

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
AUGUST 8, 2022 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

NOTE: This meeting is being held in-person. For those attending via Zoom, please click on the meeting under District Calendar for the Zoom link.

Mission Statement: Our mission is teaching and learning.

Board Goals: In a richness of cultures and with a respect for all, (1) Provide Dynamic Rigorous Curriculum, (2) Ensure Effective and Engaging Instruction, and (3) Embrace Excellent Learning Environment.

AGENDA

1. Call to Order
2. BoE Regular Business
 - a. Approval of the C.O.W. meeting minutes of July 18, 2022 (Attachment #1)
3. K-5 Reading Data (Attachment #2)
4. Alliance Tracker Feedback from the CSDE (Attachment #3)
5. Suggested Future Topics
6. Adjournment

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
JULY 18, 2022 @ 6:00 P.M.
REMOTE MEETING

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman, Dean Antipas, Liz Porter, Matthew Shulman, Rita Volkmann, Beverly Washington, Jay Weitlauf

ALSO PRESENT: Susan Austin, Phil Piazza, Ken Knight, Sam Kilpatrick, Shannon Weigle

I. CALL TO ORDER – Chairperson Shepardson Watson called the meeting to order at 6:00 p.m.

II. BOE REGULAR BUSINESS

MOTION: Antipas, Ackerman: To approve the COW minutes of June 20, 2022 with correction on page 1, section III with the addition of “s” to “Board member”.

YES – Shepardson Watson, Ackerman, Antipas, Shulman, Volkmann, Washington, Weitlauf

ABSTAINED – Porter

PASSED

III. GRANTS UPDATE (Attachment #1)

Ms. Austin gave a brief overview of the grants and the efforts of Shannon Weigle.

- DoDEA World Language Advancement and Readiness Program (WLARP) – Mrs. Weigle noted that it is very likely the district will receive this grant. The grant will require the hiring of a consultant who recommends that the project begins with the middle school and high school teachers. This grant, if awarded, will be in the amount of \$1,000,000 over 5 years beginning October 1st of this year.
- Town of Groton ARPA Fund (School Safety & Security) – Dr. Kennedy gave a brief overview of the grant noting the proposed upgrade in video surveillance systems at six facilities unifying all buildings in the Groton Public Schools. Mr. Kilpatrick stated that protective film is being put on the windows to provide security. The film functions as a mirror from the outside.
- CT Department of Education 21st Century Community Learning Center (21st CCLC) – Mrs. Weigle noted that this is a federal grant in the amount of \$300,000 over 5 years administered by the CT Department of Education and CREC.
- ARP ESSER Afterschool – Mrs. Weigle gave a brief overview of the ARP ESSER Afterschool grant noting that this is an eighteen month grant to establish a FHS Afterschool Center. GPS Administration will work with the Tree House Afterschool Program to develop the FHS Afterschool Center.

Mrs. Shepardson Watson stated that the Tree House Program activities would be a good future topic for a COW meeting.

- USDA Farm to School – Mrs. Weigle noted that Groton Public Schools was awarded a \$50,000 Turnkey Grant via the competitive USDA Farm to School grant program in June 2022. This grant will be utilized at Thames River Magnet School.
- CT Department of Agriculture CT Grown for CT Kids Grant (CTG4CKG) – Mrs. Weigle noted that Groton Public Schools was awarded a \$26,000 CTG4CKG grant via the competitive CT Department of Agriculture grant program in April 2022.

IV. TUITION FOR OUT-OF-TOWN STUDENTS (Attachment #2, 3)

Mr. Knight gave an overview of the proposed FY 23 Tuition rates for non-resident students, which is calculated at 85% of the average cost per student for elementary, middle and high school. Mr. Knight also gave an overview of comparison rates of area Towns, which showed some of the tuition rates charged by local schools.

V. DISCUSSION RE: THE FORMAT OF THE SUPERINTENDENT'S EVALUATION

Dr. Ackerman gave an overview of the process used for the Superintendent's evaluation.

VII. SUGGESTED FUTURE TOPICS

- Tree House Activities
- Naming of one of the new elementary school libraries in honor of Dr. James E. Mitchell; Rita Volkmann suggested that this item be placed on the July 25 Regular Board agenda for a Board vote

VIII. ADJOURNMENT

MOTION: Volkmann, Ackerman: To adjourn at 7:43 p.m.
PASSED UNANIMOUSLY

DODEA World Language Advancement and Readiness Program (WLARP)

Award amount: **\$1,000,000**

Project period: **Sept 2022 – June 2027**

In April 2022, GPS submitted a proposal to DoDEA's new world language grant program. In order to qualify for this funding, applicants must have an ROTC or Navy National Defense Cadet Corps (NNDCC) program. GPS' submitted an NNDCC application to the Department of Defense in 2021. Even though it is still pending approval, it was confirmed by DoDEA that GPS is eligible to receive DoDEA WLARP funds. In early July, DoDEA notified GPS that the district is a finalist in this year's competition and can expect final award notification by September 30, 2022.

The following is a description of the program from the grant proposal:

“With support from DoDEA, Groton Public Schools will improve and expand its world language program. All GPS world language teachers will engage in a multi-year onsite professional development program with expert trainers from the American Council on the Teaching of Foreign Languages (ACTFL). The purpose of this training is to shift the current mode of instruction toward the preferred proficiency-based method aligned with ACTFL's World-Readiness Standards for Learning Languages. GPS will also hire two new world language teachers to expand the program to all five elementary schools. The goal of this effort is to improve students' world language proficiency and foster a deeper understanding and appreciation for cultures other than their own. Using standardized quantitative educational metrics and qualitative teacher surveys, GPS will study the impact of these efforts on the academic achievement and social-emotional wellbeing of our students, with a focus on our military-connected population.”

****Pending Application****

Groton ARPA Fund (Economic Development and Resiliency Category)

Amount Requested: \$514,182

Project Period: September 2022 – December 2023

In June 2022, GPS applied for a grant via Groton's ARPA Fund. The following is a description of the proposed project from the grant proposal:

“With support from Groton's ARPA fund, GPS will expand and upgrade the *video surveillance systems* at six facilities: Fitch High, Groton Middle, Northeast Academy, Catherine Kolnaski, Charles Barnum and Central Office. At this time, each school has its own unique system and several are 20+ years old. Current safety standards recommend a unified system for school districts with a centralized surveillance and control center connected to the town's emergency management departments, including the police and fire department. Groton's Police and Fire Departments have requested this, along with a unified *access control* system to expedite incident response times. The first step in creating a unified access control system is to establish a first responder *emergency communication system*. GPS is developing a comprehensive plan for this system to include a fiber optic cable network between the schools and town. In the meantime, the GPS system requests funding to purchase 24 two-way radios with emergency response buttons to be supplied to district and school administration, school security guards, and the town police and fire departments. This approach will be modeled after Ohio's Multi-Agency Radio Communication System, which has proven to be effective. GPS has also purchased and installed shatter and ballistic proof *mirrored film* for the main offices at Mystic River and Thames River Elementary Schools. With support from ARPA, we will hire a contractor to install additional film on the two cafeterias at these schools. The All-Hazards Plan is an essential guide for Groton administrators but a cumbersome document for teachers, especially in emergency situations. During a recent visit to Middletown High School, Fitch High School administrators learned that all Middletown teachers have an easy-to-use *quick reference emergency flipbook* developed by Environmental Health and Safety Consultation (EHSC). With support from ARPA, we will partner with EHSC to create customized flipbooks for all Groton teachers and staff.”

21st Century Community Learning Center (21st CCLC)

Award amount: **\$300,000 (\$60,000/yr) for five years**

Project period: **Sept 2021 – June 2026**

GPS was awarded a \$60,000 grant (renewable per year) via the competitive 21st Century Community Learning Center (21st CCLC) grant program in May 2020. 21st CCLC is a federal grant program administered by the CT Department of Education and CREC. Due to the pandemic, the program start date was delayed by one year and began in September 2021.

The following is a description of the program from the grant proposal:

“With support from the 21st CCLC program, Groton Public Schools will partner with the Tree House Program to provide students with academic and enrichment opportunities outside of regular school hours. During program hours, students will receive homework assistance from certified teachers and engage in social learning activities aimed at strengthening bonds with their families, neighbors, and school community. Inspired by the Amelia Earhart quote, “a single act of kindness throws out roots in all directions, and the roots spring up and make new trees,” the program will be called the Groton Middle School Roots Project. Team-building and self-esteem will be the common theme of all extracurricular activities. Despite being within close proximity to premier educational institutions, recreational opportunities, and the state parks and coastal waterways of Long Island Sound, many Groton students have never visited them due to lack of time, resources, and transportation. 21st CCLC students will have the opportunity to participate in engaging, hands-on activities at these sites. On early dismissal and vacation days, students will also visit the elementary school sites to lead community service projects. The Tree House administration will work closely with the CT Afterschool Network to develop a comprehensive professional development program, aimed at training program staff in the latest methods of student academic and social-emotional support.”

Approximately 30 middle school students regularly participated in the GMS afterschool program held on Tuesdays – Thursdays. Attendance data was collected throughout the year and submitted to CREC. CREC staff visited the site in March for a formal assessment to which GPS received excellent reviews. Due to the pandemic, staff and students did not participate in off-site programming as planned. Funds were reallocated to support summer programming with GMS Roots students.

ARP ESSER Afterschool

Award Amount: **\$183,183**

Project Period: **July 2021 – December 2023**

As a 21st CCLC participant, GPS was invited to apply for an ARP ESSER Afterschool grant in January 2022. GPS was awarded an 18 month grant to establish a FHS Afterschool Center. Funds will be used to hire new staff and purchase supplies to expand and enhance FHS afterschool clubs that focus on underserved populations. Funds should also be used to provide afterschool academic support for students.

The following is a description of the program from the grant proposal:

“Groton Public Schools will partner with the Tree House Afterschool Program to develop the FHS Afterschool Center...GPS will hire a Tree House trained staff member to be the Site Coordinator for the new FHS Afterschool Center. The GPS Afterschool Director will work closely with the Tree House Director and Tree House leadership to incorporate their practices and policies into the FHS Afterschool Center. Like the Tree House Program and the Roots Project, students participating in the FHS Afterschool Center will have access to academic support from certified teachers and tutors, receive a snack and also have time to participate in various clubs and activities. On early dismissal days, students will have the opportunity to participate in field trips focused on experiential learning, team-building and community service.

GPS recognizes that “involvement in high-quality afterschool programs improves students’ education outcomes, attendance and social-emotional learning.” Therefore, with support from ARP Afterschool funds, GPS will hire additional staff to evaluate, enhance, and expand FHS’ afterschool program. We will expand the variety of activities offered, add new hot snacks and provide more transportation options with the goal of increasing student participation, especially among the target population. During the 18 month project period, we will evaluate these interventions to determine which have the greatest impact on attracting and retaining the target population. The new staff members, including the Afterschool Center Director and Site Coordinator, will participate in the GPS DEI (Diversity, Equity, and Inclusion) Committee to learn new strategies for engaging the target population. For example, the FHS Social Studies Department Chair, who participates in the GPS DEI Committee and also leads the Black Student Union, plans to attend the College Board's three-day "A Dream Deferred" Conference. The conference is "focused on the state of college readiness for African American students and provides a forum for sharing best practices, key data, and research to drive measurable actions to ensure access to opportunity." One of the goals of the FHS BSU is to partner with other school districts with BSUs. The closest BSUs to Groton are in New Haven and Hartford. Funds from this grant will enable FHS BSU students to meet with students from these other districts.”

USDA Farm to School

Award Amount: \$50,000

Project Period: July 2022 – June 2023

GPS was awarded a Turnkey Grant via the competitive USDA Farm to School grant program in July 2022. GPS was ineligible to apply to the larger Implementation Grant this year because GPS was a 2019 recipient. The following is a description of the program from the grant proposal:

“Using the Farm-to-School (F2S) program established at Charles Barnum Elementary School as a model, the F2S Coordinator will work with the F2S Committee and TRMS to create a work plan and schedule for garden assembly, greenhouse construction, and student lesson implementation. Lessons will occur afterschool and, when feasible, be integrated into the in-school Environmental Science curriculum. The F2S Coordinator will conduct training sessions with TRMS staff and parents about the program. The F2S Coordinator, TRMS Enviro Science Coordinator and TRMS Principal will meet with district Administrators to ensure that the F2S program continues to align with the strategic plans of both the school and district for long-term sustainability. The Food Service Director will share GPS accomplishments with regional and state representatives, including the Lighthouse Co-Op of southeastern CT and the SNA of CT. The local farms that partner with GPS via the Lighthouse Food Co-Op or F2S program all follow Good Agricultural Practices (GAP). The Food Services Director will review the latest Good Handling Practices (GHP) with TRMS kitchen staff. The F2S Coordinator will ensure that F2S TRMS Committee members are familiar with and also practice GAP and GHP when growing and handling food from the gardens and greenhouse. The F2S Coordinator will source and purchase grant-funded supplies and schedule installation. The F2S Coordinator will contact CT-based Levo International to purchase hydroponic equipment (funded by the Food Service Department) to be installed in the greenhouse.”

CT Dept of Agriculture “CT Grown for CT Kids Grant” (CTG4CKG)

Award Amount: \$24,946

Project Period: **April 2022 – September 2023**

GPS was awarded a CTG4CKG grant via the competitive CT Department of Agriculture grant program in April 2022. The following is a description of the program from the grant proposal:

“The intended outcome of this project is to expand our successful Farm to School program to elementary students at Thames River Magnet School to encourage greater enjoyment and consumption of healthy whole foods. In order to accomplish this outcome, we will build new garden beds and construct a greenhouse with a hydroponic system and deliver lessons on agriculture, plant life cycles, nutrition, and healthy choices. Students will engage in experiential F2S classroom lessons and outdoor activities. They will also receive personal hydroponic systems to bring home to practice growing their own food with their families. With support from the CT Dept of Agriculture, we will also increase our efforts to educate students during mealtimes. As the F2S Coordinator, Rotner organized regular taste tests of local produce, engaging hundreds of students at multiple elementary schools. As a result, cafeteria staff have reported an increase in fruit and vegetable consumption among students who participate in taste tests and other F2S education. Teachers report that more students are bringing in produce as snacks. Koschmeider is hiring a new F2S Coordinator. One of their first tasks will be to expand the F2S curriculum to include lessons and activities for GPS’ pre-school students, to be piloted at TRMS.”

Groton Public Schools

FY23 Proposed tuition rates for non-Groton resident students

	Approved FY2021-2022 Tuition Rates	Proposed FY2022-2023 Tuition Rates
Pre-K	\$ 6,106	\$ 6,193
Elementary School	\$ 12,211	\$ 12,386
Middle School	\$ 12,628	\$ 12,551
High School	\$ 14,387	\$ 15,653

ADDITIONAL COSTS

Special Education Program Costs

Self-contained (Academy/NBA Program/Transition Academy)

ABA Program

Multiple Disabilities Program

Approved FY2021-2022 Tuition Rates	Proposed FY2022-2023 Tuition Rates
\$ 31,006	\$ 31,424
\$ 29,508	\$ 29,515
\$ 27,259	\$ 27,266

Regular Education Program Costs

International Baccalaureate (IB) Diploma Program

AP Classes

Add \$ 2,210	\$ 3,202
Add Cost of test	Cost of test

Additional Services

OT/PT

Speech

Counseling/Social Skills

BCBA

Evaluations

Add \$ 3,100	Based on LEARN Related Services Hourly Rate Schedule
Add \$ 3,100	Based on LEARN Student Support Services Fee Schedule
Add \$ 3,100	
Add \$ 3,100	

Groton Public Schools
Regular Education Tuition Rates
FY2023

	Groton cost per pupil	Groton Proposed Tuition @ 85% of cost per pupil
PK	7,286	6,193
K-5	14,572	12,386
6-8	14,765	12,550
9-12	18,415	15,653
IB DP		18,855

FY22 IB DP Budget (funct #1117)	67,250
FY22 IB DP Students	21
Proposed IB DP Surcharge	3,202

Comparisons						
Groton FY2022	Ledyard 2023	Stonington 2022	Waterford 2022	NFA 2023	St Bernards 2023	Williams School 2023
6,106	Not Provided	Not Provided	Not Provided	Not Applicable	Not Applicable	Not Applicable
12,211	11,816	16,030	17,895	Not Applicable	Not Applicable	Not Applicable
12,628	11,816	16,030	17,895	Not Applicable	8,900	30,150
14,387	14,490	18,325	17,895	13,643	14,000	31,150
16,597	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

F&P Scores

2021-2022

F&P Reading Progression

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug - Sept)	1st Interval of Year (Nov - Dec)	2nd Interval of Year (Feb - Mar)	End of Year (May - June)
Grade K		C+ B A	D+ C B	E+ D/E C Below C
Grade 1	E+ D/E C Below C	G+ F E Below E	H+ H G Below G	K+ J/K I Below I
Grade 2	K+ J/K I Below I	L+ K J Below J	M+ L K Below K	N+ M/N L Below L
Grade 3	N+ M/N L Below L	O+ N M Below M	P+ O N Below N	Q+ P/Q O Below O
Grade 4	Q+ P/Q O Below O	R+ Q P Below P	S+ R Q Below Q	T+ S/T R Below R
Grade 5	T+ S/T R Below R	U+ T S Below S	V+ U T Below T	W+ V/W U Below U
Grade 6	W+ V/W U Below U	X+ W V Below V	Y+ X W Below W	Z Y X Below X
Grade 7	Z Y X Below X	Z+ Y X Below Y	Z+ Z Y Below Z	Z+ Z Y Below Y
Grade 8+	Z+ Z Y Below Y	Z+ Z Y Below Y	Z+ Z Y Below Y	Z+ Z Y Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Parents Guide to Guided Reading — Levels A and B

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided

Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

What are characteristics of Level A and B Readers?

At levels A and B, readers are using their finger to track left to right across the words and one line of print. They are learning to match one spoken word with one word in print and recognize repeating language patterns in simple stories. It is important that they begin to self-correct as they notice mistakes and are learning new high-frequency words.

What are characteristics of Level A and B Texts?

Books at Levels A and B are usually simple texts with stories carried by pictures. The content is easy and familiar (family, pets, play, school). These texts have repeating language patterns and focus on a single idea or topic with word meanings that are illustrated by pictures. They consist of short predictable sentences that are close to oral language.

Young readers
must spend time interacting
with texts that are
"Just Right" for them.

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time reading "just right" books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns.

Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home. Prompt your child to support their answers with evidence from the text.



Level A

Bear & Bee Too Busy by Sergio Ruzzier

Chick & Chickie by Claude Ponti

Count and See by Tana Hoban

Do You Want to Be My Friend? by Eric Carle

Growing Colors by Bruce McMillan

Hiding Phil by Eric Barclay

Let's Say Hi to Friends Who Fly by Mo Willems

Look what I Can Do by Jose Aruego

Mice On Ice by Rebecca Emberly

Peep by Kevin Luthardt



- *What are the major events in the story?*
- *What does this story remind you of?*
- *Can you think of another books that is similar to this one?*
- *Pretend that I am your friend who has never read the story. Can you retell the story to me?*
- *Who are the characters in the book?*
- *How did the pictures help you understand the story?*
- *Why do you think the book was called _____?*
- *Did you enjoy the story? Why or why not?*

Level B

Cat on the Hat by Brian Wildsmith

Dinosaur Kisses by David Elra Stein

Elephant & Piggie by Mo Willems

Can I Play Too? by Mo Willems

Hats around the World by Liza Charlesworth

Have You Seen My Cat? by Eric Carle

Have You Seen My Duckling? by Nancy Tafuri

Little Ducks Go by Emily McCully

Mittens Series by Lola Schaeffer

Pete the Cat I Can Read Series

The End (Almost) by Jim Benton

Strategies to Help Develop Reading Skills at Home

Read poems and short stories aloud to your child.

Make predictions about the story together using pictures and/or words in the story.

Use your finger to point to the words you're reading from left to right.

Search for information using words or pictures to understand the meaning of unknown words.

Model how to pause at the end of a sentence after a period.

Point out an exclamation mark at the end of the sentence and reread the sentence using enthusiasm.

Choose a few words in the text that could be easy to rhyme with other words, such as hop. Brainstorm words together that can rhyme with that word.

*"Children are made readers on
the laps of their parents."*

- Emily Buchwald



Looking Forward...

What are characteristics of Level C,D, and E Readers?

At levels C, D, and E, readers follow simple stories of fiction and fantasy and easy informational texts. They can track print with their eyes over two to eight lines per page often without pointing. They notice and use punctuation. The core of high frequency words is expanding. Readers consistently monitor their reading and cross-check one source of information with another.

What are characteristics of Level C,D, and E Texts?

Books at levels C,D, and E are simple narratives with several episodes (usually similar or repetitive). Most concepts are supported by pictures. Books at these levels have familiar content that expands beyond the home, neighborhood, and school. Texts also have some longer stretches of dialogue and a simple sequence of events. Almost all vocabulary is familiar to children and is likely to be used in oral language. Word meanings are usually illustrated by the pictures.

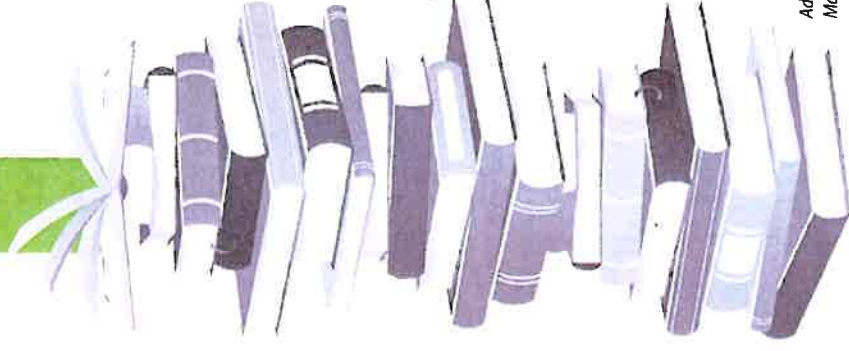


Anne Arundel County Public Schools
Department of Instruction
Elementary Reading Office

AACPS - Department of Instruction - Elementary Reading Office - 2798/98a OPS/JH (New 1/16)

Parents Guide to Guided Reading Levels A and B

*"Parents are a child's first and
most important teacher."
- Ron and Rauey*



*Adapted from
Martin County School District*

Parents Guide to Guided Reading — Levels L and M

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

What are characteristics of Level L and M Readers?

At levels L and M students begin to recognize themes across texts such as friendship, courage, and other abstract ideas. They are able to understand the perspectives of many characters. Readers are able to identify underlying structures to help navigate through the text such as compare and contrast, problem and solution, and cause and effect. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level L and M Texts?

Books at Levels L and M are mostly carried by print with few illustrations. Some abstract ideas require students to use inferential thinking to derive the meaning. The texts present multiple points of view revealed through the characters' behaviors. Text at these levels also include more complex plots with numerous episodes with time passing.

Young readers must spend time interacting with texts that are "Just Right" for them.

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time reading "just right" books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns.

Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home. Prompt your child to support their answers with evidence from the text.

Level L
Alexander and the Wind-up Mouse by Leo Lionni
If You Take a Mouse To School by Laura Numeroff
Tsunamis by Mari Schuh

Amelia Bedelia series by Peggy Parish
Pluto: The Dwarf Planet by Greg Roza
Who Invented Basketball? by Sara Latta
Freedom Summer by Deborah Wiles
Mercy Watson To the Rescue by Kate DiCamillo
Cam Jansen series by David Adler
Horrible Harry series by Suzy Kline

Level M

Abe Lincoln's Hat by Martha Brenner
Amazing Snakes by Sarah Thompson
The Art Lesson by Tomie de Paola
Arthur series by Marc Brown
Aunt Flossie's Hats by Elizabeth Howard
I Wanna New Room by Karen Orloff
First Big Book of Dinosaurs by Catherine Hughes
Bailey School Kids series by Debbie Dadey
Blue Ribbon Blues by Jerry Spinelli
Blueberries for Sal by Robert McCloskey
Chicken Soup with Rice by Maurice Sendak
Chicken Sunday by Patricia Polacco
The Littles series by John Peterson
Magic Treehouse series by Mary P. Osborne
Volcanoes by Emily Green



- What are the most important events in the story?
- What was the problem in the story, and how did the characters solve it?
- What new information did you learn about ____?
- Based on what you know about a character, what do you think he/she will do next?
- Has the new information you read changed your thinking about the topic? How?
- Why did the character ____? How do you know?
- How would you feel if ____ happened to you? Would you do the same thing the character did?
- How does the author help you learn about ____?
- What did the author do to make this topic/book interesting, funny, or exciting to read about?



Strategies to Help Develop Reading Skills at Home

Encourage your child to:

Identify the problem and the solution.

Use a table of contents to determine what you could learn in a story.

Use a glossary to determine the meaning of an unknown word.

Compare information given in the text with information provided in text features (photographs, captions, diagrams).

Describe a character based on his/her actions.

Tell what happened first, next, then, last.

Identify organizational structure of the text (description, compare/contrast, problem/solution, cause/effect).

"Reading is to the mind what exercise is to the body."

- Richard Steele



Looking Forward...

What are characteristics of Level N,O,P, and Q Readers?

At levels N,O,P, and Q, readers are able to understand abstract and mature ideas and take on diverse perspectives and issues relating to race, language, and culture. Readers solve new vocabulary words, some defined in the text and other unexplained. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level N,O,P, and Q Texts?

Books at Levels N,O,P, and Q include mysteries, series books, books with sequels, or short stories. They include chapter books and shorter fiction and informational texts. Some non-fiction texts provide information in categories on several related topics, and readers can identify and use underlying structures (description, compare/contrast, sequence, problem/solution, and cause and effect).

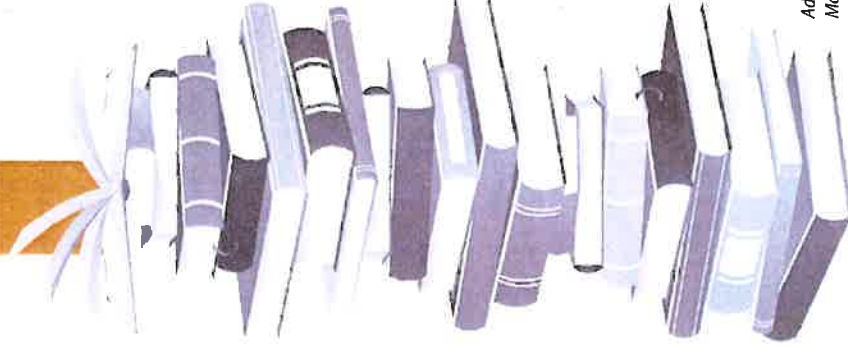


Anne Arundel County Public Schools
Department of Instruction
Elementary Reading Office

AACPS • Department of Instruction • Elementary Reading Office • 2798/998 DPS/IH (New 1/16)

Parents Guide to Guided Reading Levels L and M

*"Parents are a child's first and
most important teacher."*
- Ron and Ramey



Adapted from
Martin County School District

Parents Guide to Guided Reading — Levels W,X,Y, and Z

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

What are characteristics of Level W,X,Y, and Z Readers?

At levels W,X,Y, and Z readers have developed knowledge of content, including scientific information and historical events and apply prior understandings in a critical way when reading fiction and nonfiction texts.

What are characteristics of W,X,Y, and Z texts?

Although many texts are long and have complex sentences, they vary greatly because readers are expected to understand and respond to mature themes such as sexuality, abuse, poverty, and war. Complex fantasy, myths, and legends offer added challenge and require readers to identify classical motifs such as “the quest” and to identify moral issues. Biographies offer a range of individuals who may not be previously known to readers and may not be admirable, requiring critical thinking on the part of readers. In addition, readers will encounter abstract special forms of literature, such as satire and irony. Additional challenges may include parody, allegory, or monologue. Themes and characters are multi-dimensional, may be understood on many levels, and are developed in complex ways.

Young readers must spend time interacting with texts that are “Just Right” for them.



- What connections can you make between social or moral issues of today and those presented in the text?
- Evaluate the author's character and plot development. (i.e. believability, depth)
- What new information has been added to what you already knew about the topic?
- After reading, has the new information changed your thinking about the topic?
- What descriptive language did the author use to add to the enjoyment of the text?
- What do you think is the most important part of the story? Why?



Parental Caution!

Books at the upper guided reading levels address sophisticated and often mature themes. Even though some accelerated readers are able to read these levels in the early grades, the content of these books may not be appropriate for very young children.

Always preview the books your child is reading and monitor the storyline. Our goal is not to race readers through the levels, but rather to allow advanced readers to dig more deeply into each level along the way so the books they are reading parallel their social-emotional development.

Level W

Eleanor Roosevelt: A Life of Discovery
by Russell Freedman

Harry Potter and the Goblet of Fire by J. K. Rowling
Harry Potter and the Order of the Phoenix by J. K. Rowling

Hoot by Carl Hiaasen

The Lost Colony of Roanoke by Jean Fritz

Missing May by Cynthia Rylant

Mister Monday by Garth Nix

Nightjohn by Gary Paulsen

Level X

Golden Compass by Philip Pullman

Matilda Bone by Karen Cushman

The Midwife's Apprentice by Karen Cushman

Dolphin Song by Lauren St. John

Over Sea, under Stone by Susan Cooper

The Matchless Six by Ron Hutchkiss

Oceans by Joanna Rizzo

How to Train Your Dragon series by Cressida Cowell

Cool Stuff 2.0 and how it works by Chris Woodford

Where the Red Fern Grows by Wilson Rawls

Levels Y and Z

The Call of the Wild by Jack London

The Giver by Lois Lowry

Series of Unfortunate Events by Lemony Snicket

Tracking Tyrannosaurs by Christopher Sloan

The Outsiders by S.E. Hinton

Ultimate Guide to Baseball by James Buckley

To Kill a Mockingbird by Harper Lee

Strategies to Help Develop Reading Skills at Home

Encourage your child to:

- Notice and interpret** satire and irony and how it adds to the understanding of the text.
- Recognize** a full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative language).
- Use reader's tools** such as indexes, and embedded definitions to understand content-specific and technical words.
- Recognize** unusual text organizations (flashback, flash forward, time lapses).
- Select a variety of texts** in different layouts and formats such as plays, memoirs, graphic novels, newspaper articles, manuals, etc.

*"Today a reader,
tomorrow a leader"*

- Margaret Fuller



*A book is the most effective
weapon against intolerance
and ignorance."*

- Lyndon Baines Johnson



Anne Arundel County Public Schools
Department of Instruction
Elementary Reading Office

AACPS - Department of Instruction - Elementary Reading Office • 2798/98J DPS/JH (New 1/16)

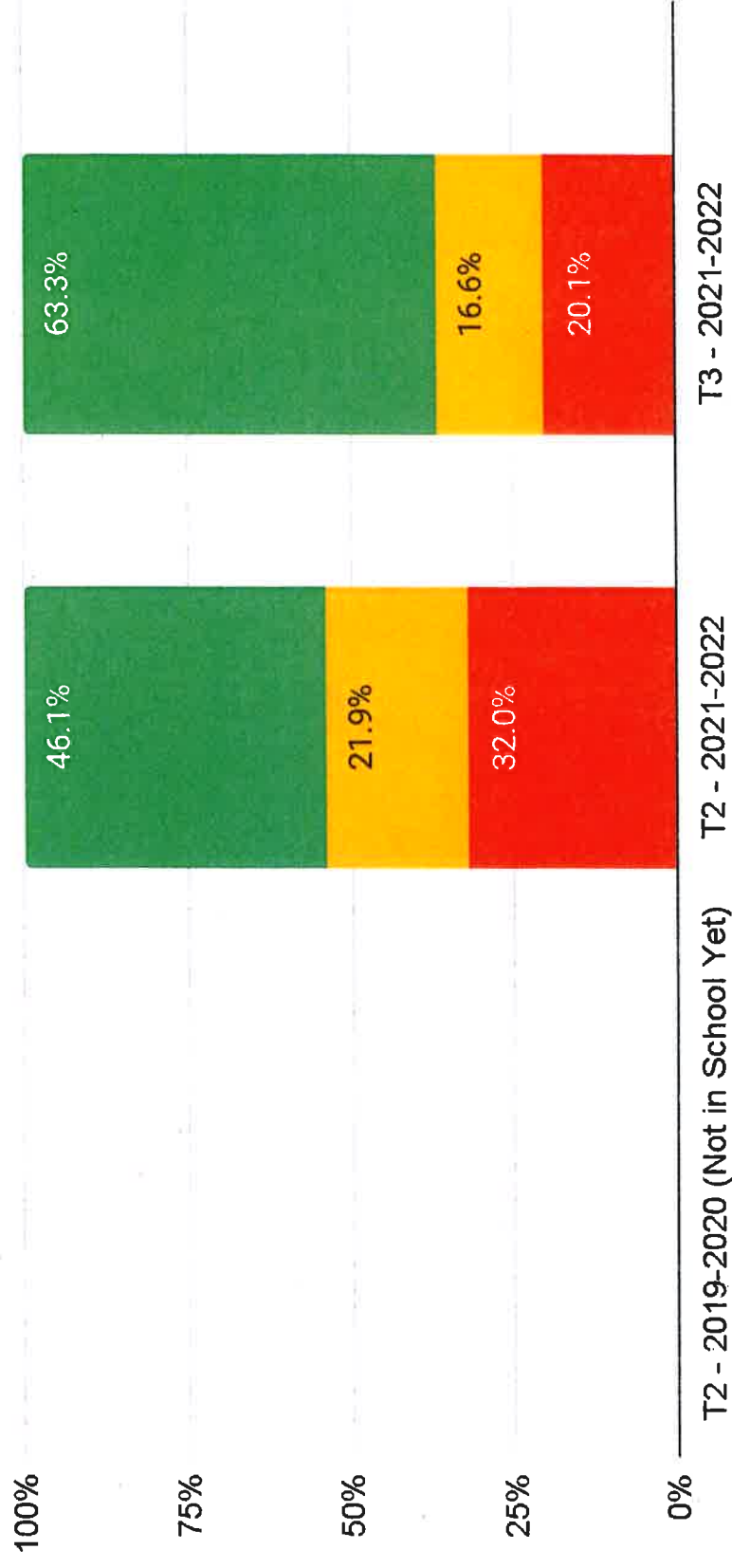
Parents Guide to Guided Reading Levels **W, X, Y, and Z**

*"Parents are a child's first and
most important teacher."*
- Ron and Ramney



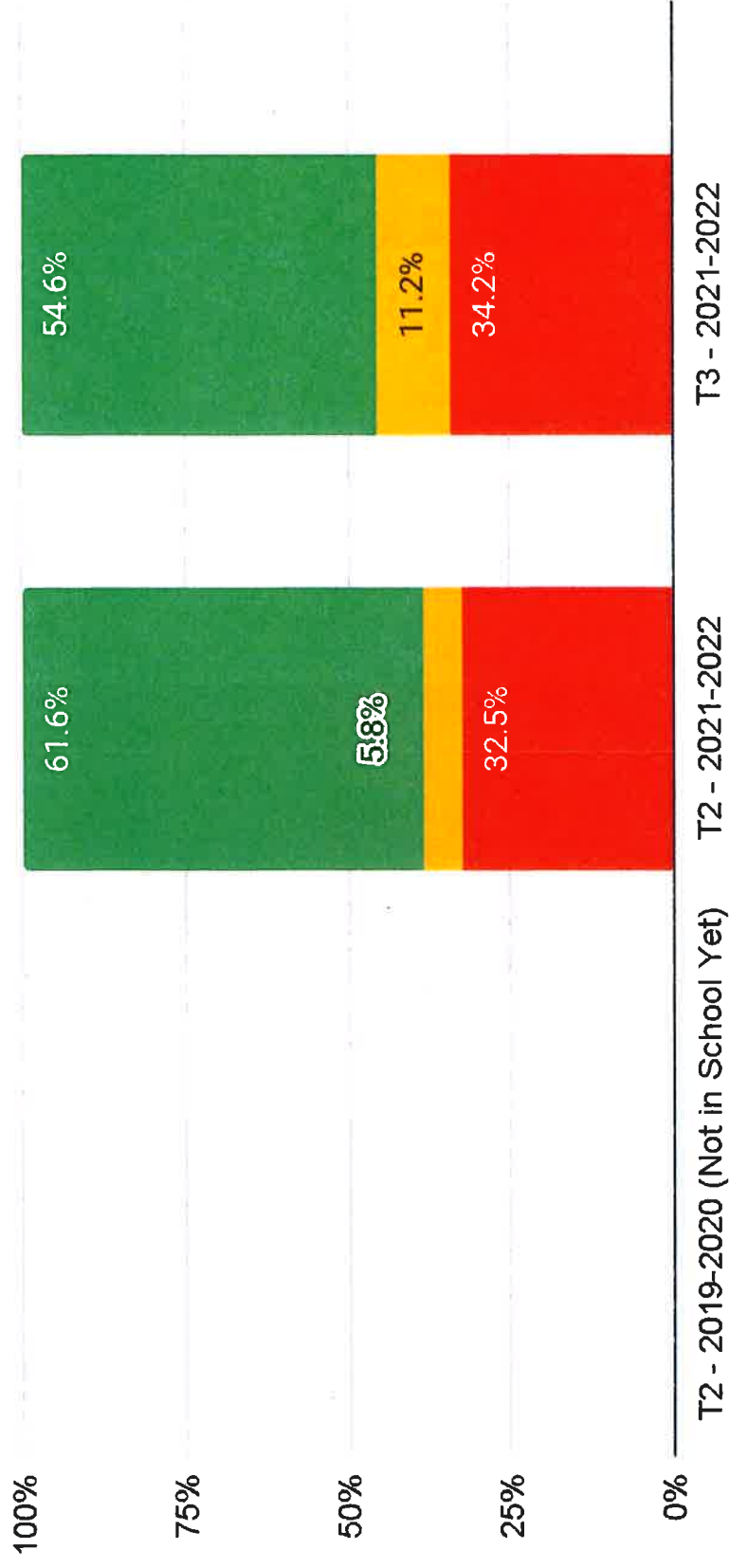
Adapted from
Martin County School District

Kindergarden - F&P Scores



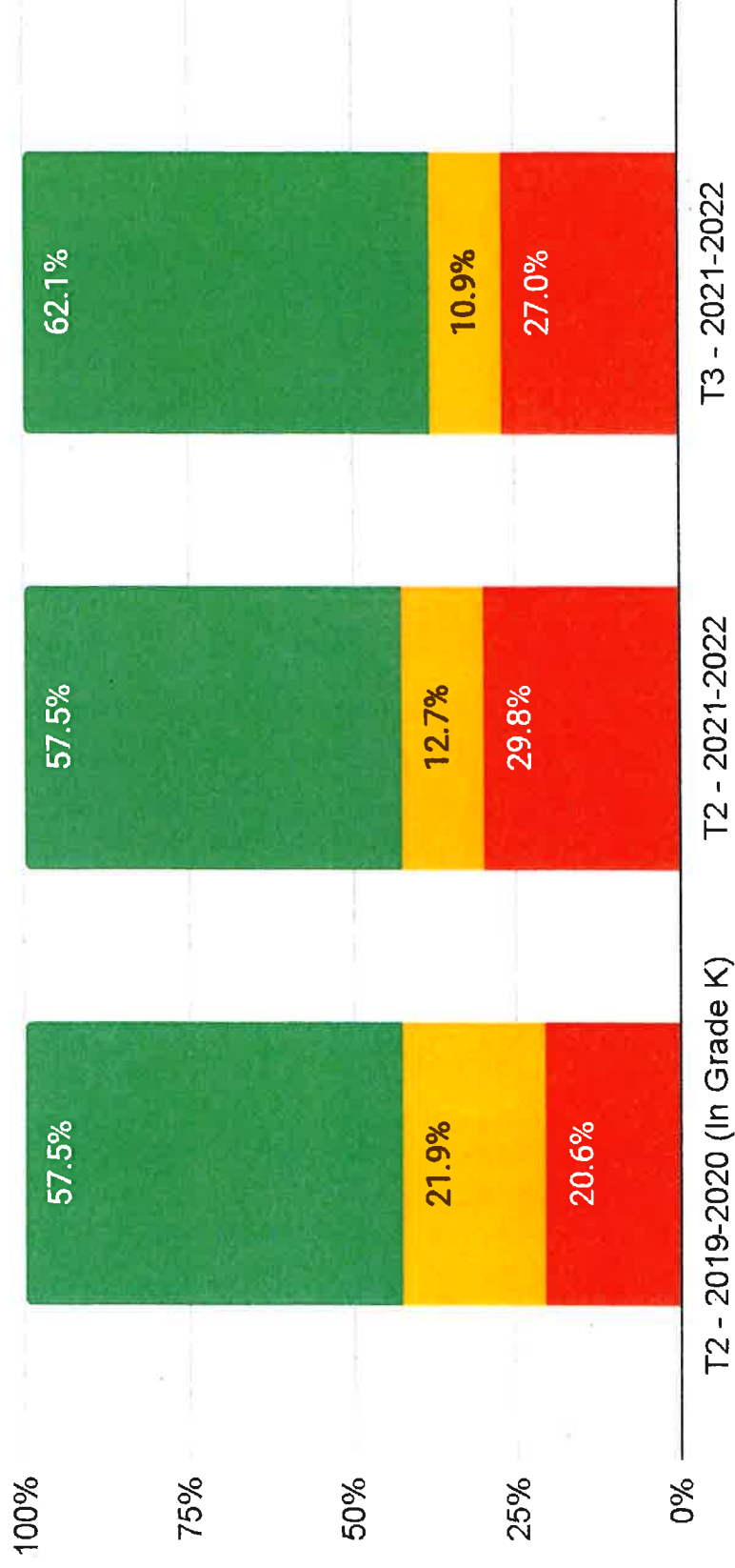
Kindergarden - F&P Scores

Grade 1 - F&P Scores



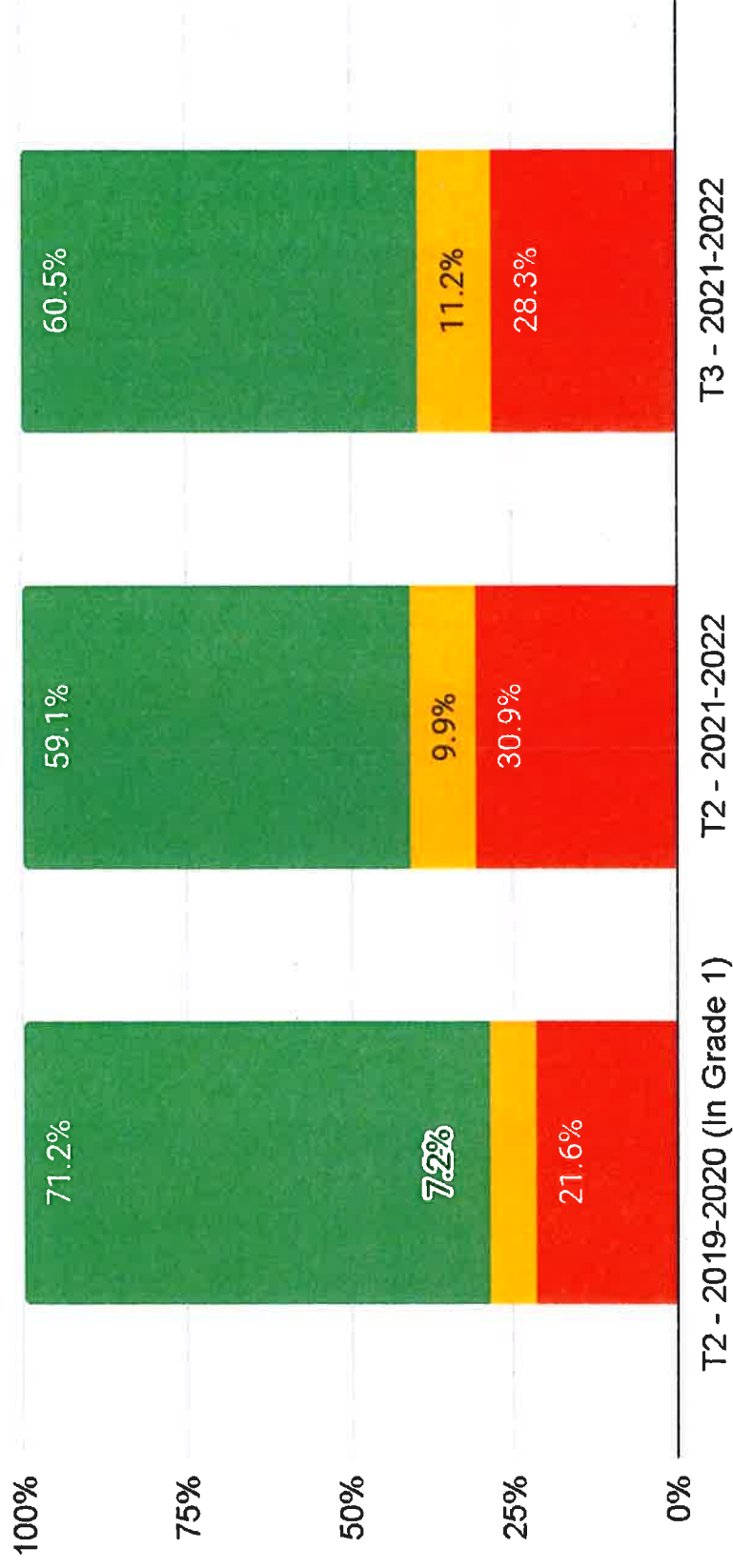
Grade 1 - F&P Scores

Grade 2 - F&P Scores



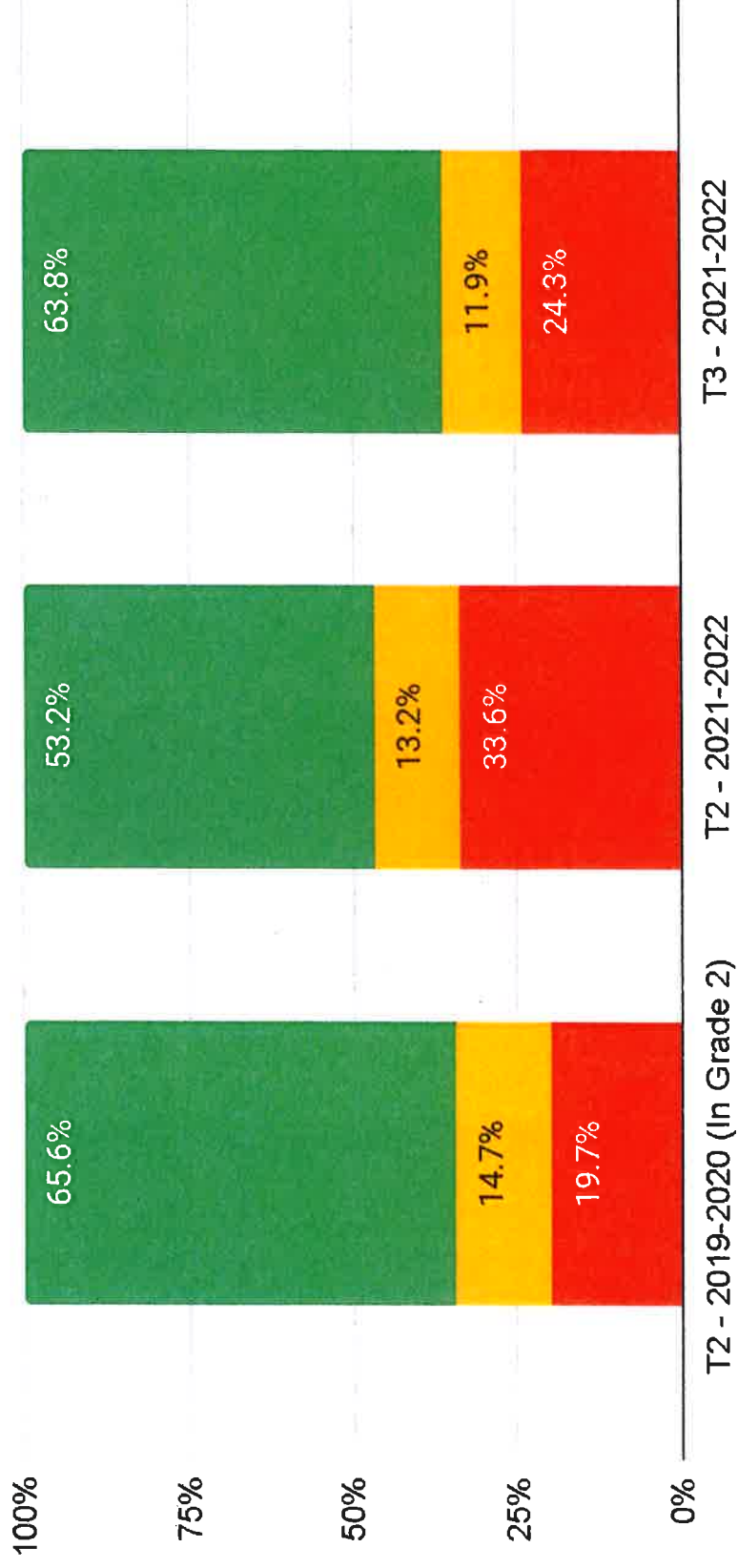
Grade 2 - F&P Scores

Grade 3 - F&P Scores



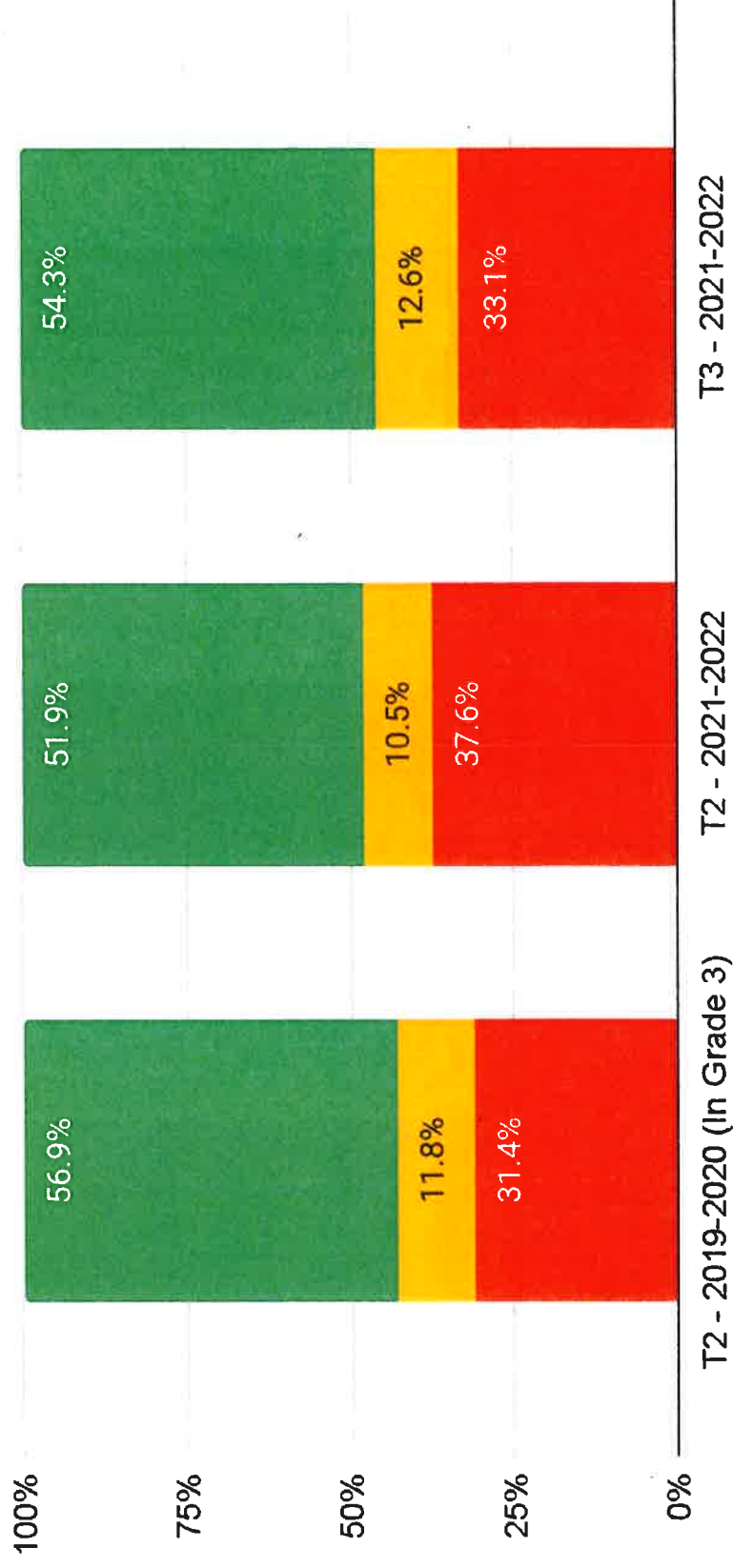
Grade 3 - F&P Scores

Grade 4 - F&P Scores



Grade 4 - F&P Scores

Grade 5 - F&P Scores



Grade 5 - F&P Scores

2021-22 Alliance District End of Year Monitoring Meeting Agenda

District:	Groton Public Schools	CSDE Point of Contact:	CSDE liaison
Meeting Call in Number or Link:	Central Office Groton, CT	Meeting Date/ Time:	Friday 7/29/22 9:30am - 11:00am
Part I: Welcome, Objectives, and Introductions (5 minutes)			
Part II: Data Review (20 minutes)			
Strengths and Celebrations: <ul style="list-style-type: none"> Implementation status of all areas marked as "likely to achieve the goal" The District Average Percent of Target Achieved on LASLinks Literacy increased from 53.6% in 2020-21 to 69.2% in 2021-22. The district Growth rate for LASLinks Literacy increased from 28% in 2020-21 to 41.7% in 2021-22. The Average Percent of Target Achieved on LAS Links Oral increased from 44.1% in 2020-21 to 59.1% in 2021-22. Use of Policy 5113 Attendance with regulations around the Attendance team in each school and system of tiered interventions. We will increase district level support to school-based attendance teams to help them identify/intervene for students at risk of Chronic absenteeism. The CSDE did recognize that Chronic absenteeism this year was more related to the number of days students were being quarantined or were sick with COVID-19. While our average was in-line with the state average, it was a concern and needs to be improved. Use of DoDEA STEM grant to support leadership in Science K-5 to align with 6-12 STEM coordination and 9-12 department chair. Continuation of DoDEA STEM Science Grant that supports professional learning and purchase of equipment. GPS will use NGSS data to inform instruction and make instructional changes as needed. District will ensure that NGSS IAB's are used with fidelity (Grades 3-11) as SBAC IAB's and focus assessments are used. We saw gains in the data from 2021-2022, however we haven't seen total recovery from 2019. (See data chart per grade level) Disaggregation of data across the schools is shared with principals (includes some comparison data by grade levels in each elementary school to GPS average) GPS SAT data in-line with state; PSAT close to state. 		SBA Results 2021-22 Anticipated results will be made public by the end of August per the Connecticut State Department of Education (CSDE)	
		Growth Areas: <ul style="list-style-type: none"> As of reporting date 5/22/22, GPS saw increase in chronic absentee rate for school year 2021-22. This is below the 2021-22 ESSA goal of 8.9%¹ 	
		¹ COVID quarantining has affected these numbers <ul style="list-style-type: none"> Discipline numbers in 2021-22 increased over the last the school year (with the exception of expulsions= 0 since March). There was a question regarding how we are calculating suspension rates? Four-year graduation rate was near last year's number of 88.2%. This is slightly below the 2021-22 ESSA target of 89.7% How is math K-2 progress monitored? How often? <ul style="list-style-type: none"> ✓ Formative assessments per unit of study based on CT Core Standards; aligned to standards-based report cards. (i.e. 'The math interview', observational checklists, curriculum-based and New Perspectives in Learning Mathematics Landscape of Learning per Dr. Cathy Fosnot. 	

¹ COVID quarantining has affected these numbers

- All school data teams will be expected to use data to support students and inform instruction.
- District data team will meet quarterly, reviewing goals of the District Improvement Plan.

Part III: Implementation Updates from Approved Alliance District Plan Priorities (30 minutes)

- 1.1 Professional Learning for instructional leaders: For continued sustainability, Literacy and Math Specialists provide embedded Coaching for teachers, tutors, as well as intervention for students through SRBI process.
- 1.2 Recruitment and Human Capital: At the heart of what we do in GPS is recruitment of highly qualified staff; increase staff of color hires from our current 8.6% to 10%; Groton Public Schools will expand strategies to recruit a diversified staff, including "grow your own" program and scholarship for paraprofessionals to become certified teachers.
- 1.3 District and school leadership, hire and retain highly qualified teachers: Attract, retain and bolster the performance of staff with additional mentors and paper reviewers trained in the district.
- 2.1 Provide funding for teachers to align GPS core curriculum model with a systemic SRBI tiered process PK-12, and provide funding necessary for Professional Development and staffing of curricular writing/planning.
- 2.3 Pre-K-3 Literacy; CCS Alignment, Assessment systems: All PK-12 ELA classrooms deliver a CCS aligned core curriculum utilizing the balanced literacy model. GPS continues its partnership with Columbia University's Teachers' College (TCRWP).
- 3.1 Family Engagement/wraparound services, attendance and on-track: Expand the work under Safe School Climate committee and School & District data teams to identify students at risk of dropping out with chronic attendance problems. Provide positive interventions and services to support students and families. Implement tiered SRBI interventions that work.
- 3.2 Family Engagement/wraparound services, prevention of chronic absenteeism: Social workers, School Psychologists, and counselors will continue to promote social emotional competencies of all students. Pupil Personnel Support staff will continue to assist families, students, staff and community partners to identify and develop interventions to address and overcome barriers to learning.
- 3.3 Family Engagement: Community Forums and conversations around topics of interest to parents. Provide survey to parents on issues of interest (i.e. how to motivate students, dealing with students who don't want to go to school, mental wellness, prevention of substance abuse, etc.)
- 4.1 Technology Integration: Technology Integration
- 4.2 Extended Learning Time: Supported by GPS operational funds, after school literacy and math clubs for students Grades K-12.
- 4.3 Data analysis and tracking: Supported by GPS operational funds, data collection, management and tracking is needed to support the District.

Part V: CSDE Updates (10 minutes)

- **2022-23 Turnaround Office Calendar**
- **Save the Date: Performance Matters, October 13, 2022**
- **Alliance District BOY Monitoring Meeting (in-district- November '22)**
- **Site Visits (3x per year)**