



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.