseeable future in combining the best of distance learning with in-person schooling. Our instructional leaders are looking forward to blending learning in ways that will enhance student engagement, provide increased student choice, promote increased self-direction, and improve health and well-being.

Note: At the end of this report, be sure to visit the appendix consisting of a series of thumbnail videos created by our faculty. This section serves as a celebration of the innovative and creative work of our teachers.

2019-20 Goals and Accomplishments (August - March)

Mathematics, Grades K-5

Goals

- Continue to provide coaching and professional development, increasing the instructional repertoire of our teachers, especially in the areas of differentiation.
- Work with teachers to integrate their technology effectively into their math lessons.
- Continue the math mindset work with all grades K-5.
- Continue to explore ways to use the SBA target data with teachers from the beginning of the year when it becomes available.
- Continue to provide opportunities for parent education at all levels.

Accomplishments

- In grades 3-5, teachers examined SBA grade level data and target data specific to their own classes. They implemented personal and grade level plans based on this analysis.
- Technology integration became a huge focus during distance learning and teachers exceeded expectations in their learning.

Mathematics, Grades 6-12

Goals

- Continue to emphasize planning for differentiation at both WMS and WHS.
- Explore the possibility of revising the structure of Math Lab at WMS to better accommodate students in need of SRBI support.
- Implement a new AP Computer Science Principles course, using the blended learning platform, Edhesive.
- Continue to explore our secondary mathematics pathways to consider options for students that allow them to achieve at the highest levels.

Accomplishments

- WMS teachers examined SBA data in order to identify groups of students for targeted differentiation, both for enrichment and remediation. Teachers developed personal goals based on this analysis.
- WMS established a data team to monitor the progress of students in Math Lab, as well as to identify students in need of support.

- WMS began to look at ways to better utilize the Math Lab time for targeted SRBI support, including adopting Freckle Education differentiation platform for online practice.
- WHS teachers engaged in a book study and professional development related to Carol Ann Tomlinson's, "The Differentiated Classroom", in order to expand their repertoire in differentiation practices in process, product and content.
- WHS teachers explored efficiencies for offering Multivariable Calculus, including both online and in-person options. It will be offered as a .1 FTE course for 2020-21. This will be evaluated on an annual basis.
- AP Computer Science Principles had a successful first year at WHS, and the course will be offered in the future on an alternating year basis with AP Computer Science A.
- Teachers at both schools contributed to the development of a YouTube Channel to warehouse teacher-created instructional videos.

Science, Grades K-5

Goals

- Provide the needed professional development opportunities for grades 3 and 4 teachers using both the internal capacity of CIL as well as Amplify consultants.
- Provide year two support and coaching for grades K-2 and 5.
- Complete curriculum documentation in Rubicon Atlas for grade 5.
- Create new progress report standards and corresponding rubrics for grades 3 and 4.
- Analyze the data available from the first NGSS assessment for any useful implications.

Accomplishments

- In the first year students took the NGSS assessment, grade 5 students had the top score in CT.
- Grades 3 and 4 successfully implemented their first two NGSS science units.
- Intensive professional development, coaching, and support was provided for this transition. Continued support was provided grade K - 2 and 5 in their second year.
- Grade 5 curriculum was completed in Rubicon Atlas.
- New progress report standards and rubrics were completed for grades 3 and 4.
- The fifth grade NGSS assessment data validated our well thought out plan of scheduling, staffing, curriculum and pedagogical choices.

Science, Grades 6-12

Goals

- Continue to promote and support the Honors Science Research course to ensure increased enrollment and student success in future years.
- Continue to revise and implement NGSS-aligned curricular units in core sequence courses in grades 6-11.
- Continue to focus on effective methods of differentiation in science classes to better meet the needs of all learners.
- Continue to review and integrate new instructional materials into NGSS-aligned curriculum at WMS.
- Continue to promote STEM research opportunities available during enrichment periods for seventh and eighth graders and encourage participation in events outside of WMS, such as state-level fairs as well as the 6-12 STEM Expo held at the end of each year.

Accomplishments

- In the first year the NGSS assessment was administered, the 8th and 11th grades scored among the top districts in CT.
- WHS and WMS teachers continued to promote the learning of science content and skills through the experience of actively engaging their students in the process of science.
- As part of a school wide focus on differentiation, High school teachers developed new ways to meet the needs of their students and challenge them in effective and appropriate ways. Examples of revised strategies included scaffolded lab experiments, various methods of grouping students when problem-solving, tiered assignments, and investigations that allowed students to pace themselves choose their own route to completing the activity.
- The Honors Science Research course completed its second successful year as 11 students independently explored topics, including 3D printing joint replacements, genetically engineering bacteria, heavy metal water pollution, and fungal remediation of soil pollutants.
- Thanks to the generous support of the WHS PTO philanthropy committee, the Trout in the Classroom program doubled in size as a new tank and all necessary equipment was installed in the high school science wing. This enabled all environmental science students to actively participate in raising and releasing trout into local waterways.
- In its first year of implementation, the WHS Academic Decathlon team (AcaDeca) placed first in the State of Connecticut and earned a trip to the national competition, which unfortunately had to be cancelled.
- The 6th grade science and social studies team revised their interdisciplinary project on Guardians of the Water Galaxy to allow for more student choice in the final product, including written letters, physical models, informative posters, and video messages.

Language Arts, Grades K-5

Goals

- K-2 classrooms will transition to full implementation to the Fountas and Pinnell Benchmark Assessment System.
- K-2 will transition to the use of the updated DIBELS 8 as a universal screening tool.

- Instructional read aloud, shared reading, and interactive writing as part of the reader's and writer's workshop will continue to be a focus in K-2 classrooms.
- K-5 teachers will continue to refine their practice in the use of multiple data points to inform whole class and small group differentiated instruction.
- Cross-building articulation visits will continue in the fall with second grade visiting third and fifth grade visiting sixth.
- Successfully modify curriculum, instruction, and assessment to best meet the needs of our special education population will continue to be a focus in all grades.

Accomplishments

- Grades K-2 successfully transitioned to the Fountas and Pinnell Benchmark Assessment System.
- Grades K-2 embedded Beyond the Text inferential questioning strategies into their read-alouds, mini-lessons, and small group instruction to ensure that students expand their academic vocabulary in alignment with the Fountas and Pinnell Benchmark Assessment System.
- Grade 2 spent focused team time to examine targeted SBA questions to further develop teacher understanding of the assessment and to replicate the vocabulary used on the SBA assessment.
- Ongoing instructional coaching continued to provide differentiated support to teachers as they expanded their instructional repertoire when using data to plan and implement instruction.
- Grades 3-5 received ongoing professional development, provided by CIL and Teachers College consultant, on the use of assessment data to move students deeper into and across levels of text.
- Teachers in grades 3-5 established trajectories of growth in reading to ensure appropriate progress for all students, and designed small group instruction in alignment with those goals.
- The CIL, special education teachers, and classroom teachers in grades 3-5 collaborated on curriculum, instruction, and assessment to ensure adequate growth and progress for our special education students by prioritizing learning progressions within and across units of study.
- The K-12 Reading Committee is having a positive impact on Districtwide Reading Data Team meeting protocols, intervention program usage, and assessment systems.

English, Grades 6-12

Goals

- Form a group of stakeholders from various departments and evaluate the effectiveness of the WHS portfolio process and school-wide writing rubric. Make revisions to the portfolio process and update all materials, as needed.
- Work with WHS administration to create a plan to guarantee that all students receive the same support throughout the WHS Writing Portfolio process.

- Update the grade 6 English language arts curriculum to be more rigorous and ensure that teachers continue to meet the needs of the diverse learners in their classrooms.
- Provide meeting time for teachers involved in the grade 5 to 6 transition and the grade 8 to 9 transition. These meetings will help teachers align expectations and curriculum.
- Create a department goal regarding differentiation and then coach teachers as they continue to hone these skills so that all students, regardless of the course they enroll in, have the same opportunities to succeed.

Accomplishments

- ELA and special education teachers, the CIL, and building administrators established regular data team meetings at WMS. These meetings, led by our WMS reading specialist, allows for the team to make informed decisions regarding student needs, differentiation strategies to benefit those students, and necessary interventions.
- The grade 6 ELA teachers focused on increasing the rigor with revisions and additions to their reading and writing curricula. Three new units were added in reading and two were added in writing, all done with support from our consultant from Teachers College.
- The WMS ELA department worked in collaboration with the social studies department, the reading specialist, and building administrators to focus on data analysis and the use of data to inform instruction. A focus on SBA and NWEA data allowed teachers a deeper understanding of student achievement.
- Teachers at WHS continued their professional growth through a departmental focus on differentiation. Through sharing best practice and participating in instructional coaching, the department is developing a repertoire of strategies to engage and meet the needs of all students.
- The Composition Seminar course supported juniors and seniors who did not meet the benchmark for writing proficiency in their sophomore year. Working closely with their classroom teacher, in addition to support from the Writing Center, 93% of students met benchmark with their revised portfolio submission.
- The Writing Center continued to be a robust resource at WHS. Student interventions are determined by portfolio data and classroom performance. Between September 1, 2019 and March 11, 2020, the Writing Center held 310 individual conferences and visited 76 classrooms to support writing. Teachers also regularly met with students in structured study to provide support.
- The WHS English department provided enrichment opportunities for students outside of the classroom. Thanks to support from WestonArts and Weston Youth Services, students participated in our first Poetry Out Loud competition. Writing Center/*Filament* (our literary magazine) sponsored the HumanKind: Be Both Writing Contest and an interactive workshop with poets/teaching artists. Students also participated in a National Writing Project field trip to Weir Farm. We strive to show students how to extend their writing life beyond the classroom walls.
- Teachers at WHS reviewed the texts taught in select courses and started to revise the curriculum to bring in more diverse authors in an effort to honor our students, their varied backgrounds, and their interests. We hope to continue this work when revising curriculum this

summer and throughout the 2020-2021 school year.

Social Studies, Grades K-5

Goals

- Ensure all social studies standards are taught with fidelity in all grades.
- Continue to integrate PBIS and Emotional Intelligence outcomes into social studies instruction.
- Balance needs across all curricular areas in all grades.
- Continue to refine curriculum and assessments in all grades.

Accomplishments

- Grade 2 began a collaboration with the Weston Historical Society. As a kick-off to the integrated ELA and social studies unit, students learned about Horace Hurlbutt and Mort Schindel.
- We worked with the Director of the Weston Historical Society to explore and expand collaboration on curricular extensions to grades K and 1 during the 2020-21 school year.
- Grade 3 collaborated with the Weston Historical Society to plan for curricular needs, culminating with a field trip to the Historical Society in December to enhance their Weston History unit.
- Grade 4 continued to integrate reading, writing, and social studies content in certain units throughout the year.
- Grade 5 further integrated specific Language Arts units with social studies content in order to ensure instruction of social studies standards.
- Grade 5 schedules were created to ensure additional instructional minutes for social studies within the teaming model.
- Integration of PBIS, Emotional Intelligence, and social studies outcomes have been explored.

Social Studies, Grades 6-12

Goals

- Explore, evaluate, and begin the curriculum renewal process for social studies courses, grades 6-12.
- Continue to cultivate opportunities to integrate the inquiry model into coursework through the support of experts in the field.
- Support the continued efforts between ELA and social studies to align expectations, language, and instructional goals, especially regarding analytical writing at the middle school.

Accomplishments

- The WMS Social Studies Department worked with the ELA department to improve data analysis procedures. With support from building administrators, the WMS reading specialist,

and CILs, the departments learned how to access, understand, and utilize NWEA and SBA reports to inform instructional practices.

- WMS social studies teachers worked with curricular partners to develop Common Formative Assessments. CFAs are based on previously identified literacy skills, are aligned to the social studies curriculum, and provide additional data points that teachers can use to inform strong literacy instruction.
- WMS social studies teachers attended multiple professional development sessions provided by the WMS literacy specialist. These sessions were extremely valuable in providing teachers with concrete instructional strategies to improve literacy outcomes for students in targeted literacy skills.
- WHS social studies teachers began the year by attending a professional development session led by Dr. Stephen Armstrong, who is the head of K-12 Social Studies at CSDE. Dr. Armstrong provided the department with best practices on teaching genocide in social studies. This session was part of the department's focus on teaching the Holocaust, and other historical genocides, according to research-based strategies, and in tandem with CSDE guidance.
- The WHS Social Studies Department expanded AP US Government from one semester, to a full year in length. This expansion provides students with valuable additional class time, which bolsters their preparedness for the Advanced Placement exam. Equally important, the course expansion allows for more student-centered discussions, and time for students to make real world connections to the content.
- WHS social studies curricular teams continued to develop inquiry based projects, as the drivers of each course. The inquiry structure is adopted from the C3 Framework, and provides students with critical skills such as questioning, conducting research, evaluating sources, and crafting evidence-based products. Inquiry projects are vertically aligned, with a short inquiry paper in 9th grade World Studies, and building toward large research papers and collaborative group presentations in American Studies and US Government courses.

World Language, Grades K-12

Goals

- Develop fifth grade Spanish curriculum and complete FLES (Foreign Language in Elementary School) program renewal.
- Complete world language K-12 curriculum renewal process for anticipated adoption in the fall of 2019.
- Provide coaching to support the new ELL teacher as the ELL program is bolstered.
- Develop a plan to increase student proficiency in all languages in identified areas of need after administering the standardized world language assessments to fifth graders and juniors for the first time in 2019.
- Monitor Spanish enrollment at WHS and develop a plan to increase student retention.
- Increase differentiation of instruction for world language learners.

Accomplishments

- The FLES Spanish curriculum was completed, which concluded the 6-year renewal project.
- Much progress was made in the renewal of courses in French, Spanish, and Chinese this year but a few units will need to be finalized in order to complete the project.
- The ELL teacher devoted a great deal of time and effort into adjusting to her new role. It has been a year of tremendous growth for the teacher and program. The ELL teacher and CIL worked closely to identify professional development opportunities as well as resources and instructional strategies.
- As a result of administering external assessments last spring, WL teachers identified specific areas of focus. Fifth grade Spanish teachers focused on developing a plan for increasing students' interpersonal speaking; WMS teachers focused on improving writing skills; and WHS teachers developed specific goals to address areas of needed improvement as identified in the AAPPL and ALIRA assessments.
- For the first time, WHS seniors who have demonstrated proficiency requirements in a world language and the English requirements for graduation, will be awarded the Seal of Biliteracy.
- Secondary level teachers and CIL held conferences with students regarding their WL course options to stress the importance of continuing with the language.
- An honors level section of Spanish 6 was created at WHS to offer another alternative to qualifying seniors..
- Through a variety of professional development opportunities and curricular teams, WL teachers K-12 and the CIL have worked closely to increase differentiation for world language learners.

Visual Arts, Grades K-12

Goals

- Continue to foster student pride in their work and model authentic artist exhibition opportunities for all grade levels through district and town art exhibitions
- Continue to foster creativity and utilize digital tools, as appropriate, to support district initiative.
- Continue to monitor instructional time at all levels; exploring opportunities to expand visual arts opportunities for students.
- Continue to implement the renewed visual arts curriculum with teachers, monitoring and adjusting classroom instruction and unit assessments to positively impact student learning.
- Begin the revision process for the K-12 visual arts curriculum in accordance with the ongoing curriculum cycle; implement and monitor changes to new and reworked courses for the 2019-20 school year.
- Continue to collect data in the visual arts classrooms to inform instruction and provide meaningful analysis of student learning.

Accomplishments

- Successfully introduced two new courses at the middle school - Seventh Grade Art 2 and Eighth Grade Art 2.
- Four students were accepted in the Regional Scholastic Art & Writing awards - a gold medal, a silver medal and two honorable mentions
- Three junior students received an honorable mention in the CSpan video documentary.
- Four senior students placed in the CT DMV PSA video competition.
- Geoffrey Brencher successfully obtained funding to completely update the TV Production studio to industry standards. Class enrollment for the new Sports Journalism & Broadcasting increased significantly and will benefit from the new studio set up.
- The change from TV Production to Sports Journalism & Broadcasting resulted in a surge of enrollment. As a result, plans were made for an Advanced Sports Journalism & Broadcasting course for next year (and enrollment again was very high).
- Successfully updated and tested the high school ceramics and drawing course sequences this year, leading the way for more updates in our current curriculum revision.
- The National Art Honor Society held an extremely popular “Bob Ross Painting Night” at the high school, among other community projects.
- A junior student was shortlisted for the Inaugural Climate Changemaker Film Festival that took place on Earth Day.
- With a lot of dedication and hard work, the visual art teachers successfully transitioned their mostly hands on curriculum to online content.
- Art Jam 2020 was replaced this year with [online art galleries](#) showcasing student work during distance learning.

Performing Arts, Grades K-12

Goals

- Continue to provide music teachers appropriate professional development opportunities that are aligned with building comprehensive musicianship through performance and on the artistic processes as defined in the National Core Arts Standards.
- Provide support at the middle school for increased size of lesson groups in band and orchestra and decrease in instructional time for ensembles and music courses due to the new WMS schedule.
- Continue to provide guidance and appropriate time for arts teachers to transition to Canvas.

Accomplishments

- All K-12 music teachers were involved in professional development workshops on *Developing Musicianship Through Performance*. The August sessions introduced the departmental goal and the areas of focus for music educators (Purposeful planning, Essential Questions and

Enduring Understandings, Differentiation and scaffolding, Student Centered, Student Connections, Repertoire and Programming).

- The full day in October provided additional time to unpack the areas of focus for music educators and introduce how to plan an extended unit with the DMTP organizational planner.
- K-12 music teachers created a library of 15 unique Developing Musicianship Through Performance (DMTP) units.
- AP Music Theory curriculum was successfully written and implemented at the high school.
- Prior to the start of the year, a solution for instrumental lesson times at the middle school allowed the instrumental lesson groups to remain the same size.
- Instructional strategies including utilizing the 1:1 Chromebooks and other technology resources allowed the full choral ensembles a moderate level of differentiation of instruction and some individual student assessment. Units in the choral ensembles and general music curriculum were revised and implemented with changes to music literacy and music projects.
- Three music courses AP Music Theory, Concert Choir and Chamber Singers were moved onto Canvas Learning Management System.
- High School Regional and All State Musicians: 23 students were selected by process of audition for the Regional Festival and six were selected for the All State Festival.
- Middle School Regional Musicians: 14 students were selected by process of audition.
- K-12 music teachers adapted their ensembles and classroom general music courses to the online learning format by creating smaller music studios and recording virtual ensembles.

Health and Physical Education, Grades K-12

Goals

- Successfully incorporate the new health units and lessons that were created to meet the new State graduation requirements.
- Integrate dialectical behavioral therapy DBT Steps-A program into our grade 9 curriculum, create supporting lessons in grades 10-12, and lead-up lessons in grades 6-8.
- Continue to expand “parent connection” opportunities for K-12 health.
- Incorporate caffeine effects and addiction into grade 7 and 8 substance abuse units.
- Integrate sleep needs and deprivation issues into all stress relief and emotional health units grades K-12.
- Present the renewed physical education curriculum to the Board of Education for adoption.
- Incorporate updated and/or newly created assessments in physical education.
- Explore the value of assessing physical skills at the K-2 level.
- Provide and/or facilitate more professional development for health and PE staff.
- Examine research based grading practices for physical education K-12.
- Incorporate Canvas Learning Management System into grades 9-12 and introduce it in grades 6-8.
- Explore and research the effectiveness of role-play in K-12 health education.

Accomplishments

- Successfully integrated an additional quarter of grade 9 health, providing new units of instruction and learning experiences to meet the new State of Connecticut graduation requirements.
- Effectively delivered the first half of the DBT Steps-A program to grade 9 health students, and lead-up DBT lessons to grades 6-8.
- Certified two teachers as CPR instructors at the high school, one teacher as a lifeguard at the middle school, and one teacher completed a three day Project Adventure training at the Project Adventure headquarters in Beverly, MA.
- CIL attended the annual CTAHPERD (Connecticut Association for Health, Physical Education and Dance) conference, and several Southwest District PE/health coordinator meetings.
- All PE/Health teachers attended the Election Day CTAHPERD-sponsored Physical Education and Health Conference at Hamden High School.
- Fitness scores at the high school rose significantly as a result of data analysis and informed testing administration changes.
- Significant progress was made toward the renewal of the physical education curriculum, and is on-track to present in the spring of 2021.
- Successfully incorporated more “parent connection” opportunities and experiences in health education.

Technology Education, Grades 6-12

Goals

- Design and implement a strategy to promote interest and increased enrollment in high school level PLTW courses for the eighth grade students
- Continue to develop Canvas activities to better serve the high school PLTW population by utilizing more of the learning management system (LMS) features. Explore additional ways to incorporate the use of Canvas in middle school PLTW classes.
- Prepare for the comprehensive overhaul of Introduction to Engineering Design, which is anticipated to be presented at the start of the 2020-2021 school year. Additional teacher training and preparation may be required to adequately support our students and curriculum.
- Continue to support the growth and development of the high school and middle school robotics teams, including effective ways to manage the increase in team demands through one coach housed at the middle school.

Accomplishments

- Weston Robotics successfully hosted its first regional middle and high school robotics tournament at the high school in February. The robotics teams competed with 63 other teams from New York, Connecticut and Massachusetts. As a result of their efforts, one Weston high school team qualified for the VEX Robotics Southern New England Regional Championship (which unfortunately had to be cancelled).
- The WHS Technology Department created a PLTW information brochure for distribution to

eighth grade students. This likely helped to increase the number of introductory PLTW classes from two sections in 2019-2020 to four sections in 2020-2021.

- The extensive use of Canvas and the online PLTW platform to organize and facilitate the curriculum and learning activities of the PLTW courses allowed for a seamless transition as a new teacher stepped in. Despite being the first time teaching high school technology classes, the instructor was able to deliver the curriculum in the same rigorous and interactive way as it had always been taught.

Special Education and Pupil Services, Grades PK-12

Goals

- Increase the effectiveness of our internal systems for program management.
- Develop the capacity of our building based teams to develop and implement student programs.
- Develop parent partnerships through increasing transparency and providing information regarding the special education process.

Accomplishments

- Developed and implemented Individualized Education Plans (IEPs) for over 250 students.
- Conducted approximately 431 Planning and Placement Team meetings to date during the 2019-20 school year.
- Conducted approximately 30 comprehensive initial evaluations and 70 triennial re-evaluations during the 2019-2020 school year.
- Conducted monthly PK-12 department meetings to review complex students and best practices in program development.
- Continued districtwide capacity building in Physical Management Training (PMT) strategies by training 8 new staff and recertifying 18 staff from the prior year.
- Conducted district-wide professional development in the areas of Dialectical Behavior Therapy (DBT), transition and writing measurable goals and objectives.
- Presented workshops to families on the application of DBT skills in the home setting in fall 2019 and virtually in spring 2020 during the period of school closure.
- Applied DBT skills in IEP goal development, small group, and individual counseling sessions and developed tiered implementation plans by school.
- Provided distance learning plans aligned to students' IEPs and implemented IEPs to the greatest extent possible during the period of closure.
- Continued Special Education Roundtable discussions with families, including two virtual meetings during the period of school closure.

Project Challenge, Grades 3-8

Goals

- To implement refinements to the Project Challenge identification process.
- Review the scheduling of Project Challenge classes at WIS.
- To continue to refine the Project Challenge thematic units in grades 3-8 and to continue to enhance the Master Project.

Accomplishments

- The Project Challenge committee discussed future plans to pilot the Torrance assessment as part of the identification process. There was a consensus that the Torrance would be a helpful tool in the identification process in the future.
- The teachers continued working on curriculum mapping in grades 3-8, determining where specific skills will be introduced and mastered.
- At WMS, the teacher has incorporated simulations into the curriculum as a highly engaging instructional strategy.

Distance Learning (March - Present)



Hurlbutt Elementary School

Accomplishments

- HES created grade-level Google Classrooms to post Extended Learning Opportunities during phase one of distance learning.
- Teachers created individual Google Classrooms for classroom teachers to facilitate distance learning during phase two.
- Teachers developed video lessons and held small group/individual live meetings with students as distance learning evolved.
- Teachers posted daily morning meetings to greet students..
- Launched online access to leveled reading material through Epic and RAZkids.
- Increased usage of Lexia for reading and language arts skill acquisition.
- Launched online access to leveled math lessons through Khan Academy.
- Increased use of leveled and adaptive math lessons through DreamBox.
- Provided video and audio math lessons and selections of printable practice material as appropriate for lesson delivery by teachers.
- Provided math options to further enrich or practice skills through games and activities.
- Launched online SRBI reading and math services through Google Meet.
- Provided science and social studies material for remaining content, offered as a choice for

families to access.

- WL teachers provided engaging activities and videos to students.

Challenges/Limitations

- Students at this age had limited to no experience with accessing and using Google Classrooms.
- Young readers need access to leveled reading material.
- Young students' ability to read on a screen versus reading a physical book was a challenge.
- The significant reduction in teacher interaction and available hands-on materials required adjustment of curriculum and pedagogy.
- The age of K-2 students requires a high degree of adult support in the home. Families are able to provide varying degrees of this support.
- While continuing intervention and support services, it was more challenging and less frequent in a distance learning framework. The delivery of the world language program was limited given that literacy and math were the priorities.

Weston Intermediate School

Accomplishments

- In the midst of an unprecedented situation, grade-level teams did an exceptional job balancing the priorities and challenges of online teaching with the needs of their own families at home in order to provide their students with continuity of instruction to the greatest extent possible.
- Teachers built in multiple opportunities to connect with students in engaging and fun ways throughout each week in order to foster student and class relationships.
- Through the use of the WIS Announcements on Google Classroom, the staff capitalized on opportunities to engage with students in fun and meaningful ways.
- Teachers continued using Google Classroom with fifth grade students in the move toward distance learning. Grade 3 and 4 teachers and students began to use Google Classroom to greater depth to facilitate distance learning.
- There was a high degree of teacher collaboration in modifying the curriculum and ensuring grade level consistency.
- Teachers learned multiple new digital platforms for delivering flipped instruction.
- Online access to math lessons through Khan Academy was launched.
- Increased use of standard specific and adaptive math lessons was delivered through DreamBox.
- Provided video and audio math lessons and selections of printable practice material as appropriate for lesson delivery.
- Provided math options to further enrich or practice skills through games and activities.
- Launched online SRBI reading and math services through Google Meet.
- Provided science and social studies material in an abbreviated yet engaging way.
- An online art gallery of student work was created in lieu of the cancelled annual Art Jam Exhibition.

- WL teachers provided engaging activities and videos to students. Fifth grade students participated in an online project.

Challenges/Limitations

- Units of Study in reading, writing, and math are dynamic and facilitate a high degree of in-person differentiation. In an online format, some components of those units are unable to be taught.
- As we were unable to conduct spring assessments, we will not have as robust an indication of student progress and instructional needs at the end of the school year as we typically would.
- Teachers were unable to meet with students to provide individual or small group instruction with the frequency or intensity they would have if they were in the classroom.
- Students who are not accustomed to or comfortable with online learning were not completing the same amount or level of work they would have in the classroom.
- Not having concrete materials for math lessons necessitated heavier reliance on pictorial representation.
- The inability to use many hands-on materials, safety equipment, and lack of lab access required almost all science experimentation to be virtual or vicarious.
- The age of grade 3-5 students requires a degree of adult support in the home. Families are able to provide varying degrees of this support.
- Providing intervention support and services virtually cannot fully replicate in-school support.
- Distance learning makes it exceptionally difficult to continue strong gains in creating a positive, nurturing classroom culture and community necessary for strong social emotional learning and positive relationships.
- Efforts made to foster a positive school climate and social emotional growth of students through developmental guidance lessons, whole school assemblies, talent shows, family fun nights, etc. were not possible.
- Student participation was low in world language tasks.

Weston Middle School

Accomplishments

- As distance learning unfolded, WMS teachers incorporated a balance of synchronous and asynchronous learning into the daily schedule.
- Teachers engaged in live instruction in whole groups, small groups and individual settings to support the whole child.
- Teachers used a variety of digital platforms as alternative ways to deliver the essential content. Despite the lack of hands-on learning in the actual classroom, various digital resources were implemented to teach math, science and technology.
- Teachers regularly posted tasks, instructional videos, and supplemental resources so that students could continue to engage in rigorous learning activities.
- Grade-level partners devoted a lot of time to the planning, and release of deliverables, in order

to ensure that students on both teams had uniform and organized remote learning experiences.

- Teachers eagerly capitalized on their curricular partner time to share planning tasks and create materials and videos. Students in each grade level participated in assured experiences as assignments and assessments.
- Teachers expanded their technology literacy, including using online whiteboards and video tools to create instructional videos, facilitating the implementation of a flipped classroom model in the online environment.
- Teachers used a variety of online assessment tools like Google Forms, Quizziz, and Kahoot to engage their students and assess their learning in a meaningful way.

Challenges/Limitations

- It was challenging for teachers to provide students with thorough feedback on student work, and to know that the feedback was understood by students. Formal and informal conferencing, which would typically take place in a classroom setting, was more challenging with digital learning platforms.
- Due to the highly interactive and collaborative nature of science learning in the classroom, the online learning environment made it challenging for science teachers to develop lessons that effectively engaged students in the experimental design process and interactive hands-on learning that existed in the actual classroom.
- Math teachers were concerned that going from five asynchronous lessons per week (phase 2) to two synchronous and one asynchronous (phase 3) will require them to have to sacrifice some content toward the end of the year.
- World language teachers faced challenges in engaging students in synchronous interpersonal communication in a platform that provides a safe learning environment. Having less contact with students was challenging in teaching all of the curricular content.
- The timing was difficult for visual arts classes being right at the end of the second trimester. Teachers found it challenging to engage students who they had never met in person.

Weston High School

Accomplishments

- From the onset of distance learning, WHS teachers held live, synchronized classes using a modified A and B day schedule.
- Teachers engaged in live instruction in a variety of grouping formats including whole class, small groups and individual settings, which supported students' social emotional as well as academic needs. The level of student engagement was maximized especially in the grouping format as students virtually collaborated with their peers.
- Teachers honed their skills in a variety of digital platforms to deliver the essential content. Despite the lack of hands-on learning in the actual classroom, various digital resources were implemented to teach math, science and technology.

- Teachers posted meaningful tasks, instructional videos, and supplemental resources that served to motivate students in rigorous learning activities.
- AP teachers stayed current with the changes made to the AP exams by the College Board. They joined live web chat sessions with the College Board and ran special review sessions so that students were well prepared for the new format.
- School counselors and our college and career counselor hosted several parent coffees and student seminars in an ongoing effort to keep families up to date on the college application process.
- The counselors, psychologist, and social worker continued running their groups as well as individual sessions in order to meet students' social emotional needs during this stressful time.
- The department also sent out a Google form to all students providing them with the opportunity to reach out to our mental health professionals for an individual appointment.
- Many teachers brought in a variety of guest speakers to their classes. These sessions, taking the form of performances, discussions, presentations, and Q & A sessions were a terrific addition to the distance learning program. These professionals enhanced student learning by sharing their craft/occupation through real world experiences.
- A Senior Experience was created to replace the Senior Internship Program. Seniors were presented two options that included virtual presentations.

Several examples of using the alternative instructional strategies in a distance learning environment are listed below, by department.

- Science teachers focused on various strategies to bring the engaging and exploratory nature of science to life. Lab experiments were revised to be safely performed at home. New digital resources were implemented that enabled students to explore authentic phenomena, design investigations, manipulate variables to gather and analyze data, and construct explanations. Scientists were brought into the online classroom through the Skype-A-Scientist program as well as virtual field trips from the Ripley Waterfowl Conservancy.
- Students in Project Lead the Way continued their learning in the online environment through a variety of ways, including using codeHS.org to explore programming and going on a virtual field trip to an automated manufacturing plant.
- Civil Engineering and Architecture students engaged in an authentic engineering learning experience that required them to locate a vacant lot in CT, research local regulations and needs in the area, and design a commercial building to be built on the site. This culminating project tied all their previous learning and skills together as they took on the role of real-world engineers, architects, and designers.
- The Writing Center and English CIL created a plan for distance submission and scoring of the WHS 10th Grade Writing Portfolio. The scoring process allows for identification of students who need additional support in writing. All students will receive writing goals appropriate for their current writing abilities.
- The Writing Center remained open for virtual support during our physical closure. Spring is a busy time of year for the Writing Center as students are completing their portfolio work.
- Math teachers have expanded their technology literacy, including using online whiteboards and video tools to create instructional videos, facilitating the implementation of a flipped

classroom model in the online environment.

- Math teachers experimented with different ways to generate discussion in the online environment, including using Canvas discussion boards, lesson preview activities that encourage thought-provoking questions, and small group online collaborative work opportunities.
- Math teachers used applets and other animations to substitute for the hands-on exploratory activities that would have taken place in a live classroom.
- WL teachers employed a variety of platforms to engage students in communication in the target language. Through small group discussions and teacher-student conferences, students were able to keep up with their interpersonal listening and speaking skills. WL students have participated in National Examinations and external assessments as scheduled.
- Visual arts teachers transitioned their hands-on studio art projects and digital arts to 'at home' versions using a variety of online instructional strategies presented on LMS platforms. These strategies included recorded demonstrations, slide shows, links to YouTube and online tutorials, downloadable/printable handouts, and face to face video conferencing and critiques.
- Students in social studies classes delivered individual and group presentations through the use of digital platforms, such as Screencastify, Google Sites, and Google Slides. Public presentation is a critical component of every social studies course, and teachers found innovative ways to assure that students continued to develop and hone their presentation skills.
- Social studies students engaged in collaborative, challenge-based activities, which would have otherwise taken place in the classroom. Using Google Meets, Google Hangouts, Big Blue Button, Canvas discussion boards, and Google Classroom, teachers provided students with opportunities to participate in high-engagement group activities.
- Social studies teachers hosted guest speakers, who shared unique perspectives as leaders in their fields. Some examples include: Mr. Paul Coniglio, owner of Colony Grill; Dr. Kiley Hamlin, Professor of Psychology at University of British Columbia; and Christine Kemp, Head Field Hockey Coach at Wesleyan University.
- WHS PE Teachers worked with their students on Fitness and Nutrition logs, helping to raise their level of awareness for proper nutrition and a healthy lifestyle. Their use of Kahoot, Quizizz, and many other programs kept the delivery of the information fun, engaging, and informative.
- Grade 12 Health used distance learning to hone their students' CPR and first aid skills. Grade 11 Health teachers guided their students in preparing and delivering research presentations on a health related topic of their choice.
- Spring coaches created ways to keep spring athletes engaged and active with "Minute to Win It" challenges, fitness workouts, and fun sport-specific skill challenges.

Challenges/Limitations

- The reduced number of live contact hours posed a challenge for AP teachers. Teachers offered voluntary test prep sessions outside of class hours to ensure that students would be ready for their exams in May.
- Social studies teachers found it challenging to provide students with the same degree of

thorough feedback on written work, and to be sure students understood the feedback. This challenge reinforced the importance of daily, in-person communication between social studies teachers and students.

- For world language teachers, it was challenging to maintain the same level of communication in the target language and address all curricular content and skills in the same depth. This will impact future units of study this fall and will require increased collaboration to ensure that the vertical articulation of the program remains strong.
- The online learning environment limited the ability of science teachers to engage their students in the hands-on exploration of science concepts through experimentation, modelling and collaboration. Despite several new methods being introduced to digitally incorporate these skills and opportunities, there were lab experiments and projects that were missed that help to reinforce curricular concepts and skills.
- Math teachers have had to modify units of study to be more conducive to the online environment, and are finding it difficult to go into depth on certain topics. As such, the beginning of certain courses in the fall will require some minor adjustments.
- Visual Arts courses are dependent on materials and supplies students have available at home. Digital learning technical difficulties are sometimes very challenging to troubleshoot long distance.

Implications for Practice 2020-21

Mathematics, Grades K-5

- There will need to be an increased emphasis on pre-assessment and formative assessment throughout the year.
- The plans to differentiate based on this data and the variation in students' distance learning experiences will need to be well thought out.
- More CIL time will need to be devoted to math versus science for 2020-21 to assist with this analysis and differentiation. Since the science renewal has been completed, this will allow the CIL the flexibility to focus on math.

Mathematics, Grades 6-12

- Teachers will likely be more inclined to incorporate meaningful technology as part of their regular classroom practices.
- Due to the lack of reliable and current data points, math acceleration will be postponed until seventh grade for the Class of 2027 (current fifth graders). We plan to use a portion of our math intervention FTE as enrichment for those students who likely would have been placed in Pre-Algebra for sixth grade, but with the limited data we have, we do not want to preclude other students from earning that placement. We will monitor all students closely throughout sixth grade for potential acceleration to Algebra in seventh grade.

- Each grade level (WMS) and course (WHS) team have met to discuss and prioritize the essential concepts to expose students to prior to the end of the school year. We recognize that certain adjustments will be necessary at the start of successive courses. In particular, students currently in Math 6, Honors Algebra 2 and Standard Pre-Calculus will have some deficiencies in depth of specific content topics that will need to be addressed in the following course.

Science, Grades K-5

- Grades 3 and 4 were not able to receive professional development for or fully implement their final science units in their NGSS transition. This will need to be a focus carried over to next year.

Science, Grades 6-12

- MS and HS teachers are now much more adept at using a variety of digital resources to support teaching and learning. As such, there are more opportunities to utilize a flipped classroom approach to allow for more differentiated and personalized instruction during class time.
- Specific science standards and curricular units outlined in the NGSS will not be covered prior to students taking the NGSS science assessment in 8th grade and 11th grade due to the loss of instructional time. Due to the rigid curricular schedule in each class, it is not feasible to add these missed units to upcoming courses.
- Specific AP courses may need to spend additional time on content that was not covered in previous classes due to the loss of instructional time during this distance learning. This will then require additional planning to ensure that curriculum in the next AP level is covered in those particular courses.

Language Arts, Grades K-5

- Teachers will need additional time in the fall to assess students and provide instruction on any standards from the spring that students may require reteaching and/or reinforcement.
- Depending on fall assessment data, units of study throughout the year may need to be enhanced in order to bridge grade-level standards and expectations.
- We will likely have a larger number of students than usual who are reading below benchmark, therefore we will need to focus more explicitly on professional development for classroom teachers and paraeducators to provide enhanced, differentiated Tier 1 instruction.
- Reading intervention may be larger in order to service a larger number of SRBI students.
- If/when we have students who need to be out for extended periods of time due to illness, teachers have greater ability to provide flipped instruction in order to maintain some continuity for those students.

English, Grades 6-12

- Teachers are anticipating needing to do shorter and more frequent writing assignments in the

fall to most clearly determine the needs of their students since we are lacking consistent data from this spring. These assignments can be integrated into the first units of the year.

- Teachers will need scheduled time to meet with each other, particularly with the sending grade teachers (e.g. 8th grade teachers meet with 9th grade teachers), to determine the overall gaps and needs in each grade level. Devoted time will also be needed to make necessary revisions to the curriculum so we could best support all learners.
- Similar to K-5, our WMS teachers and reading specialist will need time to assess students upon our return to Weston. Once that data is gathered and gaps are determined, more specific plans will be created to meet the needs of students. All students who were on the cusp of needing specific interventions may need greater support in the fall.
- Teachers in grades 6-12 have been responsive to the social-emotional needs of their students, and have crafted lessons to address these needs, while being responsive to what is happening outside the confines of their homes. This sort of thoughtful instruction can become a shared practice throughout the department.

Social Studies, Grades K-5

- If/when we have students who need to be out for extended periods of time due to illness, teachers have greater ability to provide flipped instruction in order to maintain some continuity for those students.

Social Studies, Grades 6-12

- Social studies teachers will use common Reading For Information (RFI) assessments, and Document Based Questions (DBQs) in the fall to identify areas of strength and need among students. This will be extremely important due to the break in instructional time during spring 2020, and will inform literacy and writing instruction in fall 2020.
- Vertical groups will meet to discuss skill and content needs, which may be expected by receiving teachers. These planning meetings will be particularly important in grades 6-7, and 9-10 due to continuity of content between courses.
- Social studies teachers will be able to use in-class instructional time more efficiently by pushing out clarifying instructional videos, and extension activities using digital platforms. Teachers and students will both be more well-versed in the use of multiple digital learning tools as a result of remote learning.
- Teachers will use insight gained during remote learning in the development of meaningful assessments. They will continue the usual process of reevaluating and revising assessments in curricular groups, with added experience constructing substantive non-classroom assessments.

Technology Education, Grades 6-12

- As a result of distance learning, teachers are now much more adept at using a variety of digital resources to support teaching and learning outside of the classroom. When relevant, this may afford more opportunities to utilize a flipped classroom approach to allow for more

differentiated and personalized instruction during class time.

- As many of the curricular units for the technology education classes are still being addressed through distance learning, teachers do not expect to see significant deficiencies in skills or understandings as students move forward in the technology classes.

World Language, Grades K-12

- Some curricular content and skills will require special attention in the fall of 2020 as they could not be properly addressed during distance learning.
- Teachers will have a variety of new digital instructional resources and activities available as they were recently created to adjust to distance learning.
- Teachers will have the expertise on the use of new digital platforms to continue to create new lessons and enhance and update previous ones.
- More resources will be available for all students to facilitate their learning at home, but more importantly, for those who have special needs and require a variety of supports.

Performing Arts, Grades K-12

- K-5 general music and 4-12 music ensembles are performance-based classes that require daily teacher directed group classes as well as individualized technique. A significant portion of our content can't be covered in an online model including aural/oral skills and ensemble techniques and musicianship. We anticipate that this will have an impact on the foundation of our music program and the music literacy strand of the music curriculum.
- Grade 4 and 5 chorus, band and orchestra participation rates are low in the Google classrooms as well as the completion of practice assignments in Smartmusic. Students have been provided weekly teacher-directed instruction via video but have not had any ensemble work and part work for a significant amount of time.
- WIS new instrument sign ups may need to be put on hold until the fall and could have an impact on next year's enrollment.
- All ensembles in 4-12 have been missing ensemble work including part singing and playing, intonation, vocal production and instrumental techniques.
- There is a concern with the impact of online instruction with the overall ensemble enrollment in grades 4-12 and the future of our ensembles in general.

Visual Arts, Grades K-12

- Teachers found that much of the online content they turned to during distance learning (videos/Google doc critiques/digital handouts/resources) will also be valuable once we return to the traditional classroom next year.
- Some advanced courses will need to include 'review' or 'catch up' units to ensure that all students are receiving the same content; some courses have lost content in distance learning.
- K-5 art participation is low. As a result, curriculum planning for next year will need to include the review of or inclusion of skills missed this year.

Health and Physical Education, Grades K-12

- Teachers have been collaborating more than they ever have and are seeing the benefits of doing so. Units of instruction, lessons, and assessments are being created together and the level of rigor has risen. Collegial relationships have improved, which has had a positive impact on both students and staff.
- The focus on physical skills has been challenging in the PE digital environment. There will need to be locomotor as well as fine and gross motor skill review and reinforcement at the K-5 level in the 2020-2021 school year. K-5 students have also had a lower distance learning participation rate in PE. In addition, all students K-12 will need more instruction and practice than usual to prepare for the CT Physical Fitness Test.
- Teachers are incorporating more technology and seeing the benefits of using it as a tool for management and instruction in both health and PE. This technology has been used for research, instruction, and application, much of which we were not doing, and/or able to do, prior to distance learning.
- In PE, using the flipped classroom approach has allowed us to target the cognitive aspect of our discipline. The gymnasium is a large, loud, and purposefully physical environment, which makes focusing on this domain a challenge. Some teachers have expressed intent to continue with this in our traditional setting. Health teachers have also shared that using the flipped classroom approach has been beneficial.

Special Education and Pupil Services, Grades PK-12

- Meeting student needs in prolonged periods of school closure is very challenging; the present levels of performance for students will need to be assessed upon the return to school.
- While we have been able and will continue to hold PPT meetings, there will be a significant number of meetings required in fall 2020 for program review and adjustments.
- The mental health needs of students upon return to school will require a schoolwide response with varying levels of intensity based on individual needs.
- Conducting student evaluations is impossible when school is not in session; these will need to be completed upon return and will significantly impact staff time.
- The delivery method for Extended School Year services for summer 2020 is uncertain at this time; we are planning as if we will be in school, knowing that we may need to adjust those plans and provide distance learning.

Project Challenge, Grades 3-8

- Incoming third graders received both the OLSAT and the NNAT3, so the identification process will proceed as usual for the HES to WIS transition.
- While we have OLSAT scores for the current fifth grade, we will not have NNAT3 scores. The NNAT3 was due to be administered in the spring to fifth graders, but could not be administered in a distance learning environment. One possible solution might be to assess 6th grade students when we return to school.
- Students new to the district will be evaluated for Project Challenge on a case by case basis.

APPENDIX

Distance Learning Videos and Flipgrids:



[Grade K Spanish](#)



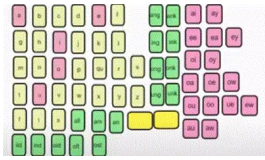
[K-2 PE](#)



[Grade 1 Morning Message](#)



[Grade 2 Math](#)



[Grade 2 Foundations](#)



[3rd Grade Reading](#)



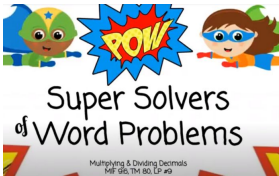
[Grade 3 Science](#)



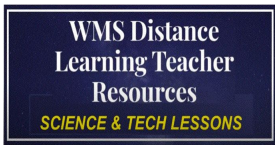
[Grade 4 Lava Lab](#)



[Grade 4 Volcano-Rock Cycle](#)



[Grade 5 Math](#)



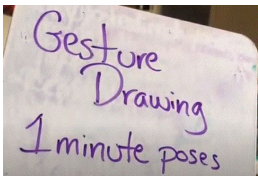
[WMS Science Montage](#)



[Grade 8 Social Studies](#)



[WHS Science Montage](#)



[WHS Art](#)