

Curriculum Committee Meeting

Wednesday, April 6, 2022 9:00 AM

Virtual Meeting

I. Call to order

II. Discussion of AP and Honors courses, placement and participation rates

III. Follow up on reading and math goals and action steps

- Presentation and discussion regarding an action step to extend Foundations into Grade 3 as part of our comprehensive reading program
- Additional reading and math information

IV. Information on next steps regarding the Developmental Relationships Survey and presentation at the April 21 BOE meeting

V. Approval of February 2022 minutes

VI. Other curricular issues



Date Received: _____
(for office use only)

Course Placement Change Request Form
Academic Year 2022-23

Weston High School's goal is to place each student in a program of study in which they can achieve their fullest potential without experiencing excessive frustration or failure. For this reason, placement criteria include not only minimum academic requirements but also departmental recommendation. Your student has been recommended for placement in courses/levels based upon a variety of data indicative of his/her performance at this particular time.

Should you disagree with the placement, you may request that alternative placement be considered for a particular course by completing this form and **returning to Ms. Pierre in the counseling office by March 11, 2022**. Form completion signals a request and does not guarantee requested placement. School administration will make final decisions and notify students before summer break. Decisions regarding any forms received after the deadline will be made over the summer, at which point space in the requested course is not guaranteed.

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Student Name: _____ Year of Graduation: _____ Counselor: _____

Course Recommended: _____

Course Requested: _____

STUDENT (Please read and initial each of the following statements):

- I understand that I am requesting a more rigorous course than the one for which I have been recommended.
- I am aware that I may have difficulty meeting the demands of this more challenging course, given my current academic progress.
- I have communicated with my parent/guardian, counselor, and current teacher about strategies for meeting the expectations of the more advanced course.
- I acknowledge that WHS teachers are committed to the success of all students, but that they will not provide intensive assistance if academic performance in the more challenging course is below my expectations.
- I have read and understand the school policy regarding course changes as outlined in the WHS Handbook (excerpted on the back of this form).
- I understand that, should the requested course prove too challenging, a course change cannot be guaranteed, and/or may not be possible without significant impact to my academic program.
- I understand that completion of this form does not guarantee placement, and the final decision rests with WHS administration.

Student Signature Date

Parent Signature Date

(From the WHS Handbook)

SCHEDULE CHANGES

Introduction

Scheduling is completed in the spring based upon student needs, student requests, department and counselor recommendations, and parent participation. The master schedule is constructed so that students are enrolled in the courses they must have with every effort made to schedule the electives they would like to have. The schedule also takes into account the staff and facilities that affect the schedule.

Guidelines

Every student should regard the schedule they receive as a "contract." The school has provided the courses, and the student has an obligation to attend those classes. Consequently, schedule changes after the start of the school year will be permitted only under the specific circumstances described below.

Potential schedule changes will fit into one of the following categories:

- I. Required change:
 - a. Unanticipated failures
 - b. Successful completion of summer school courses
 - c. Technical errors
 - d. School-based recommendation for academic level change

- II. Requested drop:
 - a. Such requests are discouraged.
 - b. To be considered, requests to withdraw from a course must:
 - be for substantive academic reasons or hardship situations
 - not put a student below the annual minimum course requirement
 - c. Requests will be shared with and reviewed by the counselor and teacher on a case-by-case basis, with final approval by the administration.
 - d. Written parent approval is required.
 - e. Please note that for each term there is a limited period of time during which a student can withdraw from a course with no record on the transcript. A withdrawal made after said deadlines have passed will be noted on the permanent transcript with a W, or WF if not passing the course at the time of drop. Dates/deadlines are published annually in the WHS Handbook.

- III. Requested add:
 - a. To be considered, requests to add a course must not adversely affect class size or balance.
 - b. Requests will be shared with and reviewed by the counselor on a case-by-case basis, with a recommendation forwarded to the curriculum instructional leader, and final approval by the administration.
 - c. Please note that for each term there is a limited period of time during which a student can add a new course. Dates/deadlines are published annually in the WHS Handbook.

- IV. Requested change of level:
 - a. **Requests to advance up a level are highly unusual and will only be considered through teacher recommendation to administration.**
 - b. **Requests to move from honors/AP to a parallel standard level course will be permitted during a limited period of time at the start of the semester.**
 - **To be considered, the student must meet with his/her counselor, obtain parent approval, and complete all required paperwork prior to the published deadlines.**
 - **Such requests are not guaranteed; decisions will be based on availability in the standard course and overall impact to the academic schedule.**
 - **Schedule changes resulting from such requests will be processed at pre-determined intervals. Students are required to remain in the originally-scheduled course until changes are processed in PowerSchool.**
 - **Any graded work from the Honors/AP course will transfer with appropriate weighting.**
 - c. **Requests made after the published deadline will be deferred to the end of the first term, and students will be required to remain in the scheduled class until that time. In these cases, the transcript will reflect both courses, with the first term letter grade being that earned in the honors/AP course.**

- V. Requested change due to assigned teacher:
 - a. Such requests are highly unusual and are only considered under very extraordinary circumstances.
 - b. To be considered, student/parent requests for specific teachers must be for documented, specific and legitimate educational purposes.
 - c. Compelling requests will be shared with and reviewed by the counselor on a case-by-case basis, then forwarded to the curriculum instructional leader, who will make a recommendation to administration based on his/her discussions, department perspective, and up-to-date class size information; the principal will make the final decision.

Comprehensive Literacy: Extending Foundations into Grade 3

Curriculum Committee
April 6, 2022

Components Of A Comprehensive Literacy Program

- Phonological Awareness, including Phonemic Awareness
- Phonics
- Oral Reading Fluency
- Vocabulary
- Comprehension

Why Extend Foundations into 3rd Grade?

- Extends the work being done on explicit word work in K-2
- Provides an explicit spelling program in 3rd grade
- Incorporates a research-based grade level scope and sequence of instruction
- Supports the following components of structured literacy:
 - Phonemic awareness
 - Phonics
 - Oral Reading Fluency
 - Vocabulary
- Meets the anticipated state requirement for Structured Literacy preliminarily set for 2023-24 in grades K-3

Features of the Program

- Structured, explicit, and cumulative
- Multisensory, engaging multiple learning modalities
- Provides ongoing and immediate feedback
- Assessments to determine where additional instruction is needed
- Tier 1 instruction happens three times per week for 30 minutes
- Tier 2 intervention program is included, if needed

Training, Implementation, Effectiveness

Fall:

- One-day teacher training for third grade teachers, special educators, and reading specialists - August 25th Professional Development Day

Ongoing:

- Five additional sessions throughout the year with the Foundations staff developer
- Administrator training to support the work teachers are doing in classrooms

Early to Late Spring:

- Goal is transfer of taught skills into student writing with independence
- Evaluate student on-demand assessments and writer's notebooks through the lens of taught spelling skills
- Evaluate transfer into accurate, fluent reading

Cost

Resources: \$13,975

*Includes teacher's guides, instructional materials, and consumables

Training: \$4123

Total Startup Cost with S&H: \$18,936.50

Ongoing Year-to-Year Cost of Consumable Materials: \$21/student

**GRADE LEVEL MATCHED COHORT
NWEA MAP MATH
2018-Present
MEAN PERCENTILE BY GRADE**

The focus for the 2021-22 school year has been on improving student academic performance in math. The following tables provide a longitudinal view of MAP results by grade level from 2018 to present where data is available. For most grades, the **Mean Percentile** results for 2021-22 is comparable to pre-pandemic levels suggesting that we have made up some lost ground that was due to the pandemic.

1. The NWEA MAP assessment is a norm-referenced multiple-choice test.
2. The results represent the MEAN GRADE LEVEL PERCENTILE.
3. In previous years, the district did not test all students using the NWEA MAP assessment in the fall, winter and spring. MAP was used to monitor the progress of students who were requiring additional support or intervention.
4. N/A - the “Not Applicable” designation is used where data is not available or the sample size is too small.
5. Reading horizontally from right to left each row follows a matched cohort of approximately the same group of students. For example, in the first row the current 8th graders had:
 - Mean percentiles of 72 and 71 in the fall and winter respectively for 2021-22 (blue).
 - The same cohort had a mean percentile of 68 as 7th graders in the spring of 2021 (yellow),
 - The cohort had a mean percentile of 69 as sixth graders in the fall of 2019 (green).
 - And, the cohort had a mean percentile of 68 as 5th graders in the fall of 2018 (light blue).
6. AT HES, we do not have historical data prior to the FALL 2021.

WMS GRADE LEVEL MEAN PERCENTILE

GRADE	FALL 2018	SPR 2019	FALL 2019	FALL 2020	WINT 2021	SPR 2021	FALL 2021	WINT 2022
CURRENT Grade 8 All Students	68	N/A	69	N/A	N/A	68	72	71
CURRENT Grade 8 Math	59	N/A	59	N/A	N/A	55	62	61
CURRENT Grade 8 Alg,	78	N/A	78	N/A	N/A	83	84	83
CURRENT Grade 8 Geo.	93	N/A	92	N/A	N/A	92	93	94
CURRENT Grade 7 All Students	63	65	66	65	64	64	69	70
CURRENT Grade 7 Math	58	61	62	61	60	60	65	66
CURRENT Grade 7 Algebra	86	88	89	91	92	90	94	94
CURRENT Grade 6	64	64	67	N/A	60	67	67	65

WIS GRADE LEVEL MEAN PERCENTILE

GRADE	FALL 2018	FALL 2019	WINTER 2021	SPRING 2021	FALL 2021	WINTER 2022
CURRENT Grade 5	N/A	61	59	66	66	68
CURRENT Grade 4	57	N/A	55	64	64	63
CURRENT Grade 3	N/A	63	N/A	N/A	64	63

HES GRADE LEVEL MEAN PERCENTILE

GRADE	FALL 2021	WINTER 2022
CURRENT Grade 2	71	65
CURRENT Grade 1	67	65

**GRADE LEVEL MATCHED COHORT
NWEA MAP MATH
2018-Present
Percent At or Above 61st Percentile**

The focus for the 2021-22 school year has been on improving student academic performance in math. The following tables provide a longitudinal view of MAP results by grade level from 2018 to present where data is available. For most grades, the **Percentage of Students AT or Above the 61st Percentile for 2021-22** is comparable to pre-pandemic levels suggesting that we have made up some lost ground that was due to the pandemic.

1. The NWEA MAP assessment is a norm-referenced multiple-choice test.
2. The results represent the percentage of students scoring nationally AT OR ABOVE THE 61ST PERCENTILE.
3. In previous years, the district did not test all students using the NWEA MAP assessment in the fall, winter and spring. MAP was used to monitor the progress of students who were requiring additional support or intervention.
4. N/A - the “Not Applicable” designation is used where data is not available or the sample size is too small.
5. Reading horizontally from right to left each row follows a matched cohort of approximately the same group of students. For example, in the first row all 8th graders had:
 - 76% and 69% of students were at or above the 61st percentile in the fall and winter respectively for 2021-22 (blue).
 - The same cohort had 69% of 7th graders at or above the 61st percentile in the spring of 2021 (yellow),
 - The cohort had 69% of sixth graders at or above the 61st percentile in the fall of 2019 (green).
 - And, the cohort had 66% of 5th graders at or above the 61st percentile in the fall of 2018 (light blue).

WMS GRADE LEVEL SCORES

GRADE	FALL 2018	SPRING 2019	FALL 2019	FALL 2020	WINT 2021	SPRING 2021	FALL 2021	WINT 2022
CURRENT Grade 8 All Students	66	N/A	69	N/A	N/A	69	76	69
CURRENT Grade 8 Math	45	N/A	52	N/A	N/A	45	58	47
CURRENT Grade 8 Alg,	90	N/A	87	N/A	N/A	97	100	95
CURRENT Grade 8 Geo.	100	N/A	100	N/A	N/A	100	100	100
CURRENT Grade 7 All Students	55	64	61	59	57	61	68	68
CURRENT Grade 7 Math	47	59	54	51	49	55	63	62
CURRENT Grade 7 Algebra	96	96	97	100	100	100	100	100
CURRENT Grade 6	64	62	57	N/A	51	65	65	59

WIS NWEA GRADE LEVEL SCORES

GRADE	FALL 2018	FALL 2019	WINTER 2021	SPRING 2021	FALL 2021	WINTER 2022
CURRENT Grade 5	N/A	54	47	65	62	68
CURRENT Grade 4	53	N/A	51	66	59	53
CURRENT Grade 3	N/A	55	N/A	N/A	61	63

HES GRADE LEVEL SCORES

GRADE	FALL 2021	WINTER 2022
CURRENT Grade 2	70	65
CURRENT Grade 1	66	58

**GRADE LEVEL MATCHED COHORT
NWEA MAP READING
2018-Present
MEAN PERCENTILE BY GRADE**

The focus for the 2021-22 school year has been on improving student academic performance in reading. The following tables provide a longitudinal view of MAP results by grade level from 2018 to present where data is available. For most grades, the **Mean Percentile** results for 2021-22 is comparable to pre-pandemic levels suggesting that we have made up some lost ground that was due to the pandemic.

1. The NWEA MAP assessment is a norm-referenced multiple-choice test.
2. The results represent the MEAN GRADE LEVEL PERCENTILE.
3. In previous years, the district did not test all students using the NWEA MAP assessment in the fall, winter and spring. MAP was used to monitor the progress of students who were requiring additional support or intervention.
4. N/A - the “Not Applicable” designation is used where data is not available or the sample size is too small.
5. Reading horizontally from right to left each row follows a matched cohort of approximately the same group of students. For example, in the first row the current 8th graders had:
 - Mean percentiles of 71 and 69 in the fall and winter respectively for 2021-22 (blue).
 - The same cohort had a mean percentile of 64 as 7th graders in the spring of 2021 (yellow),
 - The cohort had a mean percentile of 73 as sixth graders in the fall of 2019 (green).
 - And, the cohort had a mean percentile of 71 as 5th graders in the fall of 2018 (light blue).
6. AT HES, we do not have historical data prior to the FALL 2021.

WMS GRADE LEVEL MEAN PERCENTILE

GRADE	FALL 2018	SPR 2019	FALL 2019	FALL 2020	WINT 2021	SPR 2021	FALL 2021	WINT 2022
CURRENT Grade 8	71	70	73	N/A	N/A	64	71	69
CURRENT Grade 7	69	68	71	71	N/A	62	71	71
CURRENT Grade 6	69	67	72	N/A	66	69	70	71

WIS GRADE LEVEL MEAN PERCENTILE

GRADE	FALL 2018	FALL 2019	WINTER 2021	SPRING 2021	FALL 2021	WINTER 2022
CURRENT Grade 5	N/A	65	67	69	73	71
CURRENT Grade 4	N/A	N/A	70	73	71	71
CURRENT Grade 3	N/A	N/A	N/A	N/A	71	72

HES GRADE LEVEL MEAN PERCENTILE

GRADE	FALL 2021	WINTER 2022
CURRENT Grade 2	67	68

**GRADE LEVEL MATCHED COHORT
NWEA MAP READING
Percent At or Above 61st Percentile**

The focus for the 2021-22 school year has been on improving student academic performance in reading. The following tables provide a longitudinal view of MAP results by grade level from 2018 to present where data is available. For most grades, the **Percentage of Students At or Above the 61st Percentile for 2021-22** is comparable to pre-pandemic levels suggesting that we have made up some lost ground that was due to the pandemic.

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4. N/A - the "Not Applicable" designation is used where data is not available or the sample size is too small.
5. Reading horizontally from right to left each row follows a matched cohort of approximately the same group of students. For example, in the first row the current 8th graders had:
 - 73% and 70% of students were at or above the 61st percentile in the fall and winter respectively for 2021-22 (blue).
 - The same cohort had 62% of 7th graders at or above the 61st percentile in the spring of 2021 (yellow),
 - The cohort had 79% of sixth graders at or above the 61st percentile in the fall of 2019 (green).
 - And, the cohort had 73% of 5th graders at or above the 61st percentile in the fall of 2018 (light blue).

WMS GRADE LEVEL SCORES

GRADE	FALL 2018	SPRING 2019	FALL 2019	FALL 2020	WINT 2021	SPRING 2021	FALL 2021	WINT 2022
CURRENT Grade 8	73	74	79	N/A	N/A	62	73	70
CURRENT Grade 7	71	69	74	75	N/A	59	75	73
CURRENT Grade 6	71	67	71	N/A	61	67	70	72

WIS NWEA GRADE LEVEL SCORES

GRADE	FALL 2018	FALL 2019	WINTER 2021	SPRING 2021	FALL 2021	WINTER 2022
CURRENT Grade 5	N/A	59	71	71	76	73
CURRENT Grade 4	N/A	N/A	69	80	74	73
CURRENT Grade 3	N/A	N/A	N/A	N/A	68	70

HES GRADE LEVEL SCORES

GRADE	FALL 2021	WINTER 2022
CURRENT Grade 2	64	66

Curriculum Committee Meeting

March 9, 2022, 9:00 a.m.

Via Google Meet

Present Committee Members:

Bernadette Kingsley (Chairperson), David Felton

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Juliane Givoni, WHS Interim Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Dan DiVito, Director of Digital Learning and Technology; Alex Bluestein, CIL 3-5 ELA; Andrea Noble, CIL K-2 ELA; Janine Russo, CIL 6-8 Math; Carolyn Vinton, CIL 3-5 Math; Kelly Delvecchio, CIL K-2 Math;

Members of the Public:

Kristana Esslinger

1. Call to Order

The meeting called to order at 9:01 a.m.

2. Update on K-12 Math

Discussion:

- Ms. Delvecchio and Ms. Vinton presented a summary of data obtained from K-5 Math Learning Walks from December through February.
- There were over 200 classroom visits between the two schools. Some Learning Walks were conducted with just teachers and others with teachers, administration and consultant, John Antonetti from Colleagues on Call.
- They presented data gathered on teacher centered vs. student centered learning time, as well as concrete learning vs. abstract learning and explained their takeaways from these observations.
- Ms. Russo presented on 6-12 Math Learning Walks. The main takeaways from these observations was for the department to work on multiple representations, collaborative work, and productive struggle.
- The consultant's advice was not a big overhaul but rather advice on strategies to move students forward in a productive way.
- The next steps for the 6-12 math department is a book study, individual commitment from each department member and monthly share-outs for accountability.
- Committee members asked if the quantitative data matched what they were seeing in the classroom. Ms. Vinton stated that while teachers are getting back to pre-pandemic type of

teaching, students have not been exposed to it long enough and that is being reflected in the testing.

3. Update on K-5 Reading

Discussion:

- Ms. Bluestein and Ms. Noble gave a presentation on K-5 literacy. They reviewed the Fountas & Pinnell benchmark assessment system, what is assessed, and how it informs instruction.
- The data was presented in year-over-year comparisons and cohort-to-cohort comparisons.
- They explained that teachers have worked diligently to improve student growth. They also reviewed what is involved in jumping to the ‘exceeding benchmark’ designation.
- They reviewed SRBI (scientific research based intervention) support and the steps taken for students who fall below benchmark. The K-5 SRBI trends were presented in their report.
- Ms. Kingsley asked what supports were in place for students who fall in the ‘exceeds benchmark’ designation. Ms. Bluestein reported on the strategies for those students who read above grade level.

4. Caring for students, teachers and colleagues

Discussion:

- The upcoming professional development day on March 21, 2022, will focus on social emotional learning.
- An outside consultant, Dr. Kaplan, will conduct three 2-hour interactive sessions with the K-5, 6-8 and 9-12 teaching staff. He will provide information on how educators can address increased stress and anxiety in students as individuals.
- In addition, the PD day will address social emotional issues for teachers and colleagues. There will be a number of offerings from which to choose that give teachers and staff options to look inward to support themselves and each other.

5. Follow up on next steps regarding the Developmental Relationships Survey

Discussion:

- Dr. Craw worked with Sonya Stack from ADAP on the drug and alcohol component of the survey. They looked deeper on the drug and alcohol data to bring a more robust presentation to the Board.
- The presentation is scheduled for the April BOE meeting.

6. Approval of January 2021 minutes

Motion Passed: Move that the Curriculum Committee approve the January 2022 meeting minutes.

This motion was made by Bernadette Kingsley and seconded by David Felton.

2 Yeas – 0 Nays

7. Other curricular issues

Discussion:

No other curricular issues were put forth for discussion.

Meeting adjourned at 11:19 a.m.

Respectfully submitted,

June Curiano

DRAFT