



Curriculum Committee Meeting
Wednesday, February 12, 2025
9:30 AM
Zoom Webinar

- I. Call to order
- II. Approval of January meeting minutes
- III. Curriculum updates:
 - Holocaust Remembrance Day events
 - Parent Literacy Presentation to Parents (K-5)
 - February mid-year snapshot - BOE Feb 24th
- IV. Challenge Success Data Results Presentation
- V. Future meeting topics
- VI. Adjournment

Curriculum Committee Meeting

January 8, 2024 at 9:30 a.m.

Via Zoom

Present Committee Members:

David Felton (Chairperson), Lisa Luft

Present Administration:

Tina Henckel, Ed.D, Assistant Superintendent; Meghan Conetta, WHS Principal; WMS Principal Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Mercedes Fernandes, K-12 World Language CIL; Janice Utsogn, WHS Teacher; Andrea Noble, K-2 ELA and Social Studies CIL

1. Call to Order

The meeting called to order at 9:33 a.m.

Discussion:

Dr. Henckel reviewed the general purpose of the Curriculum Committee meeting and David Felton reviewed the virtual meeting norms.

2. Approval of December 2024 meeting minutes

Motion Passed: Move that the Curriculum Committee approve the December 2024 meeting minutes. This motion made by David Felton and seconded by Lisa Luft.

2 Yeas – 0 Nays

3. WHS Latin 3 Course Update

Discussion:

- Weston High School Latin teacher, Janice Utsogn spoke on enhancements to the Latin 3 course with a proposed addition of Early College Experience (ECE) course that would allow students to earn college credits through UConn.
- Students opting for this program will complete additional asynchronous work outside the classroom without extra costs to the district. Students who choose to enroll in the UConn course will have a dual enrollment for high school and college credit.
- Communication plans include informing parents as well as students about this opportunity during course selection. The Counseling Department informs students of these opportunities during weekly advisory time.

4. District Social Studies Committee Update

Discussion:

- Efforts are underway to align K-12 social studies curriculum with updated state standards.
- Andrea Noble reported on the focus of building vertical alignment and scaffolding from elementary through high school to ensure continuity and readiness.

5. Fall Community Climate Survey Data - Panorama

Discussion:

- A district-wide survey was conducted to gather feedback on five topics: barriers to engagement, school safety, school climate, learning behaviors and family engagement.
- Dr. Henckel discussed the purpose, overview and key findings and with the Committee.
- Survey design challenges, including interpretation of “neutral” responses, were discussed.
- The Committee discussed providing improved survey communication to parents with rating scale context about questions to enhance participation and understanding.

6. Future Meeting Topics

Discussion:

- Challenge Success Data Results
- Computer Science Update

7. Adjournment:

Meeting adjourned at 11:02 a.m.

Respectfully submitted,

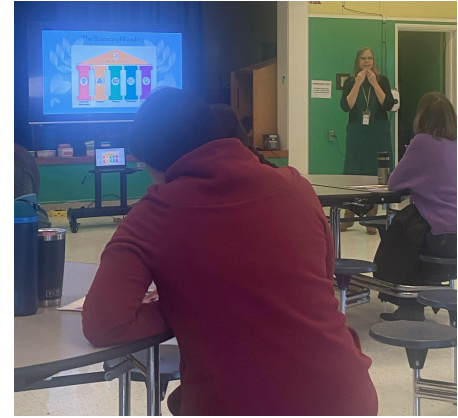
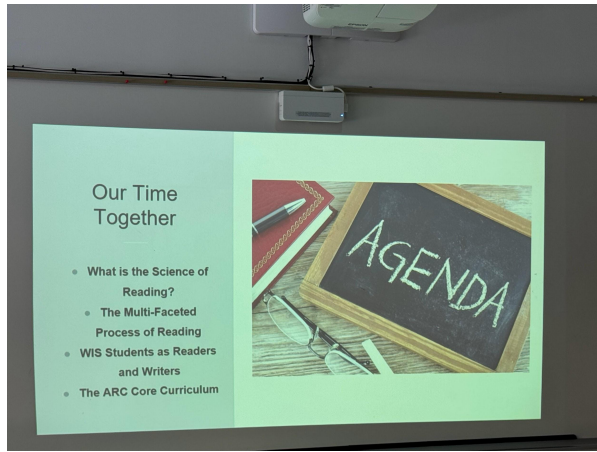
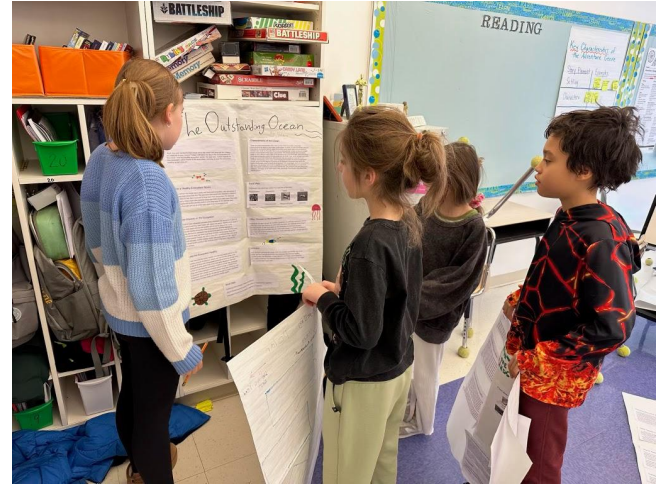
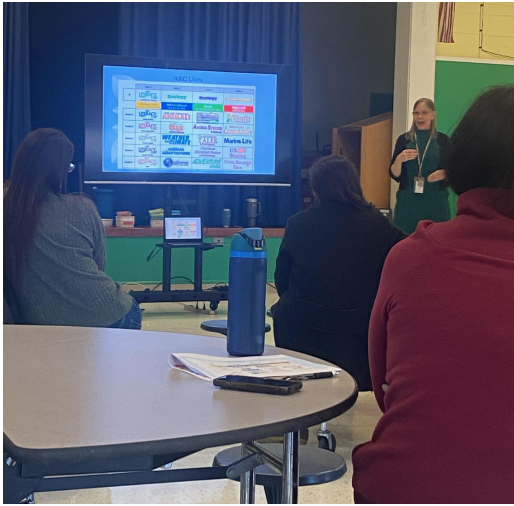
June Curiano



K-5 Parent Literacy Presentations

Presented to the BOE Curriculum Subcommittee

February 12, 2025



**Challenge Success
Student Survey 2024
Executive Summary
Weston High School (CT)**



**presented by
Dr. Brandon Wiley
School Partnership Coach**

CHALLENGE SUCCESS MISSION

Challenge Success partners with school communities to elevate student voice and implement research-based, equity-centered strategies that improve student **well-being, belonging, and engagement**



AN INTERCONNECTED OPPORTUNITY

We know from our research that **well-being, belonging, and engagement** are intrinsically linked and are critical components of student success.



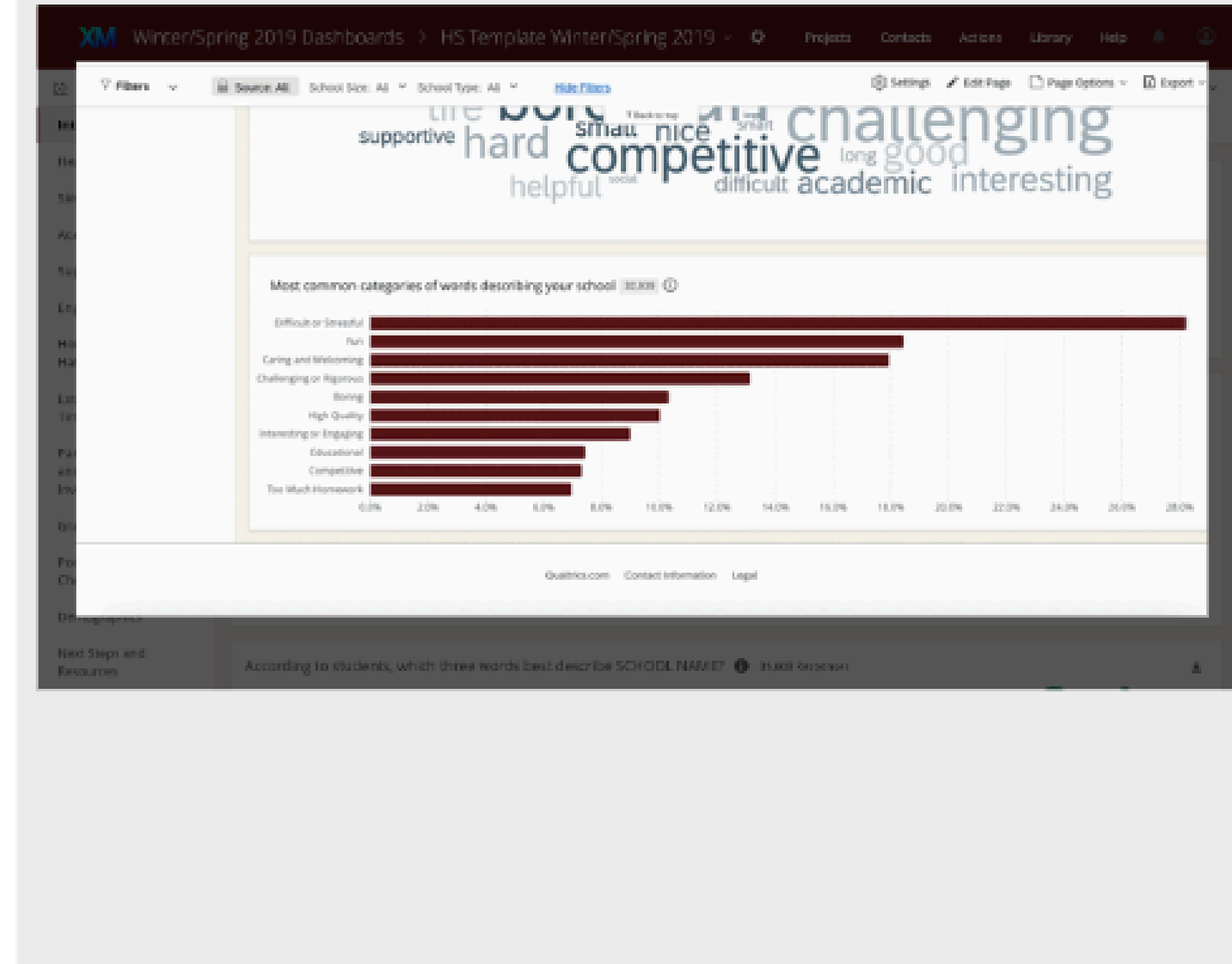
CHALLENGE SUCCESS

CHALLENGE SUCCESS SURVEY

Completed by over **350,000 middle & high schoolers** at over **500 schools**

Questions include items on:

- Academic engagement
- Physical and mental health
- Homework
- Academic worry
- Beliefs about teacher care and support
- Stress and ways to alleviate it



STUDENT SURVEY

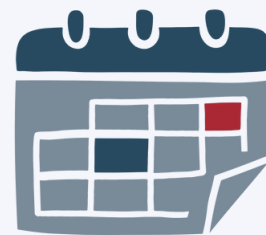
The Challenge Success- Stanford Survey of Student Experiences:

- Overseen by Stanford's Administrative Panels for the Protection of Human Subjects
- 647 Weston High School students took the survey

Topics Include:



Well-being, engagement, & belonging



Homework, sleep, & extracurriculars



Parent/caregiver expectations & academic integrity

STUDENT WELL-BEING

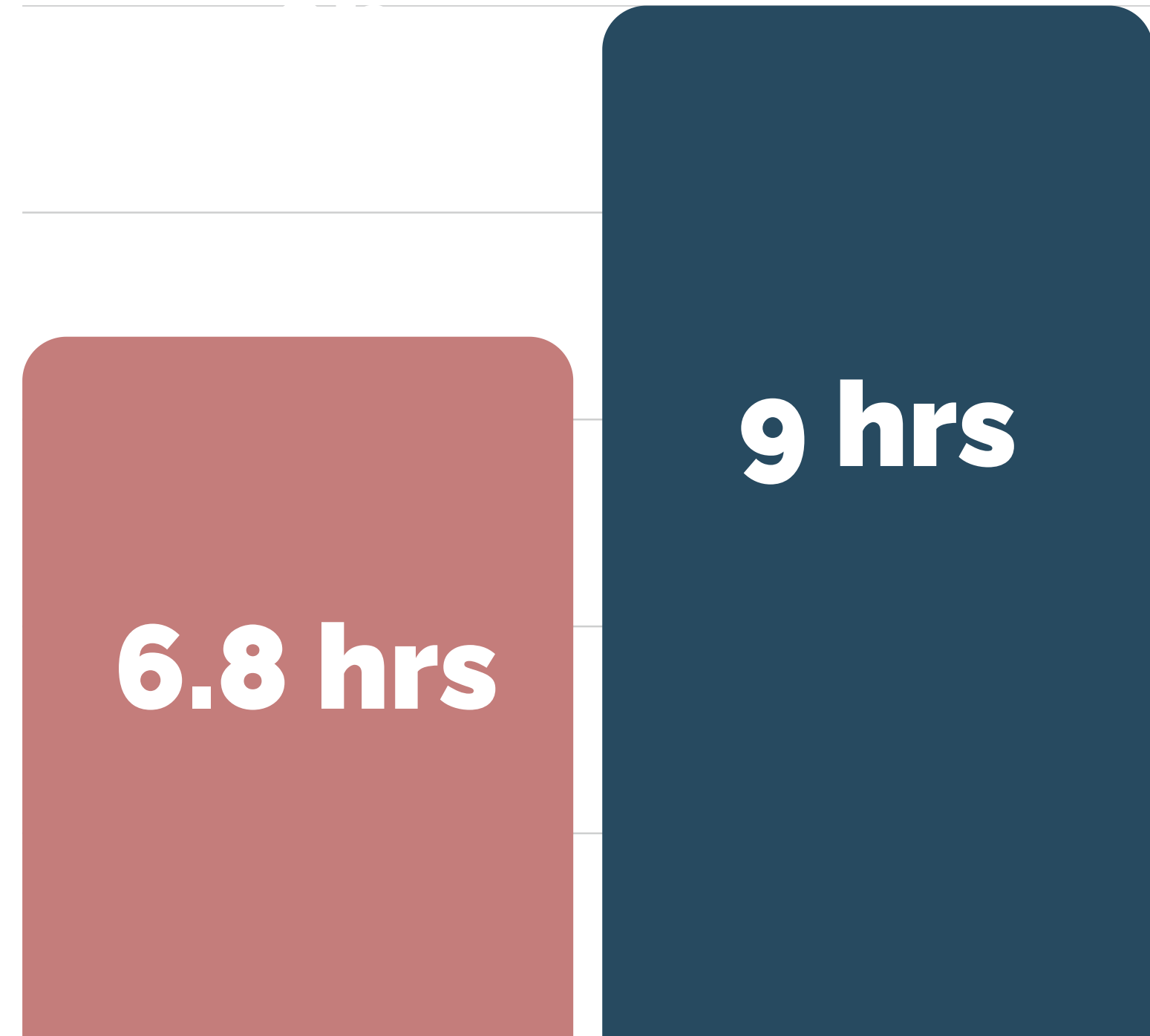
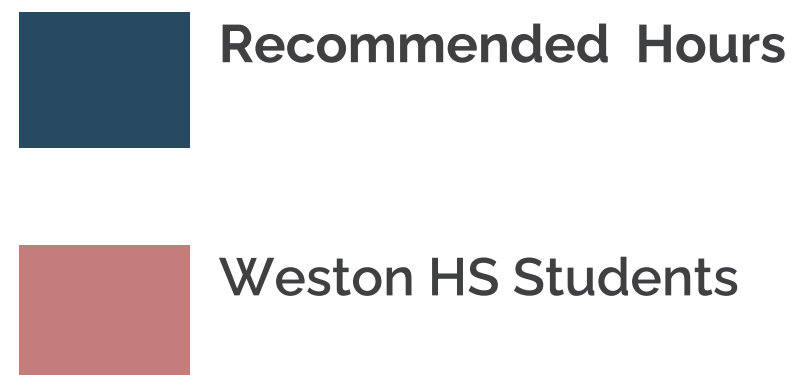


CHALLENGE SUCCESS

STUDENT SLEEP



- 2.2 hours *less* than the recommended amount
- 0.1 lower than CS 2-yr. Nat'l avg.
- 84% of students sleep with phone in their room



MAJOR SOURCES OF STUDENT STRESS

Grades, tests, quizzes, finals or other assessments

80

Overall workload & homework

67

Lack of Sleep

56

Procrastination or time management

55

Your future plans

52

Lack of time to play, relax, or spend time with friends & family

47

A specific class or classes

45

Sports

36

Mental health issues (depression/anxiety)

35

Peer relationships

32

My physical appearance

30

0 20 40 60 80



IMPACTS OF STUDENT STRESS



87% of Weston HS students reported at least **1 stress-related health symptom** in the past month



+7% higher than the CS 2-yr. national average

77% reported exhaustion
62% reported difficulty sleeping
58% reported headaches



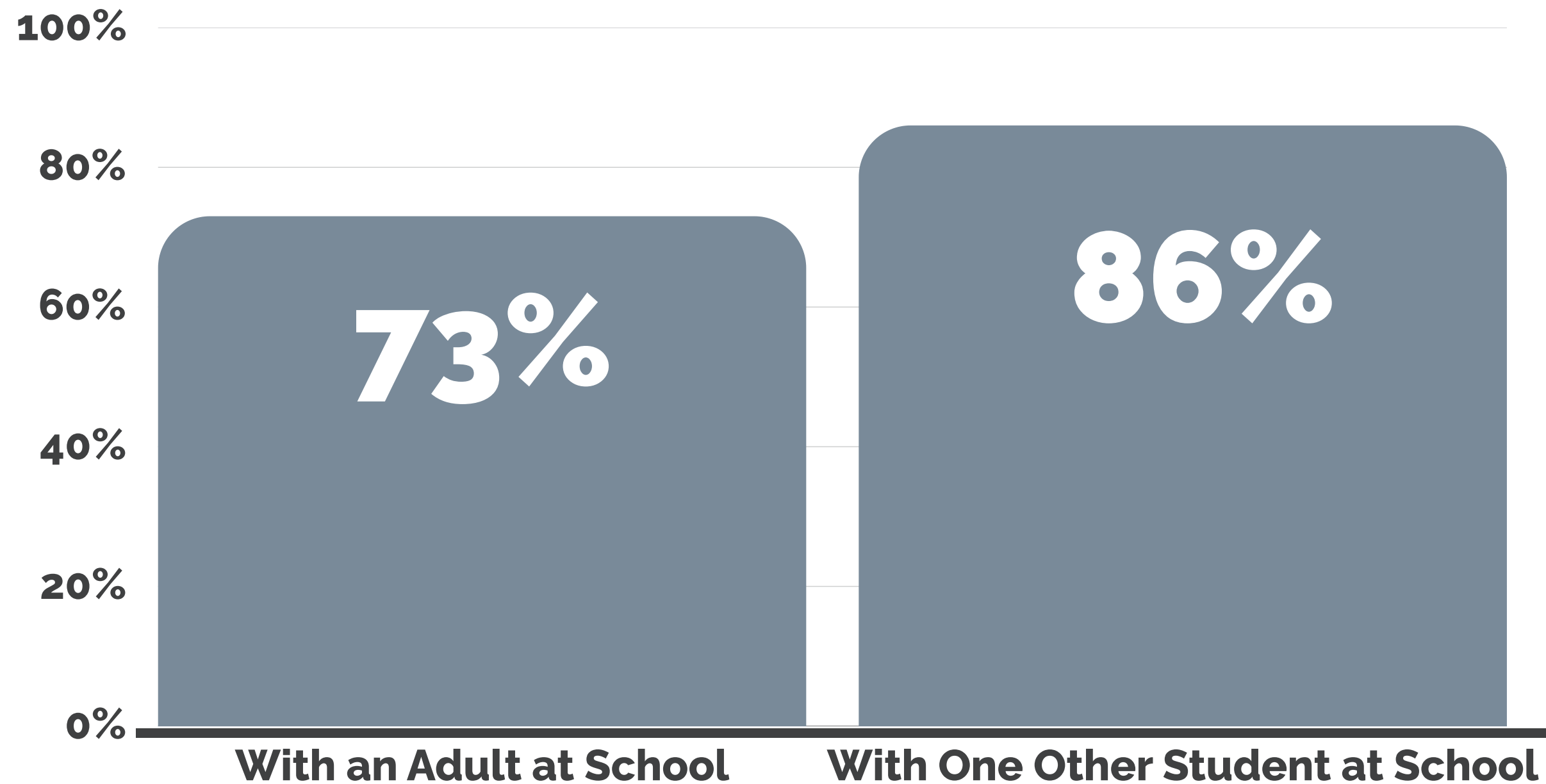
STUDENT BELONGING



CHALLENGE SUCCESS



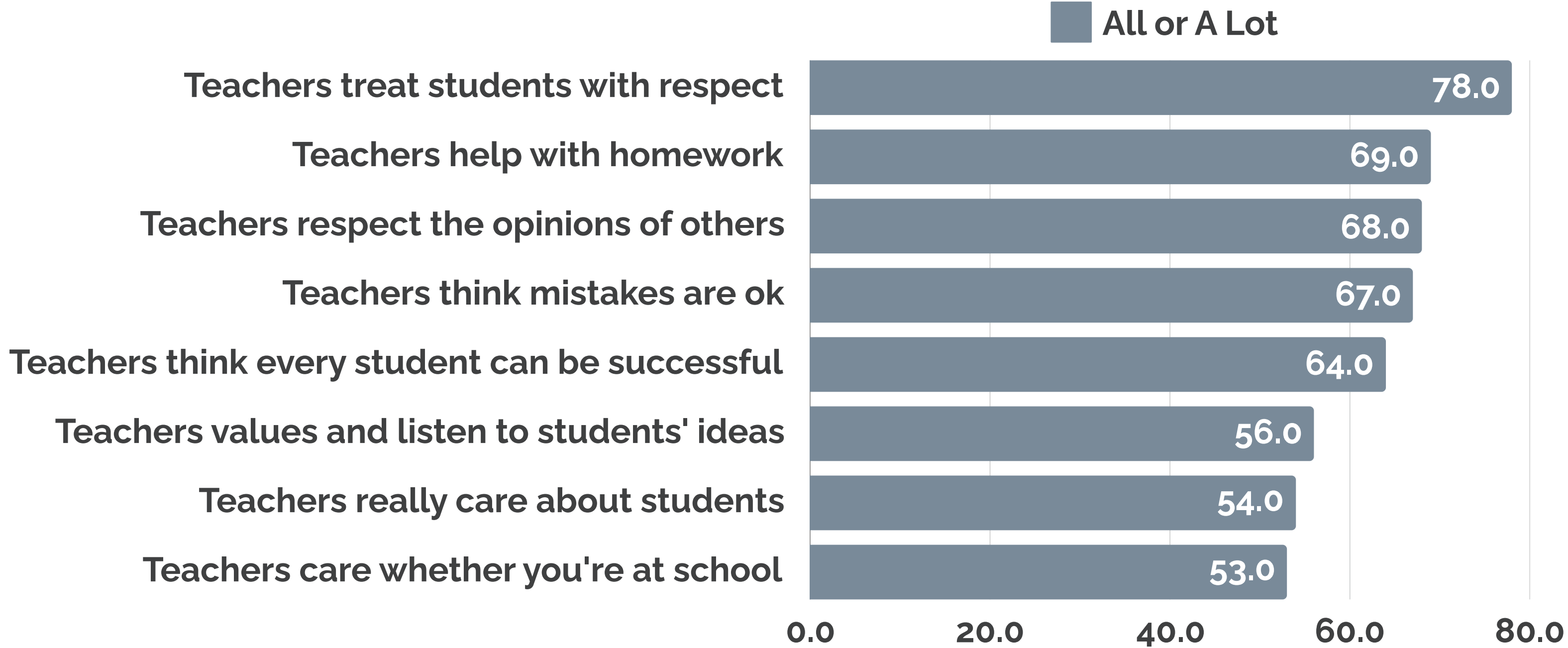
A TRUSTED CONNECTION



- 6% lower than national “go-to adult” rate
- 3% lower than national “go-to student” rate
- 53% of students said school counselor/psychologist/social worker was their go-to adult



STUDENT FEELINGS OF TEACHER SUPPORT



- 9th grade students feel highest teacher support overall at 69%

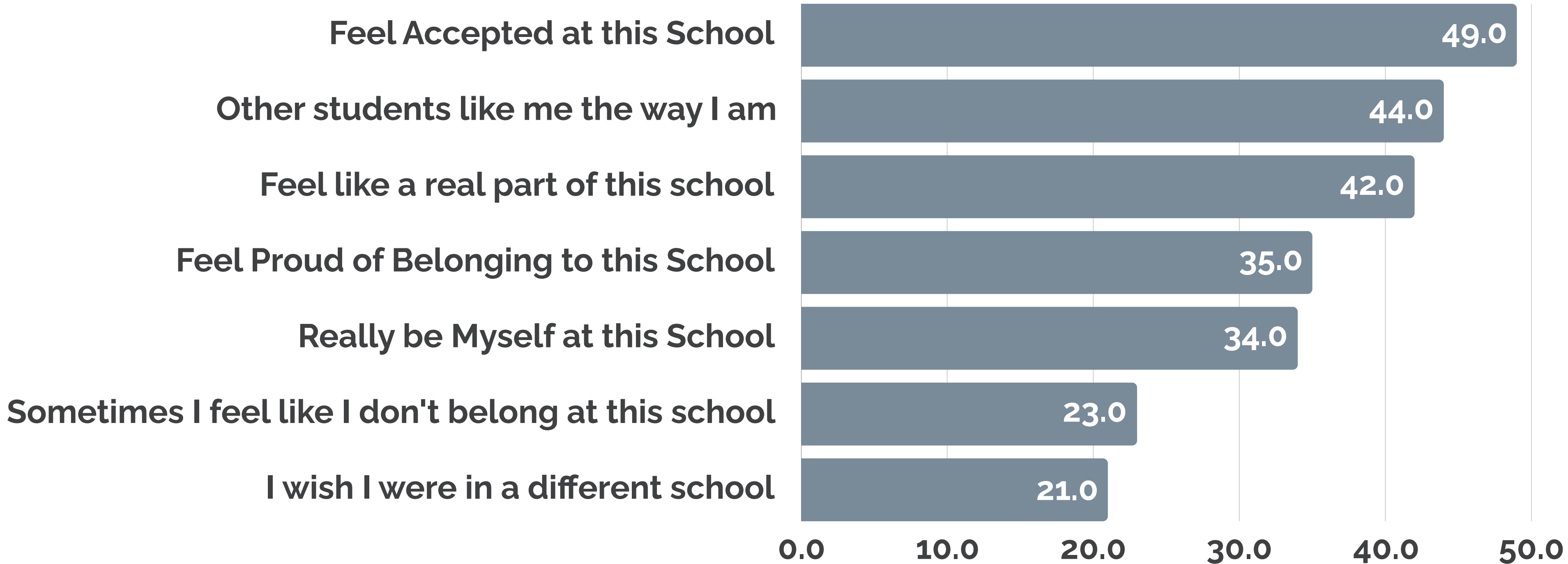
- Subgroups that feel the highest teacher support are: South Asian or Indian - 81%, Multi-ethnic/ multi-racial - 71% , Asian - 65%



STUDENT FEELINGS OF BELONGING



■ Completely or Quite True



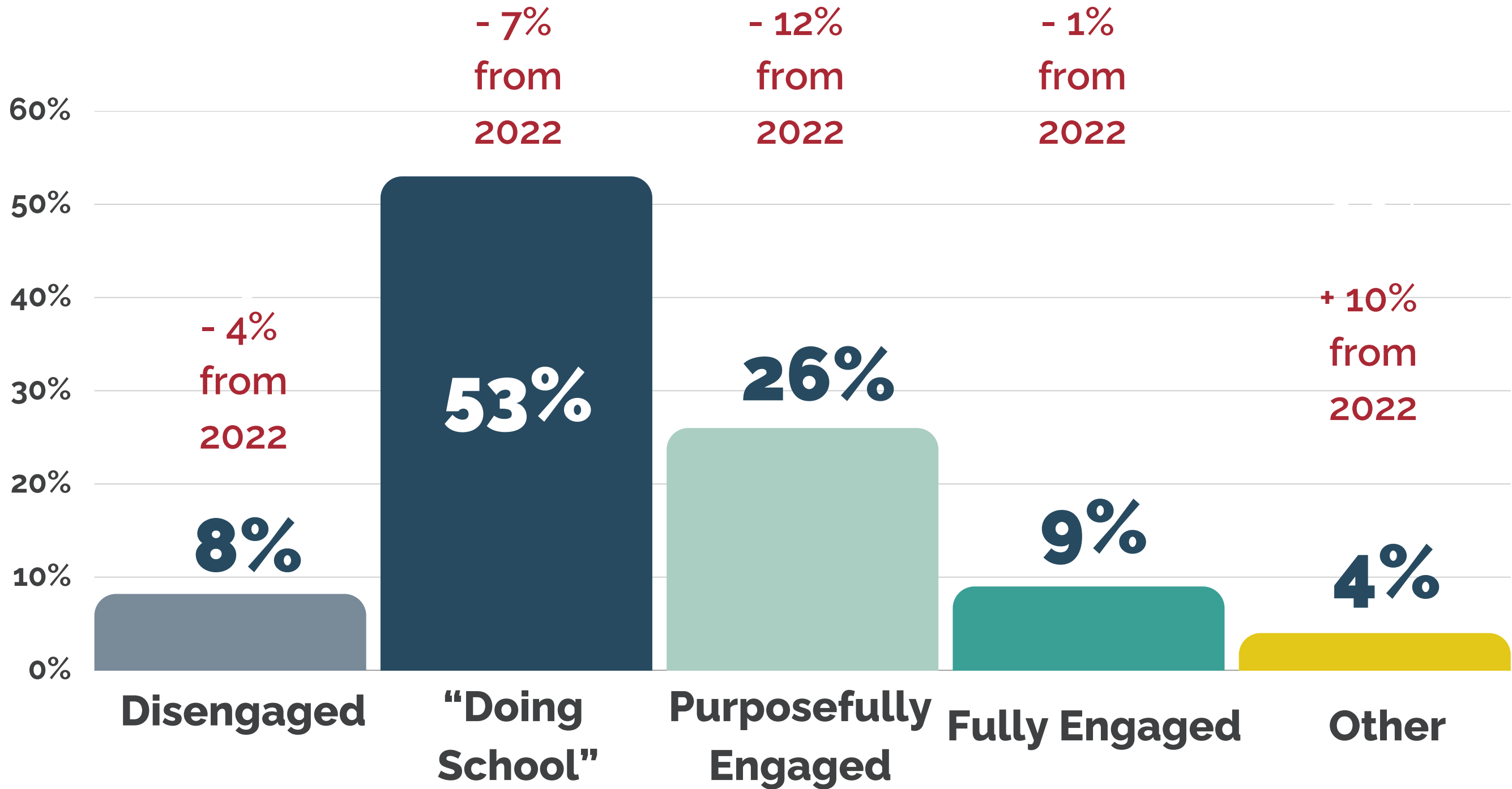
- Black (29%), Latina/o/x (36%), and South Asian or Indian (37%) students feel the least amount of belonging
- Girls/women (41%) and Non-binary (12%) students feel the least amount of belonging

STUDENT ENGAGEMENT



CHALLENGE SUCCESS

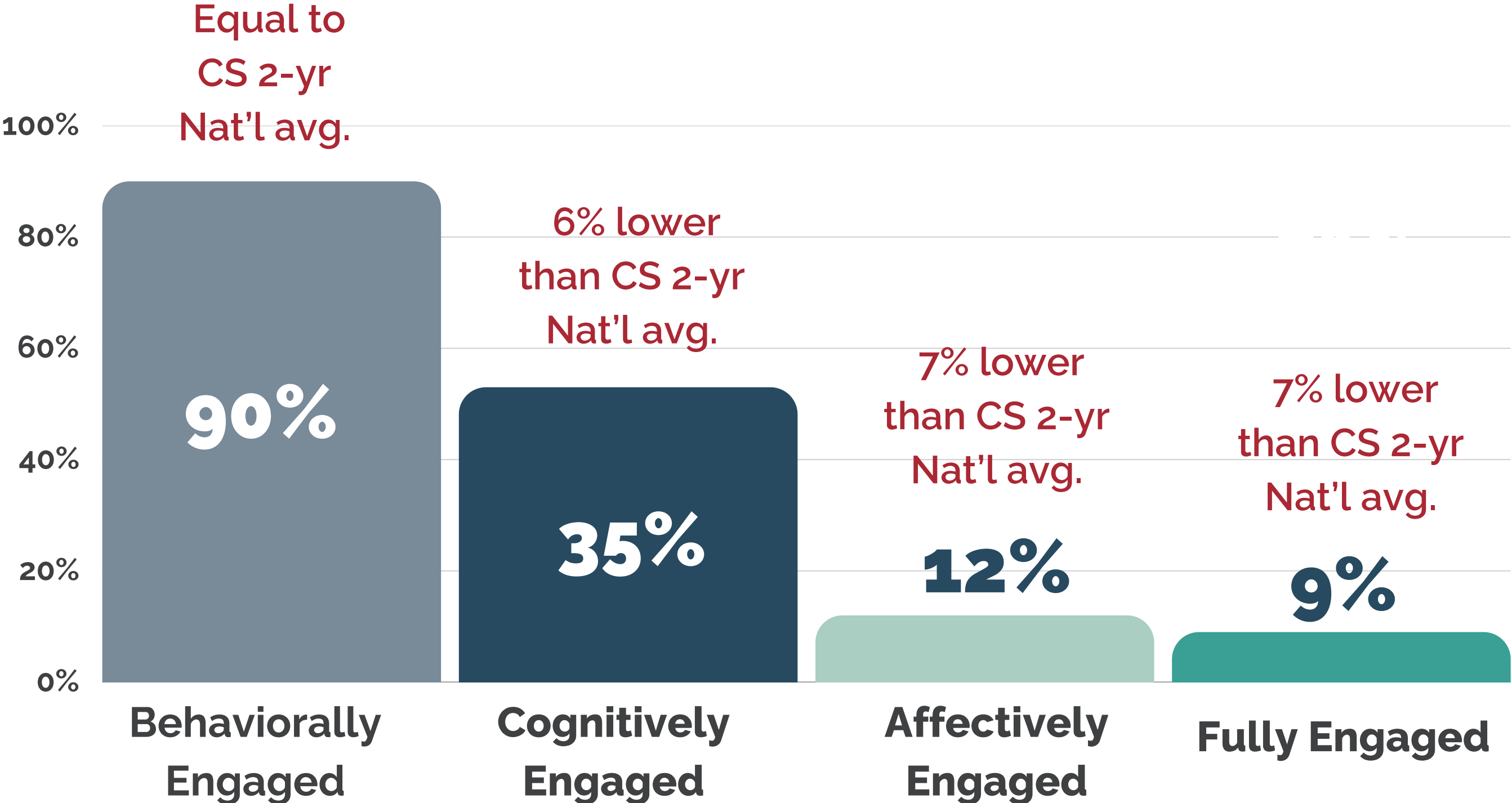
STUDENT ENGAGEMENT



- Latina/o/x students (81%), White (64%) and Asian students (64%) have the most students in the disengaged, doing school and other categories combined
- 10th Grade students (15%) have the most students in the disengaged and other categories combined



TYPES OF ENGAGEMENT



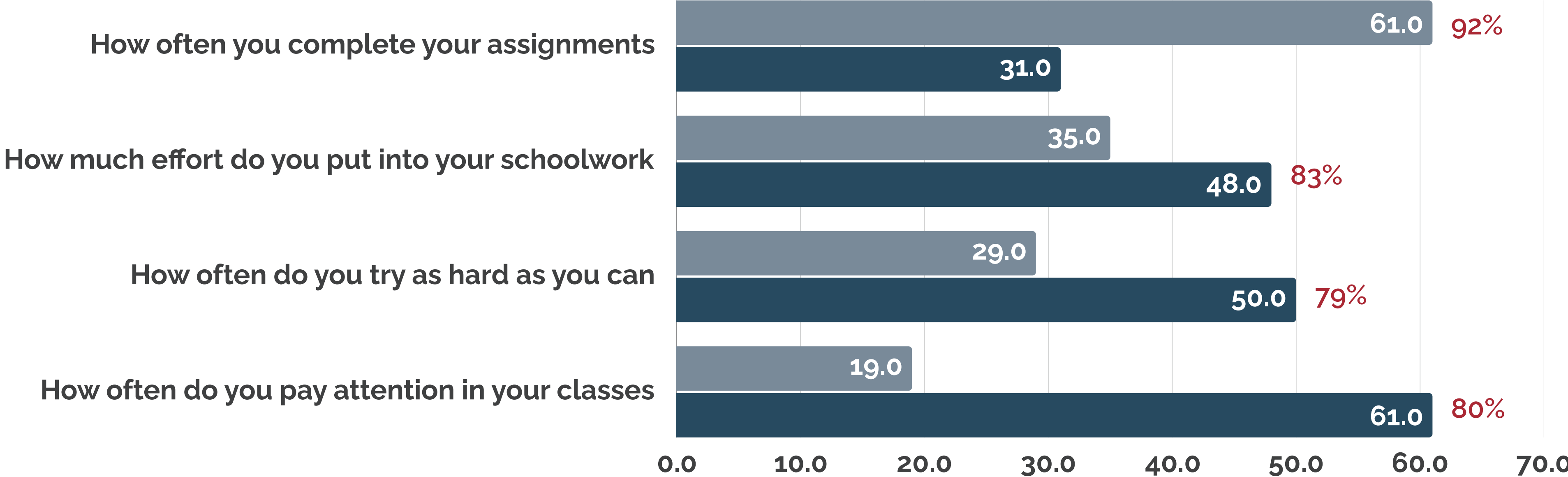
- **Fully engaged** students are behaviorally, cognitively, and affectively engaged. These students put a lot of effort into their schoolwork, find it to be meaningful, and enjoy what they are doing.



BEHAVIORAL ENGAGEMENT

(students find the work valuable and meaningful)

Always or A lot Often/Quite a Bit



*RED % = Combined "Always or A lot," and "Often or Quite a Bit"



CHALLENGE SUCCESS

COGNITIVE ENGAGEMENT

(students find the work valuable and meaningful)

Always or Often

Schoolwork helps you deepen understanding or skills

46.0

Schoolwork is useful preparation for your future

32.0

Find value in what you do in your classes

34.0

Find your schoolwork meaningful

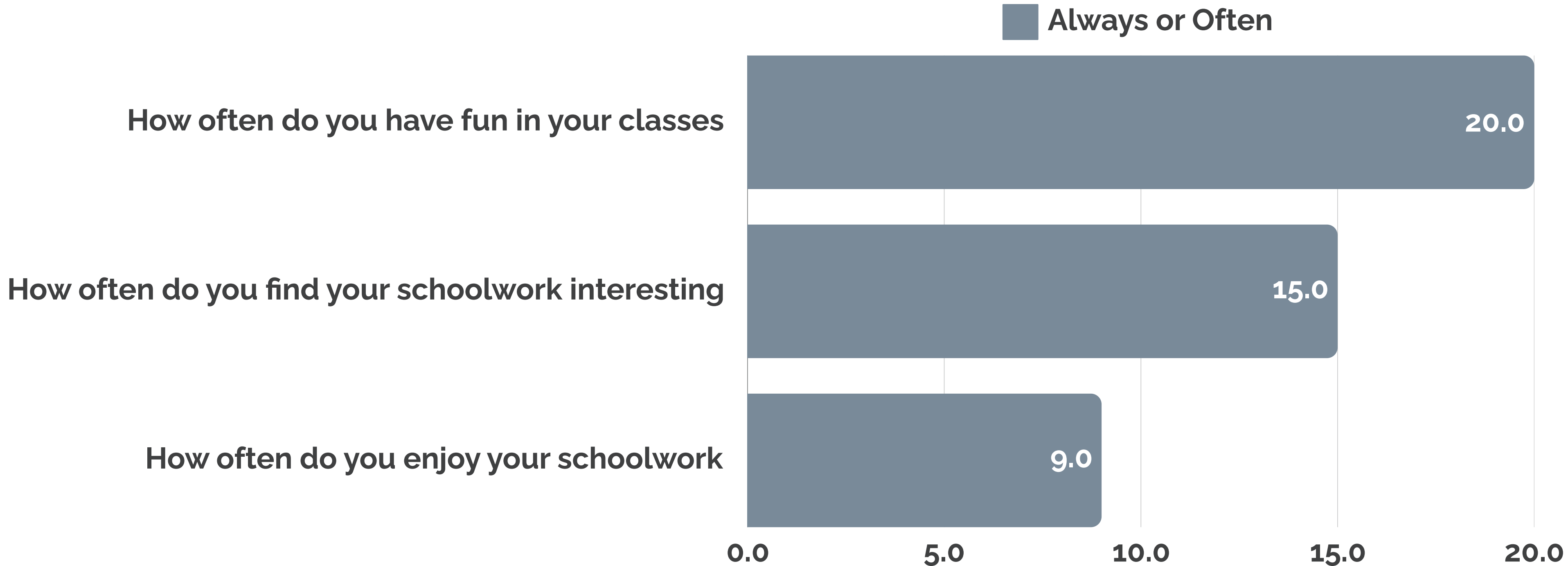
26.0

0.0 10.0 20.0 30.0 40.0 50.0



AFFECTIVE ENGAGEMENT

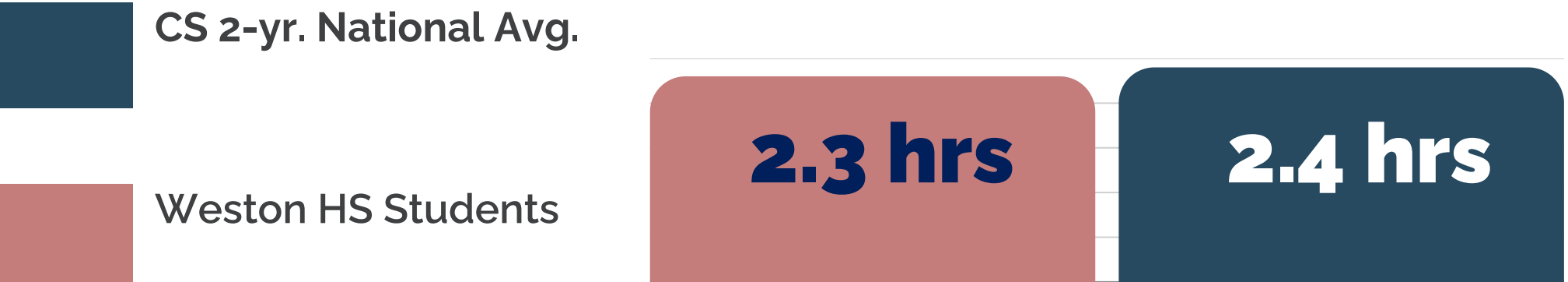
(students find the work enjoyable and interesting)



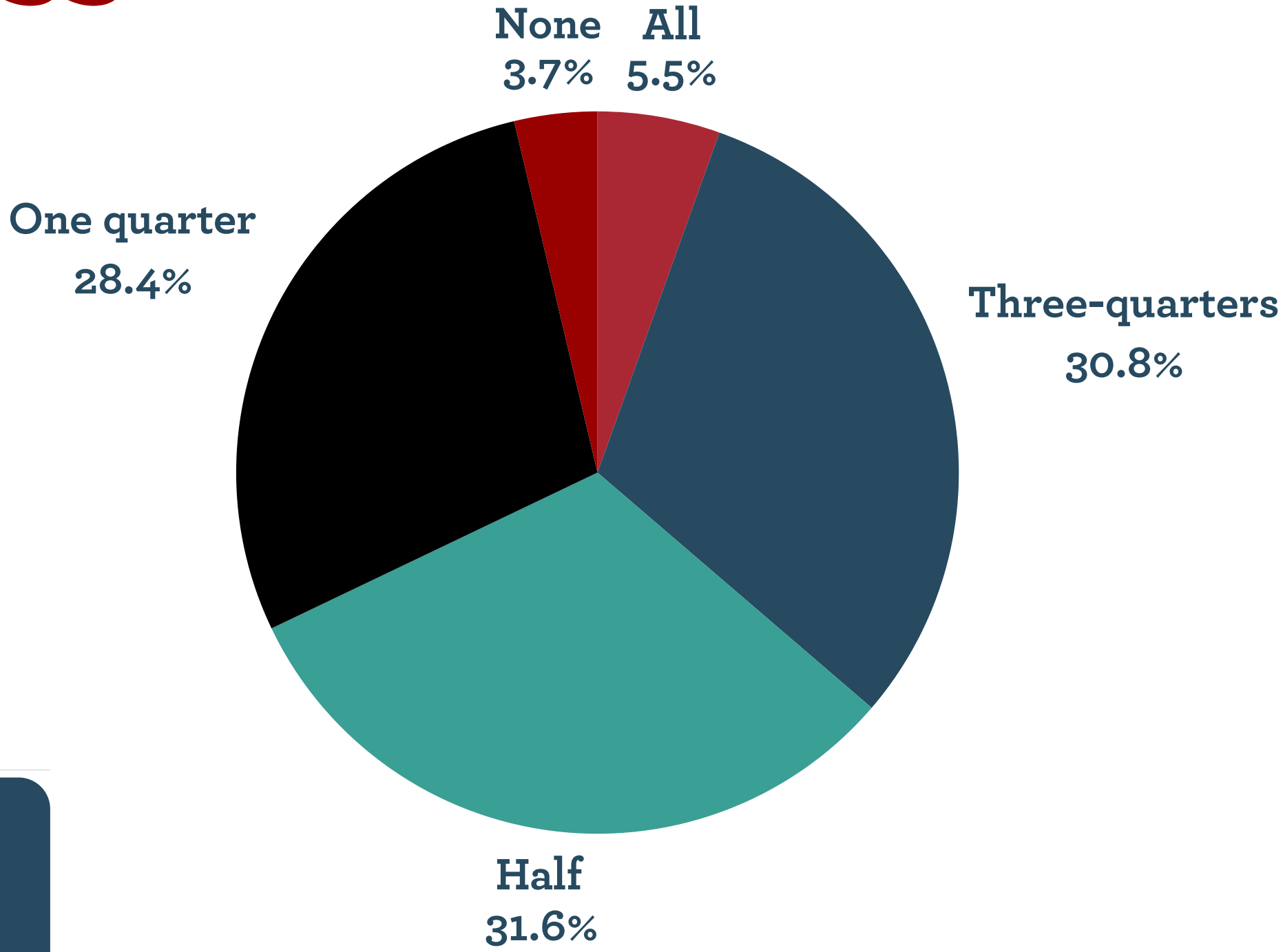
AMOUNT OF HOMEWORK & USEFULNESS



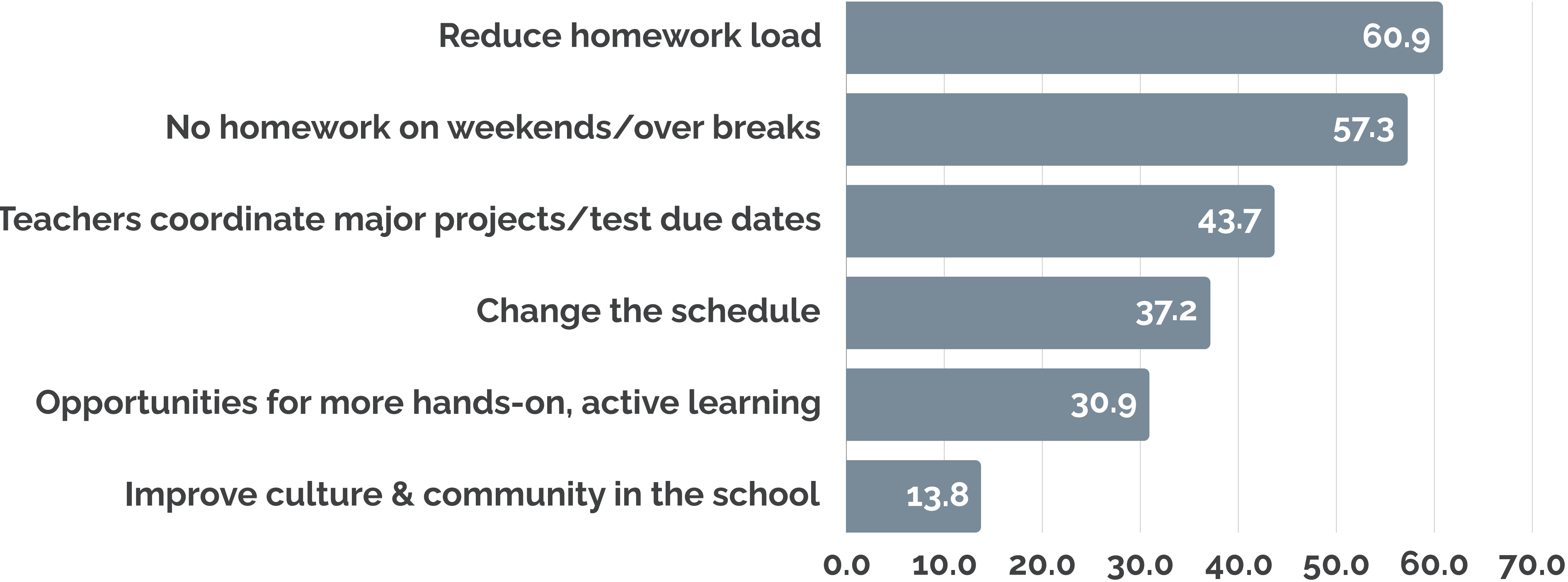
- 0.1 lower than CS 2-yr. Nat'l avg.
- 57% of students report "too much" homework; 43% report "just right"



How much of your homework is useful?



CHANGES THAT WOULD **IMPROVE THE STUDENT EXPERIENCE**



S.P.A.C.E. FRAMEWORK



SUPPORTIVE SCHEDULE
& USE OF TIME



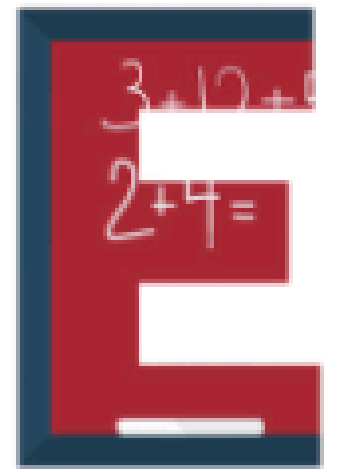
PEDAGOGY THAT
ENGAGES



ALTERNATIVE & AUTHENTIC
ASSESSMENT



CLIMATE OF CARE



EDUCATION FOR
EVERYONE

CHALLENGE SUCCESS