

April 25, 2019

Westport Town Hall

**WESTPORT BOARD OF EDUCATION  
TEACHING AND LEARNING COMMITTEE**

**NOTICE OF SPECIAL MEETING**

**AGENDA**

(Agenda Subject to Modification in Accordance with Law)

**PUBLIC SESSION:**

1:00 – 2:00 p.m. Town Hall Room 309

**MINUTES:** March 29, 2019

**DISCUSSION:**

- |  |   |
|--|---|
| 1. Mathematics K-5 Textbook Review/Adoption    | Ms. Allison Moran<br>Annie Roesler<br>Elena Wetmore     |
| 2. Writing Lab Staples High School             | Ms. Julie Heller  |
| 3. Advisor/Advisee Program Staples High School | Ms. Enia Noonan<br>Ms. Sara Prior<br>Mr. Luke Rosenberg |
| 4. Coleytown Middle School Options             | Dr. Anthony Buono                                       |

**ADJOURNMENT**

\*The meeting will also be televised on channel 79 (Cablevision) and channel 6020 (Frontier).

March 29, 2019

Westport Town Hall

**WESTPORT BOARD OF EDUCATION  
TEACHING AND LEARNING COMMITTEE  
WORK SESSION  
MINUTES**

Committee Members Present:  
Candice Savin, Chair  
Jeannie Smith

Administrators Present:  
Anthony Buono, Assist. Sup. Of Teaching & Learning  
Adam Rosen, Principal Bedford Middle School

PUBLIC CALL TO ORDER:  
9:00 Town Hall Room 307/309

**DISCUSSION/ACTION:**

1. Approved Minutes for March 14, 2019
2. Review of Grades 6-8 planning
3. Drug & Alcohol Awareness Curriculum for middle school
4. Coleytown Middle School Recommended Enhancements/Improvements
5. Coleytown Middle School Plan 2020-2021

Dr. Adam Rosen

Ms. Christine Wanner

Dr. Anthony Buono

Dr. Anthony Buono

**ADJOURNMENT: 10:45 a.m.**

# K-5 Textbook Adoption

Update for Teaching and Learning

April 24, 2019

**1. Why** are we looking to upgrade K-5 textbooks?

- a. Access to *low floor - high ceiling* anchor tasks
- b. Stronger consistency across schools and grades
- c. Improve alignment to grade level topics

**2. The Committee**

- a. Classroom Teachers (K-5 representation)
- b. Teachers representing math support, special education, and gifted education
- c. Administrators with K-12 representation

**3. Previous Work**

- a. The K-5 Textbook Committee reviewed two new Singapore Math textbook series and selected Think! Mathematics to be moved forward in the process.
- b. The following highlights were noted by the committee:
  - i. In line with current lesson structure and Singapore Math Approach
  - ii. Improved textbook layout: clearer lesson progression for teachers and clear strategies for students
  - iii. Improved workbook layout: more scaffolding to support strategy work, more white space, more pictorial support
  - iv. Anchor tasks are designed to be *low floor - high ceiling*
  - v. Teacher guides offer differentiation strategies to meet student needs

**4. Pilot Lessons**

- a. Each grade level (1-4) piloted a unit from the new textbook series:
  - i. Grade 1: Numbers to 40
  - ii. Grade 2: Addition and Subtraction Word Problems
  - iii. Grade 3: Fractions
  - iv. Grade 5: Decimals
- b. Teachers shared the following highlights after the pilot unit:
  - i. Anchor tasks allowed for deeper exploration of topics
  - ii. Suggested journal activities were helpful for planning
  - iii. Differentiation is provided throughout each lesson to meet student needs
  - iv. Pacing will allow more time for enrichment and extra practice

**5. Next Steps**

- a. The textbook committee recommends adopting Think! Mathematics as a primary resource for delivering our curriculum.

- b. The committee recommends rolling out grades 1-3 in the coming school year (2019-2020) and K, 4 and 5 in subsequent years.
- c. The committee and K-5 math team will work to plan professional development, curriculum writing days, and align supplemental resources for enrichment and practice.
- d. Present recommendations to the Teaching and Learning committee.

## **6. Budget**

- a. Think! Mathematics consumables (workbooks) cost approximately \$12 less per student than current resource
  - i. Year 1 - additional \$37,000 is required to purchase non-consumables (textbooks)
  - ii. Year 2 - approximately \$1,100 over current spending
  - iii. Year 3 - approximately \$23,000 under current spending
  - iv. Year 4 - approximately \$40,000 under current spending
- b. Cost savings allows for additional supplemental resources to enhance core curriculum and differentiate for advanced and struggling learners

## **PROPOSAL: CREATION OF THE WRECKERS WRITING LAB**

### **Vision:**

Staples High School graduates will be contributing citizens who can think critically, collaborate effectively, communicate purposefully, and use their creativity to solve problems and explore change. To reach these benchmarks, students **MUST** develop the ability to write in various styles and for numerous purposes. A writing lab staffed by teachers and students is the necessary structure to help all students in this endeavor.

### **Description:**

A writing lab should be, do, and offer all of the following:

- A student-centered, safe place to share their writing
- A shared physical space where students meet to get input and assistance from their peers and teachers
- An added support for teachers and students
- A resource center for all things writing and literacy
- A way to support cross-curricular literacy and writing goals
- A place that fosters resilience, community, and equity within SHS
- An opportunity to engage in social activism through writing

### **Needs a Writing Lab Meets:**

- Scheduling prevents some students from conferencing with their assigned English teacher.
- Writing is happening in most disciplines, so students need a place to get support for those projects.
- Students achieve at higher levels when the expectations are clear and the language is common; a writing lab would help to make that the reality for writing across all disciplines.
- Creating a community of trust and support across the student body
- Writing support needs for those who struggle
- Writing acceleration for those who are already proficient

### **Implementation Requirements:**

- An appropriate space that would house both a drop-in lab as well as an intervention lab
- Training for teachers and student tutors
- An adult director of the writing lab (this should be an English teacher)
- Support of all teachers and departments



## STAPLES HIGH SCHOOL

**Connections Committee**  
*A Sub-committee of Collaborative Team*  
*Initial Presentation*

Staples High School  
70 North Avenue  
Westport, CT 06880

### Members:

Jennifer Giudice  
Leslie Hammer  
Patricia Howells  
Colin Neenan  
Enia Noonan  
Bill Plunkett  
Sara Prior  
Luke Rosenberg  
Deb Slocum  
Reneé Torres

### Committee Objective

The Advisory Committee was formed in an effort of the Collaborative Team and administration to design and implement an advisory period at Staples High School that would fulfill the following needs identified by the administration, NEASC, and school climate committee:

- To provide each student with an opportunity to develop a positive relationship with an adult in the building whom they see on a regular basis for all four years of high school in a non-evaluative atmosphere.
- To build a stronger sense of community.
- To optimize communication throughout the school community.
- To reduce the need for special schedules and disruptions to regularly scheduled instructional time.
- To provide students with a structured break from the academic pressures of a high performing high school.

### Research

The Advisory Committee and other staff members visited and observed the advisories at Darien and Joel Barlow High Schools. Further information was gathered through a survey and interviews with other Connecticut schools regarding scheduling, staffing, class size, training, oversight, use of curriculum, and how advisories are assigned.

### Mission Statement

*Connections serves as an intentional time to: communicate school-related information, foster meaningful connections between students and staff members, and create a safe environment where students feel comfortable to hold open discussions throughout their Staples career.*

### Logistical Information

- 160 total advisories (all full-time teachers + administrators/paraprofessionals)
- Advisories are assigned by grade level and school counselor
  - 40 advisories per grade level
  - 10-12 students per advisory
  - Each counselor has 4 advisories per grade level
- Every classroom will be used in addition to multiple sections assigned to common areas.
- Meet 2x/ week for 20 minutes.
- Paired advisories to allow for coverage during teacher absences.



MONDAY

Period \_  
(7:30-8:20)  
50 minutes

Period \_  
(8:25-9:45)  
80 minutes

Period \_  
(9:50-10:40)  
50 minutes

1st Lunch  
(10:45-11:15)

2nd Lunch  
11:20-11:50

3rd Lunch  
(11:55-12:25)

Period \_  
(12:30-1:20)  
50 minutes

Period \_  
(1:25-2:15)  
50 minutes

TUESDAY

Period \_  
(7:30-8:15)  
45 minutes

Period \_  
(8:20-9:35)  
75 minutes

Advisory  
(9:40-10:00)  
20 minutes

Period \_  
(10:05-10:50)  
45 minutes

1st Lunch  
(10:55-11:25)

2nd Lunch  
(11:30-12:00)

3rd Lunch  
(12:05-12:35)

Period \_  
(12:40-1:25)  
45 minutes

Period \_  
(1:30-2:15)  
45 minutes

WEDNESDAY

Period \_  
(7:30-8:20)  
50 minutes

Period \_  
(8:25-9:45)  
80 minutes

Period \_  
(9:50-10:40)  
50 minutes

1st Lunch  
(10:45-11:15)

2nd Lunch  
11:20-11:50

3rd Lunch  
(11:55-12:25)

Period \_  
(12:30-1:20)  
50 minutes

Period \_  
(1:25-2:15)  
50 minutes

THURSDAY

Period \_  
(7:30-8:15)  
45 minutes

Period \_  
(8:20-9:35)  
75 minutes

Advisory  
(9:40-10:00)  
20 minutes

Period \_  
(10:05-10:50)  
45 minutes

1st Lunch  
(10:55-11:25)

2nd Lunch  
(11:30-12:00)

3rd Lunch  
(12:05-12:35)

Period \_  
(12:40-1:25)  
45 minutes

Period \_  
(1:30-2:15)  
45 minutes

FRIDAY

Period \_  
(7:30-8:20)  
50 minutes

Period \_  
(8:25-9:45)  
80 minutes

Period \_  
(9:50-10:40)  
50 minutes

1st Lunch  
(10:45-11:15)

2nd Lunch  
11:20-11:50

3rd Lunch  
(11:55-12:25)

Period \_  
(12:30-1:20)  
50 minutes

Period \_  
(1:25-2:15)  
50 minutes

## Staples Connections

Communicate  
Discuss  
Connect

### ANNOUNCEMENTS

- This would include announcements for all students. Teachers would decide how to share them with their students.
- Announcements could include special schedules, upcoming events and deadlines.
- As a building, we would need to decide which announcements to include to encourage a sense of community.
- The library has volunteered to collect and coordinate information and produce and distribute these Connections documents.



### TRENDING IN INKLINGS/GMS

- One or more Inklings articles or GMS segments would be highlighted for each Connections period.
- Students and staff could make suggestions regarding what stories would best promote a sense of community. Again, the library has volunteered to coordinate this.



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## FOR YOUR CONSIDERATION

- This section could include current events and issues the staff feels are relevant or important to discuss with students. Vaping, sexual harassment, and bullying could be potential discussion items.
- Based on their understanding of their students, Connections leaders would decide how and what to discuss.
- This is also a place where we could invite student feedback.



[Click here to recommend topics for future Connections Conversations.](#)

## CALENDAR

It may be helpful to include some way of letting everyone know about upcoming events.

MAY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Download & Print Free Calendars From [www.wiki-calendar.com](http://www.wiki-calendar.com)

## FUTURE CONNECTIONS

This would explain what to expect in future sessions.

Through summer curriculum writing, the first few months of Connections could be planned out. In November, the Connections Committee would reach out to staff interested in helping to revise the Connections experience to best serve its intended goals.