



# Academic Office Update

## January 2021



WATERBURY PUBLIC  
SCHOOLS  
ACADEMIC OFFICE

# Social Studies

- ❖ Resources purchased for all high school, K-8 & comprehensive middle school, and Enlightenment teachers to supplement learning of African American History: (Secondary Queue Workbooks).
- ❖ Creating a common district syllabus for Sociology ECE course. Also, each high school has at least one teacher applying for UCONN ECE certification. [LINK](#)
- ❖ 6th-11th grade BOY, MOY, EOY benchmarks. [LINK](#)
- ❖ Common formative assessments for 6th-8th grade that assess skills and content and added to correlating curriculum units. [LINK](#)
- ❖ Brown University/Choices Program led PL for 6th-12th using their student driven curriculum
- ❖ Proposed change to social studies sequence to allow for a better flow of classes and to ensure that mandated classes needed to graduate are offered freshman and sophomore year (currently offered sophomore and junior year). [LINK](#)
- ❖ 12/2/2020: SBOE unanimously approved the SERC African American/Black and Puerto Rican/Latino Course of Studies: Course Description [LINK](#). Scope & Sequence [LINK](#), Recommended Book [LINK](#).

# Elementary Mathematics

- ❖ Ready Classroom is being implemented in kindergarten through grade five Tier I Curriculum resource.
- ❖ Curriculum documents are being created for the 20-21. Documents are live. Diagnostic and other data will be used to adjust pacing and content in future years.
- ❖ Professional learning time has focused on implementation of the new program and maximizing use of the available digital resources for synchronous and asynchronous learning in each elementary building in grade specific bands.
- ❖ The Elementary Mathematics Department is currently implementing strategies to improve digital learning by acquiring resources for teachers to view and provide feedback on student work in real time and to embed digital manipulatives into student lessons. Samples

# Secondary Mathematics

- ❖ HMH is being implemented across grades six through eight with curriculum documents developed to address the specific needs of 2020-2021.
- ❖ Algebra I and Geometry courses have been redesigned to provide teachers with teaching strategies and resources to meet the standard of rigor outlined in SpringBoard and support the realignment of the math sequence.
- ❖ Digital resources are being compiled on an ongoing basis and posted on the [Secondary Math website](#) to provide teachers with digital resources for interactive instruction in a virtual setting, assessment for decision making, and increasing levels of engagement.
- ❖ Weekly course specific PLTs have focused on unpacking data from BOY HMH Growth Measure, BOY SpringBoard aligned assessments, and Fall SAT; strategies for effective teaching and learning in a hybrid setting; and evaluating the role that technology has played during the hybrid learning period, including how we would like to continue using it moving forward

# Elementary Reading/ELA

- ❖ An entire K-3 foundational skills virtual curriculum was developed using Foundations and other resources. Access it [here](#). See it in action [here](#) (must open with Kami).
- ❖ Roughly 200 virtual Tier I small group reading lessons were developed for teachers using decodable books from Wonders along with other research-based materials and routines. Access them [here](#).
- ❖ About 200 virtual Tier II/III intervention lessons were developed using SPIRE decodables and the Wright Skills decodables along with other research-based materials and routines. Access them [here](#) and [here](#). See it in action [here](#).

# Secondary Reading/ELA

- ❖ Secondary ELA curriculum revised extensively for SY20-21 Hybrid Model to include educational technology resources and a streamlined pacing guide to ensure high-quality instruction.
- ❖ Afternoon professional learning in Secondary ELA focused on teacher choice with three “courses” being offered to teachers lead by literacy facilitators and department supervisor. Course topics can be found on the [internal ELA website here](#).

# Early Childhood

- ❖ Preschool teachers are providing synchronous and asynchronous instruction to students through Direct Instruction and the Family Coaching model developed through Creative Curriculum.
- ❖ The Preschool Curriculum Team developed a high quality Remote Learning Scope and Sequence for instruction.
- ❖ Guidelines for assessment in all developmental domains were created to assist staff in technology and high quality curriculum implementation.
- ❖ Staff participated in professional development aligned to Social Emotional Learning, Remote Learning Instruction for young children.
- ❖ The OEC and Office of School Readiness planned virtual Family Nights, with additional ones planned for the spring.
- ❖ The OEC provided Circle of Security Parenting Program to members of the Family Resource Center at Wilson School.



# Physical Education/Health & Wellness

- ❖ Teacher-driven, full redesign of PK-12 Health and Physical Education Curricula that embed interchangeable in-person, hybrid and remote learning instructional delivery models for all content scope and sequences
  - Pk-5 PE [Elementary PE Curriculum](#)
  - MS PE [Middle School PE Curriculum \(New\)](#)
  - MS Health [2020-2021 Middle School Health Curriculum Revision Committee](#)
  - HS PE [2020-2021 High School Curriculum Revision Committee](#)
- ❖ Social and Emotional Learning has been a primary point of emphasis in all lessons throughout School Year 2020-2021, and been well-received
- ❖ Health & PE instructional equipment upgrades at all 32 Schools are currently underway; anticipated completion of Title IV project by May 1

# Fine Arts

- ❖ Resources purchased for all instrumental music programs in grades 6-12 to alleviate the need to purchase or rent.
- ❖ All visual art teachers received a document camera and supplies for watercolor art and sketch books.
- ❖ Theatre and Dance supplies under ITB process to support their curriculum.
- ❖ Two teachers are applying to UCONN ECE courses in art and music from WAMS.
- ❖ [New FA digital course catalog](#) available in fine arts grades K-12.
- ❖ WPS is hosting the CT Arts Administrators Meeting to promote what we are doing to support fine arts for our community and district.

# Fine Arts

- ❖ [4th Annual Celebrating Community Through The Arts District-wide Talent Showcase](#) and Artrageous events are 100% virtual. Will be rolled out on the Palace website over a series of days and then posted onto Parent square, social media platform, district website and wpscreates.com. Virtual galleries and video performances in all fine arts will be featured.
- ❖ Mattatuck “A Face Like Mine” collaborative project with all H.S. focused on African American female artists. Includes a virtual tour of 50 works and students will create self portraits reaction pieces.

# Science

- ❖ Creation and implementation of district-wide CFAs for grades 6-12 focused on Analyzing and Interpreting Data and Constructing Explanations using evidence (2 of the 8 NGSS Science Practices).
- ❖ Launch of the district Chemical Hygiene Plan to staff in grades 6-12
- ❖ The entire K-12 curricula has been updated with lessons/activities to engage students in a virtual environment.
- ❖ Environmental educators from Flanders Nature Center brought a LIVE VIRTUAL NGSS Habitat Comparison to 2nd graders from around the district
- ❖ 5th grade students from Gilmartin, Walsh and Tinker were engaged in "It's a Chemical Life"- a PBL project through STARBASE that supported their science unit on Matter.

# CTE

- ❑ New Website for students, parents, teachers and community
- ❑ Connecticut's "Grow Your Own" Initiative - Educators Rising - Current
- ❑ Leveraging district IDT time for vertical and horizontal curriculum alignment
- ❑ New Courses HS for 2021-2022 BOE Approval: 2020
  - ❑ Drone Technology / Operator Prep, Engineering, Software Development
- ❑ New Courses MS for 2021-2022 (Tentative): Pending BOE Approval 2021
  - ❑ Amazon Future Engineer Program: Computer Science
- ❑ Connecticut Pre-Apprentice High School Training Program: Pending BOE Approval 2021
- ❑ Virtual Open House - February 4th, 2021 6:30pm - 7:30pm
- ❑ Predicted to increase number of student concentrators
- ❑ Predicted to increase Next Gen. Accountability Score Indicator 5 - CCR
- ❑ Leveraging Perkins V Grant for necessary equipment/supplies/training

# Bilingual/ESOL Education Department

A series of workshops on Effective Instructional Strategies, with a focus on English Learners, second language acquisition, and remote learning, is being rolled out for the current school year. Topics covered include: Connecticut English Language Proficiency Standards (CELP), Summarizing and Note-taking, Identifying Similarities and Differences, Non-linguistic Representations, Setting Objectives and Providing Feedback, Close Reading in the Content Areas, Depth of Knowledge (DOK) and Levels of English Proficiency

## **Spanish for Native Speakers** *(Level 1 complete, Level 2 in progress)*

Spanish speaking Bilingual students will be provided access to, and a deeper understanding of, ELA 9-12 Connecticut Core Standards through a Spanish Language Arts Curriculum. Students will build familiarity with standards, literature, and the mechanics and structure of academic writing. Using the Common Underlying Proficiency approach, which promotes cross-linguistic transfer, concepts learned in Spanish will then be applied in mainstream English classes, providing Bilingual students the opportunity for success.

## **Secondary NGSS Science Modifications and Accommodations** *(In progress)*

Suggestions for differentiation based on students' levels of English proficiency are embedded into the curriculum, providing English Learners access to grade level Science content. Students will be empowered with the language needed to process and understand the content, perform required tasks and demonstrate what they have learned.

# Bilingual/ESOL Education Department

## **Newcomers Curriculum** *(In progress)*

The linguistic, social, emotional and cultural needs of recently arrived English Learners will be addressed through coursework and performance tasks that are aligned with the Connecticut English Language Proficiency Standards, Connecticut Core Standards and National TESOL Standards. Students will develop foundational language skills, enabling all to understand, read, write and speak English for academic and social purposes.

## **Secondary ESL**

During the 2020-2021 school year, EL Benchmarks are being implemented at the secondary level. ESL teachers meet weekly to review data, plan and share resources.

## **Seal of Biliteracy**

In December 2020, Waterbury Public Schools successfully piloted administration of the assessment to students in grades 10th-12th.

- 67 students that participated
- 29 passed all 4 sections (Speaking, Listening, Reading, **and** Writing) of the test
- 16 students passed 3 of the 4 subtests.

Registration is currently open for the February 2021 Information Session. All students will have an opportunity to participate in an assessment for the Seal of Biliteracy between March and May.

# Google Certified Educators

- ❖ In collaboration with Human Capital's Talent Office, the Academic Office has supported their work in bringing Google Certification to the district.
- ❖ As of mid-January, over 500 staff are Google Certified.



# Program of Studies

- ❖ Completely revised Program of Studies aligned with current district offerings to ensure equitable access to courses across the district.

<https://online.pubhtml5.com/lqkl/tibp/#p=44>

# Parent Connection

- ❖ Parent/guardian website in development to provide parents with an overview of the curriculum by subject area as well as access to resources to support students.
- ❖ Sample ELA Page
- ❖ Sample Social Studies Page