

Board of Education Workshop

Thursday, October 29, 2020 8:15 AM

Via Zoom *Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for link and agenda., 24 School Road, Weston, CT 06883-1623

I. Call to Order

II. Review and discussion of Draft WPS Outcome and Goals 2020-21

III. Adjournment

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 29, 2020

Information Only

Action Requested

Agenda Item Subject: Discussion of Draft WPS Outcome & Goals 2020-21

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Draft WPS Outcome & Goals 2020-21 document for Board review and discussion.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

**WPS Outcome & Goals 2020-21
DRAFT 10/26/20**

OVERVIEW

**INSERT CIRCLE IMAGE
(Will have hyperlinks to each goal area)**

VISION

Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.

MISSION STATEMENT

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

OUTCOME - GLOBAL CITIZENS

Global citizens have the necessary knowledge, skills, attitudes to achieve their personal goals and contribute to society. Our goal is to empower students to be innovative thinkers, creative problem-solvers, effective communicators, and inspired learners prepared to thrive in an ever-changing world. These skills are commonly referred to as the four C's: Critical and Creative Thinking, Communication, Collaboration.

The district has identified high-leverage goals and associated action steps to develop global citizens: 1. Academic Excellence, 2. Digital Learning, 3. Healthy Learning Environment, 4. Gauging Progress, and 5. Resources for Learning.

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GOALS & ACTION STEPS - 2020-21

The five goals and associated action steps for 2020-21 are presented below from a district-wide perspective and school-specific vantage point. District-wide, each goal is presented with action steps. Subsequently, each school presents its respective goals and action steps. As in past years, the schools have identified several goal areas through their planning processes that are most relevant to their strategic priorities in the 2020-21 school year. District-wide and for each school, the 2020-21 goals and action steps build on work of the past several years and point to anticipated work in the near future.¹

Goal - Academic Excellence

Description:

Through continuous purposeful innovation, Weston Public Schools is committed to providing educational opportunities that cultivate empowered citizens of the global community. This vision drives the improvement of instructional programs and services. Curriculum, instruction, and assessment practices are reviewed on an ongoing basis to build upon Weston's long tradition of academic excellence. Key academic priorities and action steps for the 2020-2021 school year are highlighted below.

Key Action Steps:

Professional Development: Provide high-quality professional development and support for Weston educators with special attention to these priority areas.

- **Teaching and Learning** - Ensuring high quality teaching and learning in hybrid, full remote, voluntary distance learning and full in schooling scenarios by providing professional development in the areas of technology and differentiated instruction.

¹ Measurable deliverables for each action step will be added following the BOE Workshop on October 29, 2020. We want to incorporate BOE discussion as we finalize deliverables.

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- **Special Education** - There is a multi-year professional learning focus on enhancing the continuum of learning supports (SRBI, 504, SPED). The areas of focus will be on learning plan and IEP development, evaluation practices, and early intervention support.
- **Intervention Services** - Enhancing the math and reading intervention (SRBI) programs throughout grades K-12 with targeted training for data teams and intervention specialists. This is Year 2 of this initiative with particular emphasis on establishing processes and practices at WMS for identifying and supporting students in need of support.
- **Diversity, Equity and Inclusion -- An Inclusive Curriculum** - Increase the capacity of Weston teachers and administrators to use an equity and excellence framework to engage in civil discourse with students, parents, and colleagues. See Goal - Healthy Learning Environment for further information.

Other Key Projects

- Continue to support the implementation of the updated English Language Learner (ELL) program in Year 2 with teacher professional development.

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Goal - Healthy Learning Environment

Description:

A healthy learning environment is essential for students to feel safe and nurtured in pursuit of their academic and co-curricular interests. We strive to provide students with the necessary strategies and resources to manage their emotions, and understand and apply the skills of emotional intelligence, and to enhance the community understanding of emotional intelligence. We are eager to share with all constituents our efforts to create a healthy learning environment.

Action Steps:

Diversity, Equity & Inclusion -- Create and sustain a more inclusive school climate that values and supports all students and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.

- Supporting the *BOE Task Force on Diversity, Equity & Inclusion*.
 - Curriculum & Instruction (See Academic Excellence Goal)
 - Diversity of Personnel (See Resources for Learning Goal)
 - Policies to ensure equitable and inclusive learning environments for all students
- Monitoring individual work by schools so that is high quality and coherent districtwide.

Social-Emotional Learning -- Support Social-Emotional Learning for In Person, Hybrid, Full Distance Learning and Voluntary Distance Learning Models

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- School Culture - Provide support, assistance and feedback to building-based leaders to continue to enhance school climate and school culture within each of the schooling scenarios.
 - Continue the District Emotional Intelligence (EI) Leadership Committee, which is led by district administrators and includes teachers and administrators from each school.
 - Monitor and support individual work at the school level to implement strategies that enhance social-emotional learning experiences for all students in all schooling scenarios.
- Staff training -- Provide training on emotionally intelligent teaching practices and strategies that enable all students to participate and succeed in the school community, including skills of RULER and Dialectical Behavior Therapy Skills Training in Emotional Problem Solving (DBT STEPS-A).
 - Monitor and support individual work at the school level to provide teachers with the tools and strategies they need to understand and implement social-emotional learning strategies within each of the schooling scenarios.
- Student impact and sustainability -- Continue to incorporate EI strategies, approaches and skills into everyday school and classroom routines (e.g. RULER anchor tools, DBT STEPS-A skills). Embed EI into the curriculum where natural connections can be made and specifically in the areas of Health and Developmental Counseling.
- Parent outreach and communication -- Provide parents with information and strategies about EI through multiple venues. Coordinate with PTO and seek assistance from external resources as needed.

School Start & End Times -- Consider Modifications to School Start & End Times for 2020-21

- Review potential to continue the School Start/End Times Task Force within the context of a school year dominated by the COVID-19 Pandemic. The SS/ET Task Force was established last year to develop recommendations for potential changes to School Start/End Time for the 2020-21 School Year by January 2020. The plans were put on hold in March 2019 due to the demands of providing high quality schooling at the start of the COVID-19 Pandemic.

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GOAL -- Digital Learning

Description:

The purpose behind the educational use of technology is to better serve the curriculum and learning needs of students. Technology is integral to actualizing the district's stated vision and mission. Most notably, it is a powerful tool for personalizing learning opportunities and differentiating instruction.

During the COVID-19 Pandemic, the use of technology has become more important than ever before. Almost all curriculum and instruction is now dependent on technology to deliver quality instruction for students, whether they are home or in class simultaneously. These dependencies have caused a major paradigm shift in education that will persist when the pandemic is over.

Through training and regular use of technology, staff become experts in ensuring that the right technology tool is employed to provide our students with opportunities to learn and share knowledge. Technology is no longer a stand alone item nor is it about hardware--its focus is on instruction, which includes supporting today's learners in information literacy and digital literacy. This is accomplished by continued collaboration between the library learning commons staff and the technology staff with support from State and National resources such as the American Association of School Librarians (AASL) and the International Society for Technology in Education (ISTE) standards.

Action Steps:

- Continue to support the use of school/grade appropriate Learning Management Systems (LMS) usage to support instruction, personalized learning opportunities and communication with Weston families.
- Ensure I.T. provides timely and necessary support to ensure a stable and highly available computing environment to support the needs of students and staff.
- Evaluate and provide updated hardware for staff to ensure maximum technology uptime and reliability; teacher laptops
- Provide appropriate training, evaluation and support for new interactive classroom model; SMART Screens
- Continued support of the development of school-based digital learning teams.
- Continue support of the gauging district progress goal by developing and providing necessary data reports and visualizations to inform curriculum and instruction at the classroom and district levels.

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Other Key Projects:

- Continue to support the articulation of K-12 research skills & information literacy skills by providing resources, technology tools, and instruction to all learners through inquiry-based research that aligns to the curriculum and helps promote questioning based on students' interests and real-world problems.
- Inspire a passion for education technology by sharing emerging technologies with staff and developing buy-in for the district's technology plan.
- Provide relevant and effective professional learning opportunities for all staff.

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Goal -- Gauging Progress²

Description:

Weston's approach to assessment is to use multiple measures to gauge progress and inform decision-making at the classroom, school, and district levels. There are several reasons why it is important to gauge student progress using multiple measures.

- Informs our continuous improvement efforts to strengthen programs and services to meet the needs of our students;
- Enables us to identify areas of strength and areas of growth;
- Informs our teacher professional learning plan;
- Provides valuable information to support our curriculum renewal process;
- Communicates the district's vision of what Weston graduates should know and be able to do; and,
- Informs the budget process by establishing priorities for curriculum and instructional improvement.

Due to the COVID-19 Pandemic, educational assessment data and information that we typically use in the WPS Gauging Progress system is either not available or considered to be lacking in validity and reliability. For instance, the Connecticut State Board of Education has modified state standardized testing. Similarly, the College Board has modified the timing and availability of various assessments. Lastly, many higher education institutions are temporarily reducing attention to assessments as a means to make admission and financial aid decisions.

Action Steps:

² Additional work on this section will be underway with the Curriculum Council on 10.28.20. Update will be provided at the BOE Workshop on 10.29.20.

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Standardized Assessment Results - Analyze standardized assessment results with various indicators and employ data gleaned to inform instruction.

- Statistical Report for the class of 2021 (AP, SAT, ACT, College Acceptances)
- Smarter Balanced Assessments Grades 3-8 and School Days SAT for juniors.
- Measure of Academic Progress (MAP) assessments in grades 3-8 for reading and math

Performance Based Assessment Results - Analyze internal performance-based assessments and employ data gleaned to inform instruction.

- Writing Portfolio Processes - 8th and 10 grades

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Goal - Resources for Learning

Description:

Effective school districts provide the necessary resources for learning--defined here as finances, facilities, operational systems and external contributions of time and funding. Robust resources are essential for Weston to produce Global Citizens through work on the priority goals of Academic Excellence, Digital Learning, Healthy Learning Environments, and Gauging Progress.

Organizationally, resources for learning are generated and managed through the auspices of the Superintendent, Operations and Facilities Department, Human Resources Department and School Principals. Close coordination with the Board of Education, Board of Finance and Board of Selectmen is required to adhere to state and district policies and ensure long-term stewardship of resources. In Weston, the PTO and Weston Education Foundation are leading partners for external contributions of time and talent.

Action Steps:

Budget & Finances

- Manage the 2020-21 Operational and Capital Budget to provide resources as planned and to address unanticipated expenses.
- Develop a 2021-22 Operational and Capital Budget that advances the priority outcome and goals for the WPS, while optimizing the financial resources provided by Weston taxpayers, state and federal sources and external contributions.
- Develop a multi-year (2 year) pro-forma outlook that will in addition to the annual contractual increases, highlight any recommended future initiatives.
- Optimize BOE and TOW reimbursement procedures.

Facilities and Capital Improvements

- Prioritizing systematic attention to critical capital needs based on the 10-year Facility Master Plan (Phase 1, November 2017) and subsequent Phase 2 Analysis (Spring 2019). In doing so, coordinate with the Town of Weston Facility Feasibility Committee on analysis and planning for long-term decisions regarding optimization of Weston Public Schools campus and facilities.

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- Update and refine the draft 10-year capital projection and provide a long-term capital plan to the Board of Education, Town Administrator and Building Committee by late fall that will be used throughout the budget process to address long-term deferred maintenance projects.
- Examine ways to optimize financial resources for facility and grounds maintenance through a two-part review:
 - Assess relative budget levels for repair allowances, contracted services and service contract accounts within the facilities operating budget;
 - Assess usage fees charged to WPS families and independent organizations and groups formally using athletic facilities and fields.

Transportation

- Monitor and evaluate effectiveness of transportation management, operations and communications.

Human Resources

- Diversity, Equity & Inclusion -- Continue to expand minority recruiting efforts. In 2018/2019, we partnered with Diversity Recruitment Partners in Education, which included advertising our certified positions on their website and participating in an innovative virtual minority recruiting fair. In 2020-2021, we will reach out to additional organizations and seek out local and regional resources to expand our pool of qualified candidates of color for both certified and non-certified positions.
- Title IX Compliance -- Conduct district-wide training for the updated policies and regulations pertaining to Title IX to ensure gender equity.
- COVID-19 Management -- Continue to work closely with employees and their representative bodies, with guidance from district legal counsel, to address HR issues and concerns arising from the COVID-19 Pandemic.

External Resources

- Continue multi-year partnership with Weston Education Foundation for priority topics.
- Facilitate contributions of time and talent from PTO district-wide and at each school.

**WPS Outcome & Goals 2020-21
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WESTON HIGH SCHOOL ACTION PLAN -- 2020-21

SEE SEPARATE DOCUMENT UNTIL FINAL DRAFT READY

Weston Middle School Action Plan 2020-21

INTRODUCTION

This action plan is a collaborative effort between the administrative team, curriculum instructional leaders, team leaders, and teachers. It is designed not only to ensure our high levels of student achievement but to hone in on specific goals at our school. Our teachers continuously reflect and revise their instructional practices based on student performance. Our collective commitment is to every student, in every class every day. In this way, all WMS students are encouraged to explore the world and develop positive relations. We strive to provide educational experiences that are developmentally responsive, challenging, empowering, and equitable, in a school environment that is inviting, safe, inclusive and supportive of all.

WMS MISSION

Weston Middle School, in partnership with the community, strives to empower students to become successful through dynamic, differentiated and authentic learning experiences, while supporting their transition from childhood to adolescence.

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HEALTHY LEARNING ENVIRONMENT

Weston Middle School is a safe and emotionally secure place that provides opportunities for students to form meaningful connections with staff and other students. All students possess the knowledge, self-confidence, and life skills that enable them to make healthy choices and achieve their personal goals as contributing citizens of the 21st century.

Goal #1

To create and sustain a more inclusive school climate that values and supports all students and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.

Strategies	Action Steps	Person(s) Responsible	Timeframe
Engage all students in the study of multicultural and diverse materials to encourage the continued development of their critical reading and thinking skills.	<ol style="list-style-type: none"> 1. Review and take inventory of the current curriculum, identifying areas of coverage and gaps in the areas that address perceived bias, institutional racism, gender identity, social and economic justice. 2. Work in departments and curricular planning groups to expand instruction in these areas. 3. Identify professional learning needs and explore opportunities for anti-bias and anti-racist teaching. 4. Implement the use of multicultural and diverse texts (novels, non-fiction books, short stories, poetry, and film) at scale by grade level to 	Administrators CILs Teachers	September 2020-June 2021

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	<p>encourage critical reading skills (ELA department)</p> <p>5. Expand the use of multicultural primary source materials and make connections between content and current events in order to encourage students' critical thinking on contemporary issues (Social Studies department)</p>		
Continued emphasis and instruction of "Our Words Matter" pledge.	<ol style="list-style-type: none"> 1. Engage students in a deeper understanding of this pledge through advisory and developmental guidance lessons. 2. Identify professional learning opportunities to support strategies for engaging students in civil discourse. 3. Seek opportunities for guest speakers or workshops to promote multicultural awareness. 	Administrators Counselors Teachers Students	September 2020-June 2021

Goal #2

Staff and students will feel valued, nurtured, and supported so that they can do their best work while contributing to a physically and emotionally safe environment.

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Strategies	Action Steps	Person(s) Responsible	Timeframe
Implement Wingman Program (Year 2)	<ol style="list-style-type: none"> 1. Social-emotional based lessons taught by Wingman leaders. (1-2 times per month) 2. Virtual based activities to promote community. 3. School-wide fundraiser to provide opportunity for Weston Middle School students to give back to the larger community. 	Lisa Amore Christina Gallo Student Wingman Leaders	November 2020 - June 2021
Advisory Program and DBT Steps-A	<ol style="list-style-type: none"> 1. Schedule monthly Advisory meetings in small groups. 2. Strategic integration of DBT Steps-A lessons in health and developmental guidance lessons. 	Shara Kolodney Patty Powers Dan Doak Dru Walters Ande Ogden Lauren Davi Jennifer Doyle	November 2020 - June 2021
Promote Positive School Culture and Climate	<ol style="list-style-type: none"> 1. Address needs identified on School Climate Survey (CSCI) to students, staff, and parents (administered Fall of 2019) 2. Continue to enhance systems for reviewing discipline and attendance data. 3. Review vision and renew commitment to WMS staff and student expectations around culture and climate 4. Increase administrator and staff visibility throughout the building. 5. Administrators continue to model DBT language around validation when working with faculty and staff, students, and parents. 	Dan Doak Dru Walters Counselors WMS Staff	September 2020 - June 2021

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	<ol style="list-style-type: none"> 6. Identify opportunities for students to connect with peers and staff in order to foster positive relationships while following CDC and district safety protocols (e.g. virtual club fair) 7. Increase presence of staff members in hallways during passing time. 		
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Goal #3

Staff will support students to meet behavioral expectations.

Strategies	Action Steps	Person(s) Responsible	Timeframe
Proactively set students up to demonstrate appropriate behavior throughout the school year.	<ol style="list-style-type: none"> 1. Faculty will conference with students to problem solve, set goals, and find solutions to correct behavior 2. Faculty will set clear expectations 3. Faculty will utilize strategies identified by our PBIS program (SOAR cards, positive postcards, etc.) 	All staff members	September 2020 - June 2021

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ACADEMIC EXCELLENCE

Goal #1

Teachers and administrators will continue to expand their use of data to monitor student growth and to inform instructional decisions.

Strategies	Action Steps	Person(s) Responsible	Timeframe
Collect, analyze, and utilize data to inform instruction and develop a personalized approach to learning.	<ol style="list-style-type: none"> 1. Teachers, administrators and counselors will continue to meet regularly throughout the year to review student performance data (curriculum assessments (unit tests, performance tasks, etc.), NWEA MAP, SBA, Interim Assessment Blocks, Writing Portfolio) 2. 7th grade writing pieces scored on 8th grade rubric 3. Review Student Performance through regular data team meetings 	Dan Doak Dru Walters Counselors CILs Reading specialists Math specialist Teachers	September 2020 - June 2021

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Optimize Digital Learning	<ol style="list-style-type: none">1. Provide professional learning for staff around best practices in digital and hybrid learning2. Evaluate reliability and effectiveness of digital resources and tools, advocate for upgrades as indicated3. Provide students with training around digital learning	Dan Doak Dru Walters CILs Helen Knudsen Teachers	September 2020-June 2021
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Weston Intermediate School Action Plan 2020-21

TO BE ADDED³

³ Pattie Falber and faculty have preliminary goals and action plans drafted. They want to refine their work more, which has to wait until they get past the intensive work of the shift to a Full Return this week.

Hurlbutt Elementary School Action Plan 2020-21

To be Added⁴

⁴ Laura Kaddis and faculty have preliminary goals and action plans drafted. They want to refine their work more, which has to wait until they get past the intensive work of the shift to a Full Return this week.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 29, 2020

Information Only

Action Requested

Agenda Item Subject: Discussion of Draft WPS Outcome & Goals 2020-21

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

WHS Action Plan 2020-21 for Board review and discussion.

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Weston High School Action Plan 2020-2021





INTRODUCTION



This action plan is a collaborative effort between the administrative team, curriculum instructional leaders, and teachers. It is designed not only to ensure our high levels of student achievement but to hone in on specific goals at our school. Our teachers continuously reflect on and revise their instructional practices based on student performance. Our collective commitment is to every student, in every class every day. In this way, all WHS students leave our district prepared for their preferred futures.

WHS MISSION



Weston High School is committed to providing a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers, and inspired learners prepared to contribute to our global society



ACADEMIC EXCELLENCE/GAUGING PROGRESS


GOAL	STRATEGIES/ACTIONS
<p>Goal: Ensure that all students continue to improve by meeting their diverse academic needs in both distance learning and traditional classroom environments; high level instruction and cognitive engagement. This is year 3 of this goal, which focuses on differentiation.</p>  	<ul style="list-style-type: none">● Engage faculty in discussions around best strategies for distance learning.● Create teacher instructional videos to support teachers' skill development with their new technological tool kit.● Focus professional development on matching the best pedagogical strategies with the different instructional environments● Focus professional development on creating the best formative and summative assessments in different instructional environments● Align department and individual teachers goals and include measurable student outcomes and action steps● Continue to conduct differentiation walkthroughs and analyze data based on department and whole school.● Design action steps to increase use of strategies based on data (department and teacher individual goals)

HEALTHY LEARNING ENVIRONMENT

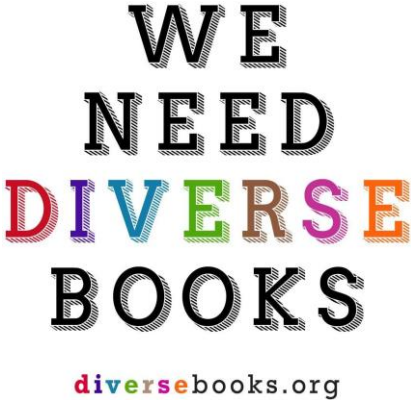
GOAL	STRATEGIES/ACTIONS
<p data-bbox="237 380 678 720">To create and sustain a more inclusive school climate that values and supports all students and staff and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.</p>  	<ul data-bbox="781 365 1414 1927" style="list-style-type: none"> ● Read <i>What Does Injustice Have to Do With Me? Engaging Privileged White Students with Social Justice</i> by David Nurenberg & view Ted Talk (summer) ● Engage students in summer book groups run by English teachers: <i>The Hate U Give</i> by Angie Thomas and <i>We Are Here to Stay: Voices of Undocumented Young Adults</i> by Susan Kuklin. Kuklin visited one session as a guest speaker. ● Read and discuss texts dedicated to inclusion and representation of marginalized voices for potential implementation in English units (English teachers are continuing this work which started in summer 2020) ● Participate in <i>Everyday anti-racism. Getting real about race in school</i> by Mica Pollock (faculty book group summer) ● Revise what it means to be a TROJAN. Incorporate into first week advisory, ask students to take pledge (Sept) ● Collaborate with author/teacher David Nurenberg on professional development for staff (October) ● Provide Professional development addressing staff’s cultural competencies (fall) ● Create a social justice advocacy group comprised of teachers and students (October) ● Plan specific action steps (social justice advocacy group) that address school programs to meet this goal

	<ul style="list-style-type: none">● Embed academic lessons reflective of this goal (see goals under academic department- throughout the year)
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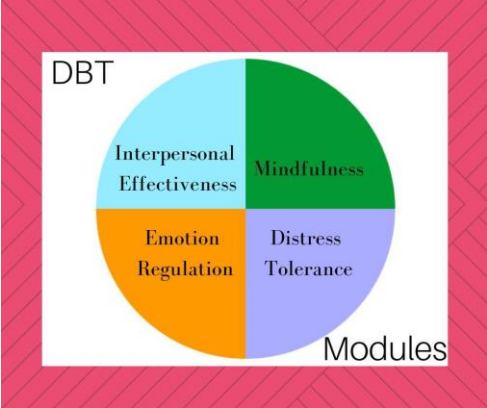
ATHLETICS

GOAL	STRATEGIES/ACTIONS
<p>Goal: Enhance and sustain positive team environments given the current pandemic situation and the reality that athletics is existing in an in-person/hybrid/remote environment.</p> 	<ul style="list-style-type: none">● Work with coaches on a variety of methods to assist in keeping the athletes involved and engaged regardless of the circumstance presented.● Lead a communication workshop for all coaches at pre-season meetings focusing on avenues of communicating under different methods of athletics (in-person, hybrid, remote).● Continue communication with CIAC and SWC leadership regarding best practices for safety and competition protocols to assist in keeping our athletes on their fields of competition.

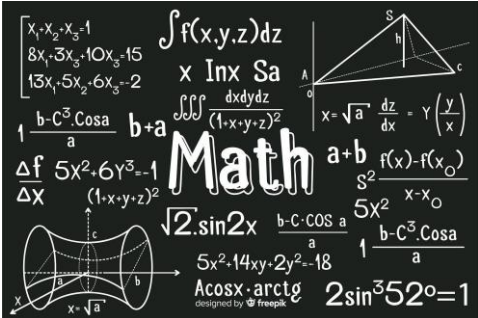
ENGLISH/LANGUAGE ARTS

GOAL	STRATEGIES/ACTIONS
<p>Goal: Refine and strengthen students’ critical reading skills through analysis of texts that represent culturally diverse voices.</p>  <p>The logo features the text 'WE NEED DIVERSE BOOKS' in a stylized, outlined font. 'WE' and 'NEED' are in black. 'DIVERSE' is in multi-colored letters (D: red, I: blue, V: green, E: purple, R: orange, S: pink, E: yellow). 'BOOKS' is in black. Below the text is the website 'diversebooks.org' in a smaller, lowercase font.</p>	<ul style="list-style-type: none"> ● Preview, document, and discuss potential books for use in classes ● Implement the use of multicultural and diverse texts (novels, non-fiction books, short stories, poetry, and film) at scale by grade level ● Continue to evaluate units using the Culturally Responsive Curriculum Scorecard ● Explore professional learning opportunities that provide educator support in the areas of anti-bias training, anti-racist teaching, and/or diversifying the “literary canon” ● Read <i>So You Want to Talk About Race</i> by Ijeama Oluo (Humanities teachers/Semester 1) ● Continue to develop literature circles in select classes to determine the effectiveness of student choice and autonomy in the secondary classroom ● Gather survey and focus group data regarding the effectiveness of revised curriculum ● Link to book updates


HEALTH

GOAL	STRATEGIES/ACTIONS
<p>Goal: Improve student emotional regulation skills in authentic family, peer, and school situations by continuing to enhance our instruction with the Dialectical Behavior Therapy Steps-A program.</p> 	<ul style="list-style-type: none">● Engage in virtual DBT workshop (fall)● Meet with DBT specialist remotely on a regular basis● Continue with DBT lessons in 9th grade● Implement the second half of the DBT lessons in 10th grade health● Personalize and differentiate lessons to maximize student motivation and effectiveness● Continue collaboration with school counselors and advisory grade level representatives regarding DBT integration


MATHEMATICS

GOAL	STRATEGIES/ACTIONS
<p>Goal: Provide meaningful opportunities for students to learn mathematics in an environment (both in person and online) that values the mathematical dispositions of critical thinking, problem solving, communication and collaboration as equal to content.</p> 	<ul style="list-style-type: none"> ● Use an investigative approach to teach new concepts and promote critical thinking and student-led learning ● Plan tiered problem solving lessons that encourage communication and collaboration ● Incorporate less “traditional” ways of assessing students’ thinking and understanding of concepts ● Incorporate technology resources seamlessly into daily lessons, both in person and online. <ul style="list-style-type: none"> ○ Utilize UTexas, Desmos, Quizlet, Kahoot, etc. assignments to promote collaborative work as well as promote deeper content understanding ○ Use teacher-created as well as “stock” video lessons to introduce and/or reinforce concepts, promoting a flipped classroom environment for ease of moving between in person and remote instruction ○ Continue to add to our YouTube Channel of video lessons for ease of organization and use ○ Use Canvas as a tool for organization, collaboration and assessment.

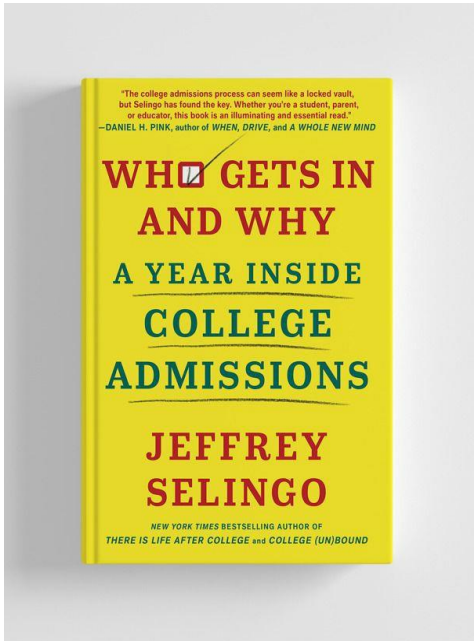
MUSIC

GOAL	STRATEGIES/ACTIONS
<p>Goal 1: Continue to develop student musicianship by creating a positive musical community and prioritizing music content to allow for a variety of teaching modes and formats.</p>	<ul style="list-style-type: none"> ● Teachers continue to provide opportunities for student connections to the music program and develop individual musicianship. ● Offer instruction in various online and in person modes to support goals for musicianship. ● Utilize various content specific digital platforms and industry standard software.
<p>Goal 2: Create an inclusive environment where students will focus on two areas of SEL in music education: self and music within and social awareness and relationships.</p> 	<ul style="list-style-type: none"> ● Provide professional development and utilize content from Music Education and Social Emotional Learning by Scott Edgar to further student focus on self awareness and self management and diversity. ● Access online resources from Teaching Social Emotional Learning (SEL) Through Music to further study. ● Continue to offer student choice and diverse genres of music for study and performance.

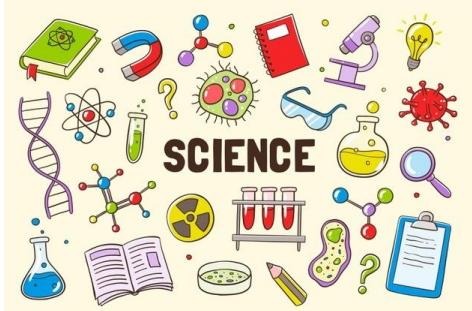
PHYSICAL EDUCATION

GOAL	STRATEGIES/ACTIONS
<p>Goal: Improve students' ability to advocate for their physical health in both open and restrictive environments.</p> 	<ul style="list-style-type: none">● Examine the curriculum with colleagues and place emphasis on units and lessons that target the skills that are essential for students to be and able to design and engage in workouts in an open society as well as one that is restricted by the pandemic● Research and design creative and differentiated at home activities and workouts● Research and create differentiated resources for activities that can be pursued outside the home/school in a community with restrictions and safety protocols.● Design and implement an assessment that measures their ability to identify personal fitness needs and create a complete workout plan that can be executed in a variety of environmental situations.



SCHOOL COUNSELING

GOAL	STRATEGIES/ACTIONS
<p>Goal: Guide all students on how to honestly assess their strengths and match those strengths to schools that will best serve their interests broadening their notion of what qualifies as a “good” college.</p>  The image shows the front cover of the book 'Who Gets In and Why: A Year Inside College Admissions' by Jeffrey Selingo. The cover is bright yellow. At the top, there is a quote from Daniel H. Pink: "The college admissions process can seem like a locked vault, but Selingo has found the key. Whether you're a student, parent, or educator, this book is an illuminating and essential read." Below the quote is the author's name: "—DANIEL H. PINK, author of WHEN, DRIVE, and A WHOLE NEW MIND". The title 'WHO GETS IN AND WHY' is in large, bold, red letters. Below it, 'A YEAR INSIDE' is in smaller green letters, followed by 'COLLEGE ADMISSIONS' in large, bold, green letters. At the bottom, the author's name 'JEFFREY SELINGO' is in large, bold, red letters. Below the author's name, it says 'NEW YORK TIMES BESTSELLING AUTHOR OF THERE IS LIFE AFTER COLLEGE and COLLEGE (UN)BOUND'.	<ul style="list-style-type: none">• Read <i>Who Gets In and Why</i> by Jeffrey Selingo. Department meeting time will be used as a book share amongst the counselors.• The counseling department will host a presentation for Weston families about the complicated truth of college admissions by the author.• Assist students in completing value surveys and interest inventories.• Engage in Professional Development with the author to improve best practices in regards to post-secondary planning.• Research other avenues for students who may not be college-bound and information sessions on those opportunities.

SCIENCE

GOAL	STRATEGIES/ACTIONS
<p>Goal: Continue to strengthen the essential understandings and abilities of all students in science by utilizing a variety of instructional methods, digital resources, and differentiated lessons that help meet their needs regardless of the learning environment being implemented.</p> 	<ul style="list-style-type: none">● Provide frequent opportunities for colleagues to share best practices for teaching their curriculum in engaging, interactive, and collaborative ways through distance learning.● Utilize a variety of digital resources to promote the acquisition of science skills and enduring understandings by all students, such as Labster Virtual Experiments, Pivot Interactives, and other simulations and instructional tools.● Collaborate with colleagues to design instructional materials that are differentiated to help all learners grow in their knowledge, skills, and competencies as science students.● Provide opportunities for teachers to reflect on their teaching strategies by collecting and reviewing student performance data and adjust their instructional methods as needed to promote the growth of all students.

SOCIAL STUDIES

GOAL	STRATEGIES/ACTIONS
<p data-bbox="188 350 730 516">Goal: Engage all students in the issues of discrimination, by connecting history with our current global society.</p>  	<ul style="list-style-type: none"> <li data-bbox="829 350 1406 516">● Create inventory for each course of what connections are being made to contemporary issues of race, equity, and social justice. <li data-bbox="829 527 1414 688">● Identify areas within the curriculum where content aligns to contemporary issues of race, equity, and social justice. <li data-bbox="829 699 1406 953">● Work within curricular groups to build assured experiences, and other shared activities that address issues of bias, microaggressions, discrimination and their effect on our global society. <ul style="list-style-type: none"> <li data-bbox="922 963 1341 1171">○ Shared experiences may range in size from class discussions and personal reflections, to larger tasks embedded into projects. <li data-bbox="829 1182 1365 1255">● Organize assured experiences by course. <li data-bbox="829 1266 1393 1388">● Create a vertical and horizontal timeline by course and year where these tasks are implemented. <li data-bbox="829 1398 1373 1606">● Use multicultural source material when possible, and provide alternative viewpoints by introducing a wider variety of sources. <li data-bbox="829 1617 1360 1738">● Implement assured experiences, and use expanded selection of source materials. <li data-bbox="829 1749 1349 1822">● Get feedback from students for future planning purposes.

Examples of Vertical-Horizontal Timelines in Development For All Courses During 2020-2021

MODERN WORLD STUDIES/MODERN WORLD STUDIES-H (10 th Grade)			
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<p>Overarching Theme: <u>Conflicts Over Racist History: Global Challenge</u></p> <p>Imperialism Unit</p> <ul style="list-style-type: none"> ● Scramble for Africa ● Social Darwinism <ul style="list-style-type: none"> ○ White Man’s Burden ● European nationalism <p>Congo Free State</p> <ul style="list-style-type: none"> ● terror tactics against civilians ● agricultural devastation ● Congolese genocide <p>Legacies of Racism</p> <ul style="list-style-type: none"> ● Post-unit written reflection on the legacy of Leopold II <ul style="list-style-type: none"> ○ “Should the Oostende memorial to Leopold II be torn down, repaired, or allowed to stand in its vandalized form?” ● Students read NPR article entitled “Where ‘Human Zoos’ Once Stood, A Belgian Museum Now Faces Its Colonial Past” or another article on similar topic, as chosen by instructor. <ul style="list-style-type: none"> ○ Guided (Socratic or Fishbowl) discussion: “What makes confronting historical racism so difficult for contemporary people?” 	<p>Overarching Theme: <u>The Great War, Peace, and New Identities</u></p> <p>World War I Human Interests</p> <ul style="list-style-type: none"> ● Instruction and discussions on the topics of: <ul style="list-style-type: none"> ○ People of color (African and Indian soldiers) ○ Children (combatants, and refugees) ○ Women (changing roles at home and abroad, women’s suffrage, women in the workplace) <p>❖ <i>Guided (Socratic or Fishbowl) discussion: “How will contemporary crises (COVID-19, unemployment, civil rights protests) affect identities of people of color, children, and women in the future?”</i></p> <p>Interwar Period</p> <ul style="list-style-type: none"> ● liberalization of gender roles, global interconnectedness, democratization as prelude to: <ul style="list-style-type: none"> ○ rise of fascism ○ anti-Semitism ○ reversal to old gender norms <p>WWI/Interwar Inquiry Project</p> <ul style="list-style-type: none"> ● Student driven project on any topic relating to World War I or Interwar period. ● Prior and concurrent instruction (see above) encourages students to focus on diverse range of topics. 	<p>Overarching Theme: <u>Genocide as a Stain on 20th Century History</u></p> <p>World War II: The Holocaust</p> <p>Focus on incremental build-up to genocide → “How could the Nazis murder so many people without consequences?”</p> <ul style="list-style-type: none"> ● Cultural normalization of anti-Semitism ● Legal enshrinement of anti-Semitism ● Unwillingness of foreign states to recognize problem ● Forced relocation and imprisonment ● Overt genocide <p>The Holocaust Webquest</p> <ul style="list-style-type: none"> ● Students complete a department-built Holocaust Webquest, which uses primary source materials from the US Holocaust Memorial Museum. ● After completing the Holocaust Webquest, students pick a focus area within the Holocaust. ● Students construct their own Holocaust Webquest, using teacher provided template, and the US Holocaust Memorial Museum website. ● Students complete a peer-created Holocaust Webquest. <p>Crimes of the Japanese Empire</p> <ul style="list-style-type: none"> ● Instruction and discussions on the topics of: <ul style="list-style-type: none"> ○ Forced labor ○ Sexual slavery ○ Genocide 	<p>Overarching Theme: <u>The Future Not Guaranteed</u></p> <p>Modern Global Issues</p> <ul style="list-style-type: none"> ● Critical Study of Modern China (post 1949) <ul style="list-style-type: none"> ○ economic progress vs. poor human rights record ● Exponential growth rate of computer technology <ul style="list-style-type: none"> ○ social media as a tool of democratization, indoctrination ● Post-colonial challenges in Africa, South Asia <ul style="list-style-type: none"> ○ religious factionalism ○ poverty ○ women’s rights ○ educational access <p>Our Globalized World</p> <ul style="list-style-type: none"> ● Students work in pairs to identify a critical social, political, or economic issue in the contemporary world ● Student pairs generate a compelling question, conduct research, and develop positions on their compelling question ● Student pairs debate the compelling question, and get critical feedback from peer audience <ul style="list-style-type: none"> ○ Topics are student driven, but prior and concurrent instruction guides students toward issues related to the environment, refugees and displaced peoples, immigration,

	<p>❖ <i>Students will connect project to a current issue of cultural importance.</i></p>	<ul style="list-style-type: none"> ○ Human experimentation ○ Human trafficking <p>❖ <i>Students will create a short comparative presentation which identifies a current human rights crisis, and proposes lessons which can be applied from the history of Japanese atrocities during World War II.</i></p>	<p>gender equality, civil rights</p>
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❖ *relevant contemporary connections will be added during school year as part of action plan*


AMERICAN STUDIES (11th Grade)

**Throughout the year: Each student completes one current event project per year that corresponds with our unit. So for example, first quarter with Reconstruction and Race in America, a group of students (size of group dependent on class size) would find a current event that relates to the themes of that unit (civil rights--race, gender, sexuality, etc) and create a dynamic presentation to teach the class, and lead a class discussion.


QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<p><u>Overarching Theme:</u> <u>Reconstruction and Race in America</u></p> <p><u>Radical Reconstruction</u></p> <ul style="list-style-type: none"> ● Implementation of the 14th Amendment ● Carpetbaggers and Scalawags, Republicans in control in the south, rise of the KKK ● Enfranchisement of African American men ● “The Daily” Podcast episode about Juneteenth <ul style="list-style-type: none"> ○ Students read the transcript or listened to the episode of “The Daily” podcast about Juneteenth ● Jigsaw activity using August 2020 TIME Magazine feature “The New American Revolution” <ul style="list-style-type: none"> ○ Students read various contemporary articles and discussed things including the modern day connections to Reconstruction and systematic racism ● In depth look at the legacy of Reconstruction, not just on the past, but on today as well, embedded throughout the unit. 	<p><u>Overarching Theme:</u> <u>Progressivism, Evolving Identities, Post-War Racial Tension</u></p> <p><u>Progressivism: Expansion of Rights</u></p> <ul style="list-style-type: none"> ● 16th Amdt (1913): Progressive federal income tax ● 17th Amdt (1913): Direct election of US Senators <p><u>World War I Case Studies in Diversity</u></p> <ul style="list-style-type: none"> ● African American troops ● Women on the Homefront ● Women abroad (Red Cross) <p><u>Progressivism: Expansion of Rights (cont.)</u></p> <ul style="list-style-type: none"> ● 18th Amdt (1919): Prohibition as a domestic safeguard ● 19th Amdt (1920): Women’s suffrage <p><u>Racial Terror and New African American Identity</u></p> <ul style="list-style-type: none"> ● Red Summer (1919) <ul style="list-style-type: none"> ○ Rebirth of the KKK, lynching as terror ● Tulsa Riots ● New Negro Movement and the Great Migration <ul style="list-style-type: none"> ○ Harlem Renaissance ○ Jazz Era ● New urban black culture ● Different visions for early civil rights orgs <ul style="list-style-type: none"> ○ WEB DuBois (NAACP, 1909) 	<p><u>Overarching Theme: New Roles During World War II, Challenges and Opportunities</u></p> <p><u>WWII Case Studies in Diversity</u></p> <ul style="list-style-type: none"> ● African American troops <ul style="list-style-type: none"> ○ support roles ○ combat roles → Tuskegee Airmen, Battle of the Bulge ● Japanese American troops <ul style="list-style-type: none"> ○ 442nd Regimental ● Women at War <ul style="list-style-type: none"> ○ auxiliary roles → WAC, WAAC, WAVES, WASP ○ support roles → ANC, NNC ● Women on the Homefront <p><u>Institutional Discrimination During World War II</u></p> <ul style="list-style-type: none"> ● Bracero Program ● Zoot Suit Riots ● Segregation in Military ● A Philip Randolph <ul style="list-style-type: none"> ○ Double V ● Japanese American Internment <ul style="list-style-type: none"> ○ <i>Korematsu (1944)</i> ○ <i>Ex Parte Endo (1944)</i> 	<p><u>Overarching Theme:</u> <u>Modern American Civil Rights Issues</u></p> <p><u>The Civil Rights Movement</u></p> <ul style="list-style-type: none"> ● Desegregation of US Army ● Desegregation of baseball ● <i>Brown v. Board of Education (1954)</i> and federal enforcement <ul style="list-style-type: none"> ○ Little Rock ● Direct Action and Outcomes <ul style="list-style-type: none"> ○ Montgomery Bus Boycott ○ 1957 CRA ○ United Farm Workers Union <ul style="list-style-type: none"> ■ Cesar Chavez ■ Dolores Huerta ○ Greensboro Sit-ins ○ Birmingham Protests ○ 1964 CRA ○ Dixiecrat schism, George Wallace Campaign ○ MLK Assassination and Riots <p><u>Women’s Rights in Modern Era</u></p> <ul style="list-style-type: none"> ● <i>Roe v. Wade (1973)</i> ● Feminism (Third Wave) ● ERA <ul style="list-style-type: none"> ○ Gloria Steinem vs. Phyllis Schlafly ○ Modern GOP, and Modern Democratic Party positions on women’s rights <p><u>Environmental Justice</u></p>

<p><u>End of Radical Reconstruction, Reversal of Progress in Civil Rights</u></p> <ul style="list-style-type: none"> ● Compromise of 1877 ● Return of the South to Democratic control ● Jim Crow Laws 	<ul style="list-style-type: none"> ○ Marcus Garvey (UNIA, 1914) 		<ul style="list-style-type: none"> ● Nixon Administration, EPA ● Conservation Movement ● Nuclear Power and the Three Mile Island Accident ● Exxon Valdez Oil Spill ● Clean Energy Movement
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TECHNOLOGY AND ENGINEERING

GOAL	STRATEGIES/ACTIONS
<p data-bbox="203 380 711 499">Goal: Build and maintain a robust PLTW enrollment of diverse students.</p>  <p>The image shows a hand reaching out to interact with a glowing, futuristic digital interface. The interface features various data visualizations, including a globe, charts, and lines of code. The text 'CONCEPTS OF Engineering & Technology' is prominently displayed in a stylized font. The overall aesthetic is high-tech and blue-toned.</p>	<ul data-bbox="818 365 1414 1801" style="list-style-type: none">● Advertise and emphasise the transferable career readiness skills relevant to future courses and careers to students.● Present opportunities for students to research careers and be given exposure to engineering to help prepare students to be effective contributors to local and global communities/economies.● Collaborate with colleagues to design instructional materials that are differentiated to help all learners grow in their knowledge, skills, and competencies as engineering students.● Keep gender interests in mind when developing activities and projects to support the engagement of female students in PLTW.● Provide creative choice so all students are able to learn various skills through a subject that interests them and inspires them to continue in the PLTW curriculum.● Plan teacher and student visits to the middle school prior to course selection and present information regarding the high school program in engaging and motivating ways (as well as other potential opportunities for advertisement to the student body).

VISUAL ART

GOAL	STRATEGIES/ACTIONS
<p>Goal 1: Continue to ensure all students learn regardless of differences in learning styles and needs. Develop and implement a variety of instructional strategies specific to the visual arts to ensure all students are successful in both in person and distance learning scenarios.</p>	<ul style="list-style-type: none"> ● Share differentiation techniques amongst colleagues ● Share out successful online videos, content and revised lessons at department meetings ● Provide assistance and encouragement to teachers who are discouraged or need help
<p>Goal 2: To create and include lessons within the curriculum that highlight an inclusive school climate that values and supports all students and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.</p>  <p>Genders don't matter, everyone is equal.</p>	<ul style="list-style-type: none"> ● Facilitate a discussion with teachers focusing on what we can do as art teachers to further this school goal ● Highlight and expand current lessons that already focus on this goal ● Incorporate instructional tasks that emphasize an diversity

WORLD LANGUAGE

GOAL	STRATEGIES/ACTIONS
<p>Goal 1: Ensure that all students continue to improve in their language proficiency by supporting their diverse academic needs with a variety of digital resources that promote high level instruction and cognitive engagement.</p> 	<ul style="list-style-type: none"> ● Train and support teachers in the use of Canvas as a LMS and other digital platforms that support WL teaching and learning. ● Provide WL teachers with professional development on digital tools appropriate for WL acquisition. ● Provide WL teachers with professional development that addresses the needs of students in a hybrid model. ● Hone technological skills by use of the Teacher Tool Kit. ● Identify which skills should receive more emphasis per learning environment. ● Share best practices within the WL department and others. ● Assess student comfort level in the use of a variety of digital tools and assist accordingly. ● Measure student progress by means of the use of our preferred learning platforms (Canvas - Google - etc.) ● Assess students' language proficiency at the beginning of the year to determine gaps. ● Develop new assessments that best match the needs of the different learning environments. ● Continue to differentiate instruction to best meet the needs of learners in the different learning environments.

	<ul style="list-style-type: none">● Provide students with ongoing, relevant, and actionable feedback to support their growth.
<p>Goal 2: to develop the students' cultural competence about the target cultures and their own culture through the lens of social justice.</p>	<ul style="list-style-type: none">● Identify themes of social justice in the curricula.● Incorporate in the curricula a greater variety of artists, thinkers, writers, and influential figures from the target cultures and the US that address social issues from a variety of perspectives.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: October 29, 2020

Information Only

Action Requested

Agenda Item Subject: Discussion of Draft WPS Outcome & Goals 2020-21

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

WHS Alignment Examples document for Board review and discussion.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

WHS ALIGNMENT EXAMPLES
2020-21 ACTION PLAN

HEALTHY LEARNING ENVIRONMENT

School Wide Goal:

To create and sustain a more inclusive school climate that values and supports all students and staff and does not tolerate discrimination based on race, ethnicity, sexual orientation or other perceived differences.

School Wide Action Step:

Read and discuss texts dedicated to inclusion and representation of marginalized voices for potential implementation in English units.

English Goal:

Refine and strengthen students' critical reading skills through analysis of texts that represent culturally diverse voices.

Action Steps:

- Implement the use of multicultural and diverse texts at scale by grade level.
- Gather survey and focus group data and student work samples regarding the effectiveness of revised curriculum.

Individual Teacher Professional Focus

My personal professional challenge is aligned with both the school and English department goals. *If I offer diverse reading options and a variety of reading strategies, students will gain facility and confidence in engaging with diverse texts. The main goal is to help students consider alternate perspectives.*

Data

I will be giving numerous surveys - 3 major ones over the course of the year, and reflective ones after each unit. These will inform my practice and next steps. Student work will be collected and analyzed and will serve as evidence of growth. (American Literature 74 students)

Baseline Survey Questions:

1. I am confident in my ability to talk about/discuss characters who are different from me.

Answer choices: Not at all; somewhat; yes; very comfortable

2. I have read stories about characters who are different from me. Answer choices:

None; few, several, many

3. I feel confident in my ability to write about and analyze stories about characters different from me. Answer choices: Not at all; somewhat; yes; very comfortable.

4. Notes/Reflections on questions above

I offered this survey to my American Literature classes. Out of 74 Responses, the results were as follows:

I am confident in my ability to talk about/discuss characters who are different from me:

5.4% (4 students) - not at all

9.5% (7 students) - somewhat

40.5% (30 students) - yes

44.6 % (33 students) - very comfortable

2. I have read stories about characters who are different from me.

1.4 % (1 student) - not at all

11% (8 students) - somewhat

32.9 (24 students) - yes

54.8% (40 students) - very comfortable

3. I feel confident in my ability to write about and analyze stories about characters different from me.

1.4 % (1 student) - not at all

18.1% (13 students) - somewhat

34% (34 students) - yes

33.3% (24 students) - very comfortable

Some of the notes were:

- I have never found it hard to relate to people who are different from me, I like seeing things from different perspectives.
- I think that a large part of the issue is the fact that there isn't a lot of media with non-white or other minority characters in it.
- Growing up in white washed Weston didn't allow me to experience many cultures so most of my knowledge is from, books, social media and traveling. So my confidence in different cultures varies.
- I think that sometimes it is hard for myself to reflect or empathize with someone other than myself or who differs in characteristics.

- Sometimes I just worry I'll say or write something improper by accident and people will get mad or offended. Of course I don't mean to but I'm talking about someone else's life that is different from mine so I may say something incorrect.

The data will change throughout the course of the year. Some of the students may feel that they are comfortable, and then realize that with exposure, perhaps they weren't. In addition, the concept "different than me", is a loaded phrase and could have a range of interpretations.

ACADEMIC EXCELLENCE

School Goal: Ensure that all students continue to improve by meeting their diverse academic needs in both distance learning and traditional classroom environments: high level instruction and cognitive engagement. This is year 3 of this goal, which focused on differentiation.

School Wide Action Steps:

- Focus professional development on matching the best pedagogical strategies with the different instructional environments
- Align department and individual teachers' goals and included measurable student outcomes and action steps
- Design action steps to increase use of strategies based on data (department and teacher individual goals)

World Language Goal: Ensure that all students continue to improve in their language proficiency by supporting their diverse academic needs with a variety of high level instruction and cognitive engagement.

Action Steps:

- Provide teachers with professional development on digital tools appropriate for WL acquisition.
- Provide teachers with professional development that addresses the needs of students in a hybrid model.
- Hone technological skills by use of the teacher tool kit

Individual Teacher Professional Focus

My goal is aligned with my department and school goals, but it is aligned with my goal for the last module I need to complete in TEAM. Students will continue to improve in their language proficiency by utilizing a variety of digital resources. Based on students' performance in the Spring 2020 semester, as well as their performance on baseline assessments at the beginning of the year, I am able to recognize deficiencies in particular modes of communication. The most challenging modes of communication for students are usually speaking and writing, and their current performance demonstrates these shortfalls. All students are part of the targeted group, and I believe that utilizing digital resources will push all students toward growth, but I think my usage of technology will especially assist struggling students who may not speak as much during in-person class periods. I also think that VDL students will benefit significantly from these technological resources since they are not physically in class to be able to contribute to as many discussions.

If I provide students with different digital resources that align with each mode of communication, then students will use these resources to demonstrate proficiency in multiple modalities.

Data

I will measure this goal for level 5 students through their AAPPL Exam results (their improvement can be represented in a score of 1-3 or higher). I can also measure this goal for students through their self-assessment of ACTFL's Can Do Statements at the beginning and end of every unit. 80% of students in all levels will demonstrate growth either through their AAPPL scores or through growth in their pre-assessment and post-assessment ACTFL Can Do Statement self-reflections. I will also use students' progress on formative (entrance/exit slips, informal speaking assignments, short writing samples, in-class activities) and summative assessments (quizzes, long writing samples, debates, lesson tests) to gauge their progress.

In order to achieve this goal, I will need more professional development that is centered around technological resources, as well as collaboration with my department to share how to best incorporate particular digital resources into our lessons.