



Curriculum Committee Meeting
Wednesday, June 3, 2026
3:00 PM
Weston Middle School Library Learning Commons
135 School Road
Weston, CT 06883

- I. Call to order
- II. Approval of May minutes
- III. Academic Year in Review:
 - Introduction (structure of the presentation)
 - CIL vision, mission, and major focus of work
 - K-12 presentations
 - Gallery walk and artifact review
 - Synthesis and BOE share out
 - "What did you appreciate?"
 - "What are you still wondering about?"
 - Next Steps
- IV. Adjournment

Curriculum Committee Meeting

May 6, 2026 at 9:30 a.m.

Via Zoom

Present Committee Members:

Lisa Luft (Chairperson), Peter Gordon, Nicole Wallach

Present Administration:

Dr. Tina Henckel, Assistant Superintendent; Meghan Conetta, WHS Principal; Jason Bluestein, WMS Principal; Jennifer D'Amico, WIS Principal; Laura Kaddis, HES Principal; Beth Lancaster, 6-12 Science & Technology CIL; Mercedes Fernandes, K-12 World Language CIL; Ande Ogden, WMS School Counselor

1. Call to Order

The meeting called to order at 9:32 a.m.

Lisa Luft reviewed the general purpose of the Curriculum Committee meeting and the virtual meeting norms.

2. Approval of April 2026 meeting minutes

Motion Passed: Move that the Curriculum Committee approve the April 2026 meeting minutes. This motion was made by Peter Gordon and seconded by Nicole Wallach

3. Curriculum Updates

Discussion:

Computer Science Status Update:

- CIL Beth Lancaster presented on the status of Weston's Computer Science program. A Computer Science Committee was formed in the 2024-25 school year and submitted a K-12 Computer Science Plan to the Connecticut State Department of Education (CSDE) guided by a facilitator from Sacred Heart University.
- She reviewed the current CSDE curriculum implementation plans as well as Weston's implementation plans for elementary, middle and high school levels.
- She reported that the Computer Science Teachers Association is releasing revised standards in July. The district is prepared to align with these new state adoptions.
- Discussion focused on the EdSight Dashboard, which shows a 9.8% participate rate. There is concern that this number may be underreported due to how integrated courses are categorized.
- Dr. Henckel noted that low enrollment in certain computer science courses may be due to high school scheduling conflicts rather than lack of student interest. The district is working with the state to ensure all relevant courses (like Engineering Design) are accurately captured in computer science (CS) data to reflect true student access.
- She also recognized a need to increase female participation in STEM/CS courses, as current data reflects a disparity.
- Board member Peter Gordon highlighted the Sparks Foundation as a potential resource for specialized training in Python and photonic integrated circuits.

- Next steps include cross-curricular integration, curricular extensions, prioritizing professional development, and strategic marketing such as targeting grade 8 to 9 transition to ensure students are aware of the CS pathway. The district will also continue developing relationships with higher education institutions, such as CT State Norwalk College, for concurrent enrollment opportunities.

2026 WMS Career Day:

- The presentation, led by 8th-grade school counselor Ande Ogden, highlighted the revitalization and strategic goals of the middle school's annual Career Day.
- The curriculum for Career Day has shifted from a framework of 16 simple clusters established in 2002 to the 2025 Modernized Career Clusters. The new framework reflects shifts in the labor market, advanced manufacturing, and the removal of "STEM" as a standalone category in favor of integrating engineering into specialized fields.
- Ms. Ogden introduced a complex "career wheel" that illustrates cross-sections and sub-clusters, helping students understand that modern career paths are often non-linear and interconnected.
- The event featured a keynote speaker and 17 professional presenters—primarily parents from the community—representing fields ranging from architecture to product management at Meta.
- Ms. Ogden spoke on the format for the day, which included student choice of four breakout sessions based individual interests, discussion and feedback time, as well as sending thank you letters.
- In preparation for the day, students were encouraged to ask high-level questions to gain deeper insights into professional life. Presenters are asked to emphasize career ready soft skills such as time management, digital literacy, collaboration, etc.

Flamenco Dancing In-district Field Trip:

- Mercedes Fernandes, World Languages K-12 Curriculum Instruction Leader, presented an overview of a unique "in-school field trip" featuring the Hispanic Flamenco Ballet. This non-profit organization's visit served as a high-energy, immersive cultural event that bridged classroom learning with live performance.
- The event centered on the "Five C's" of language learning (Communication, Cultures, Connections, Comparisons, and Communities), moving beyond textbooks to provide deeper cultural immersion.
- The presentations included a Hispania-American Show and a Spanish Heritage show. Students were invited on stage to learn specific techniques, such as rhythmic clapping and footwork, making the experience highly participatory.
- The event also served as a broader regional cultural celebration by hosting students from neighboring districts.
- The board members and administrators praised the event as a vital cultural celebration that broadened student understanding and fostered a sense of community.

Summer Curriculum Writing Academy Update:

- Dr. Henckel noted that typically the district runs the Curriculum Writing Academy five consecutive days at the end of June. Due to the many snow days, the remaining days in June are limited. Some of the curriculum writing teams opted to complete their curriculum work during the April break. The remainder will be conducted during the last three days of June.

4. Reminder for June 3, 2026 Academic Year in Review and Future Topics

Discussion:

- Dr. Henckel spoke on the in-person Curriculum Committee meeting scheduled for Wednesday, June 3 where artifacts of the curriculum are presented from the 2025-26 school year.
- Dr. Henckel gave some insight on a future meeting topic on Instructional Technology and Screen Time Audit. This year's this year's audit will explicitly include student usage data.
- The district will use software tools to evaluate the "time and purpose" of how students—not just teachers—interact with technology in the classroom
- Dr. Henckel emphasized the need to distinguish between different types of technology, noting that screens on phones are often viewed differently by researchers than screens on computers used for specific instructional purposes.
- The report will aim to clear up misconceptions often found in national or international research that may not reflect the reality of Weston's specific environment.

5. Adjournment

The meeting adjourned at 10:37 a.m.

Respectfully submitted,
June Curiano



Academic Year In Review

2026 Highlights

Dr. Tina Henckel, Assistant Superintendent
& District Curriculum and Instruction Leaders (K-12)

Agenda

- What were the high-leverage focus areas that led to the greatest accomplishments this academic school year?
- What were the areas of celebration and lessons learned/takeaways from your work this academic year?
- Thinking ahead, what are the proposed next steps for the district and school to continue moving the work forward?



Summary of Presentations Aligned to Teaching and Learning

Board of Education Meetings

- September 15, 2025: District Improvement Plan 2024-25 Year in Review
- October 20, 2025: Weston Public Schools 2025-26 District Improvement Plan
- November 17, 2025: Class of 2025 Statistical Report
- December 15, 2025: Weston's Next Generation Accountability System

BOE Curriculum Subcommittee Meetings

- September 10, 2025: Summer Curriculum Academy Highlights and Next Steps
- October 8, 2025: No Place For Hate Initiative at Weston Middle School
- November 6, 2025: Weston's Multi-Tiered System of Support (MTSS)
- December 3, 2025: WHS Program of Studies
- January 7, 2026: No Place for Hate Update; Weston AI Advisory Committee Update
- February 4, 2026: Weston's 2026 Midyear Snapshot
- April 1, 2026: Academic Highlights: WPS Holocaust Remembrance Day; Portrait of a Graduate 2026; Black History Month Programming and Commemoration 2026; World Read Aloud Day & Read Across America; Music in Our Schools Month
- May 6, 2026: Computer Science Status Update; 2026 WMS Career Day



CIL Department Values



MISSION



VISION



VALUES

Vision: As Curriculum and Instruction Leaders, we strive to create a strong learning community where teachers feel valued, motivated, and empowered to the commitment of lifelong learning. Together, as a community of educators committed to continuous growth, we cultivate an environment that maximizes the potential of every teacher, ultimately benefiting the diverse needs of our students.

Mission: We provide targeted, evidence-based professional learning experiences in a collaborative setting to enhance teacher effectiveness, confidence, and adaptability. A CIL supports systemic improvement efforts by connecting school practice to school and district initiatives. By investing in teacher capacity building, we apply adult learning theory to elevate individual instructional practices and therefore the overall improvement of our entire educational system.



How might this look different?

Support Functions of a Coach...

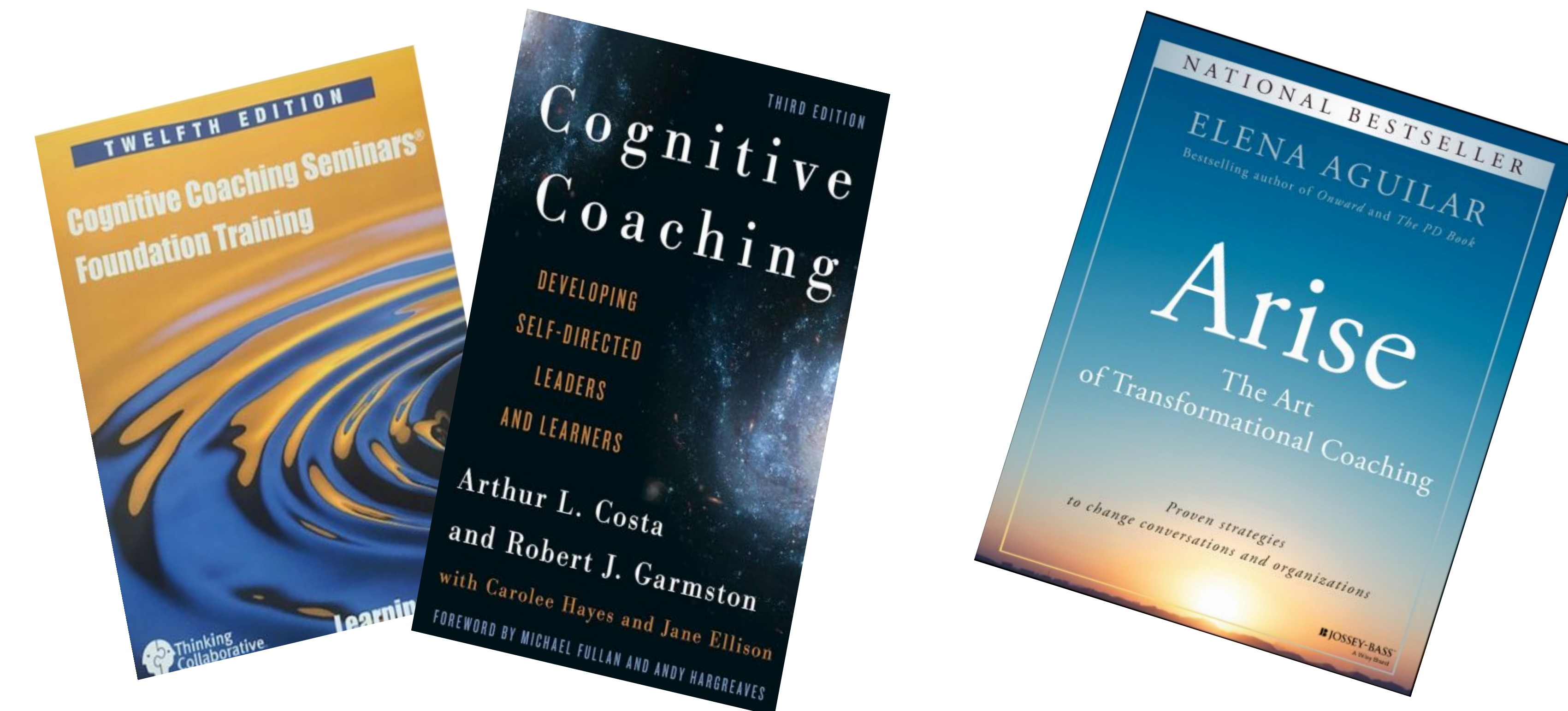
Support Function	What does this look like?
Cognitive Coaching	<ul style="list-style-type: none">● Coaching Conversations: planning, reflecting, problem solving● Mediative thinking● Asking questions, paraphrasing● Focus is on the teacher
Collaborating	<ul style="list-style-type: none">● Learn together● Shared work● Brainstorming, solving problems, thinking together● Focus is on teacher and coach working together
Consulting	<ul style="list-style-type: none">● Informing colleagues on variety topics● Training● Institutionalize practices and beliefs● Focus is on the consultant



Phasing in our Work

Accomplishments

- Building rapport with staff
- Applying our new learning and strategies with staff through our various roles and tasks
- Designing our department vision and structure for future work
- Connecting the research and work with the administration using Cognitive Coaching
- Communicating their roles - vision, mission, formal coaching cycle
- Expanding on our learning and strategies with staff through our various roles and tasks (Connecting to Elena Aguilar's Research on Transformational Coaching)



Deepening our Areas of Focus

As we enter with Teachers and School Admins for 2026 and Beyond

- Strengthen coaching expertise and reflective practice
 - Participated in Tri-state Coaching Series
- Expand on coaching leadership across the system
- Embed coaching tools and mindsets into school and district culture



The Team: Weston's Curriculum & Instruction Leaders

Humanities (Literacy and Social Studies)

- Andrea Noble K-2 English Language Arts and Social Studies
- Alex Bluestein 3-5 English Language Arts and Social Studies
- Amy Holmes 6-12 English Language Arts
- Shawna Johnson 6-12 Social Studies

STEM (Science, Technology, Engineering and Mathematics)

- Kelly DelVecchio K-2 Mathematics and Science
- James Bruni 3-5 Mathematics and Science
- Riley Rapaport 6-12 Mathematics
- Beth Lancaster 6-12 Science and Technology

Specialists

- Mercedes Fernandes K-12 World Language
- Sarah Webb K-12 Visual Arts
- Liz Morris K-12 Music
- MaryFaith Zanghi K-12 Physical Education and Health



Weston's Academic Year in Review: Structure

Part 1: K-12 Department Highlights

- Focus Areas
- Areas of Celebration
- Year in Numbers
- Takeaways and Next Steps

Part 2: Gallery Walk and Artifact Review





Health and Physical Education



Focus Areas

- Continued curricular development for the K-12 Health Curriculum with an emphasis on skills-based health.
- Began revision process to align and modify the district Physical Education standards with the new national standards.

Areas of Celebration

- Began implementation of newly developed K-8 health units, using reflective practices to refine and improve.
- Successful implementation of the new Unified Physical Education course at the high school.
- Expanded professional collaboration through shared planning, PD, and curriculum conversations.

Student Work/Professional Learning Highlights



Year in Numbers

- **24** K-8 Health Curricula units developed and implemented
- **350+** Students received their American Heart Association AED and CPR certification
- **17** students engaged in the New Unified Physical Education course at the high school, promoting inclusive and engaging student experiences

Next Steps

- Design and implement targeted professional development that advances K-12 Physical Education curriculum development in alignment with SHAPE America standards.
- Continue refining and aligning the K-12 Health and Physical Education curricula to current standards, vertically aligned learning outcomes, and meaningful assessment practices that support student growth.

Health & Physical Education, Grades K-12

Focus Areas:

- Continued curricular development for the K-12 Health Curriculum with an emphasis on skills-based health.
- Introduction to the New National Physical Education Standards for Curriculum Development.

Areas of Celebration:

- Approval of WHS Unified PE course that encourages inclusion and acceptance of all to begin in the 2025-2026 school year.
- Designed and completed 8 units to support the development of the curriculum for grades 3-8.



Health & Physical Education, Grades K-12

Takeaways:

- Support teachers to make the shift from content-focused to skill-focused health standards and how that shift relates to the revision of curriculum.
- Enhance and align the professional development for teachers based on the new Shape America Physical Education standards.

Next Steps:

- Work towards finalizing remaining K-8 health curricula. The goal is by the end of the 2026 Summer Curriculum Academy.
- Begin a deeper dive into the K-12 Physical Education Curriculum revisions and updates.
- Propose Physical Education and Health course offerings at the high school to give students more opportunities to engage in wellness practices that reflect their individual needs and interests.



Literacy/ELA, Grades K-12

Focus Areas:

- Create and document additional K-12 opportunities for cross-disciplinary standards integration
- Focused revisions and enhancements to ELA units and assessments in grades K-5
- Expand and enhance data analysis processes within and across buildings
- Examine opportunities for calibrating student learning expectations during transition years
- Consistency in implementation of MTSS structures and protocols across buildings

Areas of Celebration:

- Routine analysis of grade-level data in collaboration with classroom teachers in Tier 1 data teams led to engagement in focused instructional planning
- Consistent cross-curricular MTSS Tier 2/3 data team meetings every 6-8 weeks to evaluate progress and determine next steps for students receiving interventions
- Successful ongoing reflection and refinement of best practices in literacy instruction within all aspects of our K-5 core program
- Connected fiction to history through interdisciplinary experiences and student leadership opportunities
- Renewed energy and purpose around the role literacy plays in building community, empathy, and student voice
- Redesigned English 12 as a yearlong course to embed authentic, project-based writing for college and career readiness



Literacy/ELA, Grades K-12

Year in Numbers:

- 3 Facilitated Workshops for Parents
- 36 (K-8) Tier 2/3 Data Team Meetings
- 26 students released from MTSS in reading K-8
- 30 (K-12) Facilitated Professional Development Sessions
- 500 student and teacher readers united for WMS “One School, One Book” initiative for the novel *When We Flew Away*
- Secured over \$7000 in grant funding for middle school and high school literacy initiatives
- 500 + Literacy Lab one-on-one conferences (9-12)
- 150 + Literacy Lab class visits across subject areas (9-12)
- 4 (9-12) prestigious national writing award winners (Scholastic and NCTE)
- 30 + submissions Filament Art and Literary Magazine produced

Takeaways and Next Steps:

- Engage in vertically aligned data teams to calibrate expectations for student writing, especially in key transition years (5-6, 8-9, and 12-college/professional readiness).
- Revise, enhance, and implement updated writing rubric across genres and grade levels
- Engage in ongoing calibration of student writing through the use of models and exemplars
- Revisit and revise the MTSS Handbook and systems of support to be inclusive of the needs of our Multilingual Learners at all levels
- Implement updates to ARC Core for grades 3-5 related to grammar, mechanics, and advanced word study





Social Studies Grades K-12



Focus Areas

- Inclusion of all marginalized groups in Social Studies units
- Additional K-12 opportunities for ELA & Social Studies standards integration
- K-12 vertical teams will ensure alignment & investigate opportunities for student collaborative experiences across buildings
- Pilot, reflect, and revise updated units across buildings during 2025-26
- Integration of authentic learning experiences and audiences

Areas of Celebration

- Anne Frank Exhibit and OSOB
- Grade 5 participated in voting for Connecticut's Kid Governor in the fall
- Piloted and revised updated twelve units of study and assessments in grades K-2 and Grade 5
- Developed updated Social Studies units of study and assessments in grades 3-4
- Collaboration between Grade 2 and Grade 12 American Govt.



Student Work/Professional Learning Highlights



Year in Numbers

- 159 fifth grade students voted for Connecticut's Kid Governor
- 40 K-12 teachers engaged in curriculum work over the past year
- 434 students requested Advanced Placement classes for the 2026-27 school year
- 16 enrichment experiences that took place both in school and off campus
- 90 community participants for the Anne Frank Traveling Exhibit

Takeaways and Next Steps

- Grades K-2 will implement their revised, updated units of study and assessments
- Grade 5 will participate as a Nominate and Vote school for Kid Governor in the fall
- Grades 3-5 will pilot, reflect, and revise updated units of study and assessments
- Cross-curricular integration opportunities will continue to be leveraged across grade levels
- Enhance inquiry-based assessments using UDL frameworks across all grade levels

levels

Social Studies, Grades K-12

Focus Areas:

- Audit resources we use to ensure the inclusion of all marginalized groups in Social Studies units
- Create and document additional K-12 opportunities for ELA and Social Studies standards integration
- K-12 vertical teams will work together during Summer Curriculum Academy to ensure alignment and investigate opportunities student collaborative experiences across buildings
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Mathematics, Grades K-12



Focus Areas

- Supported teacher teams in the effective implementation of Illustrative Mathematics in grades 1-8
- Increased student discourse within the math classroom through the use of intentional teaching strategies
- Targeted professional development aligned to instructional resources
- Aligned and developed Multi-Tiered Systems of Support (MTSS) resources and data teams



Year in Numbers

- 38 Professional Development sessions hosted
- 78 students participated in AMC/Math Kangaroo
- 50 students participated in Math Olympiad
- 58 parents attended family workshops
- 50 students inducted into Math National Honor Society

Areas of Celebration

- Increased collaboration K-12 for greater coherence across schools
- Successfully implemented Illustrative Mathematics in Grades 1-8
- Engaged K-5 families through parent workshops introducing our vision for mathematics
- Strengthened K-12 MTSS structures to meet individual student needs

Takeaways and Next Steps

- Reframing our narrative/vision of mathematics in Weston
- Update 9-12 course offerings and curriculum documents
- Supporting teachers beyond initial stages of curriculum implementation
- Strategic focus on differentiating instruction through small groups

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Science & Technology K-12



Focus Areas

- Coach teachers in student-centered, inquiry-based learning and reflective practice
- Align science units with ELA to build strong interdisciplinary connections
- Partner with Special Education to design targeted learning strategies for Grade 8 students
- Enhance classroom culture using discourse strategies that help students debate and build understanding
- Analyze the WPS K-12 CS District Plan to implement immediate actionable items while awaiting updated state frameworks



Year in Numbers

- 25 Science/Technology focused professional development sessions
- 405 Students Participating in Science Extension Clubs, Teams, or Competitions
- 17 Students/Teams placing in top 3 for events at competitions
- 13 Wonder Robots purchased by the PTO at WIS
- 24 New laboratory investigations in Grades 6 and 7 as a result of curriculum changes
- 24 Science connected field trips and/or school-wide activities
- 3 Science/Technology Teachers Winning National, State, or Local Awards

Areas of Celebration

- Grade 5 science research exposition presented by WHS honors research students
- Four new units implemented between grades 6 and 7 to support a coherent integrated science curricula at the middle school level
- New environmental science field trip connected to real world field work reporting of data to CT DEEP
- Increased collaboration and opportunities for vertical articulation K-12
- District representation at the state computer science forum to influence state-wide computer science education

Takeaways and Next Steps

- Shared vision for high quality instruction and materials
- K-12 science learning walks to inform professional learning needs
- Update curricular documents in the intranet to reflect changes
- Design and pilot 3D assessments in Grades 6-12
- Support teaming models at WIS
- Reconvene the district computer science committee to review newly adopted state-wide standards and adjust the district plan

Science & Technology, Grades K-12

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- Coach teachers in student-centered, inquiry-based learning and reflective practice
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- Partner with Special Education to design targeted learning strategies for Grade 8 students
- Enhance classroom culture using discourse strategies that help students debate and build understanding
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Music Grades K-12



Focus Areas

- Continue curriculum and instructional support of new music teachers with additional course assignments in the general music, strings, and band strands of the K-12 music program.
- Continue with the roll out of common rubric implementation in ensemble rehearsals.
- Continue to develop the K-5 music curriculum and revise 6-12 digital music courses.
- Begin research and development of an Music Skills Sequence by strand for ensembles.
- Collaborate with various school and community partners for interdisciplinary connections.



Year in Numbers

- 20 school concerts
- 1 districtwide concert
- 5 musical theatre and theatre arts performances
- 4 Clinics with master musicians and conductors
- 10 High School music students successfully auditioned and performed in Western Region ensembles
- 1 High School music student successfully auditioned and performed in All State ensemble
- 12 Middle School music students successfully auditioned and performed in Western Region ensembles
- 8 students selected and performed in state Elementary Honors Choir, Band and Orchestra ensembles
- 13 Halo Award nominations including Best Orchestra
- 2 Halo Awards including Best Classical Musical
- 6 Adjudicated ensemble performances
- 15 students inducted into the Tri-M Music Honor Society

Areas of Celebration

- Student performances in school concerts, theatre performances, community and town events
- Student musicians auditioned, accepted, prepared and performed at Western Regional, All State, All Eastern and Honors music festivals.
- High School Jazz Band and Orchestra were adjudicated at the Wilton Jazz and Norwalk Orchestra festivals.
- Music in Our Schools Month: Celebrate America 250 Concert, school music activities, WHS and WIS musicals



Takeaways and Next Steps

- A K-12 programmatic approach by strand is necessary to support student growth and achievement in music.
- Continue to develop the K-12 Music written curriculum and the Music Skills sequence by strand for ensembles.
- Review recruitment and retention strategies for the music program development and create structures to support student success in their ensembles.
- Continue to develop interdisciplinary connections and opportunities to integrate music into the curriculum.

Music, Grades K-12

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- Continue curriculum and instructional support of new music teachers with additional course assignments in the general music, strings, and band strands of the K-12 music program.
- Continue with the roll out of common rubric implementation in ensemble rehearsals.
- Continue to develop the K-5 music curriculum and revise 6-12 digital music courses.
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Areas of Celebration:

- Student performances in school concerts, theatre performances, community and town Events
- Student musicians auditioned, accepted, prepared and performed at Western Regional, All State, All Eastern and Honors music festivals.
- Middle School auditioned ensembles participated in an adjudication festival.
- High School Jazz Band and Orchestra were adjudicated at the Wilton Jazz and Norwalk Orchestra festivals.
- Music in Our Schools Month: Celebrate America 250 Concert, school activities, Tri-M Music Honor Society concerts, WHS Company and WIS ShowStoppers musicals.



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- 13 Halo Award nominations including Best Orchestra
- 2 Halo Awards including Best Classical Musical for Little Shop of Horrors
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Takeaways and Next steps:

- A K-12 programmatic approach to the delivery of music instruction by strand is necessary to support student achievement and growth.
- Continue to develop the K-12 Music written curriculum and the Music Skills Sequence by strand for ensembles.
- Review recruitment and retention strategies for the music program development and create structures to support student success in their ensembles.
- Continue to develop interdisciplinary connections and opportunities to integrate music and musical theatre into the curriculum.





Visual Arts K-12



Focus Areas

- Explore opportunities for Honors and ECE art courses at the HS level and increasing engagement within the visual arts K-12
- Continue to edit and refine K-12 curriculum documents with a specific focus on building out our high school Graphic Design and Media Arts pathways
- Creating more opportunities for exhibition of student work both in the community and within the district
- Seek opportunities for collaboration among students across buildings & grade levels



Year in Numbers

- 4 high school student awards & honors
 - CT Scholastic Awards: 2 Gold Keys, 1 Honorable Mention
 - Senior Torin Cosgrove was selected out of 80,000 submissions to be included in AP Studio Art Exhibit.
 - C-SPAN Honorable Mention for Ari Frimmer and Ryan Patrick out of 4,000 submissions.
- 2 new ECE courses ran in Advanced Photography and Advanced Videography through Sacred Heart University
- 18 students inducted into the National Art Honor Society
- 5 total art-focused professional learning opportunities (increase of 4 sessions)

Areas of Celebration

- Professional Learning at the Brookfield Craft Center exploring woodworking and classroom applications; 3 art-focused professional learning sessions at our Future of Schools PD Day
- Development of a teacher-created collaborative mural to be featured in Central Office
- MOCA Westport: HS Student Show
- Districtwide Art Show: Art Jam May 21st
- National Art Honor Society school murals
- Field trips: NYC trip to the Met; Sacred Heart University; and NBC Studios
- New mural in Hurlbutt South House Cafeteria completed summer 2025; mural in Hurlbutt East House Cafeteria Coming summer 2026
- Art created in collaboration with Weston Historical Society for W250: Weston Celebrates America, commemorating America's 250th anniversary



Takeaways & Next Steps

- Explore opportunities at all levels that promote choice and voice for students
- Continue to refine and revise K-12 curriculum documents with a focus on opportunities in the high school Graphic Design & Media Arts pathway to align with student interest and ever changing technology
- Continue increasing district-wide & community opportunities to exhibit student artwork; Broaden community outreach through development of a Weston Visual Arts platform
- Continue to explore content-based professional learning opportunities to promote teacher confidence and growth in a wide range of mediums.
- Additional ECE courses: Sports Journalism & Broadcasting and Studio Art

Visual Arts, Grades K-12

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- Explore opportunities at all levels that promote choice and voice for students
- Continue to refine and revise K-12 curriculum documents with a focus on opportunities in the high school Graphic Design & Media Arts pathway to align with student interest and ever changing technology
- Continue increasing district-wide & community opportunities to exhibit student artwork; Broaden community outreach through development of a Weston Visual Arts platform
- Continue to explore content-based professional learning opportunities to promote teacher confidence and growth in a wide range of mediums.
- Additional ECE courses: Sports Journalism & Broadcasting and Studio Art





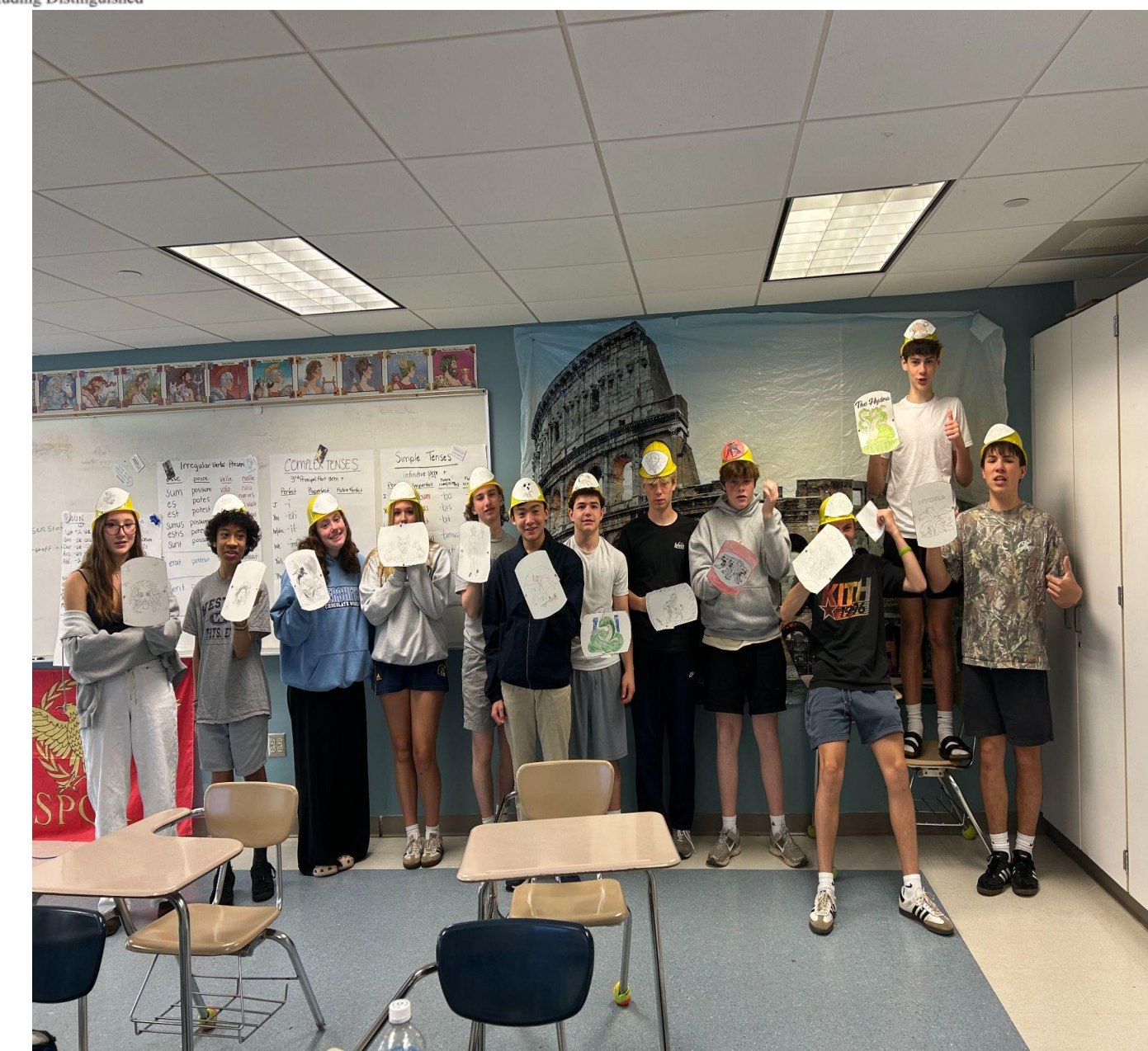
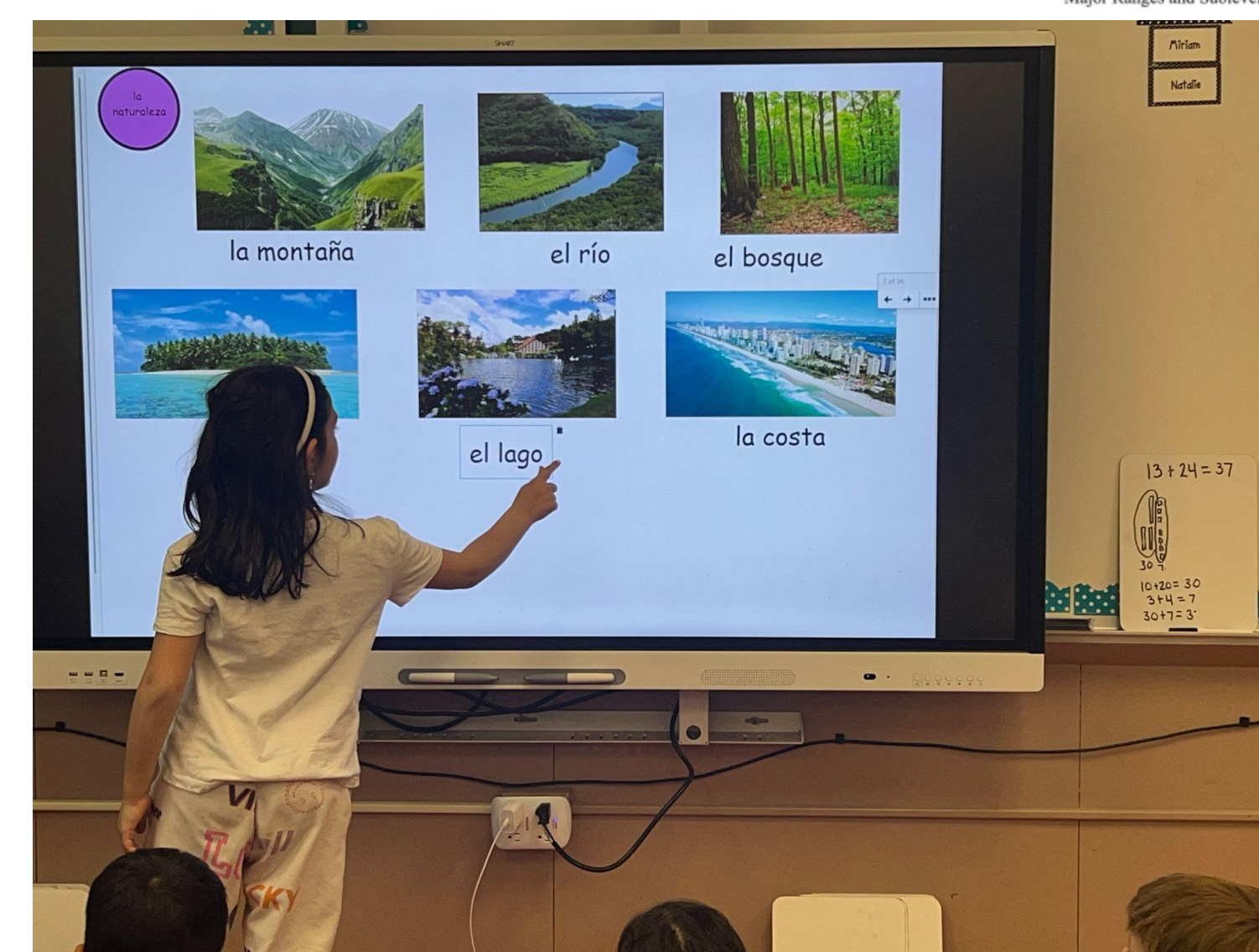
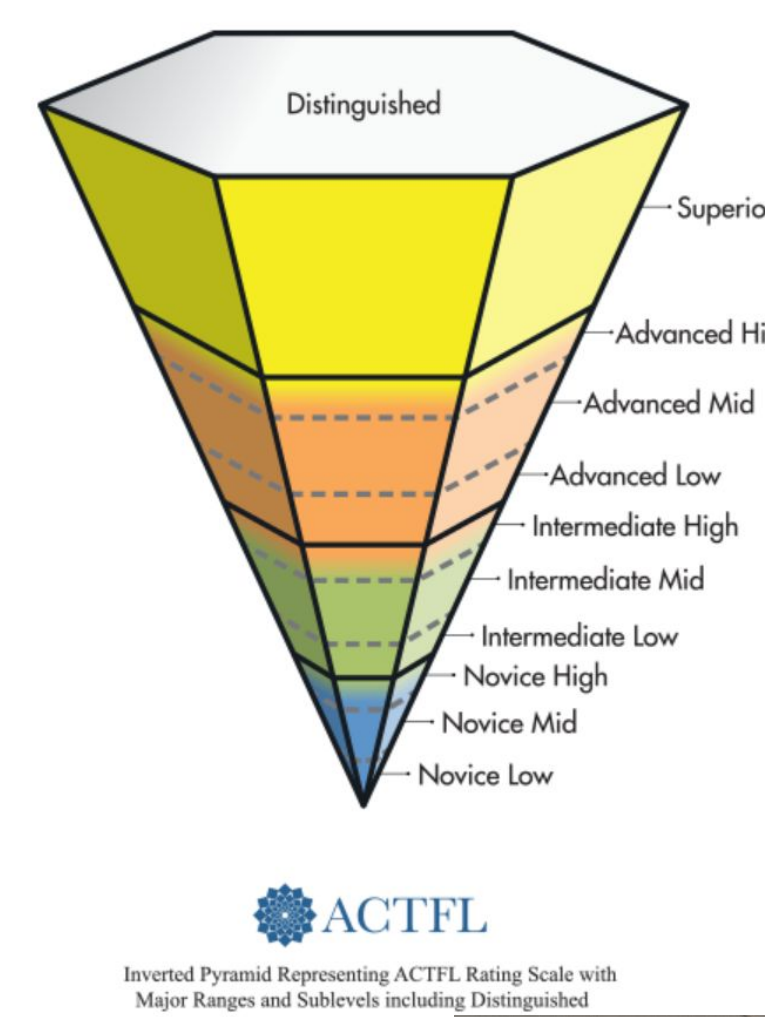
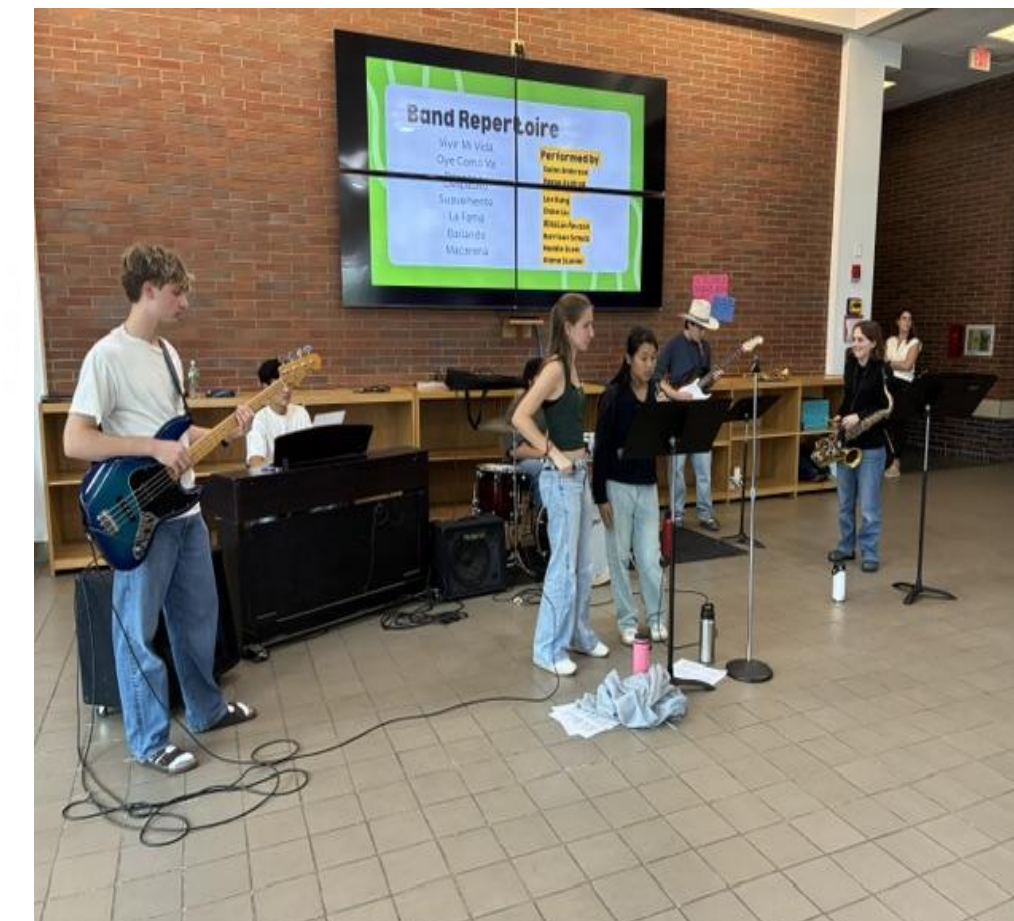
World Language & Multilingual Learners K-12



Focus Areas

- Update curricula of identified high-priority courses (Spanish K-12th, French 6th-9th)
- Revise and update benchmark assessments in all languages and levels as needed
- Expand on more ways to engage students in the understanding of products, practices, and perspectives of the target cultures and celebrating them

Student Work/Professional Learning Highlights



Year in Numbers

- 10 courses updated during Summer Curriculum Academy
- 3 field trips
- 1 new ECE course in Latin Classical Mythology
- 670 Spanish students in grades 5th- 12th attended the Hispanic Flamenco Ballet performances
- 58 WHS students inducted to the French, Latin, and Spanish Honor Societies
- 120 WHS students received gold, silver, and bronze medals, and honorable mentions in National Examinations
- 72 WHS students graduating with the Seal of Biliteracy

Areas of Celebration

- Increased student participation in the celebration of the target cultures through opportunities like the WL Festival, the WL Support Center, music and dance performances, field trips, guest speakers, volunteer work, and in-class enrichment activities throughout the year
- Newly-designed courses in French, Latin, and Spanish during the Summer Curriculum Academy
- New and updated benchmark assessments across languages and levels
- Updates in curricular units across languages and levels
- Student performance in national language exams and standardized assessments
- WHS students graduating with the Seal of Biliteracy

Takeaways & Next Steps

- Continue to increase opportunities and experiences for our students to become empathetic learners that appreciate and understand cultural diversity (i.e. cultural events, field trips, etc.)
- Continue to update curricula of identified high-priority courses during the Summer Curriculum Academy (French 6th-8th, Latin 1&2, Spanish K-12th)
- Enhance the programming and supports for our Multilingual Learners through our design and framework of

MTSS

World Language & Multilingual Learners, Grades K-12

Focus Areas:

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Gallery Walk and Artifact Review

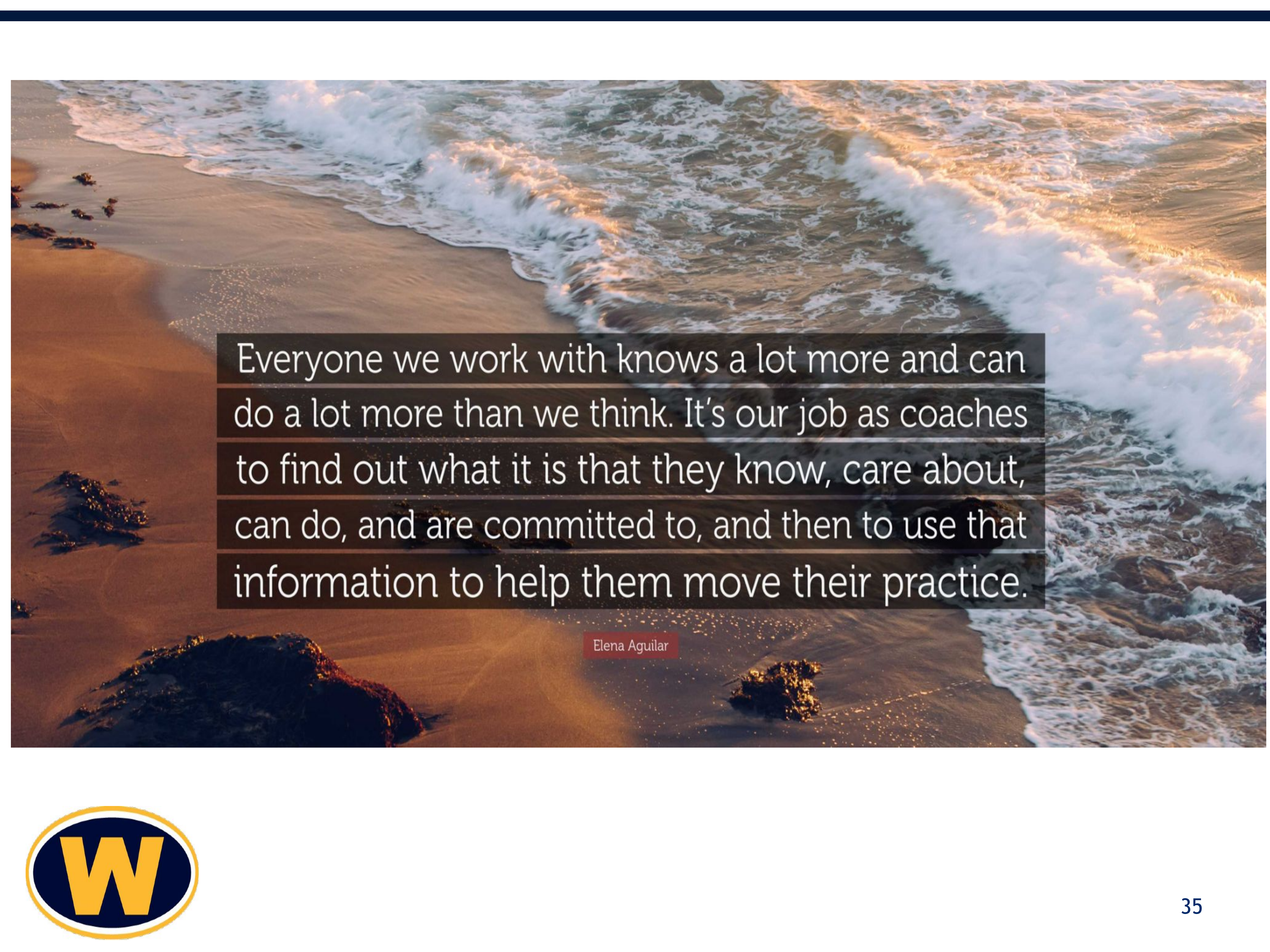
Directions: You will have time to engage in small group dialogue with the departments of your choosing to gather clarifying information and further discuss aspects of their work.

Guiding Questions: (Consider using the notecatcher)

- What do you appreciate most about the work highlighted today?
- What is something new you learned or better understood today?
- What work, idea, or artifact stood out to you as especially meaningful or impactful? Why?
- What questions, ideas, or wonderings do you still have?
- What themes, patterns, or district strengths do you notice across the work shared today?

Summer Curriculum Academy ('26)

- Changed the Structure for 2026
 - April - 30 teachers participated an average of 3 days in these content areas: ELA, Social Studies, Math, World Language, and Health/PE
 - June - 32 teachers will participate an average of 3 days in these content areas: ELA, Social Studies, Math, Science, World Language, Health/PE, and Visual Arts
- Who is working and how will they be organized?
 - Led and facilitated by their CIL
 - Approximately 62 teachers working between the April and June timeframes
 - 46 different teams across K-12
 - 8 different content areas
- Targeted curriculum-based tasks to be completed per team
 - Refresh K-12 Scope and Sequence, and Pacing Guides per grade
 - Update and/or Design Unit Plans
 - Design Common Assessments with common Rubrics
 - Identify explicit supplemental resources to support the curriculum (i.e. articles from newsela, exemplar tasks, project-based learning activities, additional literature options, etc.)



Everyone we work with knows a lot more and can do a lot more than we think. It's our job as coaches to find out what it is that they know, care about, can do, and are committed to, and then to use that information to help them move their practice.

Elena Aguilar

