

Board of Education Regular Meeting

Tuesday, March 15, 2022 7:30 PM

Hammonasset Room / Zoom, 10 Campus Drive, Madison, CT 06443

I. Call to Order / Pledge of Allegiance

I.A. Pledge of Allegiance

II. School / Community Session

II.A. Public Participation

III. Communications Report

Speaker(s): Zoe Roos

IV. Presentation - School Development Plans

Speaker(s): Craig A. Cooke, Ph.D.

V. Board Member Comments

VI. Audience Response to Information Presented
(Ref. Bylaw #9540.10)

VII. Adjournment

VIII. *The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting Paula Carabetta at 203-245-5644 or by email at carabettap@madisonct.org at least five (5) business days prior to the meeting.*



Status Report: Development Plans

March 15, 2022



Overview

Four Areas of Development:

- I. Academics**
- II. Talent**
- III. Climate**
- IV. Systems**

I. Academics

Accomplishments

- District Data Visualization Tool is selected (Tableau)
- Database is being populated in Infinite Campus with historical data
- Intense Training underway for CO staff to build platform
- Revisions to Units is in progress:
 - Profile of a Graduate updates
 - Foundations, Morphology, and fluency
 - Math training in Illustrative Grades 6-9 started and ongoing

Academics



JEFFREY

Building Reading Stamina- Teachers used PLC time to plan for ways to increase student's independent reading in Unit 1. Lessons on building reading stamina were implemented, and coaches worked alongside teachers to model best practices for keeping our mini-lesson efficient. Teachers have students graphing their reading minutes to show and celebrate progress.



RYERSON

SRBI & PLC Work: Grade Level Teams met during the Fall & Winter Data/SST meetings to identify academic strengths and areas of growth within their cohorts. Based on student performance, teachers identified areas to target for small group/tier one student groups. Following each Data/SST meeting, each grade level PLC meeting focused on sharing best practices and increasing teacher's instructional toolbox with the support of Coaches to increase student progress and enhance instructional practices.



BROWN

Math and ELA coaches met with core teachers on a weekly basis during department meetings. Interventionists were included in these meetings once a month. In addition, the coaches met with the special education teachers once a month.

LA: Reviewed fluency strategies and activities with classroom teachers, special education teachers and interventionist to implement in the classroom.

Math: Implemented multiplication fact fluency instruction within core instruction, tiered intervention support and special education study center.



POLSON

Illustrative Math is used throughout grade 6, in Math-7 classes in grade 7, and in Pre-algebra in grade 8. Two in-person trainings to-date for all teachers with two more planned before June; collaboration and co-teaching with coach for grade 6 teachers; PLC work to plan/assess/revise lessons and units in grades 7 & 8.



DHHS

Departments are in the process of revising current units of study to be in alignment with the capacities of the Profile of a Graduate. Administration analyzing results to ensure coherence throughout the building. Considering adding a Fab Lab in what has become underutilized library space for academic use. Staffing of the Fab Lab is a particular focus at this time.

II. Climate: Positive School Culture

Accomplishments

- Equity, Diversity and Inclusion Committee is operational
- Completed a series of self-selected book clubs
- Sub-committees formed
 - Professional Development
 - Curriculum work
 - Diversity in workforce
- Trauma Informed practices PD for entire district
- Training and Launch of Universal Screening for Emotional Well-Being K-8

Climate Positive School Culture



JEFFREY

We have implemented the following programming in order to ensure that **all students feel included at Jeffrey School**: buddy classes, 3rd Grade Leadership Teams, PTO workshops, Unified Champion School and Sports, “Cool to Care” week, PAWSitive Office referrals, and more! Survey will be readministered in the Spring to determine results.



RYERSON

Implemented “KHR Future Leaders” program. This program seeks third grade students who are interested in being involved in our school community and wish to be an active member within our school. This program allows for all students to be involved depending on their interest and the initiative at the time. Programs to-date which students have led: Toy Drive, Food Drive, KHR Unified Sports team, Jumping Jacks Challenge, Jingle Jive and Helping Hands.



BROWN

The Brown Advisory work started in November with monthly lessons delivered by Core teachers under the direction of our school counselor. To-date the themes have been Gratitude, Generosity, Responsibility and Kindness. Additionally, all students have received lessons in conflict resolution and stress management (including yoga).



POLSON

Implemented Principal’s Advisory Council meetings with student representatives from grades 6, 7, and 8. To date, we have held 7 meetings with feedback from 30% of students. We expect meeting with 50% of students by June. Topics have included scheduling, library media center, clubs, homework, executive functioning, and community & connectedness, among others.



DHHS

Wellness Wednesday - increased student and faculty voice and agency in the activities that will be offered. Changed messaging from Guidance Counseling to School Counseling to reflect the full suite of services provided by this department. Adding stipend positions to ensure this year’s advisory planning continues over the course of the summer and throughout next year.

III. Talent: Staff Development

Accomplishments

- Cross-training regular education and special education started
 - Illustrative Math (MS)
 - Fluency and Morphology
- Instructional Rounds active
- High Expectations Modules in Safe Schools for New Teacher Orientation that all students can learn at high levels.

Talent Management



JEFFREY

ParaEducator Training - Jeffrey paraeducators have engaged in 8 monthly paraeducator meetings and 4 PD sessions. They have received training on topics such as: Responsive Classroom Language, Supporting FUNdations, Advancing Math Strategy Groups, Assistive Technology (Co-Writer) and Promethean Boards.



RYERSON

Professional Development: Held Instructional Rounds with Leadership team to examine the level of “Accountable Talk” at all levels. 8 classrooms were visited and as a result, our team identified the next level of work for accountable talk. As a result a PD session was held with the assistance of coaches focused on how best for teachers to elevate the level of work for students in this area.



BROWN

2 New members to the Brown Leadership Team. 3 Brown teachers serving as mentors to new teachers. 2 Brown teachers have taken on student teachers this year. A number of Brown teachers involved in district committee work including 3 Brown staff on the district Equity Committee. Brown teachers serving on Interview Teams across the district including 2 on the Athletic Director interview committee.



POLSON

Held two Instructional Rounds to examine student engagement with a third planned for spring. Groups included teachers, coordinators, and administrators. An estimated 50 classes have been visited, including core, related arts, and special education. 13 coaching cycles have been completed to-date with math and LA teachers; these continue through year-end.



DHHS

Increased opportunities for faculty members to participate in formal and informal leadership roles. This includes 5 faculty members who joined the leadership team to develop the SDP; several faculty members who have been invited to participate during Program Coordinator meetings; 19 faculty members who have been assigned to leadership roles to support the NEASC accreditation process; a faculty member who is assigned as Safe-School Climate Specialist; and 2 faculty members who are leading the process to revise our current advisory program.

IV. Systems: Systems for Student Success

Accomplishments

- College and Career Counselor with a 2-year plan
- Three new district-wide committees
 - Diversity Equity Inclusion
 - District Development Team
 - SEL
- Examination of Intervention Data in district-wide team
- Revisiting recruitment efforts and hiring practices

Systems



JEFFREY

Social Worker: Our new, full-time social worker has woven herself into the fabric of our school. She services a caseload of 18 students, facilitating both small and individual student support groups. She also is overseeing the implementation of the DESSA assessment for social-emotional learning, co-teaching in our PAL behavior program, speaking at PTO meetings, sitting as a standing member of our weekly SST team, and connecting with local agencies to collaborate.



RYERSON

Responsive Classroom: Professional Development “refresher” trainings have been provided to both certified and classified staff for consistency with language, approaches and opportunities. In addition, our **KHR SEL team** (social worker, psychologist, and school counselor) created a SEL platform accessible to all students and staff. This virtual platform known as “KHR Pawsitive Classroom” aligns with the SEL curriculum. Classroom teachers and SEL staff provide instruction and use this virtual classroom to extend the topics within the curriculum for all students.



BROWN

Analyzed data from the fall and winter universal assessments, including the BAS, easyCBM and multiplication fact fluency benchmarks, to adjust Tier 1 groups as needed. Analyzed Tier 1 progress monitoring data. Dedicated a paraeducator to the Math and LA coaches to support the Tier 1 work.



POLSON

Social worker role has expanded to include School, District, and Community-based focus. Includes but is not limited to Diversity Club Co-Chair; Presenter for Restorative Practices and School Climate to grade level teams; facilitator of MPS Social Worker collaborative; coordinator of mentoring program with MYFS.



DHHS

Formed a committee to review, design, and improve advisory lessons offered during PAW. Two faculty members working with faculty/students during the planning phase. (Planned rollout the 22-23 school year). Working with the School Counseling Dept. in preparation for the transition of a School Counselor to the role of College and Career Counselor. Creating relationships with local businesses and first ever College and Career Fair is scheduled on April 27, 2022. Planning communication to current students regarding change in counselor due to this transition. Supporting new faculty by assigning a mentor, offering monthly meetings with an administrator, providing feedback through the evaluation process, and encouraging ongoing communication.

Questions?





School Development Plans Glossary of Terms

MODELS	
Elementary Model K-3	The Elementary Core Program, delivered in a grade-level teaming model within a block schedule, provides educational learning experiences that promote student intellectual, social, emotional and psychomotor development. A standards-based and skills-focused core curriculum includes units of study focusing on language arts, mathematics, science, and social studies. Active learning takes place through exploration, use of mathematics manipulatives, interactive activities and language-based activities integrated with concepts and skills from all disciplines and subjects.
Brown Model 4/5	As students transition to the upper elementary school, students are assigned to teams of 2 core teachers. One teacher is focused on standards and instruction for Math, Science and Social Studies, while the other team teacher develops Language Arts skills. The teachers work collaboratively for maximization of communication and coordination. Students have 2 Related Arts periods daily to explore a variety of offerings over the course of the school year. Physical Education and Spanish are delivered every other day for the entire school year.
Polson Middle School 6/7/8	Students in grade 6 transition to Middle School using a similar model that is in place at Brown School. In grades 7 and 8, each grade level has two or three interdisciplinary teams and students are assigned to four core teachers (English / Language Arts, mathematics, science, social studies), and a special education teacher is assigned to the team. The teachers work collaboratively for maximization of communication and coordination. Students are cross teamed for world language and related arts classes.
Daniel Hand High School	Starting in high school, students attend classes throughout the day during five 62-minute periods and one 65-minute period (the extra time is allotted for period 2 announcements). Additionally, audition-based music classes (show choir, jazz band, etc.) meet after school 4 days a week. The school runs on a trimester schedule to allow students to have maximized choice in a variety of course offerings. Study Halls are offered throughout the day for 9th and 10th grade students with a Mathematics lab available to support all students. In addition, teachers are available to meet with students from 2-2:30 daily.
TERMS GLOSSARY	
Assessment	Educational assessment is the process of documenting student performance, skills and knowledge. Assessment takes place in two forms. Formative assessment occurs on an ongoing basis as part of the instructional process and provides opportunities to revise or adjust instruction accordingly. Summative assessment occurs at the end of projects, courses or grade levels and can include educator, school or district designed evaluations and tests, or state-mandated standardized short answer and multiple-choice tests.

	<ul style="list-style-type: none"> ● American College Testing (ACT®) The ACT® assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four subject areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. ● Scholastic Aptitude Test (SAT®): The SAT is the nation's most widely used admissions test among colleges and universities. It tests students' knowledge of subjects that are necessary for college success: reading, writing, and mathematics. The SAT assesses critical thinking skills students need for academic success in college—skills that students learn in high school. The SAT is administered as a State assessment in Grade 11. ● State Assessments: SBA & NGSS
Continuous Improvement	The ongoing process of planning, measuring, monitoring, evaluating and adjusting actions based on results to enhance student and school performance.
CORE and Support Subjects	The No Child Left Behind (NCLB) Act of 2001, which reauthorizes the Elementary and Secondary Education Act of 1965, identifies the core subjects as English, reading or language arts; mathematics; science; world languages; civics; government; economics; arts; history; and geography. In addition, strong programs in the visual and performing arts, health and physical education, and career/technology education contribute to the overall quality of the educational experience for students in the 21st Century.
Curriculum Integration	The philosophy of teaching in which content is drawn from several subject areas to focus on a particular topic or theme. Rather than studying math or social studies in isolation, for example, a class might study a unit called The Sea, using math to calculate pressure at certain depths and social studies to understand why coastal and inland populations have different livelihoods.
Data Team	Data workbook teams meet to review and discuss patterns in the data, as well as students that are not meeting the benchmark. These discussions are held to identify students that are at-risk of not meeting grade-level standards and who, therefore, will be reviewed on a case-by-case basis in an SST. These meetings also show patterns that should be addressed in Professional Learning Communities (PLCs) and/or team meetings.
District Reference Group (DRG)	<p>The district reference group system is a classification method in which Connecticut's 166 school districts and three endowed and incorporated academies have been grouped based upon seven variables: family income, parents' education levels, parents' occupations, family poverty, family structure, home language and district enrollment. Grouping like districts is useful for making legitimate comparisons among districts, but should not be construed to imply that all students in a district or reference group have exactly the same characteristics. As the Connecticut State Department of Education believes that all students can achieve at high levels, it does not consider it appropriate to use the reference groups to compare educational outcomes; however, they can be useful to compare district demographics and resources. The State Department of Education has established nine district reference groups and has labeled them with letters A through I. Reference Group A contains the state's most affluent districts, while Reference Group I contains the state's poorest districts. Madison Public Schools is relegated to Reference Group B.</p> <p>DRG B includes: Avon, Brookfield, Cheshire, Fairfield, Farmington, Glastonbury, Granby, Greenwich, Guilford, Madison, Monroe, New Fairfield, Newtown, Orange, Region 5, Region 15, Simsbury, South Windsor, Trumbull, West Hartford, Woodbridge.</p>

Instructional Rounds	Instructional Rounds provide an opportunity for a team of professionals to gather information about teaching and learning and reflect on instructional practices with the intent of school improvement.
Performance-Based Assessment (PBA)	Performance-Based Assessment is authentic assessment based on performing tasks such as activities, exercises, or problems rather than selecting answers from lists. Performance assessments include assessment of content and Profile of Graduate capacities.
Professional Learning Community (PLC)	Professional learning communities (PLCs) are groups of individuals such as grade-level teams, departments, or a school/district committee. These communities work together to ensure their school/department has a culture of collaboration, effectively utilizes data to track student progress, and has an instructional focus on learning rather than teaching. PLCs examine data, create action steps and study results on an ongoing basis.
Response to Intervention (Rti)	Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.
School Climate	School climate refers to the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
School Culture	School culture is the guiding beliefs and values evident in the way a school operates. It can be used to encompass all the attitudes, expected behaviors and values that impact how the school operates.
School Safety	The attention given to creating the safest and most secure learning environment for all students, while ensuring a safe and secure work environment for faculty and staff.
School/District Development Process	The process by which district staff develop a roadmap for each level of the system to vertically align and accomplish common goals. Staff examine information to assess the needs of the system and then develop and implement a strategic plan focused on key areas such as academics, climate, staff development, and systems. Input is sought from individuals at all levels of the system throughout the development process. Progress is tracked and adjustments are made to make the plans responsive to the needs of the goals of the system.
SST: Student Study Team	SSTs meet to discuss individual student needs. Follow up meetings are scheduled every 6-8 weeks to review data and make adjustments to the program. SSTs have team members with expert knowledge and skills to assist in problem solving and support student needs (SEL, academic)
SRBI: Scientific Research-Based Interventions	The broad benefits of SRBI come from its emphasis on uniting scientific, research-based practices with systems approaches to education. Scientific evidence is substantial for a number of areas central to children’s school success and well-being, such as reading, language development, some areas of mathematics and social-emotional learning.
Standards	Content Standards are educational guidelines that define subject-matter knowledge concepts and skills for student learning. Performance Standards are complementary educational guidelines that clarify the content standards by

	defining what students should be able to do in addition to what students should know.
Student Achievement	Student Achievement is what students can actually do when they have finished a course of study. This includes the attainment of articulated objectives for students, measured through a variety of identified instruments that result in excellence and the ability to thrive in the rapidly changing world.