



# WESTON PUBLIC SCHOOLS

## Annual Instructional Update 2016-2017

Presented to the  
Weston Board of Education  
Curriculum Committee  
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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 continually pursue personal excellence.

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## **ANNUAL UPDATE ON THE CONTINUOUS IMPROVEMENT OF INSTRUCTIONAL PROGRAMS**

Weston Public Schools is committed to the continuous improvement of its instructional programs and services to ensure students are prepared for a global society. The district is guided by a series of goals that provide a vision for building upon the academic excellence that exists in our system. These goals include cultivating global citizenship, promoting healthy learning environments, leveraging digital learning and innovation, and gauging progress.

Each spring, district leaders reflect on the progress made toward achieving district goals and objectives. In the 2016-17 Annual Instructional Update, each Curriculum Instructional Leader highlights the goals of her department, key accomplishments, challenges, and the anticipated goals for the upcoming 2017-18 school year. These reflections are presented to the Weston Board of Education to provide a comprehensive update and plan for the following academic year.

### **Update on Fostering Global Citizens**

#### **Digital Learning:**

Weston Public Schools has a compelling direction for every member of our educational community to be successfully learning, working, and contributing as a global citizen. Digital learning is integral to the district's vision to foster global citizenship. As part of a comprehensive plan to phase in one-to-one devices at the K-8 level over a three-year period, Weston Intermediate School successfully implemented the use of Chromebooks in all classrooms in 2016-17. This initiative provided students with daily access to Chromebooks so that teachers may incorporate them into instruction. This resulted in teachers creating new tasks or projects that were not previously possible without having immediate access to the technology.

In 2017-18, Weston Middle School will also distribute Chromebooks to all students. The middle school has been preparing for the implementation of its one-to-one initiative by visiting an area middle school and having discussions about how these devices will support the learning process. Ongoing professional and curriculum development is also planned as the middle school transitions to this model, including a homegrown Digital Learning Institute that is scheduled for the end of June.

This year, each of our four schools continued to strengthen the development of their Library Learning Commons model. Of particular note, was the creation of more flexible learning spaces in each Learning Commons to promote opportunities for collaboration and discussion. In addition, there was a concerted effort to enhance the makerspaces within each Learning Commons with developmentally appropriate resources for projects. This has led to the incorporation of maker activities into the curriculum to promote creativity and the development of problem solving and critical thinking skills.

Under the direction of Dr. Craig Tunks, Weston is developing a three-year technology plan as a roadmap for the future. The technology plan is being developed with input from each of our schools. The plan will be presented to the Board of Education in the near future.

#### **Healthy Learning Environments:**

Another top priority in Weston is balancing educational excellence with healthy learning. We have many approaches already in place for promoting healthy learning, such as with the implementation of Responsive

Classroom and Positive Behavior Interventions and Supports (PBIS). We started two new initiatives this year to expand our work for this goal, including training staff on the concept of emotional intelligence and implementing the Effective Schools Solutions (ESS) program.

Teams of educators from the Weston Middle School and Weston Intermediate School received training on the role of emotions in learning through the Yale Center for Emotional Intelligence. Following training, these educators delivered subsequent workshops with their respective faculties on what was learned. Hurlbutt Elementary School and Weston High School will participate in similar workshops this summer at the Yale Center to raise awareness with staff about the role emotions play in the lives of our students and their learning.

The addition of the Effective School Solutions (ESS) program at Weston High School is in its first year of implementation. ESS provides therapeutic services for students with emotional difficulties so they may remain at Weston High School. We are closely monitoring the implementation of Effective Schools Solutions (ESS) with regular data collection on its effectiveness.

### **Gauging Progress:**

In conjunction with the above initiatives, the district is committed to self-identifying indicators of success and measuring achievement of those outcomes in order to gauge progress in achieving our goals. This entails establishing a system for collecting and analyzing data to allow teachers and administrators to easily access information to guide improvement. Weston's Data Coordinator is in the process of populating the warehouse with the necessary data and creating visualizations for administrators and CILs to use the system beginning next school year. Training will be provided to our leadership team in the fall, so they may use it with teachers to guide school improvement efforts.

In October 2016, a [Gauging Progress Report](#) was presented to the Board of Education at its regular meeting to highlight student performance in the Weston Public Schools for the 2015-16 academic year. Results for several important outcomes such as foundational skills in mathematics, reading, writing, science and critical thinking were presented in the report and have been used to inform decision-making. For example, teams of teachers at the K-5 level, examined the data and have set goals for improvement in the areas of math fluency and writing mechanics. In addition, the middle and high schools have analyzed the writing portfolio data to assist students in strengthening their writing abilities through targeted support.

Weston is planning to have a K-12 program evaluation conducted by the Tri-State Consortium in the spring 2018 in order to assess our writing program. The district's K-12 Writing Committee, consisting of teachers, CILs, and administrators, is preparing for this visit and has begun meeting to conduct its own self-study of our writing program.

### **Curriculum Instructional Leader (CIL) Program Evaluation**

Weston Public Schools reviewed its CIL model during the 2016-17 school year in an effort to continuously improve the delivery of services to support instruction. The district contracted with an external consultant to conduct an independent [CIL Review](#) of the range of services provided by CILs and the impact of the CIL model on curriculum alignment, the quality of teaching, and the achievement of district goals.

The report highlights the significant contributions of the CILs in promoting academic excellence in Weston, as well as outlines a series of eight recommendations to improve the overall effectiveness of the model. A few of the recommendations include refining the job description of the CIL in order to carve out additional time for instructional coaching, providing CILs with essential training for instructional coaching, and strengthening the evaluation process for CILs. This work will begin over the summer months with the training for CILs scheduled to begin in August 2017.

### **Professional Development**

Professional development is essential in achieving the goals above and the district has invested in supporting staff with high-quality professional learning opportunities throughout the year. For example, Weston held its first annual [Best Practices and Digital Learning Fair](#) on March 20, 2017, which had all of the elements of attending a state or national conference. There were a multitude of sessions offered throughout the day *by Weston educators for Weston educators*. The fair also included poster sessions and opportunities for colleagues to meet in collaborative spaces to discuss their new learning. Based on feedback, Weston educators would like to continue with this format next year during the November 7, 2017 teacher professional development day.

In addition, the district continued its partnership with Teachers College to provide professional development in the area of literacy for language arts teachers in grades K-8. Hurlbutt faculty focused their time with the consultant on strengthening reading instruction in anticipation of incorporating the Teachers College reading units of study into the existing curriculum during the 2017-18 school year. Weston Intermediate School continued with its emphasis on implementing the writers' workshop model and using the Teachers College writing units of study. At Weston Middle School, the focus was grade specific on the use the evidence from student work to inform teacher planning and differentiation of instruction.

### **Curriculum Renewal**

All curriculum areas are engaged in a curriculum renewal cycle and professional development is designed to support this effort. This year two subjects, visual arts and music, completed their renewals and the updated curricula were approved by the Weston Board of Education. There were significant changes made to both programs in order to align with new standards and expectations. Professional development was provided by the CILs to assist teachers in making the necessary shifts in instruction to align with the new standards.

Several other subject areas are currently under review and revisions will be presented to the Curriculum Committee next year. We will continue to examine the Project Challenge program and make recommendations for improvements during the 2017-18 school year. The administration is in the process of conducting several focus groups with parents and students in grades 3-8 in order to obtain valuable feedback regarding their experiences. This information will inform the Project Challenge Committee that has been working diligently throughout the current school year to review and make changes to the identification process, curriculum, and other program elements.

## MATHEMATICS, GRADES K-5

### I. 2016-2017 Goals

- Continue instructional coaching for the purpose of reflection, increasing repertoire, and improving instruction. Coaching next year will focus on support for further developing the instructional strategies leading to successful math learning for K-5 teachers, including an emphasis on differentiation and digital learning.
- Continue to provide high-quality professional development opportunities for all teachers using both internal capacity and outside consultants.
- Continue to provide opportunities for parent education at all levels.
- Develop a K-5 math department website as a resource for parents and students.
- Continue to respond to the recommendations of the Tri-State Consortium's report in anticipation of a March 2017 follow-up visit.

### II. Accomplishments

- This year started out with the challenge of having a third of the K-5 classroom teachers either new to teaching, new to Weston, or new to their grade level. This required a large amount of coaching and support for this group, both in curriculum and instructional practice. This was accomplished in a various ways according to teacher and grade level need.
- We had a return visit from Dr. Yeap Ban Har, one of Singapore's foremost educational leaders, in October. Due to the number of new teachers and teachers who have joined us since our original training, we devoted our entire K-5 day with those 15 teachers. Their full day with Ban Har was extremely beneficial.
- In the fall, the faculties of both Hurlbutt and WIS were able to examine the data gained from our new progress reports from the previous year. Looking at the percentage of students who met or exceeded each math standard by grade level allowed us to plan and set goals for the year.
- Specific professional development was provided for third grade teachers in the area of multiplication fact fluency. This was a need revealed by our examination of the progress report data from June 2016. We developed a plan for this year which appears to be successful at this point.
- Specific professional development was provided to kindergarten teachers in order to increase the amount of problem-solving opportunities in their math lessons.
- Specific professional development was provided to the intermediate school special education paraprofessionals during a fall early-release conference day. The purpose of this professional development was to increase their effectiveness while assisting in math classes.
- In the fall, five parent workshops were offered and well attended by K-5 parents. The morning and evening sessions at HES provided an introduction to the ways our primary students learn mathematics. The WIS sessions helped parents understand the instructional methods and content in the intermediate grades. Later in the fall, there were also sessions on problem solving for parents of grades two through five.
- A new math homework approach was developed and implemented in grades one and two this year. First grade has a game of the month that is sent home with each child. The game is

chosen to reinforce the skills in the current unit. Second grade has a combination of game-based practice and a small amount of written practice, incorporating skills learned throughout the year. We are seeing positive results with this new approach.

- The *Math in Focus CT Consortium* was formed during the fall in New Haven. This consortium brought together about 50 math leaders and teachers from around Connecticut to share best practices around *Math in Focus* and Singapore Math. The CIL attended when able and brought back some helpful strategies.
- Weston's Teacher Supervision and Evaluation Plan continued to be helpful in encouraging teachers to avail themselves of instructional coaching. This coaching was focused on instructional strategies, including an emphasis on differentiation.
- Teachers in grades three through five explored the new Smarter Balanced Assessments (SBA) Interim Assessment Blocks (IAB) with their students. These are short, unit specific, online formative assessments that give teachers immediate data on the strengths and weaknesses of both their class and individual students. They double as providing the students with some low-stakes experience with the SBA platform.
- On March 28, we hosted the return visit of the Tri-State Consortium, following up on our 2015 visit. This was a successful visit with both helpful and validating feedback.
- We had 49 students from grades four and five participate on our Mathematical Olympiad teams this year. These students met before school on Tuesday mornings. Our teams continue to excel in this international competition.
- The K–5 Math Department website was launched in February. It is still a work in progress, but allows parents to access certain resources as well as voiced-over presentations of workshop presentations they may have missed.

### **III. Challenges and Needs**

- High-quality professional development, using both internal capacity and outside experts, continues to be necessary to build and maintain high-level instructional capacity.
- As we hire new teachers to our district, more professional development time is needed for them to develop an understanding of and incorporate our pedagogical approach.

### **IV. 2017-2018 Goals**

- Continue instructional coaching for the purpose of reflection, increasing repertoire, and improving instruction. Coaching next year will continue to focus on support for further developing the instructional strategies leading to successful math learning in order to prepare students to be effective global citizens. This will include an emphasis on differentiation and digital learning.
- Continue to provide high-quality professional development opportunities for all teachers using both internal capacity and outside consultants. Professional development offered will be informed by data used to gauge district progress.
- Continue to provide opportunities for parent education at all levels.
- Continue development of the K-5 math department website as a resource for parents and students.

## MATHEMATICS, GRADES 6-12

### I. 2016-2017 Goals

- Pilot a seventh grade program incorporating flexibility and additional instructional time to provide greater opportunity for all students to achieve high standards and build a strong foundation in algebra by eighth grade.
- Continue implementing differentiation strategies to meet the needs of all learners in the 6-2 and 7-2 classes.
- Successfully implement the AP Computer Science A course on a blended-learning platform.
- The following bullets outline important curriculum work to be accomplished during the summer 2016:
  - Continue to vertically align the content and depth of the Algebra 1 courses common to the middle and high schools;
  - Revise the scope and sequence of the 8-1 and Algebra 1 courses to minimize redundancies;
  - Revise the scope and sequence of the Standard Algebra 2 and Standard Pre-Calculus courses to minimize redundancies; and,
  - Develop a curriculum for standard statistics.

### II. Accomplishments

- Seventh grade teachers have successfully implemented the 7-2 (standard level) course by providing some students with additional time in a small group setting to master content. Teachers have used this opportunity for pre-teaching material as well as for teaching concepts using an alternative approach. Unit assessment data supports the claim that students are achieving grade-level standards.
- As a result of the changes in our sixth and seventh grade pathways, we anticipate over half of eighth graders will take Algebra 1 next year. In past years, roughly one-third of all eighth graders were enrolled in Algebra 1.
- Sixth grade teachers have worked collaboratively to provide more differentiated opportunities to appropriately challenge all levels of learners within the standard level class.
- WMS teachers revised the order in which content is addressed across courses in order to better meet the cognitive needs and abilities of the students at different points during the school year.
- WMS teachers used professional development time to research the SBA content and format to gain a better understanding of the student experience during the test.
- WMS students received exposure to the format of the SBA through the use of Interim Assessment Blocks at the end of relevant units of study.
- WMS and WHS teachers worked collaboratively to vertically align the content and rigor of the Algebra 1 curriculum. Seventh and eighth grade algebra students had an identical experience during this school year. The ninth grade course is aligned in terms of content, but the depth at which some topics are explored is differentiated appropriately to the level of readiness of those students.

- WHS teachers worked collaboratively to revise the scope and sequence of Standard Algebra 2 and Standard Pre-Calculus to minimize redundancies across those courses, and to address content topics previously omitted at the standard level.
- A full-year Standard Statistics course was offered for the first time this year. The teacher worked closely with the AP Statistics teacher to align content and develop an appropriate course scope and sequence.
- AP Computer Science A was offered for the first time this year. Facilitated by our computer science teacher, the course was taught using a blended learning format via the online platform, Edhesive. Students were able to work at their own pace on weekly assignments. Class time was used for collaboration with peers and the teacher, as well as additional projects. Throughout the course, students had the opportunity to work on three larger programming module labs designed by the College Board as a culmination of the curriculum.
- All secondary teachers continue to refine and implement performance-based assessments in all classes.
- All Algebra 1 and 2 teachers, as well as some additional WHS teachers, participated in professional development in October facilitated by Dr. Yeap Ban Har, an international authority on Singapore Math. Dr. Yeap modeled lessons in Algebra 1 and Standard Algebra 2 classes at WHS. The sessions focused on targeted differentiation strategies to reach the wide range of learners in these courses.
- The Tri-State committee returned in March for a two-year progress review. We presented on the placement and curricular changes we have made over the last two years, and received feedback on addressing some future challenges and needs.
- A WHS teacher presented on alternative forms of assessment at the regional conference of the National Council for Teachers of Mathematics in Philadelphia in November 2016.
- WMS reinstated a Math Counts team after a hiatus of several years. Ten students in grades six through eight participated in regular meetings, as well as the local chapter competition at Fairfield University in February. From that competition, one sixth grader and two eighth graders were selected to participate at the state level.
- Ten WMS students participated in five competitions on the Fairfield County Junior Math League Team.
- The WHS Mathematics Team entered its ninth year in the Fairfield County Mathematics League with eight participants.
- Girls Who Code entered its second year as an organized club. Many of the meetings had over 20 attendees from both the middle and high schools.
- One hundred sixty WMS students participated in the 2016 American Mathematics Competition in November. One sixth grade student and two eighth grade students ranked in the top 5% nationally on the contest.
- Fifty WHS students participated in the 2017 American Mathematics Competition in February. One 11<sup>th</sup> grade student ranked in the top 5% nationally in the contest.

### **III. Challenges and Needs**

- More work needs to be done to differentiate instruction to meet the needs of all learners in the sixth and seventh grade level courses.

- WMS teachers need to prepare for the adoption of one-to-one computers and continue to deepen their understanding of the effective uses of technology in a math classroom.
- The alignment of Algebra content across schools continues to be a challenge as scheduling has made collaboration among those teachers inconsistent.
- More work needs to be done to differentiate instruction to meet the needs of all learners in the Standard Algebra 1 and Standard Algebra 2 courses at the high school.
- WHS teachers will continue to prepare for pedagogical changes as the students come to the high school out of the *Math in Focus* curriculum.

**IV. 2017-2018 Goals**

- Continue to emphasize planning for differentiation, particularly in the standard level classes at both the middle and high schools.
- Explore the possibility of offering an integrated Algebra/Geometry sequence for ninth graders to more fluidly follow from the eighth grade standard course.
- Explore the possibility of distance and/or digital learning opportunities for students who complete the WHS Mathematics pathways prior to their senior year.

## SCIENCE, GRADES K-5

### I. 2016-2017 Goals

- Continue to focus instructional coaching on implementation of inquiry, clarity of instruction, and developing 21<sup>st</sup> century thinking skills.
- Now that Connecticut has adopted the Next Generation Science Standards (NGSS), professional development will continue with teachers to prepare them for alignment.
- Begin appropriate curricular renewal dependent on the progress of state content standard development.

### II. Accomplishments

- Coaching this year was focused on teachers new to the district or to their grade level.
- Our students continued to take part in rich science experiences involving inquiry, the use of science notebooks, and thinking deeply about their science content. All of our content is taught through hands-on experiences at every level.
- A kindergarten through grade 12 NGSS implementation plan was developed together with the 6-12 CIL. The K-5 plan outlines options based on the decisions regarding instructional time to be determined.
- A core team of four teachers, two from each building, along with the CIL, attended NGSS training at CES. The training took place on three separate days and prepared the teachers to help lead the transition within their building.
- Professional development was provided to the Hurlbutt faculty to start to prepare them for the transition to NGSS.
- Possible materials to pilot in kindergarten through second grade next year were evaluated.
- The third WIS science fair took place on April 5 and 6, 2017. This was an inquiry-based science fair with students selecting a question of their own interest that could be investigated through the inquiry process. We had 145 fourth and fifth graders take part, working either independently or in a small group. This represents approximately 40% of students electing to participate.

### III. Challenges and Needs

- The time allotted for science instruction needs to be examined. The resulting decision will determine the extent to which we can implement NGSS in each grade level. The content in the new standards is substantially greater, so decisions will need to be made that consider integration of subject matter and still allow time to maintain the hands-on, inquiry approach valued by our district.
- Due to the depth of the new standards, professional development for teachers will need to include content as well as instructional strategies. This may require additional resources beyond internal CIL capacity.
- Due to the minimal content overlap with the current frameworks and the instructional shifts, new materials will need to be purchased for every unit in each grade, K – 5.

#### **IV. 2017-2018 Goals**

- Continue professional development, as appropriate, in order to prepare teachers to teach the NGSS curriculum as it was intended in order to prepare our students to be effective global citizens.
- Continue to research the best available materials for use with new curriculum.
- Pilot NGSS materials in kindergarten, grade one, and grade two. This will assist with making good material choices. It will also allow certain teachers at those grades to gain experience that will help in the whole school transition.
- Provide CIL with training opportunities to build knowledge base and expertise with NGSS in order to strengthen coaching and support for our teachers.
- Explore connections between the science curriculum and the makerspaces in each school.

## SCIENCE, GRADES 6-12

### I. 2016-2017 Goals

- Provide Next Generation Science Exemplar System (NGSX) professional development to all science teachers 6-12 such that they can begin to revise units and lessons throughout the year.
- Develop a scope and sequence for the science courses that fulfills the objectives of NGSS, to be implemented over multiple years.
- Develop and implement NGSS-aligned curricula in grades six and nine (biology) during the 2016-2017 school year
- Develop and implement an eighth grade STEAM-area practical and fine arts (PFA) course that includes a lane for continuation of student-driven projects in science. Support student interest in independent science projects generated in Science Discovery Workshop and encourage participation in competitions and events outside of WMS.
- Plan and propose a Science Research course (or sequence of courses) and implementation model for WHS to begin in the 2017-2018 year.

### II. Accomplishments

- A team of three science teachers participated in the intensive national NGSX professional development during the summer of 2016. Key pedagogical shifts in phenomenon-driven planning and modeling-based instruction were relayed to the 6-12 science department during August professional development. As a result, all science teachers 6-12 have been prepared to make the instructional shifts called for in the NGSS.
- All 6-12 science teachers have discussed possible arrangements of topics at the middle school level, in anticipation of a multi-year rollout of revised curriculum. A cross-disciplinary approach in the middle grades was organized to reinforce cross-cutting concepts of science and presented to the Curriculum Committee.
- WMS NGSS-aligned curriculum shifts began with the revised sixth grade program. Teachers developed and revised curricula in the areas of water, weather and climate, and ecosystems and adaptations, building on existing curricular strengths such as the Performance Assessment Design Initiative (PADI) Guardians of the Water Galaxy project and the Invasive Species Engineering project.
- WHS NGSS-aligned curriculum shifts began with revised biology courses (ninth grade), especially at the standard level. Scope and sequence was revised to reflect the priorities of the NGSS; and a new phenomenon-driven unit on Ecology will be implemented for the first time.
- Interdisciplinary PADI projects with social studies continue to enrich the sixth and ninth grade science courses. This year's Guardians of the Water Galaxy outreach efforts yielded seven responses from experts in their fields, while five outside health and media practitioners provided feedback on ninth graders' Global Petri Dish video public service announcements.
- For the first time, Weston High School offered environmental science as an upper division, year-long laboratory course at the standard level. The "pilot" year yielded two sections and 45 students, led by Stacey Greenberg and Lauren Hauser.

- For the first time, nearly all eighth graders had the opportunity to complete the trimester “Passion Project”, an open-ended learning experience. With a full range of academic and non-academic topics explored, many students pursued STEM-area projects, including continuations of projects from the seventh grade PFA course, Science Discovery Workshop (SDW). In the SDW course, students developed an authentic investigation to pursue an answer to an “un-Google-able” question. The most promising STEM area student projects from both Passion Project and Science Discovery Workshop will be shared the evening of June 3 at the Third Annual WMS STEM Expo.
- Also exhibiting at the WMS STEM Expo will be the five eighth graders who competed in the annual Connecticut Science & Engineering Fair held at Quinnipiac University this March. Weston entrants were recipients of honors and special awards in both engineering and science areas with projects that ranged from homegrown cosmetics, videogames, and airplanes, to systematic tinkering with cupcakes and flying discs. The students presented displays of their projects alongside over 500 other middle school and high school entries.
- For the first time, all 10<sup>th</sup> graders at WHS are enrolled in chemistry courses at either the standard or honors level, in addition to approximately half of the junior class.
- Honors Biology classes participated in an online collaboration with their New Canaan High School peers, pooling data from an investigation in plant mutations. This inquiry gives students an experience with a large data set and the complexities of scientific collaboration.
- High school science classes continue to use the Interlace platform (now called Visual Classroom) to promote collaboration, meta-cognition, and provide opportunities for formative assessment.
- The WHS Science Olympiad team of 18 students recently participated in the state competition held at UCONN. The WHS team took home first place in Astronomy and an overall top 10 finish. They prepared throughout the year with advisors Lauren Hauser and Michael Chappa by studying topics like forensics or ecology and constructing products like robot arms or hovercraft.
- The science department is working towards adoption of new instructional materials for standard biology and middle school science units.

### **III. Challenges and Needs**

- Significant revision to remaining courses will be required to bring our curriculum into alignment with NGSS. The next wave of these changes will occur in our chemistry and physics courses, in conjunction with curriculum renewal.
- This year’s chemistry “bubble” will land in our upper division courses next year. Because this domain is characterized by student choice, there will be some challenges in predicting and planning for student selections.
- As we develop our post-bubble NGSS-aligned program, the need for additional courses and programs is likely to emerge, such as AP Environmental Science and Science Research.

### **IV. 2017-2018 Goals**

- Develop and implement NGSS-aligned curricula in remaining core sequence courses (Chemistry, Physics) during the 2017-2018 school year, including innovations in gauging progress relative to NGSS standards.

- Develop and implement NGSS-aligned curricula in remaining core sequence courses at WMS (grades 7 and 8) during the 2017-2018 school year, including a plan to (a) phase in new units to ensure cohorts address relevant modules and (b) leverage the availability of digital instructional technologies.
- Continue to develop and implement a seventh/eighth grade STEM PFA pathway for independent STEM projects and encourage participation in competitions and events outside of WMS.
- Plan and propose a Science Research course (or sequence of courses) and implementation model for WHS to begin in the 2018-2019 year.

## LANGUAGE ARTS, GRADES K-5

### I. 2016-2017 Goals

- Ongoing refinement of literacy instruction and curriculum across reading and writing will continue to be a priority in all classrooms. This work will be done in conjunction with the units of study available from Teachers College.
- Integrating technology into all aspects of our literacy program, inclusive of curriculum, instruction, and ongoing assessment, will continue to be a focus for both curriculum and professional development.
- The use of literacy data to strengthen differentiation of instruction within the workshop model will continue to be a primary focus of both professional development and instructional coaching.
- Language Arts CILs will be attending the Teachers College Summer Institute on the Teaching of Reading in order to best prepare for the next level of work in refining and growing instructional practices with teaching Reader's Workshop.

### II. Accomplishments

#### Curriculum and Instruction

- Ongoing refinement of writing units in all classrooms K-5, inclusive of differentiated instruction and ongoing assessment. Grades 3-5 have developed and implemented additional writing units of study.
- Teachers have worked on using writing rubrics and checklists more effectively and efficiently to plan for individual and small group instruction.
- Grades K-2 have implemented Teachers College Units of Study for Teaching Reading, inclusive of using assessment data to develop and refine small group instruction. Teachers have worked on implementing new structures for small group instruction.
- Grades 3-5 have piloted many of the new Teachers College Units of Study for Teaching Reading. The focus has been on developing stamina and volume as readers, as well as analyzing reading data for small group instruction.
- Opportunities for digital learning have been integrated in many reading and writing units. These have included the use of online research strategies, Google Classroom, and platforms for digital presentation. Classrooms at WIS have begun the work of embedding makerspace opportunities into certain units of study.
- Students K-5 have learned ways of using technology to expand their reading and writing through the use of book talks, recommendations, and response to text.

#### Assessment

- Our primary focus K-5 has been on using our reading and writing assessments to gather and analyze writing data. This data is used to plan for and provide differentiated instruction in Reader's and Writer's Workshop in ways that tightly align with the new units of study.

#### Professional Development

- CILs, administrators, and teachers have worked closely with consultants from Teachers College Reading and Writing Project to leverage high-level instructional practices.

- Between visits from our Teachers College consultants, CILs have developed and implemented ongoing professional development and coaching aligned with our curriculum, instruction, and assessments.
- CILs have embedded themselves in classrooms for entire units of study to provide feedback, modeling, and coaching for teachers all year. In addition to working with teachers within their classrooms, ongoing professional development has been embedded into grade-level team meetings and common planning time.
- Fifteen K-5 teachers presented at the first annual Weston Best Practices and Digital Learning Fair on March 20.

### **III. Challenges and Needs**

- Both CILs and teachers would benefit from ongoing professional development both in and out of school as we implement new reading units of study. These include attending institutes with Teachers College this summer as well as the possibility of hosting another district-wide institute on campus.
- Teachers need a single warehouse for all the data they collect on an ongoing basis. This will enable teachers to find and use the data they collect more efficiently, which will in turn streamline the grading process.

### **IV. 2017-18 Goals**

- We look forward to working with our critical friends at the Tri-State Consortium to gain feedback on our writing program during a visit planned for spring 2018.
- Ongoing refinement of literacy instruction and curriculum across reading and writing will continue to be a priority in all classrooms. This work will be done in conjunction with the units of study and assessments available from Teachers College.
- Integrating technology and digital learning into all aspects of our literacy program, inclusive of curriculum, instruction, and ongoing assessment, will continue to be a focus for both curriculum and professional development.
- The use of literacy data to strengthen differentiation of instruction within the workshop model will continue to be a primary focus of both professional development and instructional coaching.

## ENGLISH/LANGUAGE ARTS, GRADES 6-12

### I. 2016-2017 Goals

- Create and implement professional development opportunities to allow for cross-curricular connections with the Writing Center.
- Continue to promote and encourage student use of the Writing Center.
- Articulate vertical alignment from grades six through twelve.
- Revise the current grade 8 writing rubric to align more closely with the WHS writing rubric.
- Review the 2015 data for the grade 8 and grade 10 writing portfolios and make any necessary adjustments to the process.
- Continue to incorporate blended learning opportunities into the English classroom that will enhance both instruction and learning.

### II. Accomplishments

- Writing Center staff met with teachers from a variety of departments to help review and create writing assignments. This cross-curricular work helps communicate that proficiency in writing is a school-wide endeavor.
- Writing Center coordinators have had 745 individual meetings with students this year. They have met with approximately 33% of the student body. They have also supported conferencing and led writing lessons in 63 classroom visits.
- The Writing Center moved to a more central and visible location located in the WHS Library Learning Commons. The scheduling process was also streamlined so that students could more easily book appointments. These changes were made in response to student feedback at the end of the 2015-2016 school year.
- After reviewing data from the 2016 portfolio administrations, additional supports were put in place including targeted classroom visits, built-in time for student conferences, and outreach to struggling writers.
- Writing Center coordinators, classroom teachers, and principals have met with both 8<sup>th</sup> and 10<sup>th</sup> grade students to communicate the importance of meeting proficiency on the portfolios.
- Grades 9 and 11 English and social studies teachers have identified benchmark writing assessments to be used as performance measures for struggling writers. Scores on these assessments are helping us compile data on student performance throughout the year. Teachers collaborate across grade levels to align best practices for writing instruction.
- Grade 9 English teachers, working with the Writing Center coordinators, reviewed portfolio feedback and results with their students in September. Students then set writing goals based on this information. Teachers revisited these goals with students throughout the year as they helped students work towards meeting these goals.
- WMS English teachers continued to refine their practice through their work with a consultant from Columbia University, Teachers' College. This year's work included the creation of student writing models as tools for instruction, the modeling of conferencing techniques for both writing and reading, and the development of vertically-articulated expectations for writing in grades 6, 7, and 8.

- The WMS writing portfolio rubric has been revised and is more aligned with the WHS writing rubric. The common language in both rubrics allows for clearer communication of expectations between grades 8 and 9.
- WMS English Language Arts teachers administered several Smarter Balanced Interim Assessment Blocks (IABs) which gave students the opportunity to practice test-taking skills prior to the SBA administration in late April. Teachers will use the results from these IABs and the SBA to inform curriculum planning.
- Grade-level partners continue to use their scheduled curricular partner time to collaborate on planning and assessments. Teachers also use this time to calibrate the scoring of student work. These efforts allows teachers to communicate common learning expectations to all students.
- Teachers collaborate with library media specialists in the creation and delivery of informational literacy assignments. The library media specialist at WHS coordinates and facilitates research units in core classes and electives. She is also crucial in helping teachers find accessible and appropriate non-fiction resources to enrich their units. At WMS, the library media specialist regularly coordinates book talks for all students. She also led lessons on database searches, research question formation, keyword use, and primary/secondary sources.
- Teachers continue to use Google Classroom as an instructional tool in their courses. Google Classroom encourages student collaboration, while allowing teachers to differentiate while providing specific and targeted feedback.
- Teachers continue to engage students through digital learning, and incorporate technologies such as Grammarly, Kahoot, PollEverywhere, Goobric, and Glogster. For example, grade 6 students created Glog posters after writing argument essays. They critically evaluated their writing, selected the most important ideas, and then figured out how to communicate these ideas through a different medium. In grade 10, students use Google Forms to provide and receive real-time feedback on their writing.

### **III. Challenges and Needs**

- If we are committed to ensuring that all students leave Weston as proficient writers, we need to continue with our systemic support plans to guarantee their success.
- As we continue to gauge the progress of our students meeting proficiency in our writing program, we need to continue to gather additional data on student writing.
- Teachers are using a variety of digital tools to enhance teaching and student learning, but more high-quality professional development is needed to help teachers maximize these tools in the English classroom.

### **IV. 2017-2018 Goals**

- Continue to track student success in meeting our proficiency goals for writing and make adjustments to the plans as necessary.
- Evaluate the writing program at both WMS and WHS in preparation for the Tri-State visit in spring 2018.
- Create and implement an assessment plan to gauge writing progress at WMS.
- Develop a vertically-aligned grammar curriculum for grades 6-10.

- Continue to create and implement professional development opportunities to allow for cross-curricular connections with the Writing Center.
- Continue to incorporate digital learning opportunities into the English classroom that will enhance both instruction and learning.
- Continue to evaluate PSAT/SAT data and create professional development for teachers regarding these tests.

## **SOCIAL STUDIES, GRADES K-5**

### **I. 2016-2017 Goals**

- Implement and refine new social studies units.
- Develop assessments that align with new social studies units.
- Create standards that align with social studies unit to be assessed on Progress Reports.
- Acquire appropriate resources that align with new social studies units.
- Support and coach teachers as they transfer their knowledge of science inquiry into the teaching of social studies.

### **II. Accomplishments**

- We have implemented, reflected upon, and revised all new social studies units.
- Assessments that align the new units have been drafted and piloted in some grades.
- Social studies units embed inquiry as an instructional practice in all grades K-5.
- Authentic opportunities for using technology to research, create, and present new learning have been embedded in new social studies units K-5.

### **III. Challenges and Needs**

- The newly adopted frameworks are very heavy on content in some grade levels. Developing units that honor this content within the confines of our existing teacher schedules may be a challenge.

### **IV. 2017-2018 Goals**

- Social studies units will continue to be refined and developed further in order to accommodate for additional standards in the framework that are not currently included in our units.
- Inquiry as an instructional practice will continue to be a focus of professional development.
- The development of additional authentic opportunities for technology integration will continue to be a priority in all social studies units.

## SOCIAL STUDIES, GRADES 6-12

### I. 2016-17 Goals

- Teachers and media center specialists will collaborate to create a framework to identify targeted research skills at each grade level.
- Department members will seek increased opportunities for inter-departmental review of assessment practices, as well as the anchoring of standards for inter-departmental projects and assessments.
- The social studies department will create opportunities for calibration of assessments and instructional practices.

### II. Accomplishments

- Utilizing 6-12 Social Studies Department meetings and professional development opportunities, the Department increased the vertical alignment for writing and as well as inquiry-based learning as outlined in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
  - Sixth grade teachers redesigned an end-of-year inquiry project associated with their own investigable question associated with course topics.
  - Tenth grade teachers created and implemented an inquiry benchmark investigation involving question development and defense through web-based instructional tools.
  - Teachers collaborated with Storm Snaith and Technology Integrator, Gary Webster, to support research and technology.
  - Eleventh grade American Studies teachers created and implemented an inquiry investigation bridging historical content and current connections.
- Social studies department members continue to participate, along with their ELA colleagues, in the full implementation of both the 8th and 10th grade writing portfolios.
  - Social studies teachers worked with Writing Center staff on lessons centered on specific topics within the writing process in both 9th and 11th grade as well as with the 8th and 10th grade writing portfolios.
- The social studies department successfully completed three interdisciplinary performance-based assessments.
  - In the Global Petri Dish, students researched infectious diseases and weighed evidence to determine which disease they believe is the greatest threat to humans. This assessment used an expert panel that included members of state health districts as well as various medical and PSA experts from our local community.
  - In the Population Problem, students participated in presentations on Weston Public Schools enrollment trends. This year, various district and community members participated in a morning community panel session where students listened to presentations to understand the varied perspectives on the town's population trends.
  - Guardians of the Water Galaxy called upon students to participate in an interdisciplinary project researching water issues and proposing solutions. Students received responses from a number of non-profit and corporate groups.

- Teachers at each course level have collaborated in unit planning and revisions of common assessments. Tenth grade teachers took initial steps in creating an online digital resource webpage to supplement course materials.
- Middle school teachers collaborated with the library media specialist in the creation of a framework with targeted grade-level research skills in connection with the inquiry arc.
- All department members focused on inter-departmental review of assessment practices during professional development sessions, department meetings, critical friends presentations, and through calibration efforts across disciplines.
- AP Psychology was offered for the first time this year with 53 students enrolled in the course and taking the exam in the spring. Department member, Kara Swezey, attended an AP Psychology Workshop in July, 2016.
- All department members had the opportunity to work with the Weston Historical Society in multiple capacities this school year.
  - The entire department visited the historical society's WWII exhibit and discussed opportunities for a collaboration amongst community and school district.
  - The seventh grade team worked with the town historian in conjunction with their population project in the spring.
  - Department member, Christina Conetta, collaborated with Weston Historical Society members, Ken Edgar and Susan Bromley, to finalize this year's World War II exhibit.
  - All 10<sup>th</sup> and 11<sup>th</sup> grade students visited the historical society's World War II exhibit this winter.
- The eighth grade teachers collaborated with the Connecticut Regiment Colonial Reenactment group to bring Colonial Day to Weston Middle School. A group of ten reenactors took part in large and small group sessions where students witnessed the tales and trials of the time period.
- School Resource Officer, Joe Mogollon, spoke with the American Government classes in a discussion regarding American civil liberties and law enforcement practices.
- Organized by department member, Michele LoBello, the high school social studies department sponsored a Veteran's Day meet-and-greet with local US military veterans.
- Three Weston Middle School Mock Trial teams competed in the regional round of the state-wide mock trial championships.
  - Both eighth grade teams and one seventh grade team advanced to the state tournament.
  - The eighth grade Blue Team advanced out of the quarter finals and will be competing in the state championship.
- Weston Middle School seventh grade student, Jasper Gill, won the school geography bee and applied for the Connecticut State Geography Bee exam.
- Four students participated in National History Day this year and won their respective categories. They move on to the state finals at the end of April.
  - Ninth grader, Grace Milliman, won first place at district finals in the category of senior individual documentary for her work on Female Empowerment through the Pantsuit.

- Tenth graders, David Tamburri, Brendan Moore, and Beck Reiferson, won both first place at the district finals and second place at the state finals in the category of senior group documentary on the Attica Prison Riots. They will move on to represent Connecticut at the national tournament in Washington D.C. this June.
- Members of the High School's Model United Nations club went to the University of Connecticut and the University of Delaware to take part in two different Model UN conferences.
  - At the University of Connecticut, an 11<sup>th</sup> grade student was awarded “Most Improved Delegate”, and a 10<sup>th</sup> grade student was recognized as “Best Delegate”.
  - At the University of Delaware, students took part in different committees acting as delegates from the Republic of Korea, the Bolsheviks from 1917 Russia, and a CIA representative in a 1960s crisis meeting. One 10<sup>th</sup> grade student was awarded “Best Delegate”.
- Department member, Bill Moeder, was an evaluator for The College Board Advanced Placement United States History reading in June, 2016. In addition, Mr. Moeder was a consultant for EASTCONN and worked with inner city students in preparing them for the AP exam in May.
- Department members, Christina Conetta, Daniel Passarelli, Andrew Jorge, Amanda Quaintance, and Thomas MacDonald presented at the district Technology and Best Practices Fair. Each social studies teacher separately presented on best practices and tools to enhance the classroom experience.
- Department members, Andrew Jorge and Thomas MacDonald, served as part of the Learning Management Systems Review Committee in the spring of 2017.
- Department members, Barbara George and Thomas MacDonald, attended the Connecticut Council for the Social Studies Annual Fall Conference: Equipping Informed Citizens—Using the framework in CT Classrooms and Beyond.
- Department member and Curriculum and Instructional Leader, Christina Conetta, attended numerous professional development opportunities provided by the Connecticut Teacher of the Year Council. Events included a day spent at the Mark Twain House with other secondary educators, and attendance at the Empowered to Lead Symposium in the spring.

### **III. Challenges and Needs**

- Summer curriculum time is needed to continue to create and revise the online digital resource materials for tenth grade.
- Summer curriculum time is needed to revise the sixth grade PADI project to support special education students.
- Summer curriculum time is needed to review the recent implementation of the ninth grade PADI project and revise post teacher-admin debrief.
- There is a strong interest in pursuing external professional development conferences to improve content knowledge and instructional practices especially regarding inquiry-based learning.

### **IV. 2017-2018 Goals**

Department members will:

- Continue to support the district's digital learning initiative through integrating technology in the classroom in connection with research skills, digital resources, and tools to support student learning.
- Seek increased opportunities to integrate the inquiry model into coursework.
- Continue to support 6-12 student writing in effort to meet the district's writing goal in preparation for the Tri-State visit in the spring of 2018.
- Continue to seek increased opportunities for inter-departmental review of assessment practices.
- Continue to create opportunities for calibration of assessments and instructional practices to support a common understanding and gauge progress in regards to district and department goals in writing and inquiry.

## **WORLD LANGUAGE, GRADES K-12**

### **I. 2016-2017 Goals**

- Continue with curriculum renewal process with a focus on Spanish in grades 2-12, French grades 6-12, Latin levels 1-4, and Chinese levels 1-4.
- Continue to incorporate digital learning opportunities into world language courses that will enhance both instruction and learning.
- Explore additional software applications for digital learning in world languages.
- Continue to provide subject-specific professional development opportunities for world language teachers.
- Continue to monitor French enrollment numbers.
- Adjust teaching and learning experiences to reflect students' input from a survey.

### **II. Accomplishments**

- Completed curriculum renewal for second grade Spanish with successful implementation of the new curriculum.
- Revisions were made to the first grade Spanish curriculum.
- Designed and planning to administer gauging progress assessment to second grade for Foreign Language in the Elementary Schools (FLES) program at HES.
- Completed curriculum renewal for WHS Latin 1-4.
- Continued formal curriculum renewal process for all world languages.
- Continued alignment of curriculum with the newly revised World-Readiness Standards for Learning Languages.
- Continued with vertical articulation of all language programs.
- Developed and implemented new authentic performance-based assessments at all levels.
- Engaged in professional development sessions with a focus on digital resources for world languages.
- Enriched lessons with new digital resources (Google Apps for Ed., EdPuzzle, Quizziz, QuizletLive, I-movie, Screencastify, QR codes, and many others)
- The number of students taking French at WHS increased by 15% in comparison to the previous year.
- Monthly parent bulletins (El Boletín de Hurlbutt) were sent to HES parents keeping them informed of the Spanish curriculum, and highlighting units of focus and interdisciplinary connections.
- Continued with revisions to Spanish FLES program at WIS.
- Piloted a new series of French textbooks for WHS.
- Piloted a new series of Mandarin Chinese textbooks for WHS.
- Seventh and eighth grade French students attended a musical performance by Brice Kapel.
- Seventh grade French students exchanged correspondence with a middle school in Bordeaux, France.
- Seventh grade Spanish students exchanged correspondence with a middle school in Santa Fe, Argentina.

- Eighth grade students started an after-school Spanish Club and exchanged letters with two schools in Santa Fe, Argentina. They also conferenced via Skype.
- Forty-seven eighth grade French students participated in the National French Contest. Gold, silver, and bronze medals were awarded to WMS students as a result of outstanding performance.
- One hundred ninety one seventh and eighth grade Spanish students participated in the National Spanish Exam. Gold, silver, and bronze medals were awarded to WMS students as a result of outstanding performance.
- WMS students were recognized for outstanding academic achievements in Spanish and French classes at the annual world language celebration.
- WHS students participated in National French, Spanish, and Latin Exams. Students received gold, silver, and bronze medals as a result of outstanding performance in the contests.
- Latin students participated in State Latin Day in May.
- WHS hosted a visit of 13 students from Orleans, France.
- WHS inducted students into the National French, Chinese, Latin and Spanish Honor Societies. National French, Chinese, Latin, and Spanish Honor Society members have actively participated in activities that promote the appreciation and promotion of World Languages (e.g. assisting in non-profit organizations in Bridgeport and Norwalk, tutoring students at WMS and WHS)
- WHS students were recognized for outstanding academic achievements in world language classes at the World Language Celebration/National Honor Society Induction Night.
- Researched and gathered samples of French and Spanish textbooks for WMS programs.
- Researched and gathered samples of Spanish 6 textbook for WHS.
- Researched Spanish ancillary materials for all levels.
- Teachers participated in a variety of internal and external professional development opportunities.
  - French teacher, Gretchen Mancuso, Mandarin Chinese teacher, Sharon Mae Wong, and CIL, Mercedes Fernandes, attended the three-day American Council on the Teaching of Foreign Languages (ACTFL) conference in Boston.
  - Latin teacher, Amanda Telford, attended a technology workshop at Taft.
  - Latin teacher, Vivianne Furst, attended the CANE Conference and was appointed Chair of the CT State Greek Day through the Classical Association of Connecticut.
  - Chinese teacher, Sharon Mae Wong, participated in a DRG A meeting of Mandarin Chinese instructors.
  - Several teachers presented instructional practices or digital tools at the WHS Best Practices and Digital Learning Fair.

### **III. Challenges and Needs**

- Summer curriculum time is needed to continue writing units for French, Spanish, and Mandarin Chinese for anticipated adoption in the spring of 2018.
- Pilot third grade Spanish instruction delivery to be in the third grade classroom, following HES model in order to maximize instructional time.
- Research and pilot new textbooks and ancillary materials for Spanish programs K-12.

- Research and pilot new textbooks and ancillary materials for French programs 6-8.
- Continue to seek subject-specific professional development opportunities for all world language teachers.
- Explore Assessment of Performance toward Proficiency in Languages (AAPPL), by ACTFL for French and Spanish programs as part of our continuous effort for gauging progress.

**IV. 2017-2018 Goals**

- Continue with curriculum renewal process with a focus on Spanish grades 3-12, French grades 7-11, and Chinese levels 2-4.
- Continue to provide subject-specific professional development opportunities for world language teachers.
- Continue to develop authentic learning experiences and assessments in all courses.
- Continue to seek enrichment opportunities for all languages outside of the classroom.
- Continue to enhance teaching with appropriate digital resources for world languages.

## VISUAL ARTS, GRADES K-12

### I. 2016-17 Goals

- Continue to align the district arts curriculum with the new National Core Arts Standards, revise and refine curriculum and vertical alignment; reflect on and revise curricular units in the Atlas Rubicon.
- Create teams of student-volunteers at WMS to select, frame, and hang artwork, or paint murals to be displayed in school public areas. By having students participate in this effort, at least two more WMS walls will have finished, framed artwork and/or murals, more student work will be on view, and a positive energy will be enhanced in the school.
- At HES, create a video snapshot or work in progress slide show to be displayed on the entryway monitor.
- Continue to foster student pride in work, and model authentic artist exhibition opportunities for all grade levels through district and town art exhibitions.
- Continue to foster creativity and utilize digital tools in appropriate arts courses to support district initiative.
- Provide professional development (from local universities, with coursework, or by bringing in guest artists) that is directly aligned with updated curriculum content and research-based instructional pedagogy in the arts.
- Continue to review K-12 scheduling and determine the most effective way to schedule classes so as not to lose instructional time.

### II. Accomplishments

- The Art Jam All-district Art Show will be held on May 21 this year. Student artwork will be displayed and music will be shared simultaneously at all four schools in a comprehensive, district-wide exhibit. This year, special awards are to be given to a few high school seniors at the show.
- National Art Honor Society, under Kate O'Keefe's leadership, accomplished many community service art projects this year including seasonal windows in WHS library, 26 days of kindness cards and art installation, student docents for Weston Arts night, working with Adam's house during Healing Hearts Paddle Tournament (photography), finishing up murals at Adam's house, and taking club photos for yearbook.
- The Visual Arts department completed curriculum renewal, aligning the curriculum with the extensive new National Coalition for Core Arts Standards (NCCAS) Visual and Media Arts K-12 Standards.
- Geoffrey Brencher's videography student, Nathan Katz, placed third in the CSPAN StudentCam Documentary Competition. StudentCam is C-SPAN's annual national video documentary competition that encourages students to think critically about issues that affect our communities and our nation. This year they received 2,903 films from over 5,600 students—the most entries in the 13 years of the competition. Entries came from 46 states, as well as Washington, DC, England, Germany, Singapore, and Taiwan. Nathan's video placed

in the top 60 out of the 2,903 entries. Michael Bogaev also placed in the top 150 with an honorable mention for his submission to the contest.

<https://www.viddler.com/v/ad0c3641> - Nathan's Documentary

<https://www.viddler.com/v/ebb9859d> - Michael's Documentary

- Geoffrey Brencher's videography students, Nathan Katz, Andrew Harwood, Alex McCall, and Michael Bogaev were awarded first place in the annual public service announcement competition sponsored by the State Department of Motor Vehicles. More than 400 teenagers statewide submitted entries. This year's theme, "One Split Second," required submissions to illustrate how it takes only a moment to make a driving decision that can prevent one from breaking the law, or cause one to get into an accident.  
[https://www.youtube.com/watch?v=MaZSnnqC\\_s](https://www.youtube.com/watch?v=MaZSnnqC_s)
- Four WHS students received awards at the State of Connecticut Scholastic Art & Writing Awards Exhibition.
  - Maggie Miller: Gold Key for Fashion Design Portfolio
  - Connor Meccay: Honorable Mention for Photograph
  - Georgia Manning: Silver Key for Photograph
  - Jaime Klein: Silver Key for Photograph
- Ten WHS art students had artwork displayed in the fourth annual Teen Visions High School Art Exhibition at Sacred Heart University in February. The following students won awards in this juried show: Caiti Levin, second place for drawing; Samantha Shey and Leila Sturges, each won second place for painting.
- Gina Arena attended a week-long Fine Arts and Crafts Professional Development Workshop through PBS's Craft in America series at Kutztown University during the summer, bringing what she learned back into the Advanced Crafts classroom.
- Kate O'Keefe illustrated, wrote, and published a book, *Along Came You*, a children's story exploring how her daughter's imagination and creativity has inspired her own. The book grew out of a series of work exploring the themes of motherhood, maternity, and her daughter's own imagination, eventually focusing on her daughter in surreal and fantastical situations.
- Sydney Girardi earned certification in four Adobe courses covering updated software and educational learning with digital tools.
- Holly Hawthorn coordinated an exhibit of Weston High School Drawing class work in the community room of the Weston Library in March. Thirty works from students in first-year Drawing as well as Advanced Drawing classes were exhibited.
- WHS Videography and TV Production students participated in a tour of NBC Studios in New York City.
- Elizabeth Fogarty held Art Club at WMS. About 15 students per trimester, from all grades, used this time to expand their art experience.
- Both the Mac lab and videography labs were updated with new hardware and software this year, helping to keep student learning authentic and relevant.
- Geoffrey Brencher's Advanced Videography students created morning announcements this year for the WHS students. Every morning, the class wrote scripts, videotaped, and shared a news clip with the school.

- Videography students entered public service announcements in The School of Ethical Education Academic Integrity Public Service Announcement Contest. All submissions were required to be positive, innovative, and original work of students to promote the importance of academic integrity. (Winners are announced in April).
- The Art with a Heart club at WHS, led by Holly Hawthorn, continued to fundraise to support Vuria, their African elephant. They also collected art materials for Children’s Hospital in Philadelphia.
- The video titled “Stay Honest to Your Work” created by WHS students Sofia Bara, Lauren Rivera, and Jessica Wang has been selected as one of the three winners in The School for Ethical Education’s (SEE) 2016-17 Academic Integrity Public Service Announcement (PSA) Contest.

### **III. Challenges and Needs**

- Art teachers are interested in continuing to identify high-quality, content-specific professional development to support their personal and professional growth.
- Visual art instructional time at all levels continues to be well below state and national recommendations, limiting ability to align with new national visual and media arts standards. However, visual art instructional time in Weston is aligned with DRG A schools.
- Explore ways to ensure that scheduling at WHS and WMS will meet the needs of students who express interest in enrolling in visual art courses.
- Visual art equipment and furniture is in need of systematic replacements. There has not been a visual art equipment budget since 2009 and replacement requests continue to be cut out of the budget.

### **IV. 2017-2018 Goals**

- Continue to foster student pride in their work and model authentic artist exhibition opportunities for all grade levels through district and town art exhibitions.
- Continue to foster creativity and utilize digital tools, as appropriate, to support district initiative.
- Provide professional development (from local universities with coursework or in museum settings) that is directly aligned with updated curriculum content and research-based instructional pedagogy in the arts.
- Continue to monitor instructional time at all levels; exploring opportunities to expand visual arts opportunities for students.
- Explore possible resources for updating broken or aging classroom equipment and furniture.
- Implement the renewed Visual Arts Curriculum with teachers monitoring and adjusting classroom instruction, unit assessments to positively impact student learning.
- Discuss and discover appropriate means of collecting data in the Visual Arts classrooms to inform instruction and provide meaningful analysis of student learning.

## PERFORMING ARTS, GRADES K-12

### I. 2016-2017 Goals

- Continue to foster creativity and utilize digital tools with up to date technology in appropriate arts courses to support STEAM initiative.
- Continue to provide guidance and appropriate time for arts teachers to review and determine the best way to use digital resources like Google Classroom and Google Sites to strengthen classroom to home connections.
- Continue to provide support and professional development on the National Core Arts Standards.
- Develop a schedule for K-12 teachers that will support the K-12 music program effectively.
- Determine appropriate ways to secure funding for adjudications and festivals for ensembles that wish to participate.

### II. Accomplishments

#### *Curriculum, Instruction, and Instructional Technology*

- The K-12 music teachers completed the rewrite of the music curriculum to include updated National Core Arts Standards, music technology, and updated courses.
- The music department successfully implemented new and updated technologies in our courses as part of a departmental goal. Computer updates were completed in both music labs, and software has been updated to the latest version.
- Many of our music courses utilize Google Classroom for announcements, class assignments, videos, and submitting digital audio assignments.
- The fifth and eighth grade Music Knowledge and Skills assessments were updated to include new listening examples. This assessment will be administered at the end of May.
- Two non-performance music elective courses, Music Theory and Music Technology, successfully ran at the high school and contributed to the strengthening of our high school music program.
- The WHS band program utilized the Lumens DC-175 portable Ladybug projector to project the full conductor's score of "Soaring with John Williams", a grade 4 piece of literature, on the board in the symphonic band. Using this digital tool, the group worked on the rhythms and counterpoint in 12/8 meter and could see all the parts fitting together. This use of technology helped visually support the groups "listening" skills.
- Musicfirst/Noteflight software is being used in the middle school general music program and the high school music theory course for composition.
- Smart Music has been used successfully for the third year in the middle school band program and provides students guided at-home practice when used on their home computers.
- The WHS Chamber Singers course was approved to move into the school day for the 2017-18 school year and all of our advanced level ensembles (symphonic orchestra, wind ensemble, and chamber singers) will receive honors credit for these courses upon completion of the new course criteria.
- The wind ensemble participated in a ratings festival at Sacred Heart University and the wind ensemble, chamber singers, and symphonic orchestra participated in the Rhythms

International Festival in Montreal, Canada. In addition to the rigors of performing for adjudication, these ensembles gained valuable experience working with clinicians and performing with other high school programs.

- The WHS jazz ensemble participated in a clinic with Jazz Saxophonist David Dejesus from the SUNY Purchase College of Music jazz faculty.
- Tenth grade symphonic orchestra student, Doran Sekaran, composed a full string orchestra piece which will be debuted and conducted by him at the spring orchestra concert.
- In January, the middle school cello/bass ensemble was formed. A group of 20 driven cellists and bassists come into school early on Friday morning to practice special repertoire for the Spring Concert. This is a new ensemble to the middle school, driven by the overwhelming enthusiasm of the WMS cello and bass players.
- For the third consecutive year, the WHS and WMS student mentoring program, *Music Mentors*, ran successful fall, winter, and spring programs where high school students mentor beginning band students after school one day a week.
- Overall, the enrollment in our performing ensembles is steady. We have seen an increase in the fourth grade strings program this year and the middle school strings program over the last few years.

#### ***All State, Regional Musicians, and Music Honors***

- The Weston High School Symphony Strings, Wind Ensemble and Chamber Singers attended the Rhythms International Festival in Montreal, Canada. Each group was adjudicated and worked with clinicians from McGill University and Boston. Each group received a Superior rating.
- The WMS Jazz Bands, WMS Chamber Orchestra, and the WMS Chamber Singers took top honors at the Music in the Parks Adjudication Festival in Massachusetts. The WMS Chamber Singers and Chamber Orchestra received a first place honor and a rating of Superior. The WMS Jazz Band received third place and rating of Excellent. The beginning jazz band, The WMS Jazz Lab Band, received third place and a rating of Good. The WMS Chamber Singers and Chamber Orchestras won the award for “Best Overall” Middle School Choir and “Best Overall” Orchestra. This year, the groups from WMS received the Esprit De Corps Award which is awarded to the school that captures the spirit of the festival. Sixth grader, Karl Schultz, won the Best Soloist award.
- Eleven WHS band students, six orchestra students, and two choir students were selected by process of audition to participate in the Western Regional High School Festival. Five WHS band students, two orchestra and one choral student were selected by process of audition to participate in the Connecticut All-State Festival.
- Two WMS band students and five choir students were selected by process of audition to participate in the Connecticut Music Educators Association Western Regional Middle School Concert Festival.
- Four WIS choral students were selected to participate in the CMEA Elementary Honors Choir during the All-State Festival.
- Three students in grade 9 were chosen via audition to participate in the Fairfield County Strings Festival: Alejo Navarrese and Natalie Schreder were selected for the honors orchestra and Ryan Baker, bass, was selected for the 8th/9th grade orchestra.

- The Tri-M Music Honor Society inducted 36 junior and 30 senior members into their respective chapters on April 25, bringing our total number of members to 106. The Tri-M Music Honor Society is the international music honor society for middle/junior high and high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership.
- The WMS Tri-M chapter sponsored events for Music in our schools month with creative segments on the morning show like “Musical Fun Facts”, “Music History”, and “Guess the Faculty Performer”. All students were encouraged to play “Jammin' Jeopardy” to compete for Weston Warrior Day points via a Jeopardy-style Friday segment. Tri-M pop-up performances allowed several students to perform live for their peers during lunch periods. Students performed in a recital-style performance at the induction ceremony, at the Veteran’s Day assembly, and at the Historical Society.
- Eight sixth grade band students were selected to perform at the annual “Play with the Westport Community Band”.
- Several students were involved in area select ensembles such as the Fairfield County Children’s Choir, the Norwalk Youth Symphony, the Bridgeport Youth Orchestra, the Ridgefield Youth Symphony, and a variety of summer arts ensembles.

#### ***Music and Theatre Arts Performances***

- The WHS drama club, Company, presented the Shakespearean tragedy *Hamlet* in the fall and the musical, *Little Shop of Horrors* in the spring. Each production at WHS benefitted from the talents of student artists, musicians, actors, costume designers, and technical theatre personnel who dedicated their time and talent to this very successful co-curricular program.
- Company will present a student-run production of *Dialogue* that will feature student written and directed one-act plays, scenes, and multiple musical acts on May 21.
- Last June, Company students were nominated for 25 Halo awards and attended the Halo Awards at the Palace Theater in Waterbury, Connecticut. This awards night is the premiere high school competition in the state. Company students, Thomas Valenti, Julia Cohen, and Krista Nayden brought three awards home to Weston for Best Male Comedic Performance in a Play, Best Performance by a Supporting Actress in a Play, and Best Female Comedic Performance in a Musical. This June, Company will be performing a musical number from *Little Shop of Horrors* at the event.
- The WMS theatre group, Short Wharf, presented *Willy Wonka Jr.* this winter and benefitted from the talents of student artists, musicians, actors, costume designers, and technical theater personnel from Company who worked along-side middle school students to train them in areas of technical theatre.
- The WIS theatre group, Show Stoppers, presented *The Lion King Kids*.
- The WHS jazz program performed in the Berklee Jazz Festival in Boston, Massachusetts, the Norwalk High School Jazz Festival, the Darien Jazz Festival, and the Wilton Jazz Festival, where they performed and participated in a clinic with jazz educators. The WHS jazz ensemble was adjudicated and received valuable feedback for improvement.
- The WHS and WMS jazz groups held and performed a jazz cabaret at the middle school on February 23.

- Over 1,000 students in WHS, WMS, and WIS performed in winter and spring choral, band, and orchestra concerts in their various school music ensembles.
- Over 300 WHS and WMS students performed in the band Spectrum Concert on March 16.
- The WMS eighth grade orchestra participated in the Music for Youth Orchestra Exchange for the 11<sup>th</sup> year. The ensemble performed with the Haven String Quartet and students from High Horizon's and Multi-Cultural Magnet schools in Bridgeport. A concert featuring all student musicians and the quartet was held at WHS on April 21.
- The WHS music clubs Pep Band, A Capella, Share the Music, and Music Mentors were very active this year and performed at athletic and community events.
- The WMS and WHS Tri-M chapters participated in the Holiday Caroling fundraiser to support Make-A-Wish, St. Jude's, and the Keys program.
- A WHS and WMS marching band was formed for students to participate in the Memorial Day Parade.
- All WIS students performed patriotic music at a Veteran's Day assembly and performed multicultural holiday music at a winter sing along in December.
- WIS grade 3 performed a concert in the spring and HES kindergarten through grade 2 will perform grade-level concerts.

### **III. Challenges and Needs**

- Music Theory is a highly specialized course at our high school, but is necessary to complete a comprehensive high school music program. Meeting the minimum number of students has presented a challenge and we will need to determine a way to continue to provide this important piece of our music program.
- There continues to be a scheduling challenge at the high school when scheduling honors ensembles, as there are many singletons offered at the same time. It would be beneficial to our highest level ensembles to have priority with scheduling, when possible.
- Many teachers, especially in the arts and humanities, would benefit from having a small space like a black box for presentations, larger group activities, speakers rehearsals and other activities that require a space larger than a classroom but more intimate than the high school auditorium.
- There is a need to examine the current structure for delivering our co-curricular theatre arts technical theatre program. Students in our program have expressed an interest in learning more about Stagecraft including stage management, set design and lighting design. They would also like to receive credit for their work and have an opportunity to fulfill their tech credit.

### **IV. 2017-2018 Goals**

- Provide music and theatre arts teachers appropriate professional development that is focused on the artistic processes and artistic literacy as defined in the National Core Arts Standards.
- Utilize a variety of data sources to gauge progress and develop individual student goals and program goals that are directed at higher levels of performance.
- Continue to strengthen the K-12 music program and explore addition elective courses at the high school and increase community connections to the music program at various levels.

- Continue to foster creativity and utilize digital tools with up to date technology in appropriate arts courses.
- Continue to provide guidance and appropriate time for arts teachers to utilize digital resources like Google classroom and sites to strengthen classroom to home connections.

## HEALTH/PHYSICAL EDUCATION, GRADES K-12

### I. 2016-2017 Goals

- Begin physical education curriculum renewal cycle with a focus on lifetime wellness.
- Implement updated health curriculum units and assessments.
- Implement instructional coaching with fidelity.
- Reorganize Project Adventure unit to manage larger groups of students.

### II. Accomplishments

- The kindergarten through grade 12 health curriculum was documented in Atlas Rubicon.
- New units of study were implemented in the health curriculum (breast and testicular cancer, sexual assault) in alignment with new state legislation.
- Professional development for health teachers on new state guidelines was provided regarding the inclusion of domestic violence education.
- School Resource Officer, Joe Mogollon, worked with our health classes at the high school and middle school during our units on healthy and unhealthy relationships, social media, and alcohol and substance abuse.
- Commenced physical education curriculum renewal process with development of a K-12 mission statement.
- Elementary teachers progressed with physical education curriculum renewal by creating a core concept document.
- All grade 3 through grade 10 students participated in physical fitness testing and received their physical fitness scores for this year and the three previous years by email.
- The physical education department examined physical fitness data and implemented strategies for improvement.
- Middle school students in grade 8 were offered increased choices in physical education.
- The physical education department applied for and received a Weston Education Foundation (WEF) enrichment and technology grant for Interactive Health Technologies (IHT) heart rate wrist bands, providing real-time feedback to our middle school students.
- Modifications were made for the 2017-2018 school year to the high school physical education program, making the adjustments due to the reduction in physical education credit hours.
- Field Days were reshaped at HES and grade 5 at WIS.
- Student surveys were completed in grades 2 through 12, gathering information on students' physical activity, physical education classes, and outside activities in preparation for curriculum development.
- Physical education teacher, Patty Powers, attended the national conference in Boston.

### III. Challenges and Needs

- Some of the WHS and WMS classes are larger in size; this impacts many activities that require smaller numbers for increased student time on task (Project Adventure, tennis, etc.).
- There is a continued need to optimize scheduling at WMS to ensure all students receive the core health curriculum.

- Funding is needed to purchase more IHT wrist bands to provide the opportunity for all students to benefit from the data they provide, at both WMS and WHS.
- There is a need to provide additional opportunities for choice in the WHS physical education program.
- When scheduling the fitness room at the high school, assign staff familiar with the equipment to supervise student use.
- Bring all grade levels together for curriculum development and alignment.
- Implement instructional coaching on a regular basis in all four schools.

**IV. 2017-2018 Goals**

- Continue physical education curriculum renewal process.
- Evaluate high school physical education adjustment to junior and senior year curriculum.
- Seek Board approval for the updated health curriculum.
- Fully implement the updated health curriculum.
- Review student physical fitness data for both curriculum renewal information and fall lesson planning.
- Provide ongoing instructional coaching with new and experienced teachers.

## TECHNOLOGY, GRADES 6-12

### I. 2016-2017 Goals

- Complete the “moving in” process at WMS with all relevant furniture and equipment.
- Document and map the revised WMS technology and engineering courses on Atlas and ensure vertical articulation among coding and engineering strands.
- Plan for the continued growth of the high school program with special attention to staffing, facilities, co-curricular opportunities, and female enrollment.

### II. Accomplishments

- During the summer of 2016, mathematics teacher, Kevin Joyce joined the Project Lead the Way (PLTW) team at WHS and attended intensive professional development in order to teach Principles of Engineering. In addition, WHS added Lucas Walker to the Science Department to teach physics. Mr. Walker previously taught PLTW courses in another district.
- Our revised middle school technology education sequence at WMS is in its second year and teachers have made advancements in curriculum development and mapping in Atlas.
- In an effort to continue strong ninth grade enrollment in technology courses, WHS PLTW teacher, Mackenzie Moosbrugger, and her students visited eighth grade classrooms to speak about offerings at the high school level.
- Due to strong interest among the freshman class, growth in course enrollment continues. See table below.

Year	PLTW- Introduction to Engineering	PLTW - Computer Integrated Manufacturing	PLTW- Principals of Engineering	PLTW- Civil Engineering & Architecture	Total FTE
2015-2016	50 (2 sections)	20 (1 section)	(off year)	30 (2 sections)	1.2 FTE
2016-2017	76 (3 sections)	27 (2 sections)	31 (2 sections)	(off year)	1.4 FTE
2017-2018 (requests)	94 (4 sections)	38 (2 sections)	17 (1 section)	20 (1 section)	1.6 FTE

- Among the 94 students planning to enroll in the introductory PLTW course, 33 are female. This means that nearly 35% of girls from this cohort are electing a PLTW course, as well as over 50% of boys.
- The WMS Robotics Club had its third season in 2016-2017. Technology education teacher, Rebecca Kaplan, serves as coach along with parent and software developer, Matt Smith who continues to serve as coding expert for the club. A core of 15 students participated throughout the competition season with the team attending both middle school and joint middle school/high school competitions around the state and in Massachusetts. The team had a strong finish in the New England Regional Middle School Championship, with an invitation to a national open competition.

- A group of high school students assembled to create a WHS Robotics Team. Primarily underclassmen, the students worked with CIL Darcy Ronan to develop a start-up grant request from WEF. The WHS club has worked alongside the WMS program under the advisement of Rebecca Kaplan. Both teams will begin this spring to get ready for the 2017-2018 Vex competition event.

### **III. Challenges and Needs**

- The Automation & Robotics program for eighth grade continues to build an inventory of Vex parts to accommodate eight simultaneous sections. While new kits have been purchased, there continues to be a shortage of some parts, causing one teacher or another to shift builds earlier or later. Students build over multiple periods so once a part is on a project, it may be unavailable for a week or more. Continued investment is required to accommodate open-ended building experiences.
- Our WHS program has now entered the growth stage characterized by fractional FTE in addition to Mackenzie Moosbrugger's teaching assignments. Managing personnel with an eye on the continued growth of the program is essential. We now have four WHS teachers trained in various PLTW courses. Balancing PLTW allotments will need to be closely monitored for the impact on other course areas and teacher preparation loads.
- As the high school program grows, we will also need to consider possible uses of space when the program expands beyond eight total sections. Because there are eight periods at WHS, this is the maximum period allotment that the current configuration of rooms/computers can support.
- The hardware and software demands of the PLTW program are greater than other curriculum areas. There have been difficulties in maintaining high levels of functionality at the student/classroom level. A close working relationship between technology education and instructional technology will benefit students and teachers in PLTW. In addition, students, especially at the high school level, need a work-at-home option for completing assignments.

### **IV. 2017-2018 Goals**

- Plan for the continued growth of the high school curricular and co-curricular program with special attention to staffing, facilities, co-curricular opportunities, and female enrollment.
- Further explore opportunities for integration of engineering design and technology education skills in cross-curricular and interdisciplinary projects at the middle level such as science or future PADI projects.
- Examine new offerings and revisions from the PLTW organization and reaffirm our choices and/or consider alternatives/enrichments.

## SCHOOL COUNSELING, K-12

### I. 2016-2017 Goals

- Closely monitor the implementation of the Effective Schools Solutions (ESS) plan at WHS with regular data collection with regard to the success of the implementation, as well as monitoring of the ESS staff and their interactions with students and families.
- Continue to monitor students and education programs at WHS regarding substance abuse concerns.
- Provide additional training for counseling staff and teachers at the elementary level on strategies for supporting students with emotional concerns at younger ages.

### II. Accomplishments

- The ESS program has been implemented at the high school this year. The program has provided therapeutic support for students who struggle with emotional concerns. Currently there are 10 students in the program. A few others over the course of the year were referred, but declined the program. For the 10 students in the program, the parent feedback has been positive. Incorporating the program at the high school has been challenging at times, but we have addressed each of the concerns as they arise. The regional coordinator for ESS has been extremely helpful in the implementation. We are having conversations with the ESS administration about possible inclusion of middle school students in the program for next year.
- The Substance Abuse Survey was given to WHS/WMS students and parents, and the results will be available for the May BOE meeting. A parent information meeting is planned as well before the end of the school year. The high school coordinated several speakers for parents and students on the topic of substance abuse and these were well received. The high school principal, in coordination with the superintendent and the PPS Director, are working with the PTO and other community members to develop a substance abuse “coalition” to address this topic on a regular basis with stakeholders from a variety of sources. The school counseling staff continue to work individually with students and their families regarding drug and alcohol concerns.
- At the elementary level, having hired our own board certified behavior analyst (BCBA) has been extremely helpful in addressing students who have difficulties regulating their emotions. The BCBA has also provided training to staff in strategies to address students who are struggling with emotional regulation.
- The school counseling staff is finishing the curriculum renewal process and is entering the information into the Atlas curriculum, where appropriate. This work will be finalized over the summer and presented to the BOE in the fall.

### III. Challenges and Needs

- There is increased concern at the high school level for students involved in more active substance abuse.
- There are increasing numbers of students with more significant emotional concerns at the elementary level.

- Continue to focus on expanding and exploring career options for students who may not be attending a four year college program post high school.

**IV. 2017-18 Goals**

- Continue to closely monitor the implementation of the ESS program at the high school and possibly the middle school with regular data collection with regard to the success of the implementation, as well as monitoring of the ESS staff and their interactions with students and families.
- Continue to monitor students and education programs at the high school regarding substance abuse concerns. Implement a community coalition group to address substance abuse concerns.
- Increase ability to offer more post-high school vocational opportunities for students.
- Continue to monitor the college application process at WHS with regard to managing the number of applications students complete, as well as assist families in understanding the process and the role of the school counselor.
- Present the school counseling curriculum renewal in conjunction with the health curriculum to the Board of Education.

## PROJECT CHALLENGE, 3-8

### I. 2016-2017 Goals

Initiate the curriculum renewal process for presentation to the BOE during the 2017-18 school year:

- Develop district committee for the renewal process. Develop sub-committees to review the identification process and programmatic components.
- Arrange for focus groups for both students and parents to gather information on strengths and weaknesses of the current program.
- CIL, Darcy Ronan, to work with both the WMS/WIS Project Challenge teachers on defining and documenting the curriculum for the Project Challenge classes.

### II. Accomplishments

- The Project Challenge Committee has been diligently working toward completion of the curriculum renewal process meeting several times during the course of the school year.
- Two sub-committees were formed – one to review the identification process and another to review the programmatic components of Project Challenge.
- Project Challenge focus groups for students and parents were formed and will be completed in May.
- Darcy Ronan has been working with the Project Challenge teachers to develop an updated framework for the curriculum.
- There has been an increase in students participating in after-school enrichment opportunities, such as Odyssey of the Mind, Robotics, and other competition programs.

### III. Challenges and Needs

- The Project Challenge Committee will need more time in completing the curriculum renewal process.
- Assisting parents in the understanding of the identification of students for the Project Challenge program is an ongoing need.
- The increased number of students who have moved into Weston from other districts or states presents new challenges for the identification committee to determine eligibility.

### IV. 2017-2018 Goals

- Finalize and present an updated Program Guide and curricular framework to Curriculum Committee and Board of Education.
- Plan a parent information night during the fall 2017 to provide an overview of the program and any updates to the identification process.
- Continue to monitor the Project Challenge classes and the enrichment opportunities for fidelity of implementation.