

Curriculum & Student Development Committee Meeting

Tuesday, October 8, 2024 5:30 PM

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

I. **Data Collection & Visualization Presentation**

II. **DHHS NEASC Visit Presentation**

III. **Public Comment**

IV. **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 the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.**



Data Collection & Visualization

October 8, 2024

Data Collection (Infinite Campus)



What Data Do We Collect in *Infinite Campus* ?

A central graphic featuring a black silhouette of a graduation cap (mortarboard) with a tassel, positioned above a cluster of interlocking gears. The gears are dark grey with colored circular centers. The largest gear at the top left has an orange center and is labeled 'Assessments'. Below it is a smaller gear with a pink center labeled 'Behavior'. To the right of 'Behavior' is a yellow gear labeled 'Attendance'. Below 'Attendance' is a light blue gear labeled 'Demographic Info'. To the right of 'Demographic Info' is a green gear labeled 'Grades'. Further right is a purple gear labeled 'Enrollment & Scheduling'. Several other grey gears of various sizes are scattered around the main cluster, some partially overlapping. The background is white.

Assessments

Behavior

Attendance

Demographic
Info

Grades

Enrollment
&
Scheduling

**Data Collection
(Infinite
Campus)**



2023-2024 Local Assessment Data Points Collected in Infinite Campus

Kindergarten	99
Grade 1	71
Grade 2	63
Grade 3	55
Grade 4	60
Grade 5	58
Grade 6	30
Grade 7	22
Grade 8	22

**Data Collection
(Infinite
Campus)**

**DataViz Design
(Tableau)**



**Data Collection
(Infinite
Campus)**

**DataViz Design
(Tableau)**

**Data Visualization &
Analysis
(Infinite Campus)**



DATA USERS



Teachers



Student Study
Team



Parents



Administrators



Teacher Data Workbook

This DataViz:

- presents all the assessment data collected in the current school year in one place including district universal screens, easyCBM, and state assessments (ex: SBA, NGSS, SAT)
- provides the assessment data from the prior spring trimester at the beginning of school year;
- is color coded to highlight the scores that are below or above the proficient level;
- filters data to allow users to view numbers in a more insightful way.





SST Data Workbooks

Student Study Team DATA WORKBOOK

Select Content Area: ELA | Grade: 03 | Select Teacher: (All)

Class Roster

Reading Level	Letter
G2T1-Reading Level	F
G2T2-Reading Level	J
G2T3-Reading Level	M
G3T1-Reading Level	N
G3T2-Reading Level	O

Unit	Score
G2T1-Unit 1	56
G2T1-Unit 2	52
G2T1-Unit 3	64
G2T1-Unit 4	81
G2T1-Unit 5	77
G2T2-Unit 17	80
G2T2-Unit 6	68
G2T2-Unit 7	76
G2T2-Unit 8	60
G2T2-Unit 9	84
G2T3-Unit 10	88
G2T3-Unit 11	92
G2T3-Unit 12	84
G3T1-Unit 1	84
G3T1-Unit 2	68
G3T1-Unit 3	76
G3T2-Unit 6	60
00-ELA-GR3	72
G3T2-Unit 5	96
G3T3-Unit 8	36

Days Absent

11 Not Chronically Absent

Home Language

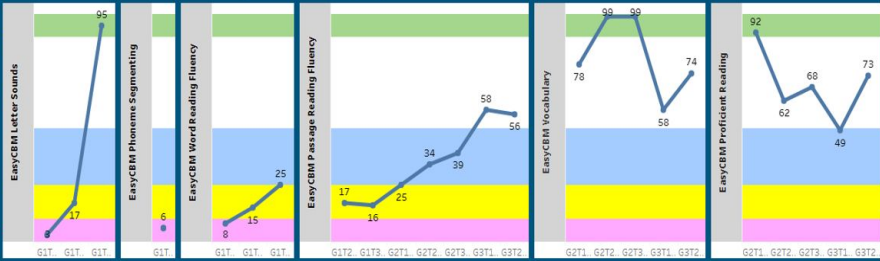
NO

English Language Learner

NO

Special Education

YES



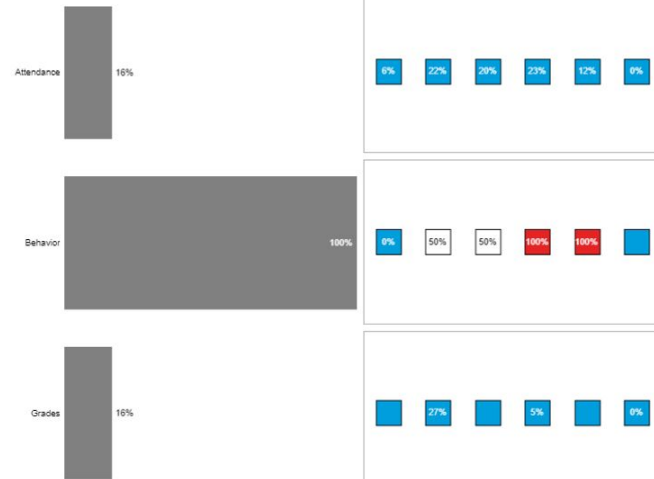
ing System

Behavior Weight: 33 | Attendance Weight: 33 | Grade: (All) | Grading Tasks To Include: (All) | Excuse Codes To Include: (All)

the Measure to Show

Click a bar from the left column to see student details

Hover over bars or boxes for specific details





Student Profile Sheet

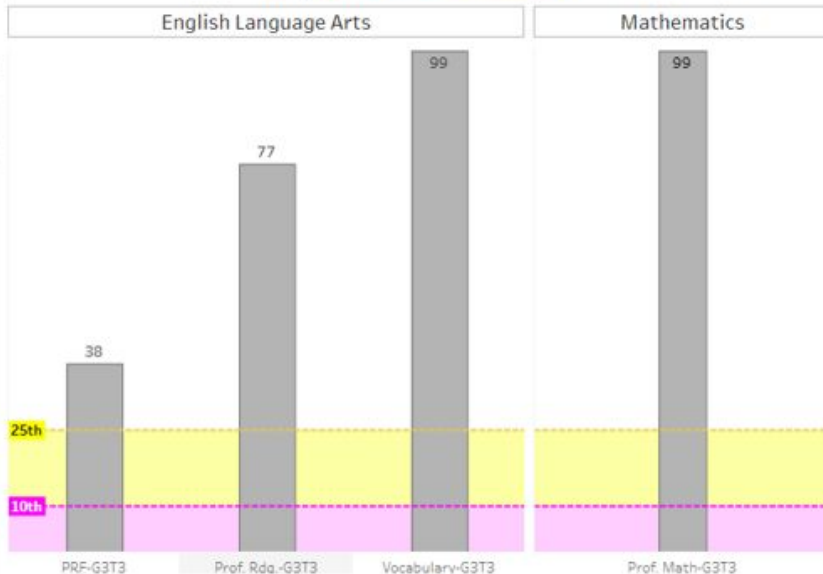
MADISON PUBLIC SCHOOLS STUDENT PROFILE SHEET 2023-2024 SPRING

Student Name _____ Grade 03
Select School Year 2023-2024 Select Trimester SPRING

District SPRING Assessments

Spring Addition-G3T3 100
M-Fact Fluency
Spring Multiplication (0-5 & 10)-G3T3 90

EasyCBM SPRING Benchmarks



Note: The numbers in the easyCBM Benchmark Performance charts are the percentiles in which this student scored, and the percentiles represent the proportion of students who performed below this student's score in each given measure. The percentiles for easyCBM Benchmarks were calculated using a nationally-representative stratified norm sample, for a total sample of 2000 students per measure.



Aggregate Data Review

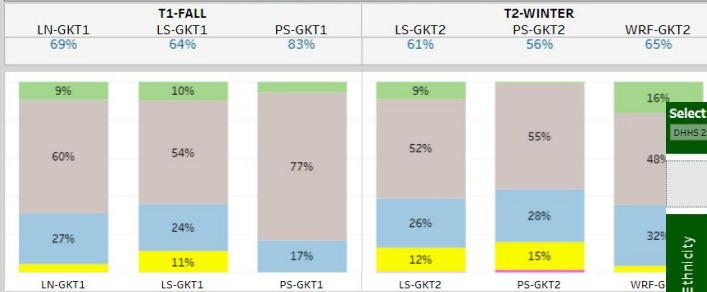
GRADE-LEVEL EASYCBM REPORT

School Year: 2022-2023 | Content Area: ELA | Test Grade: Kindergarten | School: (All)

Overall Risk Analysis



2022-2023 Kindergarten ELA Percentage of Students Above 50th Percentile



Select a School
DHHS 23-24

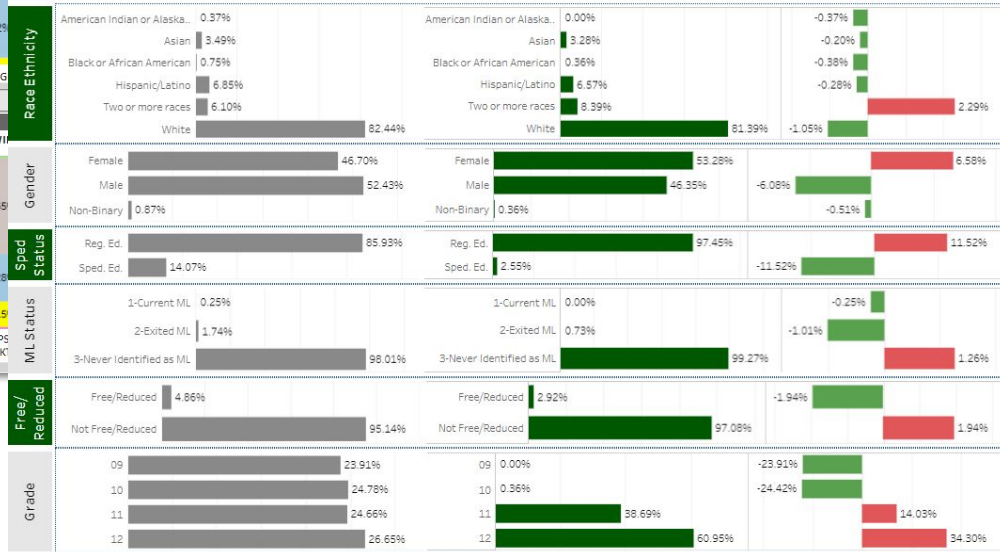
Equity Status - Course Enrollments

Select Course Level
College

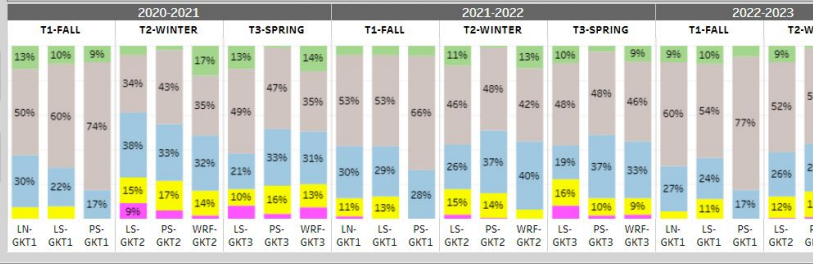
Over-Represented (Red)
Under-Represented (Green)

Total # of Students
803

Total # of Students Enrolled in the Course Level
274

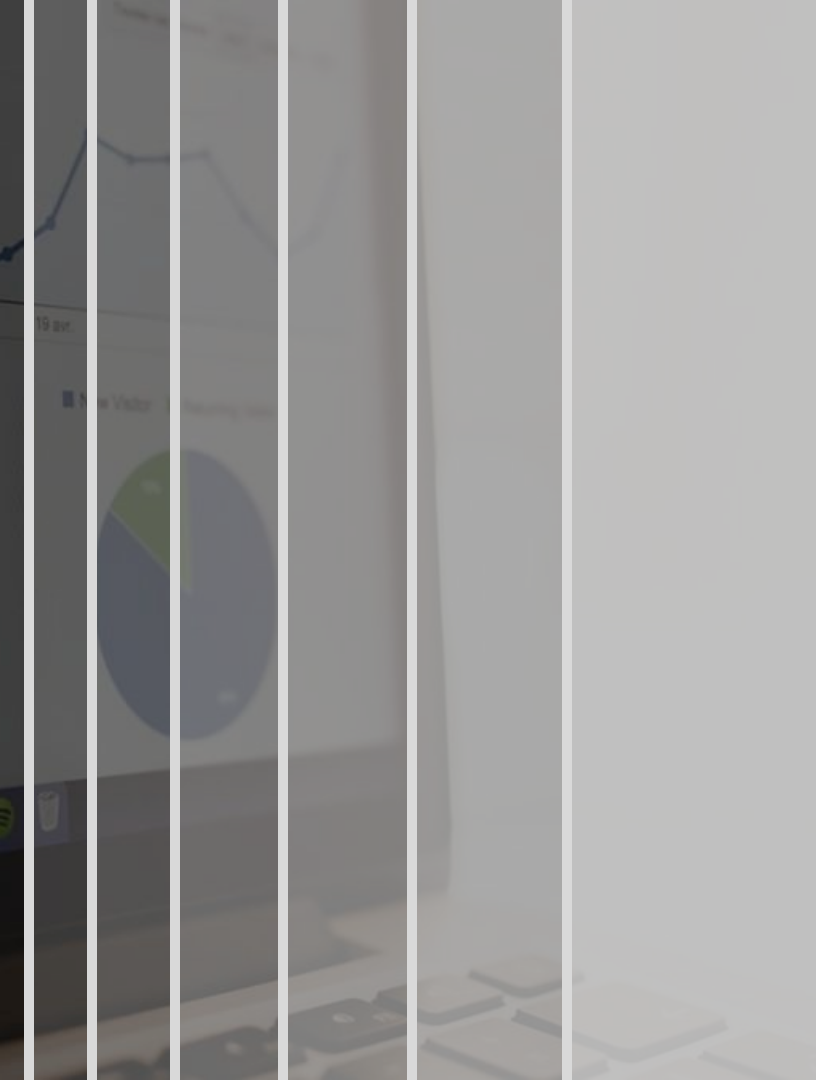


Kindergarten ELA EasyCBM Multi-Year Comparison



Test Season (All)
Test Name (All)

Race Ethnicity
Gender
Sped Status
ML Status
Free/Reduced
Grade



Questions?

Application for Candidacy

School completes an Application for Candidacy and meet the criteria for candidacy as articulated in the Commission Policy. The application must include a narrative assessment of the school's practices as they relate to those called for in the Standards

Self-Reflection Report

School completes a Self-Reflection Report to gather and examine sufficient evidence to evaluate the school's alignment to the Standards. The Self-Reflection phase and related data collection drives the school's plan for growth.

Collaborative Conference

The Collaborative Conference is to review and determine from an outside professional viewpoint, the extent to which the school is aligned to the Standards for Accreditation and identify priority areas for growth and improvement.

Decennial Visit

The primary purpose of the visit will be to hold schools accountable for growth and improvement on the priority areas identified in the Self-Reflection and verified in the Collaborative Conference visit – not necessarily improvement or alignment with every Principle in the Standards.

Step 1

Step 2

Step 3

Commendations



Commission on Public Schools

Report of the Visiting Team for Daniel Hand High School

Madison, CT

November 02, 2022 - November 03, 2022

Recommendations



Step 3

Step 6

Informs

Validate

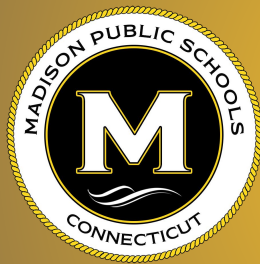
NEASC School Improvement Plan

Document Progress

The logo for NEASC S&C features the letters 'NEA' and 'S&C' in white on a red circular background, followed by four overlapping semi-circles in shades of teal, purple, and green. Below the logo is the text 'School Summary Report'.

Step 4

Step 5



Daniel Hand High School

Welcome
NEASC Decennial Team
November 2024

Daniel Hand High School is a 2024 National Blue Ribbon School



What We've Been Up To

Since the Collaborative Visit:

- Wrote and Adopted a NEASC School Improvement Plan
 - Integrated elements of SIP into our school and district development plans
 - Began working on action steps from SIP

- ^{SIP} Steering Committee wrote the Decennial Report



Part I

Foundational Elements





Foundational Elements (November 2022 - Collaborative Visit)

- ✓ Foundational Element 1.1a - Learning Culture
- ✓ Foundational Element 1.2a - Learning Culture
- ✗ Foundational Element 2.2a - Student Learning
- ✓ Foundational Element 3.1a - Professional Practices
- ✓ Foundational Element 4.1a - Learning Support
- ✓ Foundational Element 5.1a - Learning Resources



Does Not Meet  Meets

Foundational Element 2.2a - Student Learning

There is a written curriculum in a consistent format for all courses in all departments.

Work towards goal:

- All units for all courses are complete and adopted by the Board of Education in UbD format
- All units include learning goals, assessment evidence, and a learning plan with aligned standards, essential questions, enduring understandings, knowledge, and skills

Where can you see this?

- Board adopted units from Eduplanet21
- Madison Curriculum webpage
- Meetings with teachers
- Curriculum Review Council (CRC) review template



Part II

Reflection on Priority Areas for Growth





Priority Area for Growth 1 - Curriculum and Profile of a Graduate

Work towards goal:

- Completed curriculum in all disciplines in a common template
- Profile of a Graduate capacities are updated and embedded throughout all units in all curriculum areas
- Reviewed systems to track and communicate student progress

Where can you see this?

- Independent Project student work
- Integration in other courses, units, and projects
 - Personal Finance course
 - Discussions with teachers during classroom visits and meetings with teachers
- Visual references to POG



Priority Area for Growth 2 - Collaborative Time

Work towards goal:

- Allocated consistent collaborative time
- Created common questions to guide collaborative time
- Committed to keeping minutes to track collaboration

Where can you see this?

- PLC meetings
- Meeting with the leadership team
- Meeting minutes
- Evaluation Calibration
- Building Calendar for after school meetings and professional development

Priority Area for Growth 3 - HVAC and Shared Spaces

Work towards goal:

- Implemented use of Google Calendar for shared facilities
- Upgraded lighting and sound system for stage
- Secured funding for replacement of HVAC system

Where can you see this?

- Meet with Athletics department and Building Principal
- Facilities/HVAC tour



Part III

Reflections on the Principles



Developing Implementing

Principle 1.2 - Learning Culture



The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.

Work towards goal:

- Profile of a Graduate has been updated in all curriculums
- Rubrics for each Profile of a Graduate capacity
- Integration of Profile of a Graduate language throughout the school building

Where can you see this?

- Profile of a Graduate breakout rubrics
- Classroom visits
- Visuals in all learning spaces
- Student work

Developing Implementing

Principle 2.2 - Student Learning



There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.

Work towards goal:

- All units for all courses are complete and adopted by the Board of Education in UbD format
- All units include learning goals, assessment evidence, and a learning plan with aligned standards, Profile of a Graduate capacities, essential questions, enduring understandings, knowledge, and skills

Where can you see this?

- Board adopted units from Eduplanet21
- Madison Curriculum webpage
- Teacher meetings
- Curriculum Review Council (CRC) review template



Developing Implementing

Principle 5.1 - Learning Resources

The school site and plant support the delivery of curriculum, programs, and services.

Work towards goal:

- Implemented Google calendar to schedule shared spaces
- Secured funding to replace HVAC system
- Implemented measures to improve air quality until HVAC is replaced
- Upgraded lighting and sound system for the stage
- Trained people to use lighting and sound systems

Where can you see this?

- Google Calendar
- Capital Improvement plan
- Facilities/HVAC tour
- Ask students to tell you what they can do with the lights!



Part IV

School as a Learning Organization





CONCEPTUAL UNDERSTANDING & COMMITMENT

Conceptual Understanding

- Core Values & Beliefs Statement
- Profile of a Graduate matrix embedded in units
- Teacher evaluation plan with rubric for effective instruction
- Vertical meetings
- Professional development opportunities
- Guaranteed collaborative time

Commitment:

- Profile of a Graduate lives within curriculum documents and is evident throughout the school building
- Redo and retake policies within each department
- College and Career Counselor
- Teacher evaluation plan
- Faculty participation throughout the NEASC process



COMPETENCY & CAPACITY

Competency

- NEASC School Improvement Plan and DHHS School Development Plan
- Profile of a Graduate capacities
- Teacher Evaluation Plan
- Commitment to Core Values and Beliefs
- Independent Project and Personal Finance courses

Capacity

- Capital Improvement Plan supports facilities
- School budget is sufficient to support the action steps of the NEASC School Development Plan
- Collaborative time, district professional development, and individualized professional trainings



Part V

The Decennial Visit





What we have planned for you

Classroom observations:

- Reference to the POG capacities in instruction
- Courses that are implementing new curriculums
- Independent Project and Personal Finance classes
- Algebra lab and algebra class

Meetings we have planned:

- Facilities/HVAC tour
- PLC meetings
- Evaluation calibration
- Virtual tour of Google Calendar for shared spaces
- Faculty who oversee and write curriculum
- Students/teacher meeting to share work relating to POG capacities



Our Next Steps



Where we're going

- Continued support for the curriculum revision process
- Authentically and explicitly referencing POG capacities in instruction
- Focus on student performance in PLCs
- Implementation of new evaluation plan including collaborative goals
- Replacement of the HVAC system

