

Curriculum Committee Meeting

Wednesday, October 13, 2021 9:00 AM

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Weston, CT 06883-1623

I. Call to Order

II. Overview of Middle School Teaming Model

III. Update on WPS K-12 Music Program

IV. Informaton on Classroom Walk Througths

V. October 12 Professional Learning Day

VI. Approval of June and September 2021 minutes

VII. Other curricular issues

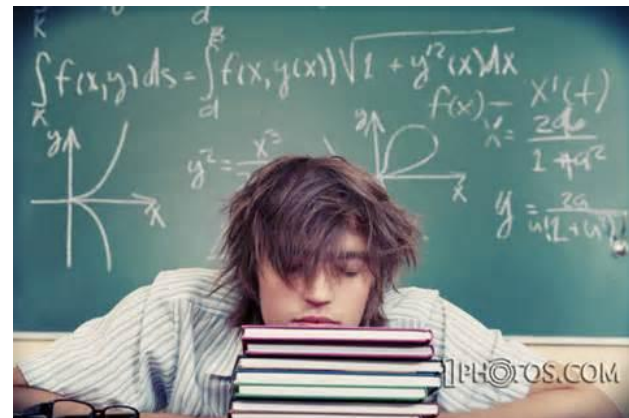
Middle School Philosophy

- Bridging the years between elementary and high school
- Allows children room to grow with support
- Increase expectations to help your child learn:
 - Independence
 - Self-advocacy
 - Respect
 - Self-discipline



The Complexity of the Middle School Child...

- Complex learner needs
- Hormonally charged
- Emotional rollercoaster
- High energy
- Judgment and decision-making skills



Teaming Approach

Innovators

Inventors

“Putting teachers with complementary knowledge and skills on a team results in amassing talent that exceeds the capabilities of any single teacher. Teams of teachers can be more responsive to changing events and demands than an individual or an entire institution.”

~Implementing and Improving Teaming



Impact of Teaming on...

Students

- Creates a smaller community of learners
- Fosters a sense of belonging
- Provides consistency of expectations

Parents

- Communication and access to teachers and counselor
- Teachers and parents work together to meet the needs of the child



Impact of Teaming on...

Teachers

- Meet weekly to discuss students needs (academic, social-emotional, behavioral) using “Hands-Up” protocol and plan to meet those needs.
- Meet weekly to discuss and plan team-wide programming (field trips, community meetings, student recognition, coordination of homework, assessments, etc.).
- Provide weekly time for team conference with parents/guardians.

Impact of Declining Enrollment on Teaming

- We currently have one “large team” and one “small team” at each grade level.
- The large team is made up of five sections. Core academic teachers on the large team only teach students on their team.
- The small team is made up of three or four sections. Core academic teachers on the small team teach one or two sections of their content area on to students on a different grade level.
- The current “solution” which requires cross-grade/cross team assignments of teachers erodes the teaming model and with it, the benefits for students, parents, and teachers.



Music Department Update Fall 2021

October 13, 2021

NATIONAL CORE ARTS STANDARDS

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Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

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Performing/ Presenting/ Producing

- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

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Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

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Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



2020 - 2021 School Year

Significant impact on student progress across all of the K-12 strands in the areas of General Music, Instrumental Music and Vocal Music

Performing: Limited to independent music making, very limited ensemble work and inconsistent progress in music literacy

Responding: Focus on active listening for analysis and student interests

Connecting: SEL in music education lessons about Self

Creating: None in K-5 and some smaller assignments in 6-12 and digital music



2021 - 2022 School Year- Fall Update

Considerable impact on student progress across all of the K-12 strands in the areas of General Music, Instrumental Music and Vocal Music

Performing: Beginning basic and intermediate music literacy, basic ensemble work, beginning technique

Responding: Continued listening for analysis

Connecting: Matching repertoire to student ability and interest

Creating: Currently limited to the digital music courses



2021-2022 School Year

Challenges:

Baseline assessments of all areas have shown that there has been a significant impact in basic music literacy and technique.

Impact on levels of performance mean that the level of repertoire has also been impacted.

Instruction is still limited in many areas due to mitigation factors.

Current facilities have shown to be inadequate for the needs of our music program and adhering to any additional spacing needs.

Positive Notes:

Ensemble enrollment overall is steady.

Return to implementing the performance strand of the music curriculum K-12.

Continue to build student connections to program through community, SEL and DEI work.

Traditional and non-traditional performance opportunities are in the process of being discussed and/or planned.



Curriculum Renewal and Revision

The process will focus on areas of the music curriculum that are in need of revision during “typical” times.

In 2021-22, we will review materials and resources and determine pockets in K-12 program for revision.

Develop a plan to offer music courses and programs that are accessible to all students through grade 12 and include options for non-performance students to fulfill Humanities credits required for Portrait of a Graduate.

Continue to foster connections in the K-12 music program with a focus on SEL, readiness for college music programs and careers in music.

Professional Development Schedule - October 12, 2021

Grade/Dept.	Morning 8:00 - 10:00	Facilitator	Location
Pre-K Teachers	Guiding Young Children's Behavior: building supportive environments; scheduling and transitions.	Courter	Prek Classroom
K-5 Core Curriculum and SPED Teachers	See separate K-5 tab below	see tab below	see tab below
6-8 ELA, Math, Science, Social Studies, Technology, Music, Art, SPED, Library Media	Differentiation (All WMS) Planning Lessons	Doak/Walters/Cohen	Google Meet Link
9-12 English, Math, Science, Social Studies, Technology, SPED, World Language, Art, Music, Library Media	School-Wide Formative Assessment Design	Givoni	Google Meet Link and WHS LLC
K-12 PE/ Health	PE/Health K-12 - Project Adventure	Project Adventure	MS - New Gym
K-5 Visual Arts	K-5 curriculum writing work	Art teachers	HES Art Room
K-5 Performing Arts	K-5 Vertical Articulation of Music Literacy	Morris	WIS 119
Speech & Language Pathologists	Individualized professional development	SLPs	Classrooms
Counselors/Social Workers/Psychologists	SEL Themes and Trends: 8-9 HES/WIS meeting with mental health consultant;- 9:15-10:15 WHS meeting with mental health consultant	Edwards/Consultant	WHS Meeting: Counselor Conference Room HES/WIS Meeting: WIS Main Office Conference Room

Professional Development Schedule - October 12, 2021

Grade/Dept.	Morning 10:00 - 12:00	Facilitator	Location
Pre-K Teachers	Guiding Young Children's Behavior: building supportive environments; scheduling and transitions.	Courter	Prek Classroom
K-5 Core Curriculum and SPED Teachers	see K-5 tab below	see tab below	see tab below
6-8 English/Language Arts/ 6-8 Social Studies	Best Practices: Tier 1 Instructional Strategies	L. Murphy / J. Colohan	WMS B10
9-12 English/Language Arts	Writing Rubric	DiBuono	Library Lab
6-8 Math	Planning for Differentiation - math for all learners	Russo	WMS B8
9-12 Math	Designing formative assessments to inform instruction and intervention needs	Collaboarative Partners	WHS math rooms
6-8 Science	Designing differentiated activities/assessments in Science	Curr. Partners	WMS science rooms
9-12 Science	Developing skill-based formative assessments to inform instruction	J. Charles	WHS H4
6-8 Technology	Designing differentiated activities/assessments in Tech	Curr. Partners	WMS H2
9-12 Technology	Developing skill-based formative assessments to inform instruction	J. Charles	WHS H4
9-12 Social Studies	Writing Rubric	N. Torres	Library Lab
K-5 World Language	Developing formative assessments	Fernandes/ Curr. Partners	Shelley's Classroom
6-8 World Language	Strategies for differentiated instruction and assessments	Fernandes	WMS F7
9-12 World Language	Baseline data analysis to inform intruction	Fernandes/ Curr. Partners	WHS C3
K-12 PE/ Health	PE/Health K-12 - Project Adventure Refresher Training	Project Adventure	PA Courses
K-12 Visual Arts	K-12 Formative assessment/feedback cycles looking at best practices	O'Keefe	WHS B6
K-12 Performing Arts	K-12 Developing areas of focus for renewal and revision	Morris	WHS B10
Speech & Language Pathologists	Districtwide SLP Meeting	SLPs	TBD
Counselors/Social Workers/Psychologists	SEL Themes and Trends: 10:30-11:30 WMS meeting with mental health consultant	Edwards/Consultant	WMS Meeting: Main Office Conference

Professional Development Schedule - October 12, 2021

Grade/Dept.	Afternoon 1:00 - 3:00	Facilitator	Location
Pre-K Teachers	Guiding Young Children's Learning: speech and language concepts within the prek environment	Courter/Aaron	PreK Classroom
K-5 Core Curriculum and SPED Teachers	see K-5 tab below	see tab below	see tab below
6-8 English/Language Arts	Using Data to Inform Instruction: SBA, NWEA, Baselines	DiBuono	WHS B10
9-12 English/Language Arts	Common Assessments: Aligning Standards, Instruction, and Assessment	Collaborative Partners	English Classrooms
6-8 Math	Using Data to Inform Instruction: NWEA Student Reports (including grade 9 teachers)	Russo	WMS B8
9-12 Math	Common Assessments: Aligning Standards, Instruction, and Assessment	Collaborative Partners	WHS math rooms
6-8 Science	Improving student performance on NGSS skill-based assignments/assessments	J. Charles	WMS B12
9-12 Science	Common Assessments: Aligning Standards, Instruction, and Assessment	Collaborative Partners	WHS Science Rooms
6-8 Technology	Developing strategies for curriculum renewal and revision	Curr. Partners	WMS H2
9-12 Technology	Developing strategies for curriculum renewal and revision	Curr. Partners	WHS G5
6-8 Social Studies	Diagnostic Assessment Data Analysis: Target Skills and Student Groups	Curr. Partners	WMS Social Studies Rooms
6-8 Special Education Teachers	Transition	E. Brudvig and D. Cohen	WMS Office Conf Room
9-12 Special Education Teachers	Team Meeting, File Reviews, Documents	D. Cohen/M Maffucci	WHS Maffucci's Room
9-12 Social Studies	Diagnostic Assessment Data Analysis in Curricular Groups	Curr. Partners	WHS D and E Wing Rooms
K-5 World Language	Developing formative assessments	Fernandes/ Curr. Partners	Shelley's Classroom
6-8 World Language	Baseline data analysis to inform instruction	Curricular Partners	WMS F7
9-12 World Language	Developing formative and summative assessments	Fernandes/ Curr. Partners	WHS C3
K-12 PE/ Health	PE/Health K-12 - Project Adventure Training	Project Adventure	PA Courses
K-12 Visual Arts	K-12 Atlas Curriculum Writing/Updates	O'Keefe	WHS B6

K-12 Performing Arts	K-12 Inclusive practices in music education	Morris	WHS B10
Speech & Language Pathologists	Individualized professional development	SLPs	Classrooms
Counselors/Social Workers/Psychologists	Tier I Classroom Interventions	PPS Admin	MS Cafeteria

Professional Development Schedule October 12 - Grades K-5

m m	8:00-9:00	9:00-10:00	10:00-11:00	12:00-1:00	1:00-2:00	2:00-3:00
K	Analyze fall literacy data to inform and plan classroom instruction: Andrea Location: Art Room	Kindergarten Foundations Refresher: Scope and Sequence and Our Explicit Instruction: Andrea Location: Art Room	Tech Tips: Using the Smartboards in Linda Caird's Room with Gabe and Sharon	Meeting the math needs of students using Beginning of the Year Screening Data & Developing Number Sense Kelly-LRC	Math Pilot Teachers MIF teachers: differentiation strategies and planning	Looking Across Data and Best Practices for Conferences-conference room
1	Anchor Tasks and Lesson Structure - MIF Consultant - HES LRC			Looking Across Data and Best Practices for Conferences-conference room	Math Planning: Developing Lesson Structure & meeting differentiation needs Kelly-LRC	Using F&P and DIBELS Data to Inform and plan Small Group Instruction: Andrea Location: Art Room
2				Using F&P, DIBELS and NWEA Data to Inform and plan Small Group Instruction: Andrea Location: Art Room	Looking Across Data and Best Practices for Conferences-conference room	Math Planning: Developing Lesson Structure & meeting differentiation needs Kelly-LRC
3	8:00-9:30: Using Data During Conferences: Falber Room 118 9:30 - 11:00: Analysis of Multiple Points of Reading Data, Student Goal Setting and Planning: Room 118			Anchor Tasks and Lesson Structure - MIF Consultant - WIS LRC		
4	8:00-9:30: Analysis of Multiple Points of Reading Data, Student Goal Setting and Planning: WIS LLC 9:30 - 11:00: Using Data During Conferences (Includes time to analyze Math Unit 1 data together.): Falber and Vinton WIS LLC					
5	8:00-9:30 ELA: Analysis of Multiple Points of Reading Data, Student Goal Setting and Planning: WIS LLC 8:00-9:30 Math/Science: Waves Unit Reset 60', Math SBA application 30' Vinton WIS 212. 9:30 -11:00 All: Using Data During Conferences: WIS LLC			Gr5 Math/Science: MIF Consultant Gr5 ELA: Unit Based Instructional Planning with Multiple Points of NF Data: Room 205		