



Curriculum and Instructional Improvement



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CURRICULUM & INSTRUCTION

Weston Public Schools is committed to the continuous improvement of its academic programs and services. All curriculum content areas are reviewed and updated every five years. The process consists of several phases: research, curriculum writing, implementation and evaluation. The district recently completed a comprehensive renewal of its K-12 science program. Our K-12 science curriculum has been revamped to align with Connecticut's Next Generation Science Standards (NGSS), and our teachers have participated in ongoing professional learning to improve science instruction. Annually, the curriculum and instruction cost center supports the curriculum renewal process by providing essential funding for teams of teachers to write curriculum, craft engaging lessons and plan assessments.

During the summer of 2020, curriculum work is planned in several areas, including health, language arts, and visual arts. Based on new graduation requirements for the Class of 2023 (current freshmen), WHS health teachers will be involved in curriculum work to implement a comprehensive emotional intelligence curriculum consisting of the Dialectical Behavior Therapy (DBT) Steps A program. The continuum of emotional intelligence lessons planned for tenth grade health classes builds on year one of the program when students are exposed to the basic DBT principles in their freshmen health classes. In order to support this healthy learning initiative, funding for consulting costs are factored into this cost center.

Curriculum instructional leaders (CIL) take a lead role in the development of an innovative and challenging curriculum under the direction of the assistant superintendent. In addition, they serve as instructional coaches leading professional learning activities and supporting teachers with planning lessons and differentiating instruction to meet the needs of all learners. In conjunction with their instructional leadership responsibilities, the CILs teach at least half time enabling them to refine their own instructional repertoire. The CIL dual function model (instructional leader and teacher) is a cost effective staffing approach for providing the necessary support and coordination for our academic disciplines. CILs also conduct most of Weston's professional development, which minimizes the need to use outside consultants to train teachers.

A district goal is to improve overall performance in math as measured by multiple indicators. One of the key strategies for 2020-21 is to restructure the math CIL position to better support teachers with differentiation strategies. Currently, the K-5 math CIL services approximately 50 teachers because the position is shared between HES and WIS. In this budget, a new approach is proposed, mirroring the model for literacy, in which we have one K-2 CIL and one 3-5 CIL dedicated to each building. This is a modest investment that will have a significant impact on math instruction at the K-5 level, and the cost will be offset by a corresponding reduction in math enrichment at WIS. To be clear, the shift away from enrichment to bolstering the math capacities of all K-5 teachers is an optimization of our resources to advance math instruction and student performance.

Another key investment is the establishment of a systemic model for delivering intervention services for math and reading at the secondary level. Currently, WMS and WHS do not have formal intervention services in math, or the level of support needed in reading, as we do at the

lower schools. This budget seeks to address this critical need with staffing resources to provide scientific research based interventions (SRBI) for students in need of support. At WMS, this initiative will result in the development of an Academic Center designed to provide small group and individual interventions in reading and math. Similarly, at the high school, a math lab will be created to support students identified for intervention.

In summary, the district priorities guide the allocation of resources to enhance the educational program, which includes funding for professional and curriculum development, electronic textbook resources, and instructional coaching.

Curriculum
Weston Public Schools, Weston, CT

2019-2020 Actual			2020-2021 Projected				
<u>Operating</u>	<u>Other</u>	<u>Total</u>					
<u>Budget</u>	<u>Sources</u>		<u>Budget</u>	<u>Sources</u>	<u>Total</u>	<u>Change</u>	
<u>FTE</u>	<u>FTE</u>	<u>FTE</u>	<u>FTE</u>	<u>FTE</u>	<u>FTE</u>		
Certified Staff							
1.0	0.0	1.0	Assistant Superintendent of Curriculum and Instruction	1.0	0.0	1.0	0.0
<i>Kindergarten through Grade 5:</i>							
1.0	0.0	1.0	Language Arts & Social Studies	1.0	0.0	1.0	0.0
1.0	0.0	1.0	Math & Science	1.4	0.0	1.4	0.4
<i>Grades 6 through 12:</i>							
0.5	0.0	0.5	Language Arts	0.5	0.0	0.5	0.0
0.5	0.0	0.5	Social Studies	0.5	0.0	0.5	0.0
0.5	0.0	0.5	Math	0.5	0.0	0.5	0.0
0.5	0.0	0.5	Science	0.5	0.0	0.5	0.0
<i>Kindergarten through Grade 12:</i>							
0.4	0.0	0.4	Music	0.4	0.0	0.4	0.0
0.3	0.0	0.3	Visual Arts	0.3	0.0	0.3	0.0
0.4	0.0	0.4	World Language	0.4	0.0	0.4	0.0
0.4	0.0	0.4	Health & Physical Education	0.4	0.0	0.4	0.0
6.5	0.0	6.5		6.9	0.0	6.9	0.4
Non Certified Staff							
1.0	0.0	1.0	Administrative Assistant to Assistant Superintendent of Curriculum	1.0	0.0	1.0	0.0
1.0	0.0	1.0		1.0	0.0	1.0	1.0
7.5	0.0	7.5		7.9	0.0	7.9	0.4