

Windsor Locks Public Schools



Board of Education Curriculum Committee

November 12, 2020 – 4:30 p.m.

Meeting will be held Via Zoom: [Zoom Meeting Link](#)

Agenda

1. **New Business**
 - a. November 3, 2020 Professional Development Day - Evaluation and Return on Investment

2. **Informational Items**
 - a. Review and Discussion of Remote Learning/Inclement Weather Schedules

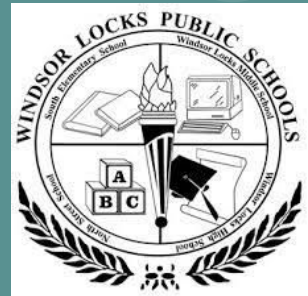
4. **Future Business Items**
 - a. Raider Block and Supporting Intervention Services at WLHS

5. **Adjourn**

Next Meeting: December 10, 2020

Windsor Locks Public Schools Curriculum Committee Meeting

Thursday, November 12, 2020



Report on the Return on Investment for Professional Development

November 3rd, 2020



- Major Topics Included

- *iReady Data Reports* (North, South, and WLMS)
- SeeSaw Training (North)
- EL Curriculum (South)
- Big Picture Learning (Pine Meadow Academy)
- Transitions for Youth With Emotional Disturbances (RISE)
- Locating New and Safe Student Internships (RISE)
- Benchmark Assessments (WLMS & WLHS)
- Raider Block Expectations for Student Support (WLHS)
- Building Student and Adult Relationships (WLHS)



- Similar to the beginning of the year, presentation formats were predominantly virtual, with some in-person meetings when safe social distancing could be achieved.



Return on Investment - North Street School

Summary

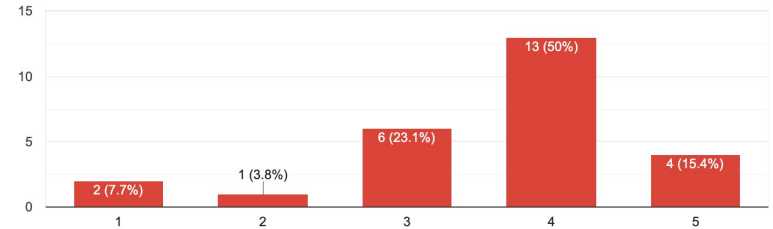
- **65.4% percent agreed or strongly agreed** that the IReady presentation was beneficial.
- Teacher feedback statements:
 - “Understanding the data.”
 - “Support targeted instruction.”
 - “Using the learning platform.”

- **81.3% percent agreed or strongly agreed** that the SeeSaw presentation was beneficial.
- Teacher feedback statements:
 - “Creating new lessons and activities.”
 - “Complete lessons with more varied responses.”
 - “Ability to differentiate.”

The iReady presentation assisted in deepening my understanding of how to successfully access and use the data within the iReady platform. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.



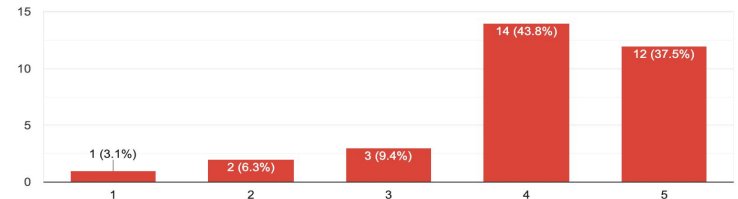
26 responses



The presentation assisted in meeting specific questions I had further expanding my knowledge of the SeeSaw Platform with my students. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.



32 responses

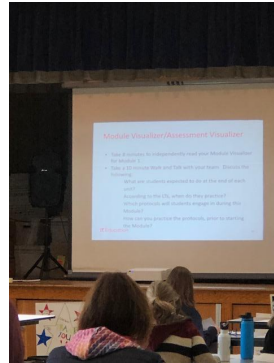


Return on Investment - South Elementary School

Summary

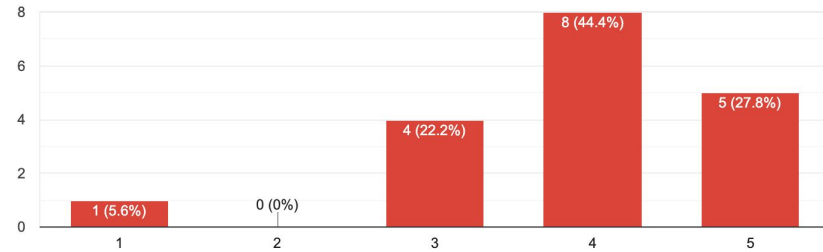
- **72.2% percent agreed or strongly agreed** that the *iReady* presentation was beneficial.
- Teacher feedback statements:
 - “Resources to hit the gaps in students knowledge.”
 - “Guide my decisions for interventions and small group work.”

- **80% percent agreed or strongly agreed** that the EL presentation was beneficial.
- Teacher feedback statements:
 - “Better understanding of the structures and key features of the EL Curriculum.”
 - “Writing infused into the reading will help to improve my students' writing skills



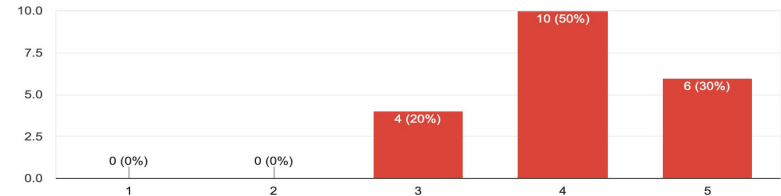
The *iReady* presentation assisted in deepening my understanding of how to successfully access and use the data within the *iReady* platform. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

18 responses



The presentation assisted in meeting specific questions I had further expanding my knowledge of of implementing the EL Curriculum with my students. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.

20 responses






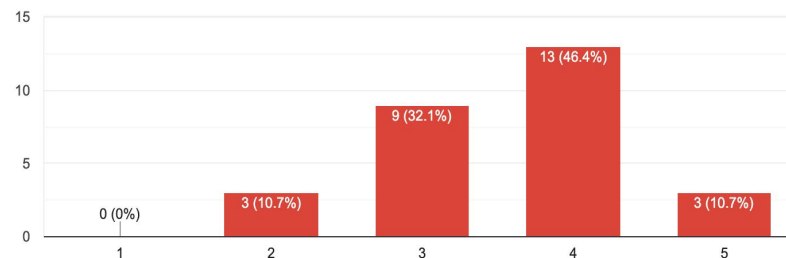
Return on Investment - WLMS


Summary

- **57.1% percent** agreed or strongly agreed that the multiple sessions at WLMS were beneficial.
 - “Work will identify areas in need of explicit instruction.”
 - “Will allow me to focus on re-teaching skills/standards that they have not mastered.”
- **37.5% percent** agreed or strongly agreed that the iReady presentation was beneficial.
- Teacher Feedback Statements:
 - “Helped me to better understand the results of the diagnostics.”
 - “Students will get iReady instruction based on their specific needs.”
 - “Presenter was fast.”

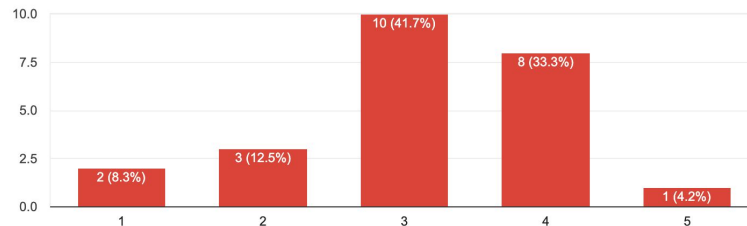
Today's professional development sessions will directly impact my ability to connect with and support my students and student learning. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. 

28 responses



The iReady presentation assisted in deepening my understanding of how to successfully access and use the data within the iReady platform. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. 

24 responses




Return on Investment - WLHS

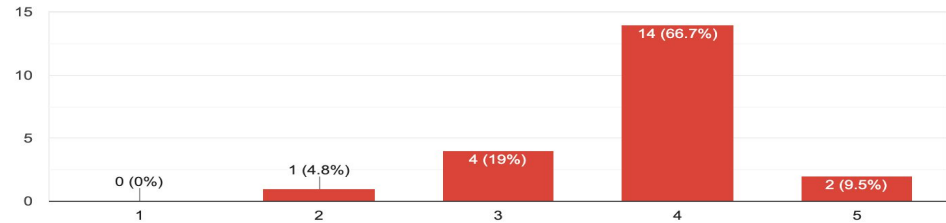


Summary

- **76.2% percent agreed or strongly agreed** that the multiple sessions at WLHS were beneficial.
- **Teacher Feedback Statements:**
 - “This work will support the growth of my students because it will provide me with a clearer, data-driven picture of students' progress towards mastery.”
 - “To support my students that I identified in this session, I will develop a journaling plan for Raider Block that will help students explore the (Vision of the Graduate).”
 - “My new learning will support the growth of my students because I will now have an opportunity to form personal, motivating relationships with them.”

Today's professional development sessions will directly impact my ability to connect with and support my students and student learning. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. 

21 responses






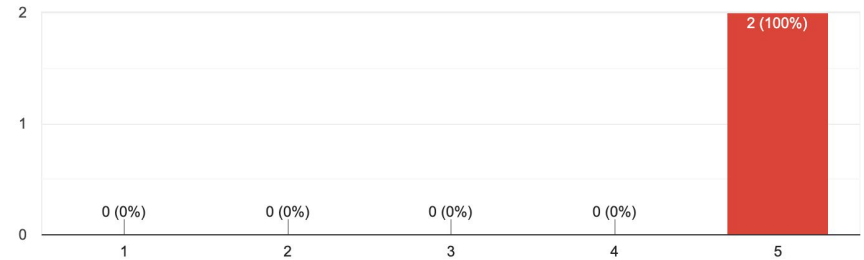
Return on Investment - RISE

Summary

- **100% percent strongly agreed** that Transitions for Youth with Emotional Disturbances and Locating New and Safe Student Internships was beneficial.
- Teacher Feedback Statements:
 - “It was beneficial to have a common learning and planning time with my co-teacher.”
 - “Our students engage in community based learning opportunities that promote mastery of work soft skills, leadership skills and development of a support team of caring adults.”

Today's professional development sessions will directly impact my ability to connect with and support my students and student learning. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. 

2 responses




Return on Investment - Pine Meadow

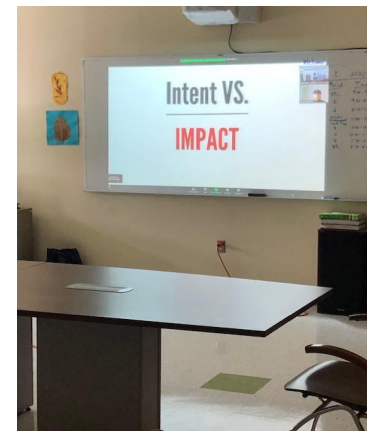
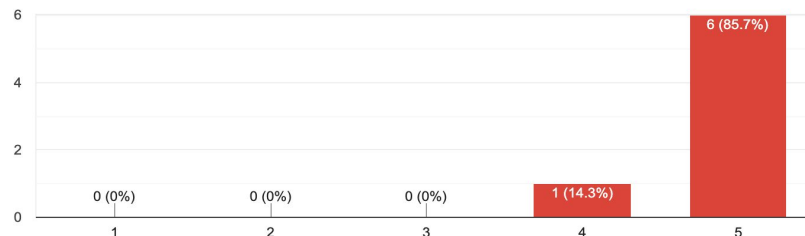


Summary

- **100% agreed or strongly agreed** that the training sessions and work done with Big Picture Learning were beneficial.
- Teacher Feedback Statements:
 - “By improving the climate and culture of the school, we can continue to build relevancy and relationships with our students.”
 - “Great day. We accomplished a good amount of work--Pick Me Up calendar and mood meter interventions.”

Today's professional development sessions will directly impact my ability to connect with and support my students and student learning. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree. 

7 responses





Follow Up Action Steps From November 3rd Professional Development

- **North Street**
 - Use *iReady* Data Reports to support student learning
 - Increase *iReady* platform usage
 - Continue to increase SeeSaw usage and integration
- **South Elementary**
 - Use *iReady* Data to support student learning
 - Increase *iReady* platform usage
 - Continued work with EL school designer to implement EL curriculum
- **WLMS**
 - Use *iReady* Data to support student learning
 - Increase *iReady* platform usage
 - Implementation of benchmark assessments
 - Use of student data in the SRBI process



Follow Up Action Steps From November 3rd Professional Development

- **WLHS**
 - Implementation of benchmark assessments
 - Ongoing evaluation of the Raider Block and connecting instruction to Vision of the Graduate
 - Implementation of action steps to support disengaged learners and build student to adult relationships
- **Pine Meadow Academy**
 - Implementation of planned “Pick Me Up/Kick Me Out” themes and activities
 - Introduce and use the “Mood Meter” to support students
- **RISE**
 - Assist students in creating and recognizing their support team that will continue services through and after transition.
 - Continue to find community members who are willing to work with our staff & students during COVID

Remote Learning/Inclement Weather Schedules

Curriculum Committee Meeting
November 12, 2020





Connecticut State Department of Education Guidelines

- Districts and schools should develop a full school day:
 - 6.50 Hours
 - Includes lunch (1 hour - per the the MOU)
 - Live daily contact between teachers and students
 - Direct instruction (either synchronously or asynchronously)
 - Independent student work
 - Opportunity for questions and feedback during teacher office hours

- Length of the PK–12 remote instructional day:
 - PreK - Half Day Programs - 2 Hours
 - Elementary (PreK–5) - 4.50 Hours
 - Secondary (6–8, 9–12) - 5.00 Hours

[Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models](#)

North Street School

North Street School Master Remote Schedule 20-21

North Street School Master Remote Schedule 20-21										
Full Remote/ Weather Cancellation										
Time	Kindergarten		1st Grade		2nd Grade		AM	PM	PreK	
9-9:30	Morning Meeting/Number Corner/Math		Morning Meeting/Number Corner/Math		Morning Meeting/Number Corner/Math		9:00-9:10	12:30-12:40	Class meeting	
9:30-10:00	Special		Small group work	snack- Flex time	Small group work	snack- Flex time	9:10-9:20	12:40-12:50	Emergent Story Read aloud	
10:00-10:30	Fundations and Reading		Writing		Fundations and Reading		9:20-9:30	12:50-1:00	Themed hands on lesson	
10:30-11:00	snack- Flex time	Small group work	Special		snack- Flex time	Small group work	9:30-9:40	1:00-1:10	Brain break	
11:00-11:30	Writing		Fundations and Reading		Writing		9:40-10:00	1:10-1:30	Snack	
11:30-12:00	Small group work	Flex time	Small group work	snack- Flex time	Special		10:00-10:30	1:30-2:00	Themed Activity or Choice board	
12:00-1:00	Lunch						10:30-10:50	2:00-2:20	Reading with family	
1:00-2:00	Footsteps2Brilliance (i-Ready in January)		i-Ready Reading/Math and Footsteps2Brilliance		i-Ready Reading/Math and Footsteps2Brilliance		10:50-11:30	2:20-3:00	Imaginative /outdoor play	
2:00-2:30	Office Hours/Student Independent Work Time								Special	
2:30-3:00	Closing Circle		Closing Circle		Closing Circle					
3:00-3:30	Office Hours/Student Independent Work Time									

Specials will rotate synchronous/asynchronous lessons for classes. They will see each class they would see in person 2-3 times live per week.

South Elementary School

FULL REMOTE LEARNING - WEATHER CANCELLATION					
Grade 3		Grade 4		Grade 5	
Office Hours/ Flex Time 9:00-9:30	Office Hours/ Flex Time 9:00-9:30	Office Hours/ Flex Time 9:00-9:30	Office Hours/ Flex Time 9:00-9:30	Office Hours/ Flex Time 9:00-9:30	Office Hours/ Flex Time 9:00-9:30
Morning Crew 9:30-10:00		Morning Crew 9:30-10:00		Morning Crew 9:30-10:00	
Math 10:00-10:45	Math 10:00-10:45	Math 10:00-10:45	ELA 10:00-10:30 Specials 10:30-11:00	ELA 10:00-10:45	Math 10:00-10:45
Office Hours/ Independent Work 10:45-11:15	Office Hours/ Independent Work 10:45-11:15	Office Hours/ Independent Work 10:45-11:15	Office Hours/ Independent Work 11:00-11:20	Office Hours/ Independent Work 10:45-11:10	Office Hours/ Independent Work 10:45-11:15
Flex Time 11:15-11:35	Flex Time 11:15-11:35	Lunch 11:15-12:15	Lunch 11:20-12:20	Specials 11:10-11:40	Flex Time 11:15-11:30
IBlock 11:35-12:10	Iblock 11:35-12:10	IBlock 12:15-12:55	IBlock 12:20-12:55	Flex Time 11:40-12:05	ELA 11:30-11:55
Lunch 12:10-1:10	Lunch 12:10-1:10	Specials 12:55-1:25	ELA 12:55-1:10	Lunch 12:05-1:10	Specials 11:55-12:25
ELA 1:10-1:35	ELA 1:10-1:55	ELA 1:25-2:10	Math 1:30-2:15	IBlock 1:10-1:45	Lunch 12:25-1:25
Specials 1:35-2:05	Office Hours/ Independent Work 1:55-2:10	Office Hours/ Independent Work 2:10-2:25	Flex Time 2:15-2:35	Math 1:45-2:30	IBlock 1:25-2:00
ELA 2:05-2:25	Specials 2:10-2:40	Flex Time 2:25-2:40	Closing Circle 2:40-3:00	Office Hours/ Independent Work 2:30-2:45	ELA 2:00-2:20
Office Hours/ Independent Work 2:25-2:40		Office Hours/ Independent Work 2:30-2:45		Office Hours/ Independent Work 2:20-2:40	
Closing Circle 2:40-3:00		Closing Circle 2:40-3:00		Closing Circle 2:45-3:00	
Office Hours/Independent Work 3:00-3:30		Office Hours/Independent Work 3:00-3:30		Office Hours/Independent work 3:00-3:30	



Windsor Locks Middle School

WLMS Master Schedule 2020 – 2021 | Full Remote Model

Full Remote Schedule

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	Day 6
8:00 – 9:00 (60)	TEACHER OFFICE HOURS / Independent Work Time: <i>Teachers available to work with students.</i>					
9:00 – 9:05	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:10 – 9:45 (35)	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
9:50 – 10:25 (35)	Period 2	Period 3	Period 4	Period 5	Period 6	Period 1
10:30 – 11:05 (35)	Period 3	Period 4	Period 5	Period 6	Period 1	Period 2
11:10 – 11:45 (35)	Period 4	Period 5	Period 6	Period 1	Period 2	Period 3
11:50 – 12:50 (60)	Lunch					
12:50 – 1:25 (35)	Period 5	Period 6	Period 1	Period 2	Period 3	Period 4
1:30 – 2:05 (35)	Period 6	Period 1	Period 2	Period 3	Period 4	Period 5
2:05 – 2:30 (25)	TEACHER OFFICE HOURS / Independent Work Time: <i>Teachers available to work with students.</i>					



Windsor Locks High School

Windsor Locks High School Remote Learning Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 am - 8:00 am	Teacher Office Hours/Independent Work				
8:00 am - 9:00 am	Period 1	Period 2	8:00 - Period 1	Period 1	Period 2
			8:30 - Period 2		
9:00 am - 10:00 am	Period 3	Period 4	9:00 - Period 3	Period 3	Period 4
			9:30 - Period 4		
10:00 am - 11:00 am	Period 5	Period 6	10:00 - Period 5	Period 5	Period 6
			10:30 - Period 6		
11:00 am - 12:00 pm	LUNCH				
12:00 pm - 1:00 pm	Period 7	Period 8	12:00 - Period 7	Period 7	Period 8
			12:30 - Period 8		
1:00 pm - 2:15 pm	Teacher Office Hours/Independent Work				