

**Weston Public Schools
Instructional Improvement Priorities
Draft - December 11, 2019**

Goal #1: To provide teachers with increased levels of coaching and professional development support for teachers to increase the level of differentiation in K-5 math by revamping the K-5 math CIL structure.

CIL Math Structure

The current CIL model has been in effect for over 10 years. It was last reviewed in 2017 as part of a comprehensive study commissioned by the district and conducted by Noe Medina of Educational Policy Research. The Board was provided with a copy of this study earlier in the year as background information regarding the essential functions that these positions serve in our system in supporting teaching and learning.

CILs provide teachers with ongoing coaching and training, as well as perform other functions related to curriculum coordination and development. While the overall CIL model continues to be effective, an adjustment to the allocation of FTE for math CIL time at the K-5 level is required in order to provide teachers with the support needed to improve student math performance.

Currently, the district allocates a total of 2.0 FTE for CIL support for literacy, math and science as delineated below.

Table 1: K-5 CIL Structure (Current)			
Subject	HES	WIS	Total K-5 Support
Literacy (Rdg, Writing, SS)	.50 FTE (Andrea Noble)	.50 CIL (Alex Bluestein)	1.0 FTE
Math	.25 FTE (Carolyn Vinton)	.25 CIL (Carolyn Vinton)	.50 FTE
Science	.25 FTE (Carolyn Vinton)	.25 CIL (Carolyn Vinton)	.50 FTE
Total	1.0 FTE	1.0 FTE	2.0 FTE

The model for literacy, with one CIL stationed at HES and the other at WIS, is working effectively; however, there are several challenges with the current allocation of resources for math and science. Below are several reasons why augmenting the CIL FTE for math is warranted at this time.

1. Math performance – While overall performance in math is solid, we have identified areas for improvement (e.g. SBA, achievement gap) that require more time and support from the math CIL.
2. Curriculum renewal - The amount of FTE devoted to math and science is insufficient to provide the level of support that is needed for both subjects. Generally, there is only enough time for the CIL to focus primarily on supporting one subject during a curriculum renewal. For example, the CIL is currently focused on ensuring the successful implementation of the new science program at HES and WIS, but does not have enough time to fully support all of the math needs.
3. Content knowledge - Math and science are both areas where elementary teachers tend to have less content knowledge and comfort with the subject areas. This means coaching and professional development needs to focus on content in addition to pedagogy. Currently, serving 42 classroom teachers and additional special education teachers across two buildings makes the contact time available less than what is needed for both math and science. By comparison, the ELA CILs service 21 teachers each and some additional special education teachers, which is more manageable.
4. Shifting instructional practice - Elementary teachers' comfort level and perceptions about math makes changing practice difficult without consistent and ongoing coaching. The type of coaching many teachers need involves co-planning and co-teaching, which is time intensive. Again, serving 42 teachers across two buildings for two subjects makes this difficult.
5. Concurrent math blocks - The student math blocks at HES and WIS tend to be scheduled at similar times during the day in both buildings for appropriate reasons. This reality limits the contact time availability for classroom work with the CIL. Having a math CIL devoted to each building addresses this issue.
6. Common Planning Times – CPTs in both buildings take place during lunch blocks on Tuesday, Wednesday, and Thursday. This sometimes necessitates making a choice of which grade the CIL can be available to work with during a CPT. Again, having a math CIL in both buildings addresses this challenge.
7. Professional learning days - Formal professional time takes place on the same days and times for both buildings. This divides in half the availability of math and science CIL to facilitate adult learning at HES and WIS.

In order to address these issues, the FY21 budget will include a proposal to increase the CIL support for math by .4 FTE. The proposed structure is outlined below. The new .4 FTE CIL position for math at HES would be posted and compensated in accordance with the WTA contract. **Please note that the CIL for science will continue to be shared between the two buildings. However, given the increased level of content and time devoted to science at WIS she will be primarily stationed at WIS.**

Table 2: K-5 CIL Structure (Proposed)			
Subject	HES	WIS	Total K-5 Support
Literacy (Rdg, Writing, SS)	.50 FTE (Andrea Noble)	.50 CIL (Alex Bluestein)	1.0 FTE
Math	.40 FTE (TBD)	.50 CIL (Carolyn Vinton)	.90 FTE
Science	.25 FTE (Carolyn Vinton)	.25 CIL (Carolyn Vinton)	.50 FTE
Total	1.15 FTE	1.25 FTE	2.4 FTE

The cost of the additional .4 FTE position is approximately \$50,000. This includes the CIL salary, stipend, and the cost of four summer days. The leadership team will be looking for ways to mitigate this cost as we develop the FY 21 proposal and weigh the needs of the system.

Goal #2: To create an Academic Center at WMS to improve student performance in reading and math to assist students as it relates to grade level benchmarks.

Objectives:

- Establish a systematic approach to delivering intervention services in reading and math to address gaps in student skills.
- Create a center where general education students receive tier 2 and tier 3 SRBI support from intervention teachers.
- Identify students for reading and math intervention based on specific criteria generated by the WMS data team.
- Address the gap in SRBI services in math at WMS, and increase the amount of SRBI reading support.

Location: Identify a central location at WMS for the Academic Center

Staffing Plan: Math

This proposal reflects a .4 FTE increase to math staffing over the FY20 budget. The proposed staffing allocates 6.0 FTE to math classroom teaching and 1.0 FTE to math intervention. By comparison, HES and WIS both have a math intervention specialist and a math paraprofessional.

Math Priorities:

- Improve math performance as determined by multiple measures.
- Establish a math intervention process at the middle school.
- Enhance opportunities for common planning time for the CIL to work with curriculum partners and provide professional development.

Table 3: WMS Math Staffing Proposal		
Grade	Team A	Team B
6	Teacher A	Teacher B
7	Teacher A	Teacher B
8	Teacher A	Teacher B
SRBI	Intervention Teacher	

Staffing Plan: English/Language Arts

The proposal adds .8 FTE Reading Intervention Support over the FY 21 budget. The proposed staffing allocates 7.2 FTE to ELA classroom teaching and 1.8 FTE to reading intervention. By comparison, HES and WIS both have 2.0 FTE reading specialists and 1.0 paraprofessional per school.

Priorities:

- Improve reading performance as determined by multiple measures.
- Ensure all English classes are taught by English teachers.
- Establish an SRBI plan for reading in grades 6-8.
- Dedicate one English teacher for each team in grades 6-8.
- Ensure common planning time for teachers on the team/grade.

Table 4: ELA/Reading Staffing Proposal		
Grade	Team A	Team B
6	Teacher A - 1.0 ELA/ELA Teacher C - 1.0 ELA/ELA	Teacher B - .8 ELA & .2 Reading Teacher D - .8 ELA & .2 Reading
7	Teacher A - .8 ELA & .2 Reading	Teacher B - 1.0 ELA
8	Teacher A .8 ELA - & .2 Reading	Teacher B - 1.0 ELA
SRBI	1.8 FTE (1.0 Dedicated Reading Teacher and .8 FTE as indicated above)	