

# BOARD OF EDUCATION

## Ellington, Connecticut

### Curriculum Committee Meeting Minutes

The Curriculum Committee of the Ellington Board of Education met on Tuesday, August 17, 2021, in the Ellington High School Library Media Center, 37 Maple Street, Ellington, CT.

#### Attendees:

*Board of Education Members:* Mr. Gary Blanchette and Mr. Michael Young, Ms. Marcia Kupferschmid, Ms. Miriam Underwood, Ms. Kris Picard-Wambolt, Ms. Jen Dzen.

*Administrative Team Members:* Mr. Oliver Barton, Assistant Superintendent for Curriculum and Instruction.

**Call to Order:** The meeting was called to order by Mr. Young at 5:02 p.m.

#### Agenda Items:

1. *Data Visualization.*

Mr. Young introduced the agenda and asked Mr. Barton to update the committee on implementation of Infinite Campus data visualizations using *Tableau*. Mr. Barton reported that Aaron Fliss, Director of Technology, is currently prototyping visualizations for Ellington staff, with coaching from *Tableau* training personnel, beginning with the design of a student data dashboard for teachers. The district has set district-wide cut scores to align intervention across the schools. The dashboard will include the related assessments and others useful for teacher planning. Ms. Underwood asked if there plans to ensure FERPA security for these dashboard visualizations. Mr. Barton described how Infinite Campus database is secure as would be any data visualizations in *Tableau*.

2. *Updates on Initiatives*

a. *Social Emotional Learning (SEL) – the RULER curriculum*

Mr. Barton reported that the roll out of the RULER (Recognizing, Understanding, Labeling, Expressing, & Regulating) Curriculum is beginning at Windermere during the first days of school, and continuing throughout a year of readings and training. The high

school has read a few of the supporting book chapters and the middle and other elementary schools will be moving forward beginning December 2021. Teachers will be able to begin using RULER materials immediately, including wall postings of the “Mood Meter,” and related murals.

*b. Scientific Research-based Intervention (SRBI)*

Mr. Barton reported that alignment of the work at the three elementary schools, particularly the process, with regard to identifying students for SRBI was a focus for this year. A common process will include: How often meetings are held to review the students, who is involved, and the typical length of stay at the various tiers of support. Identifying/ standardizing cut scores on various assessments that could be used as screeners for the process will also be part of this process.

The Middle school’s SBRI screening has included use of the “Hands up” protocol doing a school wide overview on each student’s successes and challenges. They are adding three data cycles per year as a related practice.

At the high school anyone in the school (faculty/staff/students/parents) can bring a referral, as warranted. There is also a cut score of quarterly grades that also feeds concerns into the SRBI process. This process has been implemented since the last NEASC site visit and will be reviewed in the self-assessment for the upcoming accreditation process as well.

Mr. Young inquired how the work on Infinite Campus and data visualizations about student progress might support this work to structure the SBRI process. Mr. Barton agreed the data access process is and will continue to be a big part of how supports are reviewed and considered, including using forms and visualizations in Infinite Campus to help streamline identifying and screen student need for supports.

*c. High School upcoming NEASC accreditation*

Mr. Barton reported that he will review feedback from the prior accreditation process (eight years ago). There is a high school committee established for the upcoming review, with a chair in each of five core standards. Fall 2021 is the self-study year that must be completed by March of 2022, at which time there will be a preliminary site visit by NEASC.

*3. Planning for Quarantines – Remote Learning*

Mr. Barton reported that, in 2021, remote learning at the elementary level students were instructed by a dedicated teacher using either an all-remote or all in-person format. But some high school instructors had simultaneous students in school and watching from home (hybrid learning). In 2021-22 quarantines will be temporary and only partial classes as required by contact tracing and vaccine status. If one or two students are out

at the high school level, teachers may be able to include those students easily in some parts of in-person lessons by using hybrid remote camera and teaching strategies. The goal is to simplify the remote component and not require teachers to plan for or conduct instruction both in-person and remotely at the same time. Some assignments will be made accessible digitally, but the process will be designed to manage a few students remotely for very short periods of time, and only for the special circumstances COVID-19 quarantines, not for any other absences. The middle school is similarly situated with regard to quarantine plans, teachers' focus on in-person instruction and the availability of remote learning classroom technologies.

Elementary schools will need to discuss how to provide some remote learning direct contact, but still maintain a focus on in-person teaching and learning. Perhaps one short lesson on the reading ELA content and another short mini lesson on Math made available at some point during each school day.

These issues will be discussed at the first Professional Development days of Fall 2021 and final decisions/ guidelines for quarantine remote learning will be made with teacher input.

#### *4. Further update on (partial) State Assessment Results*

Mr. Barton presented four slides concerning learning losses from remote learning during the 2020-2021 school year. Most of our students were present for in-person instruction. Only 7% of the students taking the SBAC test in 2021 were out more than 65% of the school time (Ellington's "Silver" group). Comparing 2021 to 2019 (SBAC was not given in 2020) overall data showed a 4% drop (defined as mastery-based assessment movement from Proficient to not Proficient categories) in ELA and 7% drop in Math. For some grade levels the loss was 0% (e.g., 3<sup>rd</sup> Math and 5<sup>th</sup> ELA) and as much as 13% (e.g., 7<sup>th</sup> Math). The majority, 74%, of the silver remote learners remained at proficiency level or improved a level from the prior testing year.

A motion was made to adjourn the meeting at 6:47 pm.

1st. M. Underwood

2nd. M. Kupferschmid

Respectfully submitted,

Dr. Michael Young

Curriculum Committee, Chair

