

Curriculum Committee Meeting

Wednesday, May 11, 2022 9:00 AM

WIS Room 118, 24 School Road, Weston, CT 06883-1623

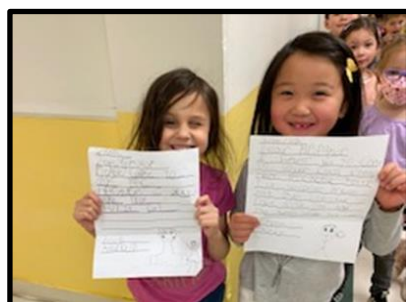
I. Call to order

**II. Presentation of the 2021-2022 Annual
Instructional Update**

III. Adjournment

WESTON PUBLIC SCHOOLS
Annual Instructional Update
2021-2022

Presented to the
Weston Board of Education
Curriculum Committee
May 11, 2022



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WESTON PUBLIC SCHOOLS

VISION STATEMENT

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 pursue continually personal excellence.

OUTCOME – GLOBAL CITIZENS

Global citizens have the necessary knowledge, skills, and 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, and Collaboration.

WESTON DISTRICT GOALS

Academic Excellence . Healthy Learning Environment . Digital Learning . Gauging Progress . Resources for Learning

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Anthony Pesco, Chairperson
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- Mathematics, Grades 3-5 Mrs. Carolyn Vinton
- Mathematics, Grades 6-12 Ms. Janine Russo
- Science, Grades K-5Mrs. Carolyn Vinton
- Science, Grades 6-12 Mrs. Jamie Charles
- Language Arts, Grades K-5 Mrs. Andrea Noble, Mrs. Alex Bluestein
- English, Grades 6-12 Ms. Jessica DiBuono
- Social Studies, Grades K-5Mrs. Andrea Noble, Mrs. Alex Bluestein
- Social Studies, Grades 6-12Mr. Nicholas Torres
- World Language, Grades K-12Mrs. Mercedes Fernandes
- Visual Arts, Grades K-12Ms. Kate O’Keefe
- Performing Arts, Grades K-12 Ms. Elizabeth Morris
- Health and Physical Education, Grades K-12 Mrs. Patty Powers
- Technology Education, Grades 6-12 Mrs. Jamie Charles
- Special Education/Pupil Services, Grades K-12.....Ms. Tracy Edwards

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Introduction

Weston Public Schools is committed to the continuous improvement of its instructional programs and services. At the end of each school year, the Weston Public Schools Curriculum Department provides an update to the Board of Education's Curriculum Committee on its continuous improvement efforts. The Annual Instructional Update (AIU) is a detailed qualitative report on departmental initiatives for all K-12 subjects.

Weston's cadre of curriculum instructional leaders (CIL) take a lead role in presenting the AIU to the Board of Education. They are in a unique and essential role for guiding instructional improvements within their departments.

- CILs are experts regarding best practices in their chosen field and serve as instructional coaches in their respective departments.
- CILs take an active role in organizing and facilitating meaningful professional development opportunities for teachers
- CILs also lead the curriculum renewal and development process to ensure that the curriculum is engaging and up to date.

Leading up to the AIU, there have been several academic presentations to the BOE regarding the district goals and progress toward meeting them. The following archived reports are available to the Weston Community through the district's website.

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|-------------------------------------|--------------------------------|
| • District Goal Presentation | September 20, 2021 BOE meeting |
| • Summative Assessment Report | October 18, 2021 BOE meeting |
| • Student Outcomes Report | November 15, 2021 BOE meeting |
| • Progress Report on District Goals | February 15, 2022 BOE meeting |
| • Reading and Math Progress Update | March 14, 2022 BOE meeting |

The AIU report is organized by K-12 discipline to provide a snapshot of Weston's entire academic program. Within each departmental narrative, each CIL highlighted the following:

- Goals for the 2021-22 school year;
- Accomplishments as it relates to departmental goals;
- Any challenges faced or departmental needs; and
- Preliminary departmental goals for the 2022-23 school year.

In addition, the beginning of the report includes two documents summarizing district efforts as it relates to the two main academic goals in Math and Reading. Both documents capture the changes that have been made over time or are planned for next year. By highlighting the math and reading shifts, it will provide the reader with a summary of continuous improvement efforts in these goal areas.

WPS Continuous Improvement – Math Shifts

Math Shifts	Area of Focus	Past	Present	Future
Model	Instructional Time	WMS Math classes and other subject area classes met for short blocks of 42 minutes.		Increasing to 50 minutes daily for math and all subject areas. This results in an additional 1,440 minutes annually.
		WMS has a 42-minute quiet study period.		Students will have Math Workshop and can receive extra help during this time.
	Teaming	WMS Teaming model diminished over time as part of staffing reductions. Resulted in teaching across teams similar to a junior high model.		Each team of teachers would have the same group of students.
	Teaming	WIS established a two-teacher teaming model in 5th grade in 2018-19; As a result, 81% of students achieved goal, which ranked Weston 2nd in the DRG.		Maintains strong two-teacher teams.
Staffing	Math Qualifications	WMS teachers possess either the 4-8 or 7-12 certification for math.	All WMS math teachers possess 7-12 certification – a higher level of preparation	
	Staffing Assignments	WMS teachers taught across grade levels and teams; In 2020-21, there were several WIS classrooms with long-term substitutes due to medical leaves.	Each WMS math teacher assigned will be assigned to their own team;	
	Intervention Staffing	Staffing level pre-pandemic was 2.3 FTE	Increased intervention staffing in math to 3.5 FTE	
Teaching & Learning	Professional Development	CIL coaching	Working with national consultants in conjunction with CIL coaching	
	Curriculum	The district has used Math in Focus to support the K-8 math curriculum.	Will review the use of WMS Math in Focus resources as compared to other available resources. Consider possible programmatic changes.	
		K using Math in Focus resources.	K piloting Methodology program	Full implementation of Methodology; more developmentally appropriate.
	Learning Walks	Informal classroom visits.	Initiated math learning walks; Results indicated need to shift to a more student-centered approach in grades 6-12. Follow-up rounds of learning walks will be conducted following professional development.	
Data & Assessment	Intervention	At WMS, students received additional support through math lab, but it was not a true SRBI program.	Students requiring additional support receive math SRBI from a math intervention teacher with a math background.	
	SRBI	Processes in place at the K-5 level with a planned expansion to WMS.	SRBI Handbook created to ensure consistency of intervention services across the district for math.	Consistent process throughout the district of intervention support.
	Assessment Calendar	MAP administered 2X a year with additional progress monitoring for small groups.	Assess with MAP as a universal screen 3 times a year	
	Data Analytics	Grade Level/Individual student spreadsheets.	The district systematized its use of Tableau to monitor student achievement in math and other areas.	
	Test Preparation	Opportunities for practice through the use of IAB assessments and some test preparation materials	Focused test preparation embedded into curriculum scope and sequence in grades 3-8 to ensure student success on standardized testing.	

WPS Continuous Improvement – Reading Shifts

Reading Shifts	Area of Focus	Past	Present	Future	
Model	Instructional Time	WMS English language arts has met for a double block (2 periods daily – one for reading and one for writing).		Eliminated double block, Each single period is a longer 50-minute block for ELA and all subject areas.	
		WMS has a 42-minute quiet study period.		Students will have ELA Workshop and will receive enrichment during Workshop.	
	Teaming	WMS Teaming model diminished over time as part of staffing reductions. Loss of common planning time.		Pure teaming model will allow teachers to effectively collaborate.	
	Teaming	WIS Established a two-teacher teaming model in fifth grade in 2018-19.		Maintain strong two-teacher teams.	
Staffing	Staffing Assignments	Teachers teaching across teams.		Staffing reorganization as a result of recent retirements matching teachers with teams.	
		WMS teachers taught across grade levels and teams; In 2020-21, there were several WIS classrooms with long-term substitutes due to medical leaves.		Each WMS ELA teacher will be assigned to their own team.	
	Intervention Staffing	K-8 Staffing level pre-pandemic was 5.0 FTE	Increased intervention staffing in reading to 5.3 FTE with ESSER funding.		
Teaching & Learning	Professional Development	Working with Teachers College consultants in conjunction with CIL coaching			
	Curriculum	The district has a comprehensive, research-based literacy program in place for reading and writing			
		The district uses the Foundations phonics program in grades K-2.	Strengthen literacy by extending Foundations into grade 3 in 2022-23.		
Data & Assessment	Intervention	Students requiring additional support receive reading SRBI from a reading specialist/consultant.			
	SRBI	Processes in place for identification of students for SRBI grades K-8.	SRBI Handbook created to ensure greater consistency.	Consistent process throughout the district of intervention support.	
	Assessment Calendar	MAP administered 2 times a year in grades 2-8, with small groups for progress monitoring in grades 3-5.	Assess with MAP as a universal screen 3 times a year in grades 2-8.		
	Data Analytics	Grade Level/Individual teacher spreadsheets.	The district systematized its use of Tableau to monitor student achievement in reading.		
	Test Preparation	Opportunities for practice through the use of IAB assessments and some test preparation materials.	2-3 weeks of focused test preparation embedded into curriculum scope and sequence in grades 3-8 to ensure student success on standardized testing.		

Mathematics, Grades K-5

2021-2022 Goals

- Support teachers in their return to the high impact instructional strategies, which was impacted by COVID protocols and schooling scenarios.
- Support teachers with transition to *Math in Focus* 2020 edition materials.
- Support teachers transitioning to new grade levels.
- Analyze standardized and informal data to determine learning gaps and support teachers in meeting student needs.
- Plan and present professional development to address the unique needs of teachers in this first year of recovery.
- Leverage increased FTE for math intervention for meeting the needs of struggling math learners.
- Pilot *Methodology: Developing Roots* with two kindergarten classrooms.

Accomplishments

- Having a dedicated 0.5 CIL in both the elementary and intermediate schools allowed for increased and consistent professional development, coaching and teacher support.
- Increased SRBI (Scientific Research-Based Interventions) FTE through ESSR funding allowed for increased intervention to meet student needs.
- Professional development was enhanced through outside expertise from our *Math in Focus* consultant and John Antonetti.
- All classes in first through fifth grade transitioned to the new edition of *Math in Focus* materials.
- Data teams at HES and WIS closely examined the learning of all students throughout the year.
- Teachers received CIL support in creating and implementing their personal math goals, analyzing student data, and planning to meet student needs.
- Over 200 learning walks took place in grades K-5. Data from these learning walks showed a strong return to student-centered instructional strategies.
- *Methodology: Developing Roots* kindergarten was successfully piloted in two classrooms. The pilot teachers received training from the author of the program.
- Math Olympiad returned to an in-person program with 40 fourth and fifth graders participating.

Challenges and Needs

- Professional development will be required for all kindergarten teachers for implementation of *Methodology: Developing Roots*.
- As is the case throughout the country, our second year of COVID pandemic recovery will still require some specific differentiation and support for many of our students in mathematics.

2022-2023 Goals

- *Methodology: Developing Roots* will be implemented in all kindergarten classes.
- Continue to provide professional development and coaching to teachers as they target student learning in this second year of recovery.
- Continue to closely analyze data to support each student's learning needs.

Mathematics, Grades 6-12

2021-2022 Goals

- Support teachers in their return to the high-impact instructional strategies impacted by COVID protocols and schooling scenarios, while also leveraging the new instructional strategies learned during remote instruction (i.e. interactive digital resources, instructional videos).
- Plan and present professional development that supports these instructional strategies.
- Analyze standardized and formative data to determine learning gaps and support teachers in meeting student needs and the vertical articulation of course content.
- Emphasize student learning growth in order to promote achievement levels.
- Continue to refine our SRBI process at the middle school and implement an effective intervention program at both the middle and high schools.

Accomplishments

- NWEA was administered to all students in grades 6-9 in fall of 2021 to establish baseline data and help identify cohorts of students in need of intervention support,
- At the high school, math lab teachers used a “push-in” model during the first quarter to address classes of highest need, and moved to an appointment-based model during the second quarter. Both students and teachers reserve math lab teachers to provide support in “pull out” or “push in” formats.
- At the middle school, intervention included both push-in and pullout support in addition to formal Tier II and Tier III intervention for particular students.
- Regular data team meetings were implemented at the middle school at the end of each trimester to review students currently receiving formal intervention services, as well as to address the potential needs of any students not currently receiving formal intervention.
- In-house professional development emphasized strategies for inquiry-based learning, formative assessment, and differentiated instruction.
- Math Learning Walks protocol was established and implemented to gather data on student engagement and learning.
- Learning walk data was analyzed, and consultant John Antonetti offered professional development emphasizing instructional strategies that have a large “effect size” - *identifying similarities and differences* and *learning with others*.
- Teachers at both schools began a book study on *Building Thinking Classrooms in Mathematics*, by Peter Liljedahl. This book study will continue into next school year.
- Middle school teachers used a variety of strategies to address learning loss and help students maintain prerequisite skills - weekly skills checks, “the daily five,” spiraling concepts.
- Middle school teachers utilized Interim Assessment Blocks and incorporated SBA-style questions regularly throughout the year to prepare students for the SBA.
- High school teachers used common planning time to develop instructional strategies to help align content and assessment across common courses.
- High school teachers used common planning time to design formative and summative assessments that incorporated opportunities for students to demonstrate mastery of content as well as growth in the mathematical practices.
- High school teachers used common planning time to analyze assessment data for learning gaps and plan future instruction accordingly.

Challenges and Needs

- The middle school schedule did not provide many opportunities for teachers to collaborate regularly, as several of them taught multiple grade levels. This is being addressed with the new teaming model.

- The district has used Math in Focus to support the curriculum for several years. We are in the process of reviewing other middle school math programs.
- More work needs to be done to align assessment and grading practices within common courses at the high school.
- Teachers would like to curate materials for their classrooms that help them to create the “thinking classrooms” they have read about in our book study.

2022-2023 Goals

- Create rigorous and engaging skills-based Math Academic Workshop curriculum for grades 6-8 to promote the acquisition and mastery of skills and concepts in statistics, probability and geometric reasoning.
- Pilot new curriculum materials in grades 6-8 with the plan to identify and fully implement new curricular resources in the 2023-2024 school year.
- Focus lesson-planning efforts on instructional strategies of high “effect size” to promote conceptual understanding.
- Create physical classroom environments that promote rigorous student-centered mathematical thinking.

Science, Grades K-5

2021-2022 Goals

- Fully return to science instructional practices involving hands-on partner and group experiences.
- Reopen the science lab for student use.
- Return to completion of all science units for all grades.

Accomplishments

- While extra time for recovery of core academics was needed this year, classes moved closer to pre-pandemic levels of science instruction.
- While some content has been compacted, all units will be taught to some extent in all grades.
- The science labs reopened to students, allowing for return to more of the lab experiences included in each unit.
- The ability to use all hands-on and shared materials brought back a greater level of excitement for our young science learners.

Challenges and Needs

- Consistent, time-sufficient science blocks are needed for effective science learning. This is a challenge for some grades due to scheduling constraints.

2022-2023 Goals

- Return to full implementation of our science curriculum at all grade levels, K-5.
- Provide professional development and support for teachers in areas that have had less focus in the past two years due to the pandemic.

Science, Grades 6-12

2021-2022 Goals

- Ensure that students demonstrate growth in the NGSS (Next Generation Science Standards) science practices and essential understandings by providing ample opportunities for students to engage in scientific investigations and problem solving scenarios.
- Implement frequent formative and common summative assessments to gauge student progress in skill ability and science knowledge, providing actionable data to inform instruction.
- Continue to differentiate instructional resources and activities to maximize the learning and engagement of all learners, especially considering learning and skill gaps that may exist due to the pandemic.

Accomplishments

- All science classes returned to a collaborative and interactive instructional approach allowing students to actively engage in the inquiry nature of science. This included experimenting, modeling, analyzing data, problem solving, and arguing from evidence.
- Most science classes covered the majority (if not all) of the curricular units, despite the need to provide additional support and learning opportunities for students struggling with the return to traditional classroom schedules and expectations.
- Teachers implemented a variety of formative skill-based tasks to increase students' capacities in science thinking and practices. These included online interim assessment bank assessments and other NGSS-style performance tasks and assignments.
- The Honors Science Research course had another successful year as 14 students independently engaged in complex research projects of their own choosing, several of which earned recognition at the regional CT STEM Fair in February.
- For the second time, the WHS Academic Decathlon team placed first in the State of Connecticut and competed virtually in the National Academic Decathlon competition in April.
- Teachers continued to collaborate as curricular teams to design and implement effective and engaging curriculum that challenges the students to think critically and creatively about the natural world around them, enabling them to be better innovators and problem solvers.

Challenges and Needs

- Students struggled with the rigor and expectations associated with the return to traditional science classes, such as proactive engagement with the lessons, perseverance with problem solving, communicating and collaborating, and time management during assessments and investigations. In response, teachers implemented strategies to help address these concerns and promote better skills and learning strategies.
- Need for enhanced vertical alignment between both 5th and 6th grades and 8th and 9th grades to promote the most effective delivery of science curriculum and continual growth of science skills and abilities.

2022-2023 Goals

- Create rigorous and engaging skills-based Science Workshop curriculum for grades 6-8 to promote the acquisition and mastery of essential science skills and understandings.
- Continue to collaborate across grade levels and science disciplines to promote a unified set of expectations regarding NGSS science practices and conceptual understandings

Language Arts, Grades K-5

2021-2022 Goals

- Return to a fully robust curriculum taught to depth across the entire school year.
- Recalibrate teaching practices that ensure ongoing, databased, differentiated small group instruction.
- Establish learning targets for every student to ensure effective reading and writing progress across the school year.
- Rebuild student reading volume and stamina, as well as writing volume and stamina when using pencil and paper.
- Return to Turn and Talk to broaden students' communication skills and foster deeper comprehension.
- Continue to incorporate digital reading and writing instruction within curricular units where appropriate in grades 4-5.
- Determine and mitigate impact of fully remote, withdrawn, and/or homeschool instruction when returning to school in the fall.

Accomplishments

- All K-5 literacy curriculum has been taught completely and with fidelity.
- Focused professional development to recalibrate and enhance small group differentiated instruction took place, both with CILs and with Teachers College staff developers.
- Student data was analyzed and tracked using multiple measures to determine areas in need of remediation, intervention, and enrichment.
- Student discourse has resumed and has been an integral component of Reading and Writing Workshop to bolster vocabulary, comprehension, and engagement.
- An analysis of the impact of various learning environments during the 2020-21 school year revealed instructional areas in need of additional support.
- Reading performance, based on benchmark assessments, has returned to or exceeded pre-pandemic levels in all grades K-5.

Challenges and Needs

- The State of Connecticut will be creating a model curriculum for literacy in the upcoming year. It is not clear when the state curriculum will be finalized and to what extent school districts will need to be aligned with it. We will review the state curriculum once it is developed, and determine implications it may have for our curriculum.

2022-2023 Goals

- Continue with the development and refinement of differentiated small group instruction based on best practices and current research.
- Continue to grow our collection of read aloud texts and strategies.
- Training and implementation of the Foundations program will take place with grade three teachers, special education teachers, and reading specialists.
- Begin curriculum renewal for writing, including research into current units and an analysis of student data.
- K-2 reading units of study have been updated and will be released by Teacher's College in June 2022. Crosswalks between the new and existing units will need to be explored and created.

English, Grades 6-12

2021-2022 Goals

- Ensure all students are making progress and continuing to deepen their conceptual understanding of academic concepts to improve their reading skills.
- Ensure all students demonstrate growth and deepen their ability to write analytically and creatively in order to express ideas clearly and effectively according to audience and purpose.
- Create more opportunities for student voice in developmentally appropriate lessons.

Accomplishments

- Grade 6-12 teachers returned to full units and focused on using data to inform instruction
- Grade 6-8 teachers utilized CommonLit School Essentials, SBA Interim Assessment Blocks, and Focused Interim Assessment Blocks as benchmark assessments to measure and track student growth. Teachers, along with the CIL and reading teachers, analyzed this standards-based data to inform further instruction and provide additional support for students.
- Grade 6-12 teachers participated in professional development sessions on Tier 1 strategies in the classroom, differentiation, assessment design, and data analysis.
- Grades 9-12 Social Studies and English teachers evaluated and revised the Writing Portfolio process and rubric, particularly reflecting on what was learned from the pandemic.
- The Writing Center teachers and the CIL implemented the full 8th and 10th grade portfolio with revised rubric and emphasis on student choice. Students received individualized feedback and calibration allowed for teacher collaboration to identify curricular needs.
- The Writing Center continues to be a robust resource for students at WHS. As of April 1, 2022, there have been approximately 400 individual appointments with students and over 100 classroom visits to conference with students and provide feedback on their writing.
- The Writing Center offered opportunities for creative writing contests, and held school-wide Poetry Out Loud in February 2022. The WHS winner advanced to the national semifinals.
- WHS students were among the winners of the Hudson-to-Housatonic Scholastic Writing Awards. One student won three Gold Key awards, two students won a Silver Key, and five students won Honorable Mention. One student went on to win a Gold Medal at Scholastic Nationals.

Challenges and Needs

- There is always a need to ensure as much support as possible for all writers, and especially through the Writing Portfolio process. Support plans need to involve all stakeholders.
- Grade 6 curriculum needs to be updated for the single English block for the 2022-2023 year.
- Grades 6-8 need to continue to create an engaging, skills-based Workshop course.
- There needs to be opportunities that are more built-in for teachers of grades 6-8 to calibrate instruction and assessment practices.
- There needs to be more opportunities for cross-curricular data analysis at WHS.

2022-2023 Goals

- Update Grade 6 English Language Arts Curriculum to reflect the new schedule.
- Revise English 12 Standard curriculum to better meet the needs of diverse learners and offer thematic electives that mirror college-level expectations in spring.
- Create rigorous and engaging skills-based Workshop curriculums grades 6-8 to help supplement reading and writing curriculum.
- Create more formal support plans for students throughout the writing portfolio process.

Social Studies, Grades K-5

2021-2022 Goals

- Return to a fully robust curriculum taught to depth across the school year.
- As part of the curriculum renewal process, instruction and resources will be updated to incorporate more diversity instruction, especially related to Weston history.
- CES Social Studies Council is modifying their K-5 social studies framework next year. We await the outcomes and recommendations from this important work.

Accomplishments

- All social studies units were taught to completion and with fidelity in grades K-5.
- Resources and lessons related to diversity and inclusivity were implemented.
- Second grade students participated in a “field trip” within their classrooms with the Weston Historical Society. Students learned about several prominent historical figures in Weston as part of their integrated biography and reading/writing unit.
- Third grade students participated in a field trip to the Weston Historical Society to learn about life in Weston long ago and Weston’s place in history.

Challenges and Needs

- State of CT Social Studies frameworks are in development, delaying any curricular revisions we may need to make. It is anticipated that the frameworks will be completed in June.
- The CT Social Studies Council is suggesting districts wait to revise their curriculum until the State creates and releases their model curriculum to ensure proper alignment.

2022-2023 Goals

- Await the release of CT’s Social Studies frameworks to modify and adjust current K-5 units, scope and sequences, lessons, and resources.
- Determine the timeline for the State of CT model curriculum release to ensure close alignment with social studies curriculum revisions and development.

Social Studies, Grades 6-12

2021-2022 Goals

- Ensure all Weston Middle School students are making progress and continuing to deepen their conceptual understanding of academic concepts and improve their reading skills, specifically through informational Social Studies texts.
- Ensure that Weston High School students improve core social studies skills, specifically in the areas of inquiry and argumentative writing, so that students expand their abilities to think critically and solve problems.
- Engage Weston High School students in issues of multiculturalism and diversity, by connecting history with our current global society.

Accomplishments

- Weston Middle School and Weston High School Social Studies classes have returned to full units across all grade levels, with a core focus on student-driven inquiry.
- Weston Middle School teachers developed common formative assessments, which provided data points, in addition to SBA and NWEA assessments, in order to gauge student growth in informational literacy.
- Weston Middle School teachers adopted the analytical paragraph model used by the English department, in order to promote continuity of assessment between the disciplines.
- Weston High School students were assessed in a variety of formats previously curtailed due to COVID, such as in-class timed writing, paper examinations, Socratic and Fishbowl discussions, and presentations.
- Weston High School classes returned to public presentation and speech as a key vehicle for collaborative learning and assessment.
- Weston High School students participated in virtual and live in-school field trips with experts in various fields, such as law enforcement, local politics, and federal government departments.
- Weston High School ran one section of a new course called American Tapestry: Multiculturalism in the United States, which studies the nature of identity in contemporary America.

Challenges and Needs

- Enhance vertical alignment between 8th grade and 9th grade in order to guarantee a smooth transition, and to ensure effective instruction toward writing and literacy skills.
- Identify skill gaps that may still exist as a consequence of the pandemic, and provide effective interventions to remediate them.
- Develop additional scaffolds for students in public presentation so that they can acquire skills, and demonstrate proficiency in this area of emphasis in the social studies curricula.

2022-2023 Goals

- Deliver an engaging and thought-provoking Social Studies Workshop curriculum to Weston Middle School students.
- Continue to work across disciplines in order to promote a unified set of expectations, and assessment criteria about the acquisition of writing skills.
- In year two of curriculum renewal, the Social Studies department will focus on development and revision of common summative assessments, and assured instructional experiences.

World Language, Grades K-12

2021-2022 Goals

- Provide enrichment opportunities for the summer of 2021 for students to continue improving their language skills.
- Continue to use a variety of digital resources to engage learners and differentiate instruction.
- Revise some curricular units in all languages based on this year's assessment of curriculum delivery.
- Revise grades 1-6 Spanish curriculum to account for the loss of instructional time.
- Finish writing and revising curriculum in Atlas to complete the renewal cycle.

Accomplishments

- An extensive set of language practice opportunities was compiled and published in the district website for students and families to support language maintenance during the summer.
- Teachers continued to use a variety of technological and digital resources to support instruction, engage learners, differentiate instruction, and provide timely feedback.
- The world language curricula were implemented with more fidelity this year. Units were revised at all levels to account for the needs of learners and in response to student performance data.
- Teachers refined and updated assessment practices to provide students with actionable feedback and inform planning for diverse academic needs. Teachers provided students with multiple opportunities to demonstrate growth in a low-risk environment.
- Spanish curriculum for grades 1-6 were adjusted and revised to account for the loss of instructional time in grades K-5 during the two previous years.
- Completed writing and revising curriculum in Atlas to complete the renewal cycle.
- Revised the 8th grade Spanish curriculum and adopted a new textbook with digital access.
- Teachers focused on the development of written and oral expression with their students. Collaboration, group work, and public presentations were emphasized when appropriate.
- Curricular units were enriched or revised to reflect improvements in diversity, equity, and inclusion. The languages curricula continued to emphasize the development of cultural competence about the target cultures and their own culture through the lens of social justice.
- Students participated in national language contests and standardized assessments for qualification for the CT Seal of Biliteracy.
- New members were inducted in the National Language Honor Societies and students were recognized for their achievements in the Annual World Language Ceremony at WHS.

Challenges and Needs

- Collaborative planning time for teachers at HES and WIS and the CIL is a priority.
- Curriculum design and writing time for grade 6 in French and Spanish to accommodate the increase in minutes of language instruction for the school year 2022-2023.
- Curriculum planning time for Spanish teachers and CIL for grades 7 and 8 to revise the current curricula given the adoption of new textbooks and digital resources.
- Increase instructional minutes and support for English Languages Learners (ELL).

2022-2023 Goals

- Start a new cycle of research, curricula study, and revisions for World Languages K-12.
- Seek training in World Languages pedagogical practices that will support curriculum revisions.
- Support student growth in the expressive skills of speaking and writing in the target languages.

Visual Arts, Grades K-12

2021-2022 Goals

- Engage in content-based professional development sessions that foster the integration of new skills and techniques within the curriculum.
- Ensure all students receive feedback through a variety of formative tasks and assessments specific to the visual arts. These cycles of feedback will push students' abilities in critical and creative thinking thus ensuring opportunities for growth and mastery of visual arts concepts.
- Continue to foster student pride in their work and model authentic artist exhibition opportunities for all grade levels and within the community.

Accomplishments

- The Annual Art Jam All District Art Exhibition will open virtually on May 26, 2022.
- The National Art Honors Society will hold their Induction Ceremony on May 26 in the WHS Auditorium. The society will honor 36 club members who have completed 15 hours of art related community service.
- National Art Honor Society (NAHS) students continued their art-focused community service by working with the Brookfield Craft Center's summer program, designing and implementing an athletics mural at Revson Field, designing and implementing two murals at WMS as a part of an ongoing beautification project.
- A Weston High School student was chosen to provide an artwork for the WHS permanent art collection in recognition of a retiring PTO board member.
- Ten students' art works will be exhibited at the Sacred Heart University's Teen Visions 2022 Connecticut High School Art Exhibit.
- The 2022 Virtual Youth Art Month Show hosted by the CAEA contained the work of five WHS student pieces.
- The 2021 annual MOCA Westport art show with the theme of "Identity" featured the work of two WHS students.
- The WHS Visual Arts Department educators attended a full day workshop at the New Britain Museum of American Art on the Election Day PD. The day consisted of docent-led tours of the "Strict Beauty: Sol LeWitt Prints", a printmaking workshop relating to techniques used by Sol LeWitt, a lecture "The Art of Learning Styles-Teaching to All Students" by Professor Kathleen Butler, and collaborative discussions pertaining to the incorporation of abstract art into the curriculum.
- The WHS Visual Arts Department educators attended a full day workshop at the Brookfield Craft Center. The content-based PD was spent both in the jewelry studio and in ceramics studios at the Craft Center. Our teachers had the opportunity to hand forge both sterling silver and copper bracelets as well as work on the wheel in the pottery studio.
- The CIL participated in the "Fostering STEAM-Art and STEM Integration" Professional Development at the University of Hartford.

Challenges and Needs

- Need to create a cycle of technology equipment replacement at the 6-12 level for budgetary planning purposes.
- Consider relocating the kiln from one of the art classrooms in order to fully utilize classroom space for instructional purposes.
- As a result of changes to the middle school master schedule, instructional time for art was significantly reduced below state and national recommendations. This will make it difficult for the Digital Art element to be added to the curriculum in grades 6-8 to more fully prepare students for high school art classes. We are exploring the possibility of providing students with additional opportunities for art instruction.

- Sharing art teachers between multiple buildings has had an impact on teaching and learning. It makes it more difficult to prepare for materials-heavy projects such as ceramics and sculpture at HES and WIS.

2022-2023 Goals

- Design and implement assessments that contain similar language and criteria in the visual arts district wide.
- Research and receive training on new developments in STEAM and the Media Arts in order to better integrate science and technology into instruction as well as create career paths for our students.
- Revise the scope and sequence of the 6-8 visual arts curriculum to accommodate the schedule change and loss of instructional minutes.

Performing Arts, Grades K-12

2021-2022 Goals

- Begin research and development to determine areas of focus for curriculum revisions by grade levels, ensembles, courses and strands.
- Focus departmental work on *National Core Arts Standards for Connecting* by examining course materials for representation and incorporating social emotional learning in music education lessons.

Accomplishments

- For the second full year, the K-12 music content and methods were adapted and modified to adhere to CSDE Addendum 7 and NFHS recommendations for the performing arts.
- The K-12 Music Department utilized performance strand data for differentiated music instruction to balance music content with social and emotional needs of students.
- Curriculum updates were made to grade 8-12 digital music programs and included an update to software that will align with the changing music industry standards.
- All K-12 course materials were reviewed and many units were updated to include a more diverse collection of genres, composers and performers.
- WHS Music performed the Halloween Haunt in October.
- Auditioned High School Music Honors- Western Region: two Band, five Choir, one Jazz Band and three Orchestra students, All State: five Choir students and one Orchestra student.
- Western Region MS Festival: one Band; Elementary Honors Choir: four WIS students.
- In November, the WHS Music Department combined efforts with Company for an event to promote local theater and music performance in our district. Company actors, musicians and young singers from WMS and WIS came together to perform the musical showcase, "All Together Now!"
- One hundred sixty students in the WHS Music Department attended Festival Disney in Florida to perform band, orchestra and choral concerts on the Disney stage and participated in professional workshops where they recorded in studio sessions.
- K-12 Music teachers participated in Music Education workshops on SEL, Recruitment and Retention and round table discussions with other Connecticut educators.
- In January, WMS Short Wharf performed *James and the Giant Peach, Jr.* with assistance from Company students in the various aspects of technical theater.
- In March, WHS Company presented *Sister Act*, which showcased the work of student actors, musicians, artists, stagehands, lighting and sound technicians.
- WIS Chorus and Orchestra performed concerts in April.

Challenges and Needs

- Music reading and literacy in the K-5 program has been affected by the modification of activities and limitations in the classroom over the past two years due to the pandemic.
- Beginning band students had another very challenging year with the limitations of playing and beginning to learn an instrument due to the pandemic.
- Grade 6-12 band and choral ensembles have been greatly affected by the pandemic protocols for wind instruments and singing.
- Middle school band students will continue to need time with their instructors in lesson groups to promote growth and push upward into the high school program.

2022-2023 Goals

- Continue to rebuild and reconnect students with the K-12 music program with emphasis on rebuilding band and choir ensembles, post pandemic.
- Revise grade 6-8 general music and instrumental curriculum to accommodate schedule changes and modifications to lesson structure.
- Continue with curriculum revisions and updates for curriculum renewal.

Health & Physical Education, Grades K-12

2021-2022 Goals

- Deliver our curriculum with as much fidelity as possible given fluid COVID restrictions.
- Increase emotional regulation skills in grades 6-12 by enhancing and creating new DBT units and lessons.
- Improve cardiorespiratory fitness across the district, thus improving Connecticut Physical Fitness Test (CPFT) scores.
- Submit robust Physical Education curriculum revisions to the BOE curriculum committee.

Accomplishments

- With the exception of swimming and some dance content, all units were delivered in depth and with integrity.
- Increased the amount of MVPA (moderate to vigorous physical activity) in existing lessons and created cognitive tasks to deepen understanding at all grade levels.
- Collected data that demonstrates that DBT has positively impacted student emotional regulation skills.
- Enhanced CPFT preparation and testing environments for optimal performance. Preliminary data shows a significant improvement on the Mile Run portion of the assessment.
- Increased the use of learning management systems to enhance instruction, create connections, and deepen understanding.
- All K-12 physical education staff received Project Adventure refresher skills training.

Challenges and Needs

- Due to fluid COVID restrictions, the scheduling of units was challenging. Flexibility amongst students and staff was essential.
- Collaborative planning time for some staff was difficult due to scheduling constraints. Some teachers teach across disciplines, grade levels and schools.
- Running our Project Adventure program as designed is challenging due to the amount of time that is necessary to implement the program with integrity.
- Design and implement physical education assessments across the district.
- Research and/or receive training to stay current in health topics that are mandated by the state of CT.

2022-2023 Goals

- Refine the health curriculum in response to the Development Relationships survey administered in the fall 2021.
- Deliver revised Physical Education curriculum as designed including the implementation of newly designed assessments.
- Revise scope and sequence in Health for grades 9 and 10, including a newly created nutrition unit.
- Continue to incorporate and improve the use of Canvas, Google Classroom, and SeeSaw across the Health and Physical Education curricula to enhance student growth.
- Expand DBT lessons involving dialectical thinking and mindfulness to grades 6 and 7.
- Include fitness analysis, planning, goal setting, and reflection in grades 4-10.

Technology Education, Grades 6-12

2021-2022 Goals

- Ensure that students demonstrate growth in the essential engineering practices and understandings by providing opportunities for students to engage explicitly in the design process and problem solving experiences.
- Implement frequent formative assessments and common summative assessments to provide actionable data related to student skill, ability and understanding.
- Continue to develop assignments and projects that allow for creative choice and appeal to students of varying abilities, backgrounds, and gender to support the engagement of all engineering students.

Accomplishments

- All technology and engineering classes returned to a hands-on, interactive instructional approach allowing students to engage actively in the engineering and design process in dynamic and collaborative ways. This included an increased use of 3D printers; new VEX robotics instruments, creative design challenges, and new software programs.
- Most courses covered the majority (if not all) of the expected curricular units, despite the need to provide additional support and time for students struggling with essential skills and understandings.
- The Robotics teams had one of their most successful seasons ever, including hosting another middle school and high school tournament at Weston High School. Most notably, one of the middle teams qualified at both the state and regional levels to compete at the VEX Robotics World Championship tournament in Texas in May.

Challenges and Needs

- Due to revisions to the Introduction to Engineering Design (IED) curriculum by PLTW, students (especially freshmen) have struggled with the demanding course expectations. Particularly, complex applied mathematical analyses and authentic real world problem solving challenges. In response, teachers are exploring ways to make this curriculum more approachable as well as possibly implementing an additional course prior to IED to better prepare students.
- The grades 7 & 8 WMS courses will be reduced from a yearlong to semester courses in 2022-23 to accommodate the new teaming model. This will require careful planning to ensure a smooth transition to WHS.

2022-2023 Goals

- Engage in vertical curricular planning meetings between the middle school and high school to ensure teachers are best prepared to identify and address areas of strength and areas of improvement in rising student populations.
- Redesign the Technology & Engineering courses at the middle school to fit effectively into the adjusted school schedule with reduced curricular time.
- Explore ways to revise the PLTW courses at the high school to best match the abilities and interests of the student population, as well as increase and maintain enrollment in all courses. This includes the possibility of more honors-level designations in additional courses, as well as the potential implementation of an introductory Engineering Essentials course.

Special Education and Pupil Services, Grades PK-12

2021-2022 Goals

- Provide targeted social-emotional learning support to students in preschool through grade 12.
- Implement the Weston High School Alternative Pathways program.
- Improve academic performance for all special education students in the areas of reading and math as evidenced by personal growth on district and standardized assessments (i.e. NWEA, SBA).
- Develop a process and training schedule to support the transition to a new IEP data system (CT-SEDS) effective July 1, 2022.

Accomplishments

- DBT training was provided to new social workers and administrators in summer 2021, and DBT consultation continued for the middle school and high school teams throughout the school year.
- Voluntary distance learners were supported in their transitions back to their schools.
- A monthly consultation was provided to the mental health teams at each level by a psychiatrist from the Yale Child Study Center.
- The Alternative Pathways program was launched successfully this school year and the following improvements have been noted: increased class attendance, increased participation in group and individual counseling, measurable positive growth in grades and earned credits
- Special education teachers and related service providers created data-driven goals. Classroom data, standardized assessment data, and data for IEP goals and objectives are monitored on a regular basis.
- Team leaders and administrators participated in the State's IEP Quality Training series.
- School teams have started to review training videos and checklists for the new IEP system.
- Special education administrators and representatives from each school will participate in CT-SEDS Expert Training during July 2022.

Challenges and Needs

- Increase in the number of special education and 504 evaluations and students eligible for services.
- Increased mental health needs at all levels, particularly middle school and high school.

2022-2023 Goals

- Add social-emotional-behavioral supports to the district SRBI plan.
- Begin the curriculum renewal process for counseling.
- Expand the academic component of the Alternative Pathways program.
- Complete the full transition to CT-SEDS districtwide on July 1, 2022.

APPENDIX

Curriculum Renewal Cycle 2018- 2025

Year	Art	Music	English 6-12	Reading K-5	Writing K-5	Social Studies K-5	Social Studies 6-12	Science	Technology	Phys Ed	Health	World Lang	K-12 Math	Project Challenge	Counseling
2018-19			YEAR 1	YEAR 2	YEAR 4	YEAR 3		YEAR 3			YEAR 1	YEAR 3			
2019-20	YEAR 1	YEAR 2	YEAR 2	YEAR 3	YEAR 5	YEAR 4		YEAR 4		YEAR 1	YEAR 2	YEAR 4			
2020-21 PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	PAUSE	YEAR 3	YEAR 5	PAUSE	PAUSE	PAUSE
2021-22	YEAR 2	YEAR 1	YEAR 3	YEAR 4	YEAR 1	YEAR 5	YEAR 1	YEAR 5	YEAR 1	YEARS 2 & 3	YEAR 4		YEAR 1		
2022-23	YEAR 3	YEAR 2	YEAR 4	YEAR 5	YEAR 2	YEAR 1	YEAR 2	YEAR 1	YEAR 2	YEAR 4	YEAR 5		YEAR 2	YEAR 1	YEAR 1
2023-24	YEAR 4	YEAR 3	YEAR 5	YEAR 1	YEAR 3	YEAR 2	YEAR 3	YEAR 2	YEAR 3	YEAR 5			YEAR 3	YEAR 2	YEAR 2
2024-25	YEAR 5	YEAR 4	YEAR 1	YEAR 2	YEAR 4	YEAR 3	YEAR 4	YEAR 3	YEAR 4				YEAR 4	YEAR 3	YEAR 3

<p>Year 1 Research Year 2 Development Year 3 Implementation Year 4 Monitoring Year 5 Evaluation</p>
