

## Brookfield Public Schools PLC-May 26, 2017

### Brookfield High School

- Next steps for integration of academic expectations into curriculum and instruction
- Finalization of essential students habits of work and how to measure them
- Reflection on overall grading policies and percentages

### Whisconier Middle School

**12:15-2:40**

**Literacy Staff:** (In grade level literacy rooms)

Plan for Day: Reflections on implementation of Teachers College and new assessments from this year. Lead into our summer curriculum work and analyze BOY to EOY argument writing data.

Audience: Grade 5-8 Literacy teachers

Goals: Reflect on Teachers College units and assessments. Get end of year writing data finished.

Alignment: Outcome 1 Steps 2 and 3 of the Strategic Coherence plan

**Math Staff:** (In Jean L's room)

Plan for Day:

- Look at the pacing on our curriculum maps and see if we need to make changes for next year.
- Create Glencoe/My Math end of year assessments - based on what we covered this year
- Math placement for advanced classes

Audience: Grades 5-8 Math teachers

Goals: Look to see if we need to make changes to current curriculum maps. Create EOY Glencoe/My Math assessment and finish math placement for scheduling.

Alignment: Outcome 1 and 3 Step 2 of the Strategic Coherence plan

**Science Staff:** (Instructional Lab)

Plan for Day: Teachers will discuss Chapter 3 of *Disciplinary Core Ideas: Reshaping Teaching and Learning*. This addresses physical science and forces which ties in with

some of our learning from the JASON Project model unit. The teachers will also start NGSS Module #8. Discussion questions for the chapter:

1. What was new learning for you?
2. Choose one task that was suggested from your grade level band with your partner and explain to the team how you might teach it.
3. What misconception(s) might students have about this concept that you need to address?
4. This disciplinary idea may be difficult for some and easy for others. How might you plan to accommodate both types of learners?

Audience: Grade 5-8 Science teachers

Goals: To continue to develop an understanding of both the NGSS and how they are incorporated into instruction and assessment.

Alignment: Outcome 2 Step 3 of the Strategic Coherence plan

**Social Studies Staff:** (Jason Milde's Room)

Plan for Day: Continue discussions around the CT State SS Framework. What implications it will have on our current curriculum and grade levels with added time in both 5th and 6th grade.

Audience: Grade 5-8 Social Studies teachers

Goals: Start to figure out what 5th and 6th grade can do to enhance their existing curriculums for next year that incorporate elements of the C3 and the CT State Framework.

Alignment: Strategic Coherence Plan Outcome 1 step 2

World Language Staff: (In Giorgia S.'s room)

Plan for Day: Discussions around:

- World Language Week

Audience: Grades 5-8 World Language teachers

Goals: *Incorporate ACTFL's 5 C's into World Language Week:*

- Interact with Cultural Competence and Understanding
- Acquire information and diverse perspectives
- Develop insight and reflect on the concept of cultures through comparison of cultures studied and their own
- Reflect on the practices and perspectives of the cultures studied

- Interact and collaborate with our multicultural community

Alignment: Outcome 1 step 3 Strategic Coherence plan

**Special Education:** (Seminar Room)

Plan for Day: Meet with our district attorney for an update on the latest Supreme Court rulings dealing with Special Education

Audience: Special Education teachers

Goals: The goal is for teachers to become knowledgeable of latest SPED law.

Alignment: Strategic Coherence Plan Outcome 2 Step 3

**School Counselors:** (In Ali F's office)

Plan for Day: Work on lists of students to separate/put together for next year or any other scheduling issues. List of 2016/2017 lessons taught at each grade level and what was the objective of each lesson. Ex. 7th grade - Career Inventory - students answer questions that pertain to their interests in life.

Audience: Grade 5-8 Counselors

Goals: Produce lists for scheduling students next year. List of lessons with objectives by grade level emailed to Mr. Renda.

Alignment: Strategic Coherence Plan Outcome 4

**UNAH Staff:** (TBA)

Plan for day: Working with your district departments - you should get an email soon

Audience: UNAH staff

Goals: Depends on the department activity

**Paraprofessionals:** (Kupper's Classroom)

Plan for Day: Paraprofessionals will be taught about the levels of our spelling development program and examples of activities that are used for different levels. Also, one to one paraprofessionals will write a "helpful hints" list for the next year's para.

Audience: Paraprofessionals

Goals: The goal is for paraprofessionals to become knowledgeable of our spelling program.

Alignment: Strategic Coherence Plan Outcome 2 Step 3 and Outcome 3 Step 3

## **Huckleberry Hill Elementary School**

- ❑ Grade 2 & 3 - 12:45-1:45 Class Creator in 600 Lab
- ❑ Grade 2 & 3 - 1:45-2:45 NGSS
- ❑ Grade 2 & 3 - 2:45-EOD - Climate
- ❑ Grade 4 - 12:45-2:45 NGSS
- ❑ Grade 4 - 2:45-EOD - Climate
- ❑ Art, Music, PE - 12:45-2:45 Curriculum Writing per Dept. Chairs-HHES Music Rm.
- ❑ Art, Music, PE 2:45-EOD - Climate
- ❑ Diagnostic Team, Jen N., & ELC Para-educators - FAPE & legal updates w/Craig Meuser from 1:00-3:15 @ CES
- ❑ SPED Para-Educators - PMT Training w/Cheryl Mammen from 1:00-3:15 @ CES in Gym
- ❑ Reading teachers/paras - 12:45-2:45 Open Court routines, resources
- ❑ Reading teachers/paras - 2:45-EOD - Climate
- ❑ Spanish teachers - 12:45-2:45 Curriculum Development in 600 Lab
- ❑ Spanish teachers - 2:45-EOD - Climate
- ❑ Jessica C. - 12:45-2:45 EOY assessments/BOY math transition
- ❑ Susan D., Anna G., & Danielle R - LETRS training at TSO through EOD

## **Center Elementary School**

**1:15 -3:15**

### **Kindergarten Team 1- Literacy Curriculum Writing Preparation**

Review Calkins Units of Instruction for kindergarten making notes for the summer curriculum writing team of adjustments that could be made to strengthen units, better meet standards, better fit with BPS reading / writing. \*\*\*Reading Teachers will participate.

### **Kindergarten Team 2- Math Curriculum Writing Preparation**

Review My Math Units of instruction for kindergarten making notes for the summer curriculum writing team of adjustments that need to be made to strengthen units, meet standards, better fit with our kindergarten population needs.

### **Grade 1 Team 1 - Literacy Curriculum Writing Preparation**

Review Calkins Units of Instruction for grade one making notes for the summer curriculum writing team of adjustments that could be made to strengthen units, better

meet standards, better fit with BPS reading / writing. \*\*\*Reading Teachers will participate.

### **Grade 1 Team 2- Math Curriculum Writing Preparation-**

Review My Math Units of instruction for kindergarten making notes for the summer curriculum writing team of adjustments that need to be made to strengthen units, meet standards, better fit with our kindergarten population needs.

### **\*\*\*K-4 Special Teachers-**

- 12:45-2:45 Curriculum Writing per Dept. Chairs-HHES Music Rm.
- Art, Music, PE 2:45-EOD - Climate

## **Special Education**

### **CES**

**Presenter: Cheryl Mammen**

**Title:**PMT (Physical/Psychological Management Training)

**Time:** 1:00 - 3:15

**Target audience-** non-certified staff from HHES who require a refresher training with PMT. They need to get recertified every year.

**Goal-** To Provide proactive and preventative strategies to de-escalate situations, but if this is not possible, train the staff with appropriate techniques to manage behavior to keep the staff and students safe

**Connection to District, School goals-** Safety and by 2019 all certified and non-certified staff need this training per CTSDE.

**Intended outcome** is that staff will be competent and confident with their skills so they could de-escalate a situation or to use a protective hold if necessary and keep everyone safe.

### **CES**

**Presenter:** Craig Meuser

**Time:** 1:00 - 3:15

**Title:** Legal updates

**Target Audience-** Certified and non-certified staff from Center Elementary School and from HHES.

**Goal:**

The goal is to provide professional development focused on the changes in legislation and to promote best practice. (There will be a focus on dyslexia legislation and the recent Supreme Court Case on FAPE, as well as progress monitoring)

**Connection to District, School Goals-** IEPs are legally binding documents and staff need to provide the least restrictive environment with appropriately written IEPs that meet the varied needs of the students.

**Intended Outcome:** The staff will increase their knowledge of special education law as it pertains to writing and implementing IEPs.

## **BHS**

The BHS special services staff will participate in the following PD activities on the May 26th PLC session:

- Special Services staff: continuation of LETRS training
- BHS Paraprofessionals: building-wide NEASC activities

## **ELL**

Home Language Survey Training and Discussion for School Registrars  
2:30 to 3:30 WMS Main Office Conference Room

Objectives:

1. To review CSDE Home Language Survey “3 Questions” and Script
2. To confirm understanding of all EL registration protocols
3. To elicit feedback and discussion from registrars to determine if any additional resources and/or training is needed in order to ensure full, ongoing, and consistent implementation
4. To develop a periodic ‘communication’ plan for future updates and possible changes to EL registration protocols (beginning, middle, end of year updates/check-in; TEAM folder?)

Materials:

- ❑ [CSDE HLS Recommended Script](#)
- ❑ BPS Registration Protocols (PSIS, Powerschool, etc.) - to be prepared by D. Coury