



Curriculum Committee Meeting  
Wednesday, February 4, 2026  
9:30 AM  
Zoom Webinar

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- I. Call to order
- II. Approval of January 2026 minutes
- III. Curriculum Updates:
  - Holocaust Remembrance Day highlights
  - World Read Aloud Day highlights
- IV. Mid-Year Data Snapshot Presentation
- V. Future meeting topics:
  - Future Ready Schools Framework and Standards (TBD)
  - Personal Finance/Business Writing (CaG Documents)
  - MTSS System Series Part 1: K-5 (March)
  - MTSS System Series Part 2: 6-12 (April)
- VI. Adjournment

## **Curriculum Committee Meeting**

January 7, 2026 at 9:30 a.m.

Via Zoom

### Present Committee Members:

Lisa Luft (Chairperson) Peter Gordon, Nicole Wallach

### Present Administration:

Erica Forti, Superintendent; Dr. Tina Henckel, Assistant Superintendent; Dan DiVito, Director of Digital Learning and Technology; Meghan Conetta, WHS Principal; Nick Torres, WHS Assistant Principal; Jason Bluestein, WMS Principal; Shawna Johnson, CIL 6-12 Social Studies; Shara Kolodney, Grade 6 Teacher

### **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 the virtual meeting norms.

### **2. Approval of November and December 2025 meeting minutes**

#### November Meeting Minutes:

Motion Passed: Move that the Curriculum Committee approve the November 2025 meeting minutes. This motion made by Lisa Luft was un-seconded.

#### December Meeting Minutes:

Motion Passed: Move that the Curriculum Committee approve the December 2025 meeting minutes. This motion made by Peter Gordon was un-seconded.

### **3. Overnight Field Trip—Model UN Conference at Harvard**

#### Discussion:

- Assistant Principal Torres presented on the Model UN overnight field trip request. He explained that the club has grown significantly and currently has 12 committed students.
- The Harvard Model United Nations conference is a structured, educational simulation of a UN General Assembly experience.
- The trip is hosted by Harvard MUN. The trip logistics are contained and manageable. Students will travel by train from Stamford to Boston, stay at the Copley Marriott, and attend the conference within the connected hotel facilities.
- Approximately 12 students will attend, accompanied by Mr. Torres as the WHS administrator on site as well as faculty advisor Renate Roehl.
- Committee members expressed strong support, citing the authenticity and educational value of the experience.
- The administration recommended moving forward with the trip and sought committee and full Board approval.

## 4. Curriculum Updates

Discussion:

### No Place for Hate Update - WMS

- Principal Bluestein, Shara Kolodney, and students Leo Wolfson and Abby DiLanni presented on Activity 1, the first No Place for Hate school-wide activity at Weston Middle School.
- The activity centered on identity as the foundation for understanding and acceptance, and used the ADL Identity Iceberg exercise to deepen students' self-awareness and empathy by discussing visible and hidden aspects of identity.
- Feedback showed students overwhelmingly committed to kindness, respect, and inclusivity, and suggested ongoing school-wide actions like assemblies and clubs.
- Staff input highlighted the need for more planning time for teachers and additional community-building icebreakers before difficult conversations.
- The mixed-grade format was generally liked, though some students expressed discomfort; plans include experimenting with different groupings to accommodate all comfort levels.
- Planning for Activity Two is underway, with separate teams focusing on strategic and detailed implementation, aiming to build on lessons learned.

### Holocaust Remembrance Day and Anne Frank Traveling Exhibit

- Curriculum Leader Shawna Johnson spoke on the upcoming events planned for the high school and middle school.
- Holocaust Remembrance Day programming has expanded to ensure all WHS and WMS students participate in assemblies featuring speakers sharing firsthand and surviving family member Holocaust experiences.
- In May, a traveling Anne Frank Exhibit with 32 panels will be hosted at both schools, guided by 20 trained student docents.
- Curriculum enhancements include a proposed historical fiction novel, *When We Flew Away*, by Alice Hoffman, to provide emotional context and prepare students before the exhibit.
- The program aligns with the other initiatives like the No Place for Hate campaign, reinforcing themes of respect and inclusion throughout the district.
- A community event for the exhibit is scheduled on May 13.

## 5. AI Advisory Committee Progress to Date

Discussion:

- The AI Advisory Committee is co-lead by Dr. Henckel and Dan DiVito and includes teachers, administrators, IT staff and student representatives, providing diverse and critical perspectives for AI use.
- The committee developed guiding principles for ethical AI use focused on students in grades 6-12 and educators, emphasizing AI as a tool to enhance and not replace teachers.
- Professional development is underway, including AI-focused sessions planned for the March 27 PD day, aimed at building teacher confidence and literacy.
- Four AI educational tools are under review. The committee is taking a detailed and cautious approach to finalizing a product or products for adoption. None have been adopted yet.
- The committee is mindful of privacy laws, specifically the Connecticut Student Privacy Act, and prohibits use of non-compliant AI platforms like ChatGPT with student data. Approved

free tools like Google Gemini comply with privacy legislation and restrict data use to prevent model training on student information.

- Teachers will control AI access levels for students, limiting AI use to feedback rather than full access to AI writing/composing capabilities.
- The District anticipates that adopting a high-quality AI tool could replace some existing instructional software over multiple years, potentially reducing costs.

## **6. Adjournment**

Meeting adjourned at 10:50 a.m.

Respectfully submitted,  
June Curiano

DRAFT

# 2026 Holocaust Remembrance Day



Marc Fontaine  
presents to 6th  
grade

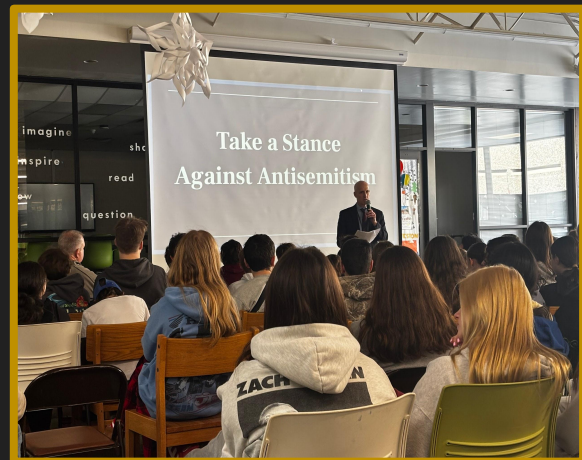


*"It gives [students] an example and inspiration... to become those voices and helpers to challenge injustice, bigotry, and hate."*

*"It gives me hope to meet your students—what a kind and intelligent bunch of kids who will go on to do great things and make the world a better place."*



Rabbi Friedman presents to 7th grade



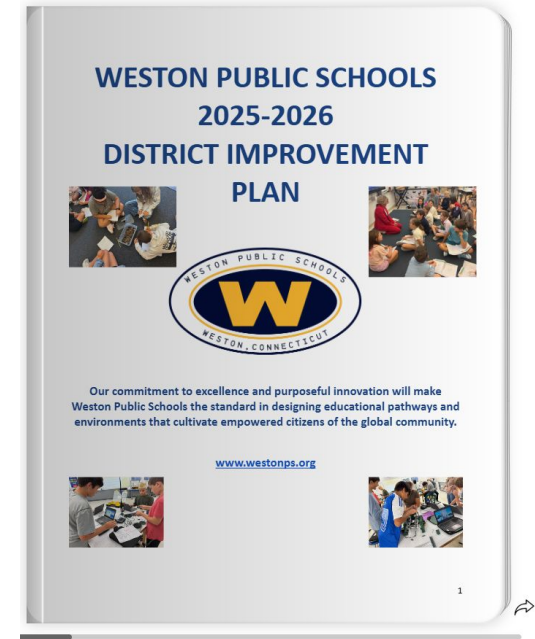
WHS JSU presents to 8th grade



WHS - Annie Bystryn



WHS - Andy Sarkany



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# Weston's 2026 Midyear Snapshot: Progress on District Improvement Goals

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Board of Education Curriculum Subcommittee Meeting  
February 4, 2026

# Areas of Focus

Section 1: Academic Excellence: Teaching & Learning

1A: Math

1B: English Language Arts

1C: Science

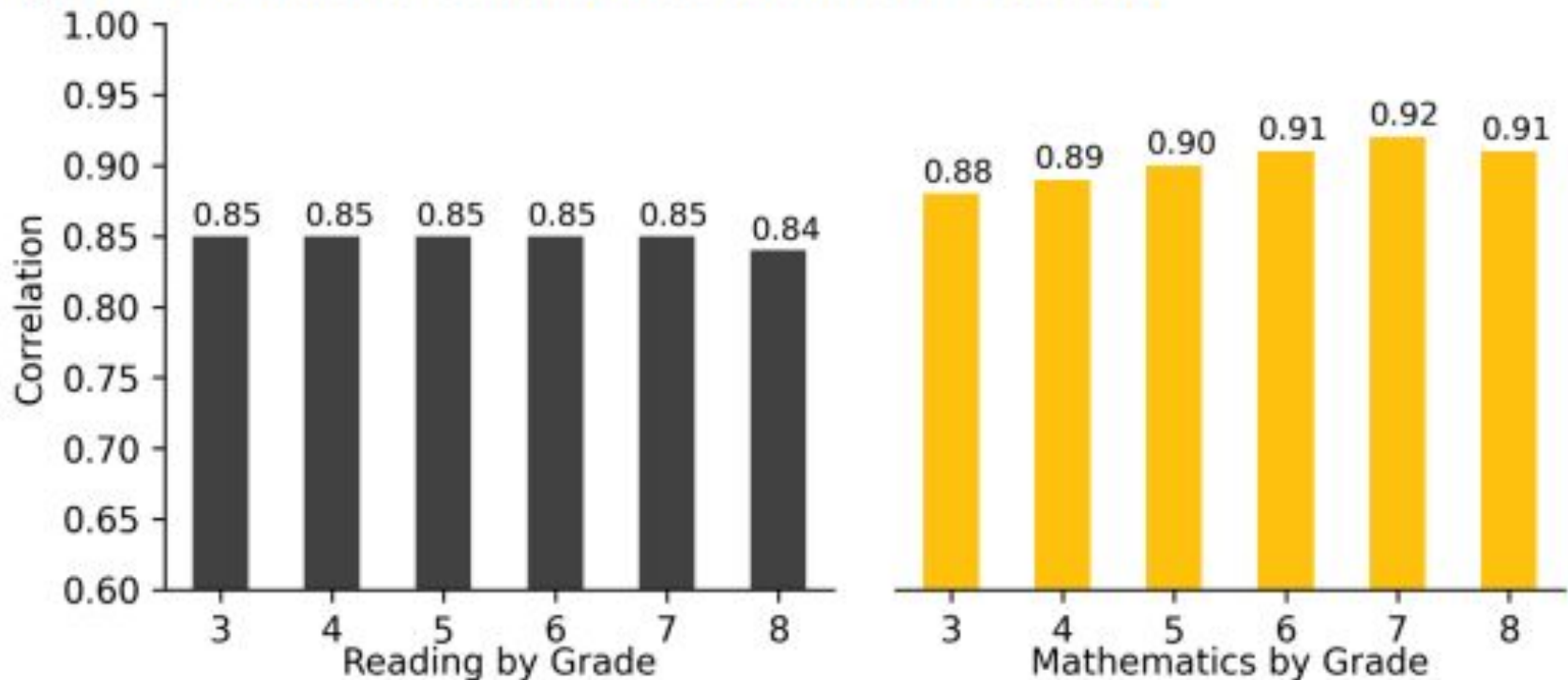


# Agenda

- How are students performing at mid-year based on our current winter achievement data snapshot in math and reading?
- What key quantitative data points inform our understanding of achievement progress to date, recognizing the winter testing window is still open and make-ups are ongoing?
- What strategic priorities will guide our focus in the second half of the year, with districtwide growth results to be <sup>8</sup> reported in the spring once all assessments are complete<sup>3</sup>?

# Summary of Updated Linking Study (July 2025)

Figure E.1. Correlations Between MAP Growth and SBAC Test Scores



Source: [NWEA \(2025\). SBAC–MAP Growth Linking Study Report \(End-of-Grade\). July 2025.](#)



# Why “On Track” Benchmarks Increase from Fall → Winter → Spring

**Key Idea:** *The benchmark rises because students are expected to grow over the year.*

## What this means

- A student’s “on track for proficiency” RIT score is **higher in winter than fall**, because learning is expected to increase as instruction continues.

Sample: Grade 3 NWEA “On Track” to achieve grade level proficiency.

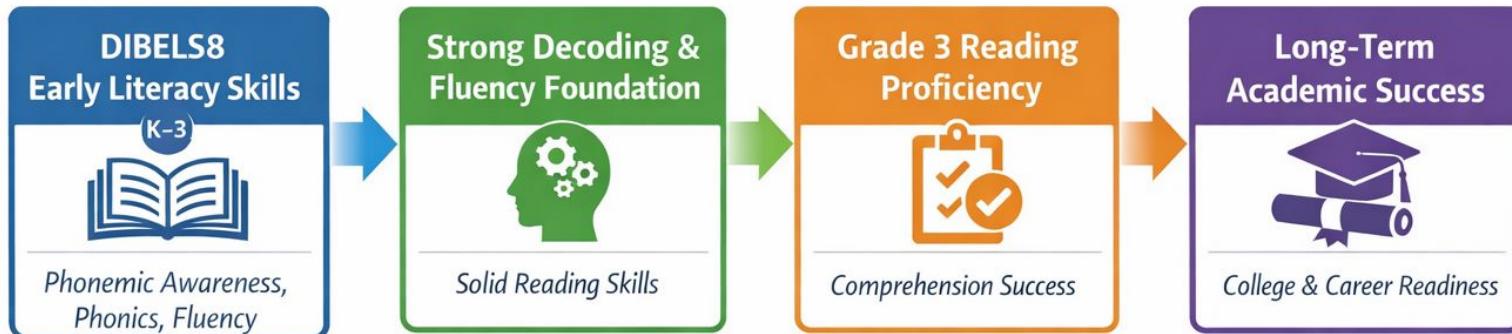
“On Track”	FALL	WINTER	SPRING
Reading	191	196	199
Math	188	197	203

Students are working toward a moving target because proficiency readiness increases as they receive more instruction throughout the year.

# DIBELS8 Reading Success Pathway

## Why We Use DIBELS8 (K–3)

*A Strong Predictor of Reading Success*



*DIBELS8 measures foundational reading skills strongly linked to later reading proficiency.*

# Math District Progress: Achievement and Growth based on NWEA

**Goal: Ensure ALL students demonstrate growth and deepen their conceptual understanding of mathematical concepts so that they see themselves as capable mathematicians.**

## **Achievement Goal:**

By June 2026, a minimum of:

- 92% of students in grades K-2 will meet or exceed the on-grade level expectations (50th percentile) as measured by the NWEA Map Assessment. (2024 Fall Avg @ 50th percentile for 1&2=79%; Spring 2025 = 96%; Fall 2025 1 & 2= 89%)
- 84% of students in grades 3-8 will meet or exceed the grade level proficiency targets as measured by the Smarter Balanced Assessment (Spring 2024 = 78%; Spring 2025 = 81%; Fall 2025 NWEA Baseline = 78%)
- 64% of Algebra 1 and Algebra 1 Linear Equation students will demonstrate proficiency (61st percentile or better) as measured by the NWEA spring assessment (44% met or exceeded in Spring 2025; Fall Baseline 61%).
- 75% of eleventh-grade students will meet or exceed the College and Career Readiness Benchmarks as measured by the Math SAT scores (Spring 2024=62%; Spring 2025 = 72%)

## **Growth Goal:**

By June 2026, a minimum of:

- 75% of all students in grades 1-Algebra 1 will meet or exceed their projected growth targets as measured by the NWEA Map Assessment (Spring 2024=76%; Spring 2025 = 81%)
- 75% of Students with Disabilities (SwDs) in grades 1-9 will meet or exceed their projected growth targets as measured by the NWEA Map Assessment (Spring 2024=67%; Spring 2025 = 71%)



# Section 1: Academic Excellence



## 1A: Math - NWEA Formative Progress

MATH	*2026 Achievement	
<b>NWEA (Grades K-2)</b>	Fall	Winter
K: % of students who met or exceeded the 50th achievement percentile	N/A	92%
1: % of students who met or exceeded the 50th achievement percentile	89%	93%
2: % of students who met or exceeded the 50th achievement percentile	89%	95%
<b>NWEA (Grades 3-Algebra 1)</b>	Fall	Winter
3: % of students will meet or exceed the 61st achievement percentile	72%	70%
4: % of students will meet or exceed the 61st achievement percentile	69%	71%
5: % of students will meet or exceed the 61st achievement percentile	66%	77%
6: % of students will meet or exceed the 61st achievement percentile	81%	80%
7: % of students will meet or exceed the 61st achievement percentile	87%	90%
8: % of students will meet or exceed the 61st achievement percentile	85%	89%
Algebra 1: % of students will meet or exceed the 61st achievement percentile	61%	69%

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*\*Data captured as of 2/2/26 and does not yet reflect completion of the winter testing window.*



# Section 1: Academic Excellence

## Highlights of District and School Action Steps:

### 1A: Math

- Implement and strengthen student-centered, problem-based math instruction (Illustrative Math and Building Thinking Classrooms)
- Use multiple data sources (NWEA MAP, SBA, formative tasks) to inform Tier 1 instruction and interventions
- Conduct instructional coaching cycles focused on responsive planning and mathematical discourse

# ELA District Progress:

## Achievement and Growth based on DIBELS8 & NWEA

**Goal:** Ensure all students achieve grade-level reading proficiency by grade 3 and continue developing literacy and critical thinking skills through grades 4-12, using reading and writing as tools to understand and engage with content across subjects, with a particular emphasis on refining the writing process in high school.

### Achievement Goal:

By June 2026, a minimum of:

- 95% of students in grades K-3 will demonstrate grade-level benchmark proficiency as measured by the DIBELS8 composite score. (Fall 2024 baseline 82%; Spring 2025 = 94%; Fall 2025 baseline 83%)
  - 67% of students with disabilities (SwDs) in grades K-3 will meet or exceed grade level benchmark proficiency as measured by the DIBELS8 composite score. (Fall 2025 baseline 63%; Spring 2025 = 82%)
- 85% of students in grades 3-8 will meet or exceed grade level proficiency targets as measured by the Smarter Balanced Assessment (Spring 2024=80%; Spring 2025 82%; Fall 2025 NWEA= 80%)
- 76% of students in English 9 will meet or exceed the 61st achievement percentile as measured by the NWEA Map Reading Assessment. (Spring 2025= 73%)
- 94% of our eleventh-grade students will meet or exceed the 2024 College and Career Benchmarks as measured by the EBR/W SAT School Day assessment. (2024=91%;Spring 2025 = 91%)

### Growth Goal:

By June 2026, a minimum of:

- 62% of students in grades 3-9 will meet or exceed their projected growth targets as measured by the NWEA Map Reading assessment. (2024=56%; Spring 2025 = 58%)
- 60% of students with disabilities in grades 3-9 will meet or exceed their projected growth targets as measured by the NWEA Map Reading assessment. (2024=46%; Spring 2025 = 56%)

# Section 1: Academic Excellence



## 1A: ELA - DIBELS8 & NWEA Formative Achievement Progress

ELA	*2026 Achievement	
	Fall	Winter
<b>DIBELS8 (K-3)</b>	Fall	Winter
K: % of students who met/exceeded grade level benchmarks based on the Composite Score	65%	91%
1: % of students who met/exceeded grade level benchmarks based on the Composite Score	91%	94%
2: % of students who met/exceeded grade level benchmarks based on the Composite Score	91%	95%
3: % of students who met/exceeded grade level benchmarks based on the Composite Score	86%	86%
<b>NWEA (Grades 3-English 9)</b>	Fall	Winter
3: % of students who met/exceeded the 61st achievement percentile	78%	88%
4: % of students who met/exceeded the 61st achievement percentile	77%	79%
5: % of students who met/exceeded the 61st achievement percentile	81%	84%
6: % of students who met/exceeded the 61st achievement percentile	75%	75%
7: % of students who met/exceeded the 61st achievement percentile	80%	83%
8: % of students who met/exceeded the 61st achievement percentile	79%	92%
English 9: % of students who met/exceeded the 61st achievement percentile	82%	89%

*\*Data captured as of 2/2/26 and does not yet reflect completion of the winter testing window.*



# Section 1: Academic Excellence

## District and School Action Steps:

### 1B: ELA/Reading

- Strengthen Tier 1 literacy instruction with explicit, differentiated reading and writing strategies (Structured Literacy, ARC Core, UDL)
- Leverage ongoing assessment data (DIBELS8, NWEA MAP, IABs) through data teams to identify needs and adjust instruction
- Embed coaching cycles and collaborative planning for reading/writing instruction (feedback, conferring, calibration)

