

FY25 Curriculum, Instruction & PD Overview



Topics



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Overview

In all the work I've done, I've tried to ensure that it embodies our vision, mission, and strategic goals



Vision

Westport Community Schools is an exemplary 21st Century learning community whose graduates are empowered through an **engaging, inspiring, and personalized curriculum** to meet the challenges of a global, complex and changing world.

Our Mission

Westport Community Schools' mission is to **ensure that our children achieve academic and personal excellence, become lifelong learners and are responsible, productive, and engaged citizens of the world.**

Strategic Plan

1. Infuse Experiential and Personalized Learning into the Curricula
5. Provide Professional Development to Support Goals 1–4.

Grants

When applying for grants, we pay close attention to how they align with our mission and vision, our Strategic Plan, and our Student Opportunity Act Plan, so that we can obtain funding and support to achieve our goals.



Federal Grants Entitlement

ESSA

- Title I - \$264
- Title II \$41K
- Title III \$3K
- Title IV \$19K

State Grants Competitive

MyCAP \$8K
Safe & Supportive Schools \$10,000
Innovation Career Pathways \$14,070
Work-Based Learning \$18.5K
Career Connected Learning \$35K

Private Foundation Grants Competitive

WEF - Teachers/Staff Apply
Cultural Council - \$5K Art
\$2.5K - City Green
GFRDC - \$75K

Total grant funds in FY25 = \$486K

Literacy



Macomber School

We continue to use principles from the Science of Reading to guide our work at the MAC. This year, for the second year in a row, the state subsidized 30 seats in Ign!te Reading for students with the biggest skills gaps. Out of 29 students who participated long term in the program, 24 are working on first grade skills. The other 5 are working on end of year K skills.



Literacy

Macomber School



For the rest of our kindergarteners, a combination of Foundations and UFLI resources and lessons successfully prepared our learners for first grade! 83% of our students are first grade ready!

Grade Benchmark Level	LNF-8 BOY		PSF-8 BOY		CLS BOY		WWR BOY		WRF-8 BOY	
	N	%	N	%	N	%	N	%	N	%
Above Benchmark	0	0%	20	19%	26	25%	0	0%	0	0%
At Benchmark	60	58%	41	40%	24	23%	14	13%	29	28%
Below Benchmark	20	19%	16	15%	13	13%	90	87%	75	72%
Well Below Benchmark	24	23%	27	26%	41	39%	0	0%	0	0%

LNF-8 EOY		PSF-8 EOY		CLS EOY		WWR EOY		WRF-8 EOY	
N	%	N	%	N	%	N	%	N	%
0	0%	74	73%	46	45%	66	65%	50	49%
79	78%	17	17%	41	41%	26	26%	34	34%
9	9%	0	0%	10	10%	4	4%	8	8%
13	13%	10	10%	4	4%	5	5%	9	9%

Literacy



Westport Elementary School

We continue to use principles from the Science of Reading to guide our work at the WES. This year, we continued with our expansion of targeted services with our five interventionists, and we chose to use some remaining ESSER funds to provide even more services to some of our fourth graders who had significant skills gaps.



Literacy

Westport Elementary School - Grade 1



Our DIBELS data shows significant progress for our students!

Grade Benchmark Level	LNF-8 BOY		PSF-8 BOY		CLS BOY		WWR BOY		WRF-8 BOY		ORF-8 BOY	
	N	%	N	%	N	%	N	%	N	%	N	%
	0	0%	38	33%	23	20%	14	12%	26	23%	20	17%
Above Benchmark	56	49%	49	43%	32	28%	67	58%	32	28%	33	29%
At Benchmark	28	24%	20	17%	23	20%	26	23%	30	26%	17	15%
Below Benchmark	31	27%	8	7%	37	32%	8	7%	27	23%	45	39%
Well Below Benchmark												

Grade Benchmark Level	LNF-8 EOY		PSF-8 EOY		CLS EOY		WWR EOY		WRF-8 EOY		ORF-8 EOY	
	N	%	N	%	N	%	N	%	N	%	N	%
	0	0%	33	29%	39	34%	36	32%	37	32%	45	39%
Above Benchmark	90	79%	66	58%	56	49%	57	50%	44	39%	36	32%
At Benchmark	5	4%	9	8%	11	10%	13	11%	25	22%	26	23%
Below Benchmark	19	17%	6	5%	8	7%	8	7%	8	7%	7	6%
Well Below Benchmark												

At the beginning of the year, only 46% of our first students were at or above the benchmark for first grade. As the year progresses, the passages get more difficult, because students are working on first grade skills through the year. At the end of the year, 71% of our students are reading at or above end of year first grade level. The fact that almost 40% of our students are ABOVE the benchmark is noteworthy!

Literacy

Westport Elementary School - Grade 2



Our DIBELS data shows significant progress for our students!

Grade Benchmark Level	CLS BOY		WWR BOY		WRF-8 BOY		ORF-8 BOY	
	N	%	N	%	N	%	N	%
Above Benchmark	35	31%	34	31%	23	20%	16	14%
At Benchmark	35	31%	32	28%	43	38%	45	40%
Below Benchmark	16	14%	23	20%	18	16%	17	15%
Well Below Benchmark	27	24%	24	21%	29	26%	35	31%

CLS EOY		WWR EOY		WRF-8 EOY		ORF-8 EOY	
N	%	N	%	N	%	N	%
36	33%	32	29%	31	28%	28	26%
43	40%	49	45%	33	31%	38	34%
23	21%	17	16%	31	28%	13	12%
7	6%	11	10%	14	13%	30	28%

At the beginning of the year, only 46% of our second grade students were at or above the benchmark for second grade. As the year progresses, the passages get more difficult, because students are working on second grade skills through the year. These include skills like multisyllabic decoding with a knowledge of affixes and roots, syllable types, word endings, and syllable stress.) At the end of the year, 71% of our students are reading at or above end of year first grade level. Again, the movement from at to above benchmark is significant, and the fact that the trend is upward in all categories is promising.

Literacy

Westport Elementary School - Grade 3



Our DIBELS data shows significant progress for our students!

Grade Benchmark Level	CLS BOY		WWR BOY		WRF-8 BOY		ORF-8 BOY	
	N	%	N	%	N	%	N	%
Above Benchmark	24	22%	28	26%	17	16%	16	15%
At Benchmark	40	36%	33	30%	36	32%	34	31%
Below Benchmark	27	25%	14	13%	29	27%	28	26%
Well Below Benchmark	18	17%	34	31%	27	25%	31	28%

CLS EOY		WWR EOY		WRF-8 EOY		ORF-8 EOY	
N	%	N	%	N	%	N	%
35	32%	29	27%	33	30%	26	24%
26	24%	45	41%	29	27%	33	30%
28	25%	14	13%	14	13%	30	28%
21	19%	21	19%	33	30%	20	18%

The third grade data continues to show an upward trend in student learning, with 9% of our students moving to Above Benchmark and 10% of our students moving up out of Well Below Benchmark. In the fall, when the school wide baseline DIBELS assessments are done, students who continue to have skills gaps will get the support they need.

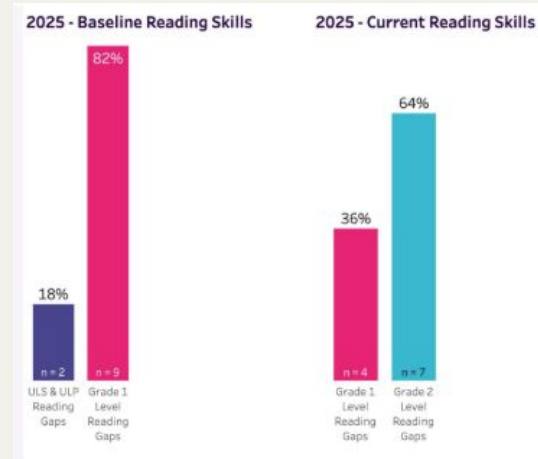
Literacy

Westport Elementary School - Grade 4



Grade Norms	ORF-8 BOY	
	N	%
Well Above Avg	8	7%
Above Average	10	9%
Average	43	39%
Low Average	22	20%
Below Average	16	14%
Well Below Avg	12	11%

ORF-8 EOY	
N	%
9	8%
10	9%
46	41%
24	22%
15	14%
7	6%



The fourth grade data continues to show an upward trend in student learning. At this grade level, only oral reading fluency is assessed. Intervention and Ign!te helped our students who fall before the average cut line with foundational skill development, and that growth doesn't show up as movement in these categories in the oral reading fluency assessment, but when we look at the actual student data, we can see that their WPM read is increasing, so this data doesn't provide the whole picture.

Literacy

WMHS - all grades summary



We continue to use principles from the Science of Reading to guide our work at the WMHS. Students are making gains in their oral reading fluency skills, as well as their comprehension skills.

This spring, we applied for a PRISM grant from DESE, in the hopes to convene a curriculum steering committee this summer to explore HQIM for grades five and six. Having a unified curriculum that helps students build their knowledge base, vocabulary skills, and writing skills, along with continuing to shore up their foundational literacy skills will continue our work of strengthening literacy in the district. We hope to hear about the grant award before the end of FY25.

Personalized Pathways

For the past three years, we have been shifting our curriculum, instruction, and PD to allow for more inquiry-based learning, academic discourse, and student-centered learning experiences, in order to personalize our students' learning.



Increase STEM Learning Opportunities

Our elementary and middle school STEM curricula are robust and engaging.

We added a Materials and Mfg course and a Robotics course to the high school curriculum,

Incorporate Socratic Seminars into Instruction & Assessment

Many of our humanities teachers have gotten training in Socratic Seminars, and are using this teaching strategy to empower students to use their academic voice by staying routed in texts they can use as evidence in their arguments. They also get better at listening to each other in this dialectical model.

Connect School More Explicitly to Career & College

We have participated in two years of seminars and workshops with DESE around MyCAP and MEFA Pathways, and have worked through the process to achieve ICP designation in Advanced Mfg & Health Care.

This spring, 11 of our students participated in “The Boat for Next Gen,” an exploratory training program at Electric Boat and General Dynamics. We are the first school in Massachusetts to partner with EB in this great program.

PD Overview



The Curriculum, Instruction and Professional Development Office supported all our schools this year, with

- Ign!te Reading tutoring at the MAC and WES,
- Science of Reading/UFLI PD for K-2 staff,
- the expansion of Wonders to Grade 4 and iReady Math to Grade 3.
- Through grant funding, we were able to early literacy staff with UFLI Resources and time to unpack and explore all the lessons and supports available in the UFLI Toolbox at <https://ufl.education.ufl.edu/foundations/toolbox/>
- Pre-school staff worked through the year to learn about and incorporate the [Pyramid Model for SE Competence](#) into their practice.

Middle-High School ELA & Social Studies staff worked together on

- writing across the curriculum,
- while science and math teachers collaborated on standards crossovers in their disciplines.
- They also participated in a multi-day training on best practices for inclusion classrooms,
- had time to continue to build out their UBD Units,
- Learn CPR and Stop the Bleed,
- And participated in zSpace training

We had an AI training scheduled, but extenuating circumstances prevented the presenter from attending on the scheduled day.

Having said that, we have been working on a draft AI Guide that will be presented to the school committee at a date in the near future.

Next Steps

- 01 Continue to strength literacy
Reading, math, financial, media
- 02 Continue to personalize learning
- 03 Successfully launch our ICPs
- 04 Continue to pursue additional funding
that aligns with the Mission, Vision, and
Strategic Plan
- 05 Continue to Provide PD opportunities that
align with the Mission, Vision, and
Strategic Plan
- 06 Continue to Strengthen relationships with
Community and Industry Partners

Thank You!



Questions???