

# From Jim Agostine

Monroe's Superintendent of Schools



Dear Parents and Community Members,

Once again, I am pleased to report that we had a very smooth school opening on September 1, 2016. I am thrilled to be reengaged with our students and staff and look forward to a productive new school year.

This year, we will continue our work in implementing two important curricular areas in our Elementary Schools. First, our teachers will continue to explore and refine the implementation of Math in Focus which has shown us tremendous promise thus far. Second, we continue our work with Teachers College in training our staff in Readers and Writers workshop.

Trainers come to us on a monthly basis to assist our teachers in fully embedding the program in our ELA curriculum.

Last year at this time we were kicking off the Masuk Turf Field projects and trying to obtain funding for the project. On October 7, 2016, we opened the field for play with the Masuk Girls Varsity Soccer team hosting Newtown. The game was thrilling to watch and resulted in a tie score. A ribbon cutting ceremony prior to the game served as our thank you to the community for its continued support of Monroe Public Schools.

This year we will begin the process of re-roofing Stepney Elementary School. This is the

last of the big projects for several years to come in our efforts to maintain safe and efficient buildings for our students and staff. In addition to

the roof, repairs are needed in two areas of the building involving structural steel and the fascia and soffits around the entire building will be updated as well. The scope of the work is designed to be a thirty year solution.

Each new school year presents us with a new beginning and the hope of achieving new heights. This year is no different in that regard, and I am excited to reengage with all of you in the important work of educating your children. I look forward to working with all of you to make Monroe Public Schools the best school district in the State.

Sincerely,

*Jim Agostine*

November 2016

## *Monroe Public Schools Dates*

November 8, 2016

*Election Day—No School*

November 10, 2016

*Masuk High School  
Conference Night 5:30 pm  
Masuk Early Dismissal*

November 16, 2016

*Masuk High School  
Conference Night 5:30 pm  
Masuk Early Dismissal*

November 23, 24, 25, 2016

*No School Thanksgiving Recess*

November 29, 2016

*Elementary Conference Night*

November 30, 2016

*Masuk High School  
Grade 8 Open House  
Masuk Early Dismissal*

December 1, 2016

*Elementary Schools  
Conference Night*

December 5, 2016

*Elementary Schools  
Conference Afternoon  
Elementary Early Dismissal*

December 26, 2016 -

January 2, 2016

*Winter Recess  
No School*

Visit Monroe Public Schools Website  
[www.monroeps.org](http://www.monroeps.org)



MONROE PUBLIC SCHOOLS  
— MONROE, CONNECTICUT —

## Masuk Bowler Makes it to CIAC Tournament

From Masuk Free Press  
By Jess Ferrigno

In 2014, CIAC sports offered its first-ever singles bowling tournament, and last spring Masuk's very own senior, David Bunnell, competed in it. He is the first bowler at Masuk to ever make a CIAC tournament.

On March 19th, Bunnell competed against 85 people and placed 42nd at Nutmeg Lanes in Fairfield. He was shy just a couple of pins of getting into the finals. "I think he knocked down about 601 or 602 pins. He did very well," said Paula Caparaso, "and we cheered him on!"

Despite not making it into the finals, Bunnell said he has only good memories regarding the tour-

nament.

"I felt a lot better after going, and I felt a lot better when the people cheered me on," said Bunnell.

Bunnell has been bowling for nine years. His interest for the sport began during a second grade field trip to the bowling alley. After going bowling with his neighbor, who was part of a league, Bunnell was hooked and became a regular bowler by third grade. "I tried baseball, and I didn't like it. I tried football, and I didn't like it. I tried all other sports, and I really didn't like it," said Bunnell. "So I thought, 'Let me try it. If I don't like it, then bah humbug.' But I said, 'Oh my God, I really like this. Let me keep on doing it.'"

He hopes to continue bowling beyond his high school career. After a one year break from the sport, he hopes to re-start and go into the Professional Bowlers Association (PBA).

"I've done a tournament with more than 500 people before, and I placed in the top ten," said Bunnell.



## New Technology Enhances Math Instruction

Over the last summer, middle and high school math teachers received upgraded technology in their classrooms. The old SmartBoards were replaced with EPSON Brightlink overhead projectors, enabling teachers and students to use the whiteboard surface as an interactive touch screen for collaboration and instruction. Many positives have arisen from the change to the EPSON projectors, particularly concerning the higher definition picture display on any surface. The EPSON projector also allows teachers and students the ability to use any software program needed. Like every new technology, there has been a learn-

ing curve with the EPSON projectors. However, the teachers have been working together to share how they are integrating the technology into the classroom.

In addition to the EPSON projector, Masuk math teacher, Jon Badolato, is piloting Google Cast in his classes. This technology provides the opportunity for the teacher and students to send the image from their Chromebook screen or Jon's classroom tablet to the board. This capability allows for meaningful student collaboration and effective discussion on student work. In addition, teachers can now give specific and immediate feedback regarding stu-

dent progress. By using the tablet, the teacher travels the room, not tethered to the computer, creating a more responsive and dynamic classroom environment.

Technology is continuing to play an important role in education. When paired with effective instruction and meaningful curriculum, its possibilities are endless.



# Columbia University Summer Reading Institute Comes to Monroe



were introduced to the architecture of the readers workshop lesson format. The focus of the week's instruction centered on the components of balanced literacy, comprehension strategies, and assess-

ing and planning work for individual students and small groups. The educators took on the role of both teacher and student during their four day training. Teachers spent time delving into their grade level units of study to prepare for the upcoming school year. By the end of the fourth day of training, participants were buzzing with enthusiasm and they were eager and ready to begin the new school year. Ms. Czeterko asked participants to share their feelings about the readers workshop institute. Two teachers summed up their feelings this way, "I used to think readers workshop was just students reading in an unstructured environment, but now I know that it involves focused instruction and monitoring." Another teacher commented, "This institute was awesome, I feel empowered."

Twenty educators, including classroom teachers in grades three through five, reading teachers, special education teachers, and administrators gathered at Fawn Hollow School on August 22 to participate in a four day professional development institute in the readers workshop model. Staff developer, Alexis Czeterko, from Columbia University provided the four day training for this group of educators.

The four day on-site institute was tailored to meet our District's instructional needs. Participants

ing and planning work for individual students and small groups. The educators took on the role of both teacher and student during their four day training. Teachers spent time delving into their grade level units of study to prepare for the upcoming school year.

By the end of the fourth day of training, participants were buzzing



## Jockey Hollow Fall Drama Focuses on Bullying

This year's middle school drama takes on the important and relevant issue of bullying. The Bully Plays is a series of nine vignettes that addresses the topic in humorous, poignant, and dramatic ways. The rehearsal process and performances give their cast and the audience the opportunity to explore the effects of

bullying and provides some creative solutions for young people. Directed by theatre veterans, David and Susan Halliwell, performances will be November 3, 4, and 5, in the Jockey Hollow Auditorium. Tickets will be available online and at the door.



## New Social Studies Course Fuses History, Psychology, and Civics

- Why do we associate with some groups and not others?
- How much do we shape our identity and how much is shaped by how others see us?
- How can normal people be convinced to participate in racism, violence, and even genocide?
- Why do others stand up against these acts?

These are just some of the questions that are being asked in a new course linking human behavior, history, and current events at Masuk High School. The course, Facing History and Ourselves, is a nationally recognized program that began in 1976 and serves millions of students globally. "Facing History's approach heightens students' understanding of racism, religious intolerance, and prejudice; increases students' ability to relate history to their own lives while promoting greater understanding of their roles and responsibilities in a democracy," according to the program website. History teachers, Vicki Flam and Greg

Parkhurst, initiated the development of the course at Masuk with the help of Instructional Leader, Ian Lowell. "I think it's a great opportunity for students to look at history and psychology together," said Flam, who also teaches separate classes in history and AP Psychology.

Students will engage in social action projects to work actively within the school community to promote civic action and social justice. To this end, Mrs. Flam welcomed Trumbull High School senior, Isha Dalal, (*pictured below with Mrs. Flam*) the founder of VOICE- a student run civic organization, to speak to the class. Dalal's VOICE program is designed to create legislation that directly impacts students.

In class, she explained to students how she started the program and what they can do to help. This year, Dalal and her organization are trying to address the problems of the education achievement gap through several initiatives including starting book drives across the state. "My point in telling you all

of this is it's important to know that all that you do really matters. After I graduate, kids I help in this program can join too and create new laws for themselves," she told the class.

Isha and the VOICE program exemplify the slogan of Facing History: "People make choices. Choices make history." This course helps Masuk students understand why people make those choices in the first place. If you are interested in learning more about Facing History and Ourselves, please watch the short video on the Social Studies Department webpage or check out their website at [www.facinghistory.org](http://www.facinghistory.org).



## Former NBA Player, Chris Herren, Comes to Masuk



Former NBA player, Chris Herren, presented to the entire student body in the gym at Masuk High School on September 16. Herren, a standout basketball player at the high school collegiate and professional level, talked about his life-long battle with drug addiction. Herren's presentation focused on the positive self-esteem that is necessary for young people to avoid destructive decisions in the first place.



## New Senior English Electives



Our latest 12th grade English electives have begun at Masuk. This is the last stage of our English Department curriculum revision that has included the introduction of a variety of new, exciting courses. Travel Literature and Ethical Arguments in Fiction and Non-fiction are both high-interest semester courses that effectively prepare our seniors for college. Travel Lit includes texts from the 19th century (A Room with a

View) to today (Catfish and Mandala) and examines how young people interact with the global society while also defining themselves. Students are composing personal narratives, researching regions, and analyzing literary passages to help prepare them for life after Masuk.

In Ethical Arguments, students develop formal skills in building effective arguments and critically reading the arguments of others. The core text for this course is Contemporary and Classic Arguments, a book used in undergraduate programs throughout the country. Students will be exploring both sides of issues relevant to their generation (including

the cost of college, gender equality, required military service), taking part in class discussions, debates, presentations. Most importantly, they will focus on their argumentative writing skills, an area that colleges have designated as most important for incoming freshmen.

We are very excited about the overwhelmingly positive student and teacher response to these new courses.



## World Languages in Monroe Schools

The Department of World Languages is proud of both its increased enrollment and improved assessment results this year. Enrollment in French and Spanish level 5 and higher is 26% higher in 2016-17 than in 2015-16, and 39% higher than in 2014-15. This pattern of increased participation and interest is accompanied by an increase in achievement.

On the AAPPL speaking assessment given each spring, 17% more students in French and Spanish level 4 or higher rated at an intermediate level in 2016 than in 2015, (83% of all students at the upper levels). It is wonderful that increased student performance is translating into decisions to continue language study!



*The mission of the Monroe Public Schools is to ensure that all students reach their full potential as innovative thinkers and responsible citizens through a challenging, inquiry-based curriculum delivered by skilled, dedicated, and engaging educators.*

# Masuk Accounting Club: Where Everyone Counts!

Although the Masuk High School Accounting Club is only in its second year of existence, it is on its way to becoming one of the more popular academic co-curriculars in the school. The club started in the fall of 2015 when a number of students expressed a desire to explore the field of accounting beyond the classroom. The club presently has over 20 members, and it continues to grow.

The Advisor of the Accounting Club is Mrs. Bonnie Waring. She is a veteran Masuk Business teacher and the 2011 Monroe Public Schools Teacher of the Year. She is also the primary accounting teacher within the school's Business Depart-

ment. "We have three levels of accounting classes at Masuk. Our more advanced students obtain a very in-depth understanding of accounting, and a firm skill-based foundation for life beyond Masuk." Mrs. Waring indicated that the Accounting Club brings students together from all three levels. At their meetings, the Club frequently learns from guest speakers who discuss their real-life experiences within the accounting profession.

Jordan Wright, Nisha Honnaya, Mashal Ibrahim, and Sahar Sajjad are four of the five members of the Accounting Club's Executive Board. These girls stated that, "We are look-

ing forward to organizing and participating in many new and exciting club activities this year. We will be instituting a joint Business/Tech Ed collaborative project. We want to design, produce, market, and sell our own products." Working with Masuk Engi-

neering teacher, Mr. Michael Cercone, students will design and make items on the school's 3D printers. With the help of Marketing students, under the direction of marketing teacher, Ms. Richelle Clini, students will be promoting the items in the Masuk Community. Accounting Club members will be responsible for the financial aspects of this joint business adventure. "We are excited about being able to put what we are learning in the classroom into practice in a real-world simulation," stated Sam Nalaboff.

Other co-curriculars offered within the Business Department are Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), and the National Business Honor Society. Surveys indicate that Masuk graduates going on to college frequently choose majors within the Business field as a focus. Any student or parent who would like more information about classes or co-curriculars within the Business Department should feel free to reach out to any department member or administrator.




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*For more information on the Monroe Public Schools, go to:*

[www.monroeps.org](http://www.monroeps.org)

# Stadium Turf Project

On June 14, 2016, the Masuk High School graduation was the last official function to occur on the grass surface at Benedict Field. After a half century of service to the community, it was time that the stadium received a facelift that would include a turf field, updated lighting, and a re-surfaced track. In the months that followed graduation, contractors worked their magic to transform the stadium into a state of the art facility that will continue to serve not only Masuk students but the entire community.

One of the challenges posed by natural grass fields is the limited time that they can be used without creating damage to the field. When damage did occur, it elevated risk of injury and also prolonged the amount of time that the field was unusable. As a result, practices and games were often impacted by adverse field conditions. In addition, tournament play was not possible and field use by the community was virtually eliminated. In contrast, synthetic turf imposes no restric-

tions on playing time and a turf field typically yields the same playing time as four natural grass fields.

In addition to the added play-time offered by synthetic turf, Masuk's new field includes permanent markings for five different sports. No need to remark the field between events. And during the late fall and early winter when natural turf hardens with the frost, Masuk's new engineered turf system maintains its resiliency and minimizes student injuries. All of these improvements will lead to increased use by Masuk teams, youth sports, and the community at large. The quality of this new facility also makes Masuk an attractive site for tournament play, an honor that has not occurred in over a decade.

The most significant improvements to the stadium facility are in the area of safety. In addition to an engineered surface that reduce the risk of injury, the new lighting system provides more light to the field with fewer shadows and is also less visible to surrounding

neighbors. The new turf system does not use crumb rubber like most field around the State. Instead, it has a new organic infill system. Masuk is one of the first fields in the northeast to employ this new organic system.

The combination of increased use and added safety will make Masuk's new stadium a great resource to serve the community for the next 50 years. The field officially opened on October 7, and the project was delivered on time and within budget.

Thank you to all  
the donors and  
people who  
made this  
project  
possible and  
such a  
success.



## Monroe Elementary: Be Kind



Monroe Elementary School has a new mural on the outside wall by the playground. Yet, it's so much more than a mural – it's community building at its best – while promoting a positive school environment.

This begins in the classroom, with teachers developing behavioral standards and expectations for students to treat others with respect

and kindness. Extending these behaviors outside of the classroom in less structured environments, such as lunch and recess, is an on-going goal. Every year, we come together as a school to work towards this goal. This year, we painted a mural reminding students to "Be Kind" with various animated scenes depicting kind acts.

All the children and staff contributed to painting the mural, each having the opportunity to choose the color and design of a flower. The many flowers adorning the mural represent our unique and diverse population, from our pre-schoolers

through fifth grade students as well as staff members.

The creator of the mural, Michael Kramer, was enthused and pleased with the results as we all left our mark. It was rewarding to see how proud and excited the children (and staff) were to contribute to this beautiful mural.

Many thanks to Dana Moraniec, our art teacher, for helping the children prepare to paint during their art class. Our gratitude to Sue Dixon and Pat Flynn for the donation from Arts and Imagination for funding the mural.

Please take the time to stop by our playground and enjoy our new masterpiece!!

## New Playground for Fawn Hollow



The Fawn Hollow PTO's dream of creating a new playground to coincide with the celebration of the school's 50th anniversary has become a reality

thanks to the efforts of many.

Fund-raising efforts over the past several years, combined with moving equipment from Sandy Hook School to Fawn Hollow, allowed the PTO to create this amazing play structure which will be enjoyed by countless children for years to come.

The new playground offers opportunities for climbing, sliding, strengthening muscles and balance. It also provides opportunities for children to learn and develop

social skills, imagination and creativity, thinking and problem solving skills, and a sense of connection.

The PTO is grateful for the generosity of many, including John Kimball, who moved the equipment from Sandy Hook and installed the entire playground this past summer.

This year the PTO is working to raise funds to install a shade structure on the primary playground, hopefully to be completed by Fawn Hollow's 50th anniversary in September 2017.





# Summer Science for Elementary Teachers



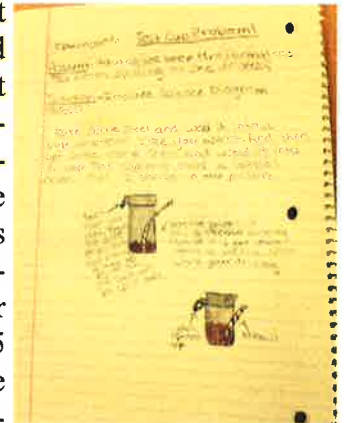
Groups of elementary teachers gathered at Fawn Hollow School on July 12 and August 4 for summer science days. Their focus was a look towards Next Generation Science Standards expectations for our students. Eighteen teachers, representing all three elementary schools, and

grades kindergarten through fifth, grappled with Science and Engineering Practices specified by the framework of NGSS.

Teachers collaborated and identified ways to bring the practices to their classrooms. One practice in particular drew the most interest and attention. That was Science and Engineering Practice #6 which requires students to construct explanations for science and design solutions for engineering. Teachers recognized that the work of engineering is to solve problems in our world. The challenge was to provide opportunities for students to work like engineers to design solutions. This meant that students would work in groups, apply the engineering design process, construct solutions, explain their

thinking, and redesign or revise their ideas.

As a result of this summer work, teachers eagerly began the school year with lesson ideas and better understandings of NGSS Science and Engineering Practices in the elementary classroom. Connecticut adopted Next Generation Science Standards in November 2015 with the understanding that full implementation will take place over time.



## Stadium Turf Fundraising

Fundraising was an important component of the track and turf field project. The Masuk All Sports Booster Club led the way with a Brick campaign. This campaign allowed donors to buy a personalized brick and raised \$44,000. The MASBC also donated an additional \$25,000 from its annual golf outing proceeds. Privately, Pam Buzi, donated the Todd and Tom Buzi scholarship money to the campaign. This \$43,000 donation allowed us to buy the new scoreboard, which will be installed in mid-November. Todd Buzi was a Masuk senior who died in an accident in his senior year and Tom

was the former First Selectman, who also chaired the Building Committee that renovated and added the STEM wing at the High School and added the field house in 2004. Not to be overlooked, our youth sports organizations also donated handsomely to the project. Monroe AYSO donated \$25,000, Monroe AYP - \$7,500, Monroe Lacrosse Association - \$5,000, and Monroe Soccer Club - \$2,500.

Fundraising continues for the sound system. The first home football games featured a white out campaign, where the fans wore white shirts to erase the difference in the fund raising goal.

Additionally, a local band "Under Covers" performed recently and proceeds from the evening were donated to the project.

The Board of Education and Building Committee would like to thank all donors and volunteers who helped on this project. Having to make up a difference of over \$300,000 between Town funding and actual cost was significant and could not have been done without the hard work of the many volunteers.



## Monroe Welcomes New Teachers

The group met in the Central Office Conference room for a welcome and introduction to the Monroe Public Schools. Jim Agostine, our Superintendent of Schools, welcomed the group to Monroe and shared some words of wisdom from his years of experience in education. John Battista, our Assistant Superintendent of Schools, shared information about the Teacher Evaluation plan and walked the new staff through Mandated Reporting training. Mandated reporting involves reporting suspected abuse, neglect, or imminent risk of serious harm to a child. Educators and health professionals

are required by law to report concerns and then let the Department of Children and Families (DCF) determine if the report is substantiated. John also shared our District Goals and Action Plan, which include the following areas Curriculum and Instruction, Human/Financial Resources, Facilities, Educational Resources, and Community Building. John also highlighted our on-line Curriculum Maps which are available to the public on our District website.

Kay Moser, our Director of Student Support Services, and Darleen Fensore, our Assistant Director of Student Support

Services, shared information about special education services in Monroe with the group. They explained the difference between an Individualized Education Plan and a 504 plan. Kay and Darleen reiterated the need for confidentiality which had already been shared by Jim Agostine and John Battista.

Jack Zmary, our Director of IT and Operations, provided information about technology use in Monroe. This was the first day of professional development specific to New Teachers in Monroe. In October, the group met to learn about analyzing student data through Google Sheets and how to set up and use a Google Classroom.

In November, the group will meet to review the electronic report cards and learn some tips from a veteran retired teacher on how to positively conduct parent conferences. In January, technology tools for teaching and learning will be the focus of the professional development. April will conclude this new teacher professional development with an afternoon looking at professional standards through a facilitated conversation. Our eight new staff is eager to become a part of the Monroe Community and we reminded them “don’t expect to be able to do everything in one day or even one week.”



Lauren Morrissey, Kindergarten Teacher at Fawn Hollow, Karen Brown, ELL Teacher, Stephanie Dytko, Intern at Jockey Hollow, Alyson O’Grady, Music Teacher at Monroe Elementary, Tammi Johnson, Special Education Teacher at Masuk, Bryan Dias, Physical Education Teacher at Stepney Elementary, Lauren Hilmar-Braga, Spanish Teacher at Jockey Hollow/Stem, Jaclyn Flynn, History Teacher at Jockey Hollow, and Minjoo Park, Mathematics teacher at Jockey Hollow.

## Wingman Program at Stepney Elementary



Last May, Jennifer Heitzke, a kindergarten teacher at Stepney Elementary, had the opportunity to hear Ian Hockley speak about Wingman, a youth leadership mission that had been developed by his foundation. Stepney already had a “5K” program where the kindergartners and fifth graders worked together several times a year on various activities. The students spent time making crafts, reading books, and building bonds between the grades while learning more about their 5K buddy. The Wingman program offered the potential for a richer, more meaningful experience for these children. Ian explained in his speech that Wingman is “a year long cycle of experiential activities that is student led and delivered in the classroom. The content is tailored to meet the climate needs of the school and integrated into the timetable. Student leaders are trained by expert educators with selected teacher’s acting as champions to guide and continue their development. Wingman for Schools counters the root causes of rejection, exclusion and isolation with increased empathy and compassion. Students are empowered to take the lead in their school’s climate. Our hope is that Wingman will inspire children to give back and volunteer, spreading the benefits across the community.”

At that time, Wingman was running in a few middle schools. There was not an active Wingman elementary program but the potential to turn the current 5K program into an elementary model was there. Over the next several months, lesson plans and activities were mapped out for the first Wingman activity day at Stepney on September 23. The teachers completed a survey to assess the climate in their classroom, and this will be tested again at the end of the year. The goal is to see growth in their students ability and willingness to help others, to behave in a way that fosters community, and to build trusting relationships among their peers. Over 170 kindergartners and fifth graders assembled on the blacktop and participated in two experiential activities to lay down the building blocks for the Wingman for Elementary program. They started their time with the “Handshake Mingle” - a fun way for the children to get to know each other. Each child was given a playing card and was asked to locate another student who had the same suit, color, or number. When they met, they exchanged a different handshake and shared something special about themselves. This was the beginning of building bonds across the ages. The fifth graders rose to the occasion and a group of them even stepped in to help one of the kindergartners who was a bit unsure about the event and chose to sit away from the group, eventually encouraging him to join in the last activity.

The second activity day in

October was spent strengthening bonds. The “Tin Can Pass” and “Team Tally” exercises helped the children learn about teamwork and encouraging one another and getting to know each other in smaller groups, sharing successes, and new experiences within the group. Finally, the children created an “Us List”, a colorful poster board of all the positive behaviors that they want to see both in their classrooms and during the Wingman activities.

Over this coming year, the students will continue to participate Wingman activity days every month. Each activity day has a specific social/emotional learning component to it, such as empathy, compassion, charity and kindness. There is a 15 minute briefing with the fifth graders to lay out the activities for the day and set the tone. This is followed by three activities that help embed the social/emotional learning target.

Although this program for elementary schools is still in the pilot phase, there have already been so many moments that prove that this can and will be a positive addition to our school and to the lives of the children who participate in the activities. The goal moving forward is to have every student in the building participating in Wingman activities.

In years to come as the program spreads across the US, it will be remembered that Stepney was the founder of Wingman for Elementary Schools.

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## Special Visitor to Fawn Hollow



Dianna Wentzell, Connecticut Commissioner of Education, was a special visitor on the first day of school at Fawn Hollow Elementary School. As a child, Dr. Wentzell had been a student at Stepney Elementary School. She later graduated from Masuk High School. Dr. Wentzell was an educator herself for over 12 years before becoming a district administrator and then the Commissioner of Education.

Dr. Wentzell was thrilled to be back in Monroe and expressed an interest in visiting a math class at Fawn Hollow Elementary School after learning of Monroe's excellent performance in math on the Smarter Balanced Assessment taken by students in the spring.

The second grade classroom of Jill Silvestro played host for Dr. Wentzell's visit. Mrs. Silvestro led her students in a math lesson using the story Chrysanthemum. Students compared data and made observations about the lengths of their names. Dr. Wentzell later commented to Assistant Superintendent John Battista, and Cindy Brooker, K-5 Math Coordinator, that she was indeed impressed

with the conversation and math language that the students were using.

We really appreciated her input and her taking the time to visit our school!

