

Curriculum Committee Meeting

Wednesday, February 9, 2022 9:00 AM

Virtual Meeting

I. **Call to order**

II. **Initial presentation and discussion of the developmental relationships survey results in anticipation of the February 15 Board of Education meeting**

III. **Midpoint presentation and discussion on the district's academic goals**

IV. **Approval of January 2022 minutes**

V. **Other curricular issues**






Developmental Relationships and Alcohol & Drugs Student Survey Results

Weston Middle School and Weston High School
February 9, 2022
Curriculum Committee

Survey Administration

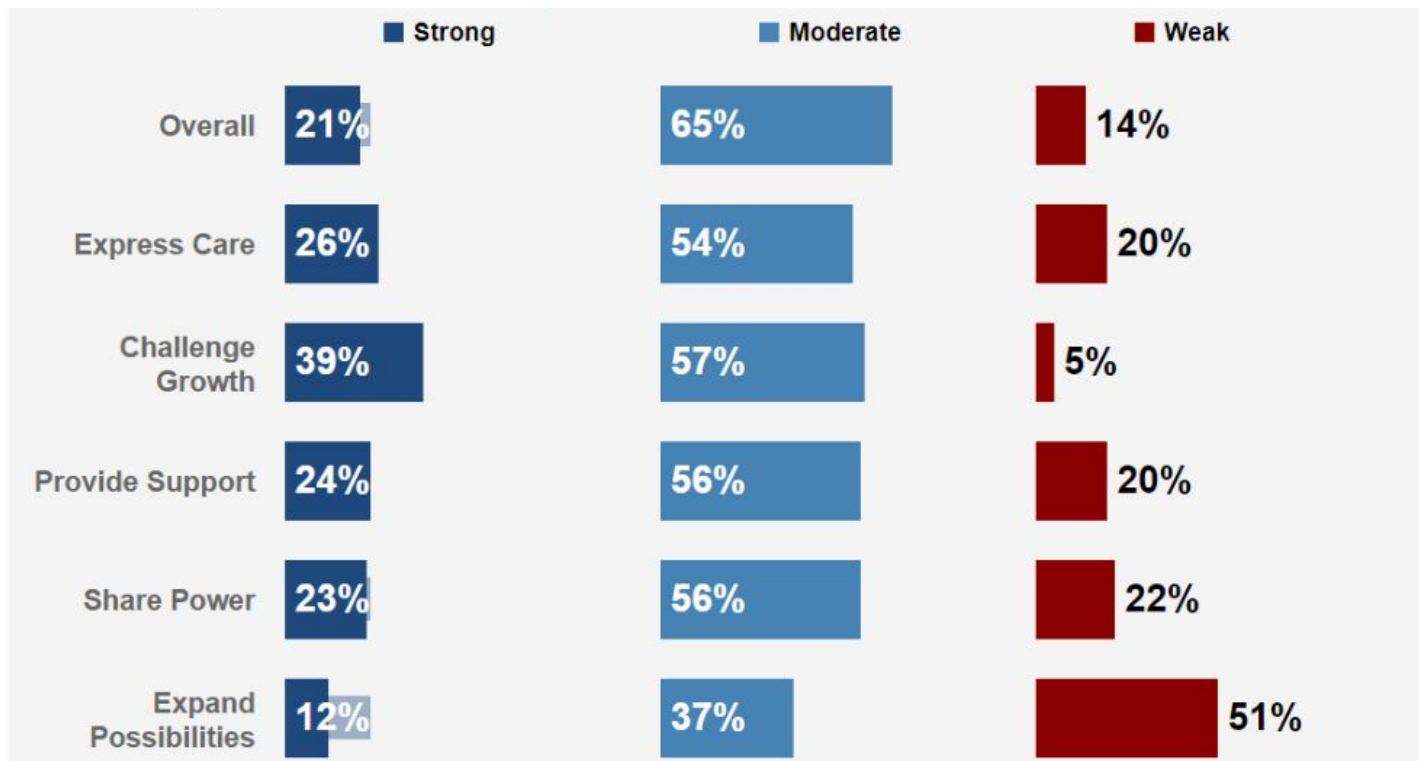
- Survey Date: November 17, 2021
- Grades 7-12
- 990 students responded; 88% of 7-12 population
- Survey created by Search Institute
- Modules provided data regarding students':
 - **Developmental relationships** *with teachers*
 - **Social-emotional competencies**
 - Experiences of school as a **safe and just place**
 - **Academic** motivations, goals, and mindsets
- 100pt scale: 67-100 is “strong”, 34-66 is “moderate”, 0-33 is “weak”

Developmental Relationships

Elements	Actions	Definitions
 <p>Express Care Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable • Listen • Believe in me • Be warm • Encourage 	<p>Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.</p>
 <p>Challenge Growth Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best • Stretch • Hold me accountable • Reflect on failures 	<p>Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.</p>
 <p>Provide Support Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate • Empower • Advocate • Set boundaries 	<p>Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.</p>
 <p>Share Power Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me • Include me • Collaborate • Let me lead 	<p>Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.</p>
 <p>Expand Possibilities Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire • Broaden horizons • Connect 	<p>Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.</p>

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

Developmental Relationships

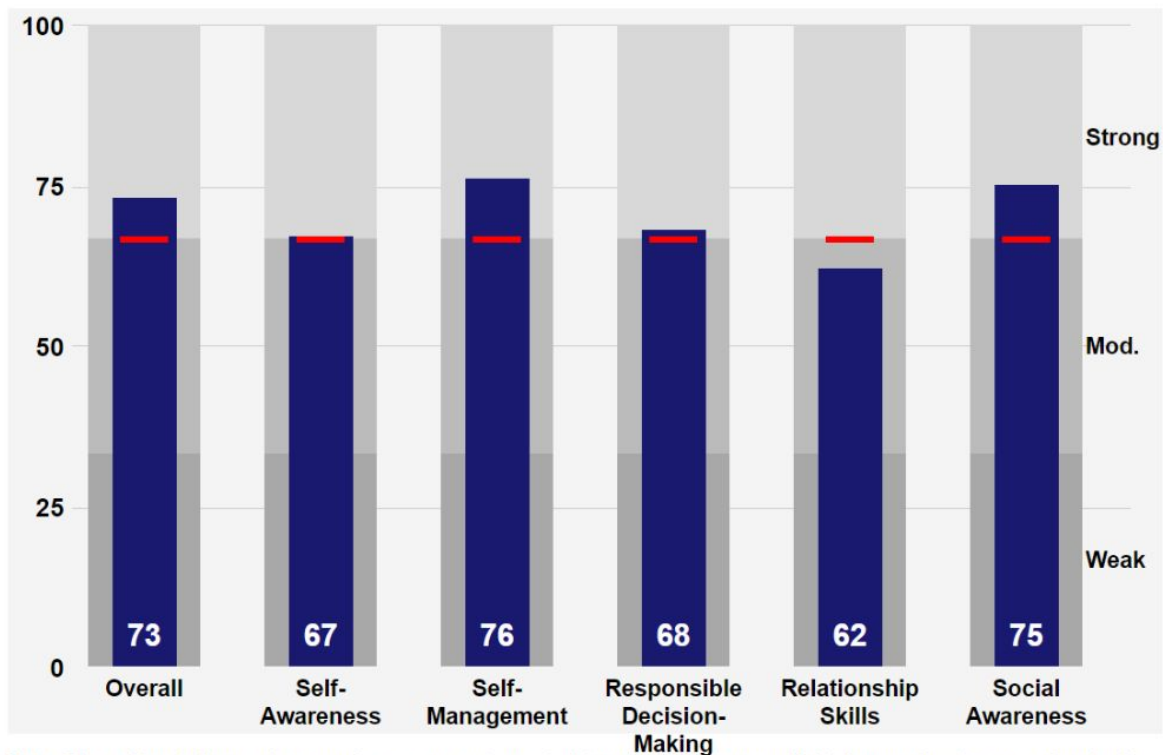


Social and Emotional Competencies

- Five competencies
 - **Self awareness:** youths' abilities to understand one's own emotions, thoughts and values and how they influence behavior across contexts.
 - **Self-Management:** youths' abilities to manage one's emotions, thoughts and behaviors effectively in different situations and to achieve goals and aspirations.
 - **Responsible Decision Making:** youths' abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.
 - **Relationship Skills:** youths' abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
 - **Social Awareness:** youths' abilities to understand the perspective of and empathize with others, including those from diverse backgrounds, cultures and context.

Social and Emotional Competencies

Overall, youth reported **strong** levels of social and emotional competence.



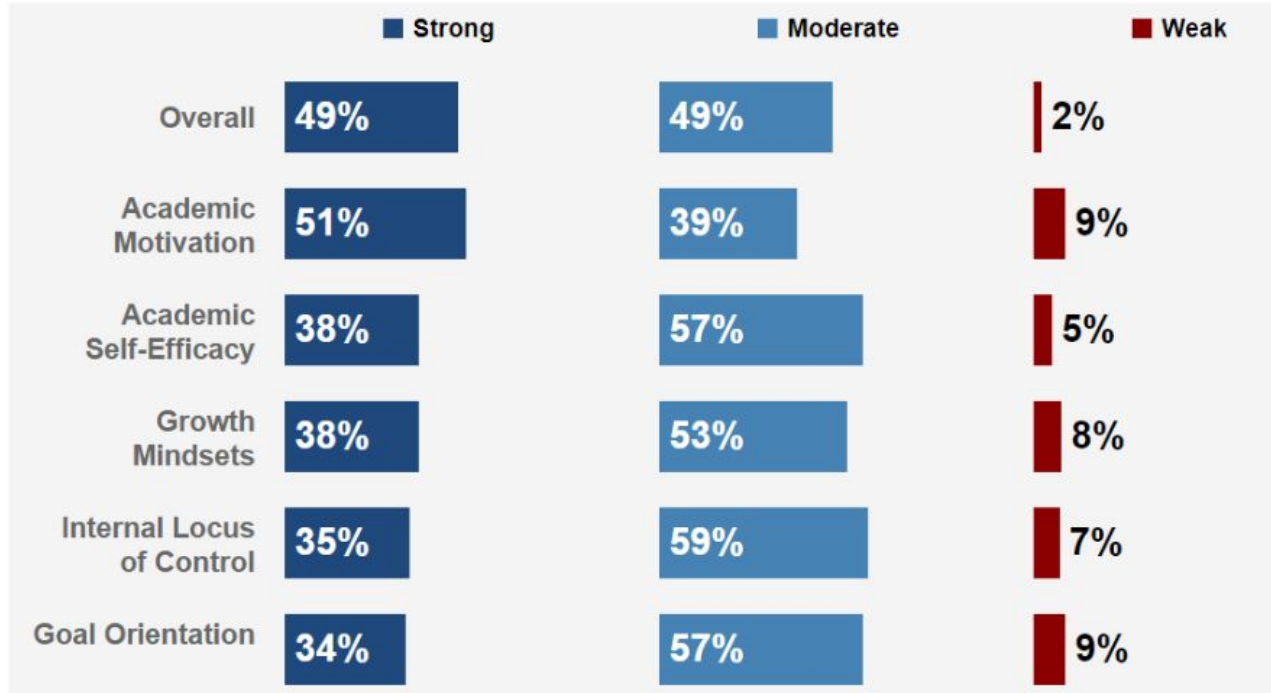
School as a Safe and Just Place

- Overall results
 - Students reported moderate experiences in this module (56).
 - 27% of students reported “strong” experiences, 46% “moderate”, 27% “weak”.

Academic Motivations, Skills, and Outcomes

- Five measures
 - **Academic Motivation:** refers to the extent youth are intrinsically motivated to learn, and the perception that their schoolwork is meaningful. It is comprised of the following items.
 - **Academic Self-Efficacy:** refers to students' confidence that they can complete their academic work.
 - **Growth Mindset:** refers to youths' belief that they have the ability to get smarter with effort, as opposed to intelligence being a static trait.
 - **Internal locus of control:** refers to students' belief that they have control over what happens in their lives.
 - **Goal Orientation:** focuses on how students set and work toward goals.

Academic Motivations, Skills, and Outcomes



Conclusions

- Most students experience good relationships with their teachers.
- Students' social and emotional competence is generally strong.
- Students reported moderate experiences of "School as a Safe and Just Place".
- Most students reported moderate to strong levels of academic motivation skills, and outcomes.

Drug-Free Communities

- Four core measures:
 - Students' alcohol and drug use in the past 30 days.
 - Students' perception of parents' feelings about substance abuse.
 - Students' perception of friends' feelings about substance abuse.
 - Students' perceptions of risk in the use of these substances.
- Comparison data provided where possible from 2017 survey.

Use in Past 30 days, Perceptions of Disapproval and Risk WMS

	2017	2021	Parental Disapproval	Peer Disapproval	Perceived Risk
Alcohol	3.1%	10%	95%	87%	79%
Marijuana	0.3%	2%	98%	90%	81%
Vaping	0.55%	4%	99%	89%	89%
Tobacco	0.3%	2%	98%	92%	93%
Prescription Drugs	2.25%	5%	96%	91%	89%

Use in Past 30 days, Perceptions of Disapproval and Risk WHS

	2017	2021	Parental Disapproval	Peer Disapproval	Perceived Risk
Alcohol	36%	26%	92%	75%	78%
Marijuana	25%	11%	82%	57%	51%
Vaping	24%	11%	94%	66%	74%
Tobacco	6%	3%	97%	80%	90%
Prescription Drugs	2.75%	2%	97%	89%	92%

Conclusions

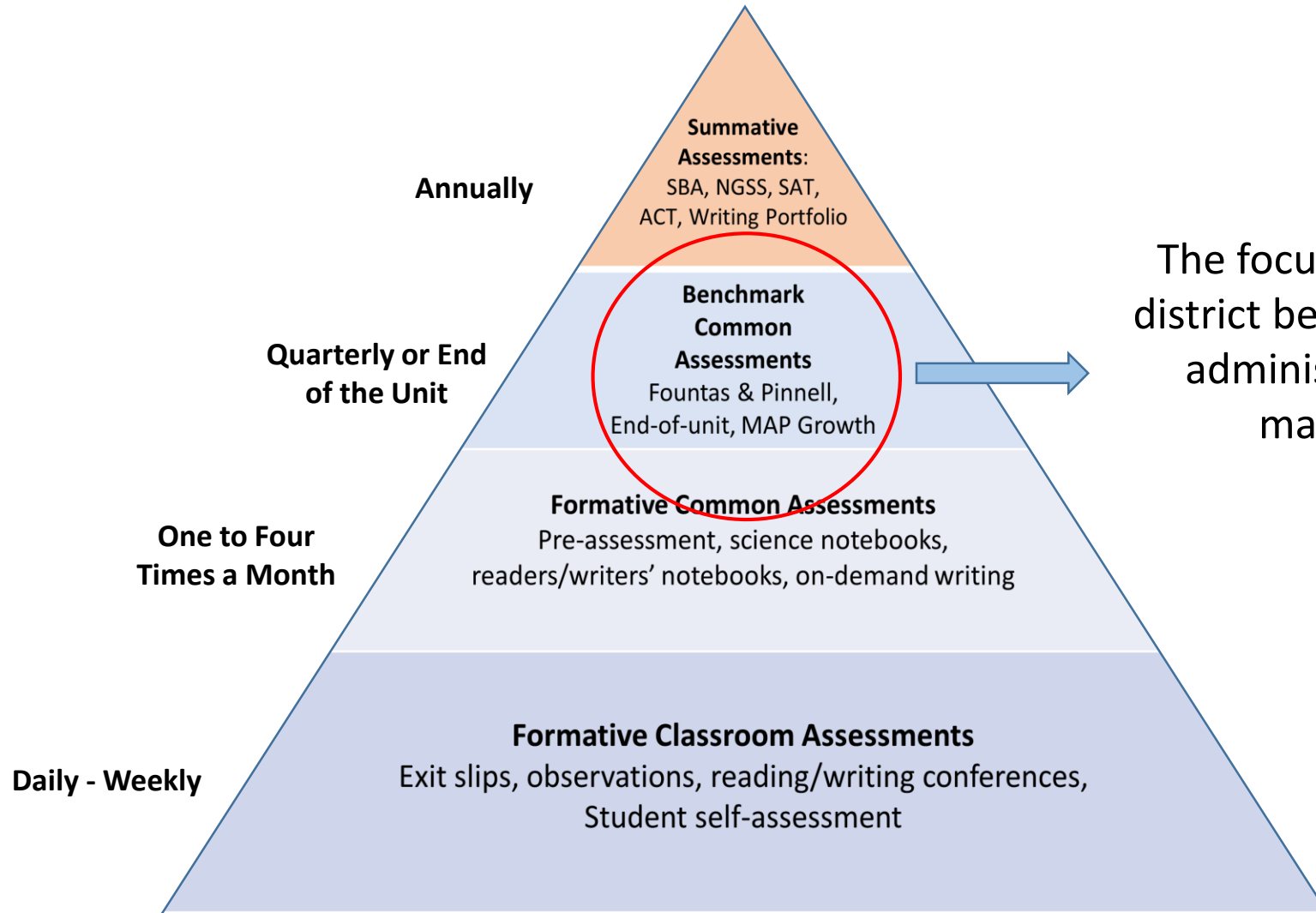
- Alcohol is the most commonly used substance among Weston Students.
- Greater levels of use (overall) of all substances at WMS as compared to 2017.
- Lower levels of alcohol and drugs at WHS as compared to 2017.

Update on WPS Academic Goals: Reading and Math

Curriculum Committee

February 9, 2022

Assessment Framework



The focus of this update is on district benchmark assessments administered triennially in math and reading.

District Benchmark Assessments

Math	Reading
MAP (1-9)	MAP (2-8)
Progress Report Standards (K-5)	Progress Report Standards (K-5)
Unit Assessments By grade or course	Fountas & Pinnell (K-5)

Math

Goal:

Ensure all students demonstrate growth and deepen their conceptual understanding of mathematical concepts so that they develop the requisite problem-solving skills.

Targets:

- 75% meet or exceed goal on the SBA.
- 75% students in grades 1-8 above the 60st percentile on spring MAP
- Freshman algebra students demonstrate significant personal growth as measured by unit and MAP assessments

Math Action Plan – Progress Update

Goal Setting

- Aligned district, school and teacher goals

Use of Data to Inform Instruction

- Expanded use of Tableau to disaggregate data
- Refined assessment calendar
- Increased use of Interim assessment blocks

Math Intervention

- Increased intervention staffing with Esser funding in grades K-8
- Creating SRBI Handbook to refine systematize intervention practices

Math Action Plan – Progress Update

Professional Development/Coaching

- Created new math K-2 CIL position
- Provided training on new K-5 resources
- Training on math practices, differentiated instruction and assessment 6-12.
- Almost completed kindergarten math pilot

Learning Walks

- Established math learning walks across all schools
- Conducted over 175 learning walks

Math: K-8 MAP Achievement & Growth

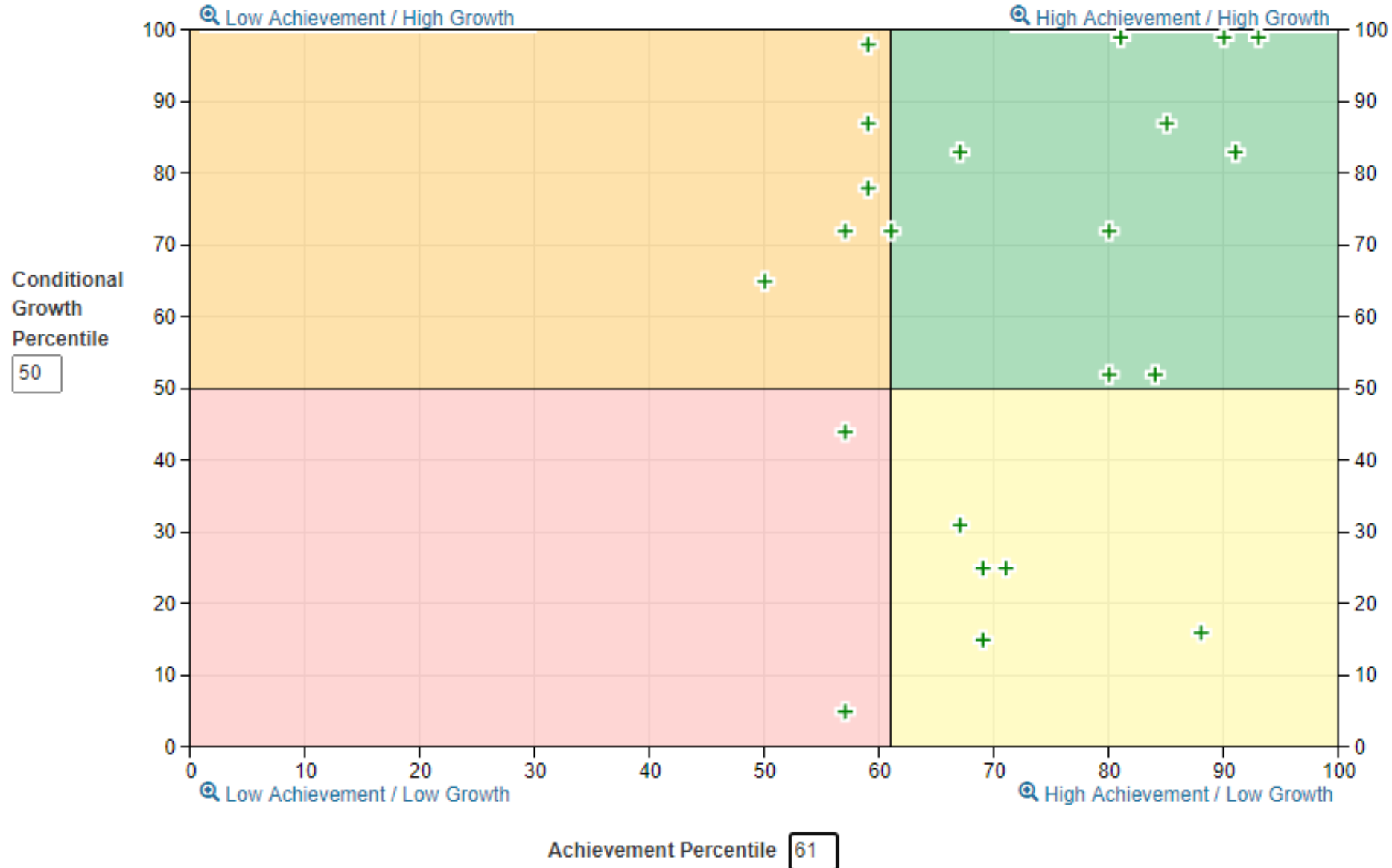
Grade	Fall - % of students scoring above the 60 th percentile	Winter -% of students scoring above the 60 th percentile	Growth - % of students who met their growth targets
	Fall	Winter	Fall to Winter
1	66	58	52
2	70	65	33
3	61	63	48
4	59	53	55
5	62	68	63
6	65	59	43
7	68	68	56
8	76	69	55

Math: 7 - 9 MAP Achievement & Growth by Course

Grade/Course	Fall - % of students scoring above the 60 th percentile	Winter -% of students scoring above the 60 th percentile	Growth - % of students who met their growth targets
	Fall	Winter	Fall to Winter
Grade 7 All Students	68	68	56
Math 7	63	62	56
Algebra	100	100	59
Grade 8 All Students]	76	69	55
Math 8	58	47	51
Algebra	100	95	63
Geometry	100	100	63
*Grade 9 Algebra	40	N/A	N/A
*Grade 9 Acc. Alg/Geo	91	N/A	N/A

*Grade 9 Algebra and Accelerated Alg/Geo did not take the Winter MAP due to mid-terms.

Sample MAP Class Quadrant Report - Math



Math – K-5 Progress Report Standards

See Trimester 1 Progress Report Standards Document

Reading

Goal:

Ensure all students read at grade level or higher by grade 3, and continue to develop their reading abilities in grades 4-12 using reading as a tool to understand content across instructional areas.

Targets:

- 85% students in grades 3-8 meet or exceed goal on the spring SBA.
- 75% in grades 2-8 above 60th percentile on the spring 2022 MAP.

Reading Action Plan – Progress Update

Goal Setting

- Aligned district, school and teacher goals

Use of Data to Inform Instruction

- Expanded use of Tableau to disaggregate data
- Refined assessment calendar
- Use of Interim assessment blocks

Reading Intervention

- Increased intervention staffing with Esser funding in grades K-8
- Creating SRBI Handbook to refine systematize intervention practices

Reading Action Plan – Progress Update

Professional Development/Coaching

- Teachers College days at HES and WIS – focus on small group instruction
- CIL coaching (K-12)
 - Classroom level
 - Grade and curriculum partner level
 - Individual conferencing
- Foundations Training
 - Planned for expansion of program in grade 3 for fall 2022
 - Training planned August 2022.

Reading: MAP Achievement & Growth

Grade	Fall - % of students scoring above the 60 th percentile	Winter -% of students scoring above the 60 th percentile	Growth - % of students who met their growth targets
	Fall	Winter	Fall to Winter
2	65	65	55
3	68	70	53
4	73	72	51
5	76	72	47
6	70	72	57
7	75	73	61
8	73	70	48
9	76	N/A	N/A

Reading – K-5 Progress Report Standards

See Trimester 1 Progress Report Standards Document

**Grade K Math Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Classified objects and counts the number of objects in categories	0	0	100	0	100
Counts and understands the quantity of numbers	0	14	78	8	86

**Grade 1 Math Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting	% Exceeding	% Meeting or Exceeding
Applies understanding of addition and subtraction to find unknown quantities	0	10.2	78.8	11.0	89.8
Demonstrates understanding of place value for numbers within 100	0	7.8	85.9	6.3	92.2
Describes and compares 2 and 3-dimensional shapes	0	7.5	75.3	17.1	92
Makes sense of problems and perseveres in solving them. Explains math thinking and justifies conclusions with words, pictures, or actions	0	0	100	0	100

**Grade 2 Math Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standards	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Applies understanding of addition and subtraction to solve problems	0.7	26.9	69.8	2.6	72.4
Uses understanding of place value for numbers within 1000 to add and subtract	0.7	20.8	73.1	5.4	78.5

**Grade 3 Math Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Applies place value understanding to estimation and computation	0	25.6	64.2	10.2	74.4
Demonstrates effort in mathematics	0	8.0	76.7	15.3	92.0
Explains math thinking and justifies conclusions with words, objects, pictures or actions	0	35.5	53.6	10.9	64.5
Makes sense of problems and perseveres in solving them	0	39.1	50.0	10.9	60.9
Solves problems using appropriate operation	0	25.6	66.4	8.0	74.4

**Grade 4 Math Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Applies place value understanding to estimation and computation	1.4	22.4	64.6	11.6	76.2
Demonstrates effort in mathematics	0.7	5.4	82.3	11.6	93.9
Demonstrates fact fluency that supports computation with large numbers	3.4	35.4	43.5	17.7	61.2
Explains math thinking and justifies conclusions with words, objects, pictures, or actions	0.7	24.5	70.7	4.1	74.8
Makes sense of problems and perseveres in solving them	0.7	30.6	59.2	9.5	68.7
Solves multiple step problems involving the four operations	2.0	38.8	49.7	9.5	59.2

**Grade 5 Math Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Applies place value understanding to estimation and computation using multi-digit whole numbers and decimals for all operations	0.6	29.1	66.9	3.4	70.3
Attends to precision in mathematical language, calculations, and labels	1.1	26.9	70.9	1.1	72.0
Describes patterns in the base-10 system in order to read, write and compare whole numbers and decimals	0	11.0	78.6	10.4	89.0
Makes sense of problems and perseveres in solving them	1.7	18.9	74.9	4.5	79.4
Writes and interprets algebraic expressions	1.7	24.9	70.5	2.9	73.4

**Grade K ELA Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Demonstrates an understanding of the organization and basic features of print	0	3.9	96.1	0	96.1
Demonstrates effort in reading	0	7.9	88.2	3.9	92.1
Demonstrates effort in writing	0.9	10.9	87.3	0.9	88.2
Uses a combination of drawing, dictating, and writing to compose a sequenced piece of writing	0.9	20.0	76.4	2.7	79.1
With prompting and support, asks and answers questions about text	1.5	7.9	89.0	1.6	90.6

**Grade 1 ELA Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Applies correct spelling of grade-level words in written work	1.4	45.9	47.9	4.8	52.7
Asks and answers questions about text	0	8.2	88.4	3.4	91.8
Composes a sequenced, cohesive piece of writing	0	9.6	90.4	0	90.4
Demonstrates an understanding of grade-level phonics	3.4	13.0	61.6	22.0	83.6
Demonstrates an understanding of spoken words, syllables and sounds	0	15.7	68.5	15.7	84.2
Demonstrates effort in reading	0	6.9	85.6	7.5	93.1
Demonstrates effort in writing	0	9.6	86.3	4.1	90.4
Develops and strengthens writing by planning, revising, and editing	0	32.9	66.4	0.7	67.1
Reads fluently to support comprehension	0	16.7	72.2	11.1	83.3
Retells stories including key details and demonstrates an understanding of the message	0	10.3	87.0	2.7	89.7
Uses capitalization and punctuation in writing	0	68.5	31.5	0	31.5
Uses illustrations and details to describe its characters, setting and events or describe key ideas	0	3.9	90.6	5.5	96.1

**Grade 2 ELA Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Applies correct spelling of grade-level words in written work	4.7	34.9	60.4	0	60.4
Asks and answers questions to demonstrate understanding of key details in a text	0	12.8	85.9	1.3	87.2
Composes a cohesive, elaborated piece of writing	1.3	32.9	65.1	.7	65.8
Demonstrates an understanding of grade-level phonics	0	22.2	75.8	2.0	77.8
Demonstrates effort in reading	0	8.0	89.3	2.7	92.0
Demonstrates effort in writing	0	14.8	84.5	0.7	85.2
Develops and strengthen writing by planning, revising, and editing	1.3	36.9	61.7	0	61.7
Reads fluently to support comprehension	0	19.5	78.5	2.0	80.5
Retells stories to determine a message using evidence from the text	0.7	1.3	14.8	83.2	98.0
Uses capitalization and punctuation in writing	0	45.0	55.0	0	55.0
Uses information from text and illustrations to demonstrate understanding	0	13.4	84.6	2.0	86.6

**Grade 3 ELA Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Acquires and uses grade-level vocabulary	0	7.3	86.1	6.6	92.7
Analyzes how a text conveys a central message	2.2	22.0	74.3	1.5	75.8
Applies grade-level phonics and word analysis skills to decode text	3.7	9.5	61.8	25.0	86.8
Composes clear and coherent writing to convey ideas, information, and opinions	4.4	29.4	62.5	3.7	66.2
Demonstrates effort in reading	0	13.2	74.3	12.5	86.8
Demonstrates effort in writing	2.2	19.8	69.9	8.1	78.0
Develops and strengthens writing by planning, revising, and editing	3.7	49.3	45.5	1.5	47.0
Reads across texts to build and expand knowledge	0	15.4	82.4	2.2	84.6
Reads for meaning by using multiple comprehension strategies	3.7	11.8	58.8	25.7	84.5
Reads with appropriate accuracy and fluency to support comprehension	4.4	6.6	63.2	25.7	88.9
Uses appropriate spelling, grammar, and mechanics when writing and/or speaking	4.4	44.9	50.7	0	50.7
Uses evidence from text to support thinking	2.2	21.3	70.6	5.8	76.5
Writes for a range of tasks, purposes, and audiences	0	19.1	79.4	1.5	80.9

**Grade 4 ELA Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Acquires and uses grade-level vocabulary	0	8.2	84.3	7.5	91.8
Analyzes how the details in the text support the key ideas or themes	0	15.6	72.8	11.6	84.4
Applies grade-level phonics and word analysis skills to decode text	1.4	10.9	61.9	25.8	87.7
Compares and contrasts the different points of view within a text	0	23.8	70.1	6.1	76.2
Composes clear and coherent writing to convey ideas, information and opinions	0.7	24.5	68.7	6.1	74.8
Demonstrates effort in reading	0	12.2	70.8	17.0	87.8
Demonstrates effort in writing	0	19.0	72.8	8.2	81.0
Describes the overall structure of a text	0	7.5	78.9	13.6	92.5
Develops and strengthens writing by planning, revising, and editing	1.4	32.6	61.9	4.1	66.0
Reads for meaning by using multiple comprehension strategies	1.4	8.8	63.3	26.5	89.8
Reads with appropriate accuracy and fluency to support comprehension	2.0	8.8	65.3	23.8	89.1
Uses appropriate spelling, grammar, and mechanics when writing and/or speaking	2.0	57.8	35.4	4.8	40.2
Uses evidence from text to support thinking	0.7	32.5	58.5	8.2	66.7
Uses research skills to build knowledge about different aspects of a topic	0.7	12.2	84.4	2.7	87.1
Writes for a range of task, purposes, and audiences	0	9.5	87.8	2.7	90.5

**Grade 5 ELA Standards
Weston Progress Reports
2021-22 – Trimester 1**

Standard	% Not Meeting	% Progressing	% Meeting Standard	% Exceeding Standard	% Meeting or Exceeding
Acquires and uses grade-level vocabulary	0	15.4	78.9	5.7	84.6
Analyzes text elements within and across texts to determine key ideas	0	16.0	65.7	18.3	84.0
Applies grade-level phonics and word analysis skills to decode text	2.3	9.7	46.3	41.7	88.0
Composes clear and coherent writing to convey ideas, information and opinions	0	20.6	66.8	12.6	79.4
Demonstrates effort in reading	1.1	13.1	73.1	12.6	85.7
Demonstrates effort in writing	2.3	11.4	76.0	10.3	86.3
Describes how point of view influences information and/or events	0	29.7	66.3	4.0	70.3
Develops and strengthens writing by planning, revising, and editing	1.7	20.6	66.3	11.4	77.7
Integrates information from multiple texts or digital resources to build knowledge	0	11.4	84.6	4.0	88.6
Reads for meaning by using multiple comprehension strategies	2.9	9.1	38.9	49.1	88.0
Reads with appropriate accuracy and fluency to support comprehension	2.3	9.1	50.9	37.7	88.6
Uses appropriate spelling, grammar, and mechanics when writing and/or speaking	0.6	41.1	54.9	3.4	58.3
Uses evidence from text to support thinking	1.1	33.1	56.6	9.1	65.7
Uses research skills to build knowledge about different aspects of a topic	0	0	100	0	100
Writes for a range of task, purposes, and audiences	0	16.6	71.4	12.0	83.4

Curriculum Committee Meeting

January 12, 2022, 9:00 a.m.

Via Google Meet

Present Committee Members:

Taffy Miller (Chairperson), David Felton, Bernadette Kingsley

Present Administration:

Lisa Wolak, Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent; Juliane Givoni, WHS Interim Principal; Dan Doak, WMS Principal

Members of the Public:

Anthony Pesco, Kristana Esslinger

1. Call to Order

The meeting was called to order at 9:03 a.m.

2. Update on WMS Teaming Model

Discussion:

- Mr. Doak presented on updates to the WMS Teaming Model proposal. He emphasized that the proposal allows for a return to the pure teaming model, which is important for both academic and social-emotional considerations.
- The workshop model ensures that all students participate in PFA courses, including those students who participate in intervention or talented and gifted programs.
- The proposal moves the middle school from a trimester to a quarter schedule. Workshop courses are in the every-other-day PFA rotation.
- The biggest change in the new model is in the amount of physical education (PE) scheduling. In the proposal, PE will go from every other day for a full year to every other day for three quarters of the year.
- Health will take place in the remaining quarter. The PE/Health CIL confirmed that the health curriculum would be able to be delivered fully in the proposed schedule.
- The committee members and administration discussed their concerns with loss of PE time.

3. Information regarding FY 23 Textbook/Resource Renewals

Discussion:

Dr. Craw reviewed on the Curriculum and Instruction budget request for textbook renewals.

- There are six-year renewal requests for high school Spanish levels 1-4, Grade 7 and 8 social studies, and high school Algebra 2.

- Grade 6-8 science digital resources from Amplify and Gizmos will be renewed for a 3-year term.
- Grade K math digital and consumable texts is requested for a one-year renewal. A presentation on the Grade K math resources will be forthcoming in the March Curriculum Committee meeting.

4. Information regarding FY 23 Professional Development planning

Discussion:

Dr. Craw outlined the proposed consulting services budget for FY23. He broke out which consulting services will go through the operating budget and those that are funded with grant money.

5. Update regarding WHS Field trip to Festival Disney March 3-7, 2022

Discussion:

- Dr. Craw outlined the COVID safety protocols and mitigating strategies in place for the trip.
- The Committee members discussed the experiential learning skills and life skills to be gained by students attending as well as positive feedback from previous Festival Disney trips.

Approval of November 2021 minutes

Motion Passed: Move that the Curriculum Committee approve the November 2021 minutes. This motion was made by Bernadette Kingsley and seconded by David Felton.

3 Yeas – 0 Nays

7. Other curricular issues

Discussion:

- Dr. Craw discussed with the Committee a change in the District calendar. Due to the recent snow days, the high school needs to use the date for testing. The January 27 half-day PD will be rescheduled to February 16, which is the day before the February break.
- Ms. Wolak shared with the Committee a partnership opportunity with a school in Guatemala.

Meeting adjourned at 10:03 a.m.

Respectfully submitted,

June Curiano