

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
SEPTEMBER 12, 2022 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman, Dean Antipas, William Horgan, Liz Porter (remote), Matthew Shulman, Rita Volkmann (Remote), Beverly Washington (arrived at 7:15 p.m.), Jay Weitlauf (Remote)

ALSO PRESENT: Susan Austin, Phil Piazza, Sam Kilpatrick, Thomas Lonsdale

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

II. BOE REGULAR BUSINESS

MOTION: Shulman, Horgan: To approve the COW minutes of August 15, 2022
**YES – Shepardson Watson, Ackerman, Antipas,
Horgan, Shulman, Volkman, Weitlauf
ABSTAINED - Porter
PASSED**

III. REPORT ON THE OPENING OF SCHOOL

Ms. Austin stated that at the Convocation she addressed the theme, “We’re coming back to community.” She stated that the staff noted that it just feels right for this year. Ms. Austin noted that she addressed the Mentor Program and that a position for a certified staff member to direct and revitalize the program would be posted. Ms. Austin also noted that the Groton 2020 dream has come to full fruition. Ms. Austin stated that she is looking forward to having a Retreat with the board to put action steps in place. She also noted that she got notification today that the Nurturing Global Mightiness with World Language DoDEA was awarded to GPS. As a part of the grant, the Naval National Defense program will begin as a club. She further stated that Open Houses were being held at CB, TR, and MR on Tuesday (NEA has been postponed); FHS will be Sept. 19, GMS on Sept. 21, and CK on Sept. 27.

IV. UPDATE RE: 2018 DoDEA STEM GRANT (Attachment #1)

Mr. Ben Moon gave an overview of the 2018 DoDEA STEM grant and how we are finalizing the grant.

VII. DATA DISCUSSION RE: LEXIA RAPID, GRADES 6-12 READING (Attachment #2)

Mr. Lonsdale gave an overview of the Lexia Rapid Assessment for 2021-2022. Mr. Lonsdale noted that all the graphs for the assessments shows scores for student who took all 3 assessments.

VIII. ALLIANCE TRACKER FEEDBACK FORM THE CSDE (Attachment #3)

Ms. Austin noted:

- That the district meets with the Connecticut State Department of Education Representatives on a quarterly basis.
- The district has several schools that are bilingual in Spanish.
- Attendance during COVID was not good; we saw an increase in the number of students with chronic absenteeism.
- Attendance matters for both students and staff.
- We saw gains in SBAC from FY21 to FY22, but are not fully recovered from 2019.
- She noted that there were areas of concern around attendance and discipline.
- She noted the 4 year Graduate rate for 2021-2022; the target was 89.7 and we came in at 88.2.

Ms. Austin stated that she would have Principals come to a future COW meeting to present their action plans on their data.

IV. SUGGESTED FUTURE TOPICS

Mrs. Volkmann requested discussion of the Magnet School and how they are doing.

IX. ADJOURNMENT

MOTION: Ackerman, Volkmann: To adjourn at 7:45 p.m.
PASSED UNANIMOUSLY



DoDEA STEM Grant Update



Sept. 2022

Ben Moon, DoDEA STEM Grant Project Director



Grant History & Initiatives

- Awarded in 2018 - Entering Year 5
- Three Major Goals
 - Implementing NGSS
 - STEM extracurricular activities
 - Implement IB Careers Program & Expansion of Project Lead the Way



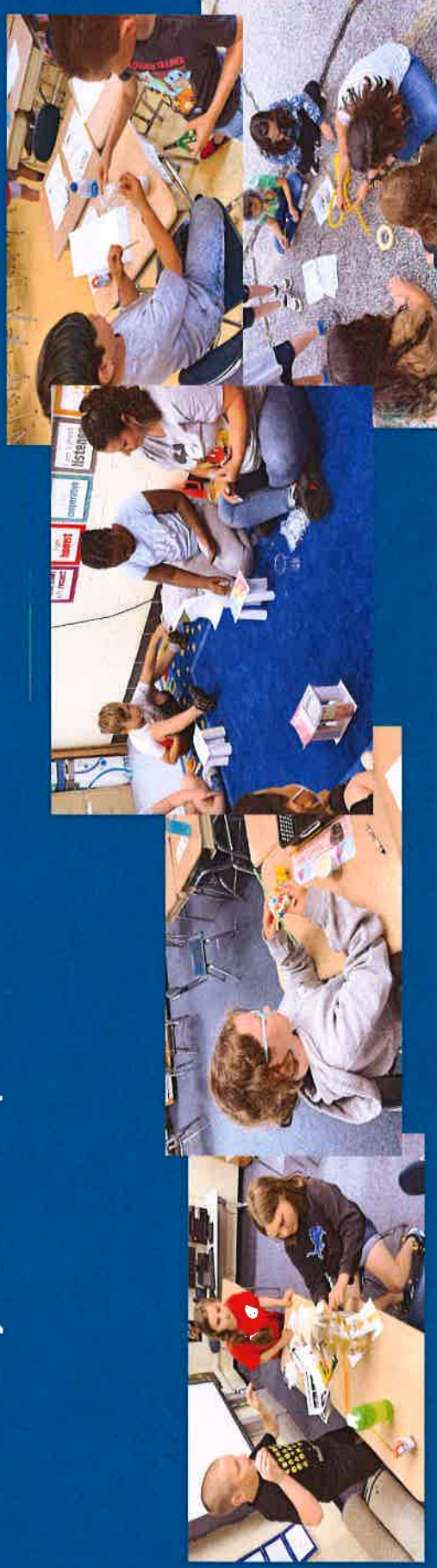
Implementing NGSS

- Accomplished shift to phenomena based teaching of science
- Partnership with CREC to learn, implement, and revise curriculum
- Summer work by teams of teachers to adjust and enhance based on survey feedback



Growing STEM Extracurricular Activities

- Summer STEM programs serving approximately 400 elementary students providing hands-on STEM learning challenges including Computer Science and Coding
- Community Partnerships



Implementing IB/CP and Expansion of PLTW

- A complete engineering pathway (K-12)
 - Engineering is Elementary at Catherine Kolnaski (K-5)
 - Project Lead the Way Gateway Program at Groton Middle School (6-8)
 - Expansion of Project Lead the Way at Fitch to include multiple offerings (9-12)
- Continued training of FHS staff in IB Career Pathways program to support implementation



Year 5 & Sustainability

Investments & Areas of Focus:

- Strengthening NGSS curriculum and teacher skills
- Materials that help to build program sustainability
- Building STEM Culture and Advocacy in each building
- Afterschool STEM programs in elementary



Lexia Rapid Assessment 2021-2022

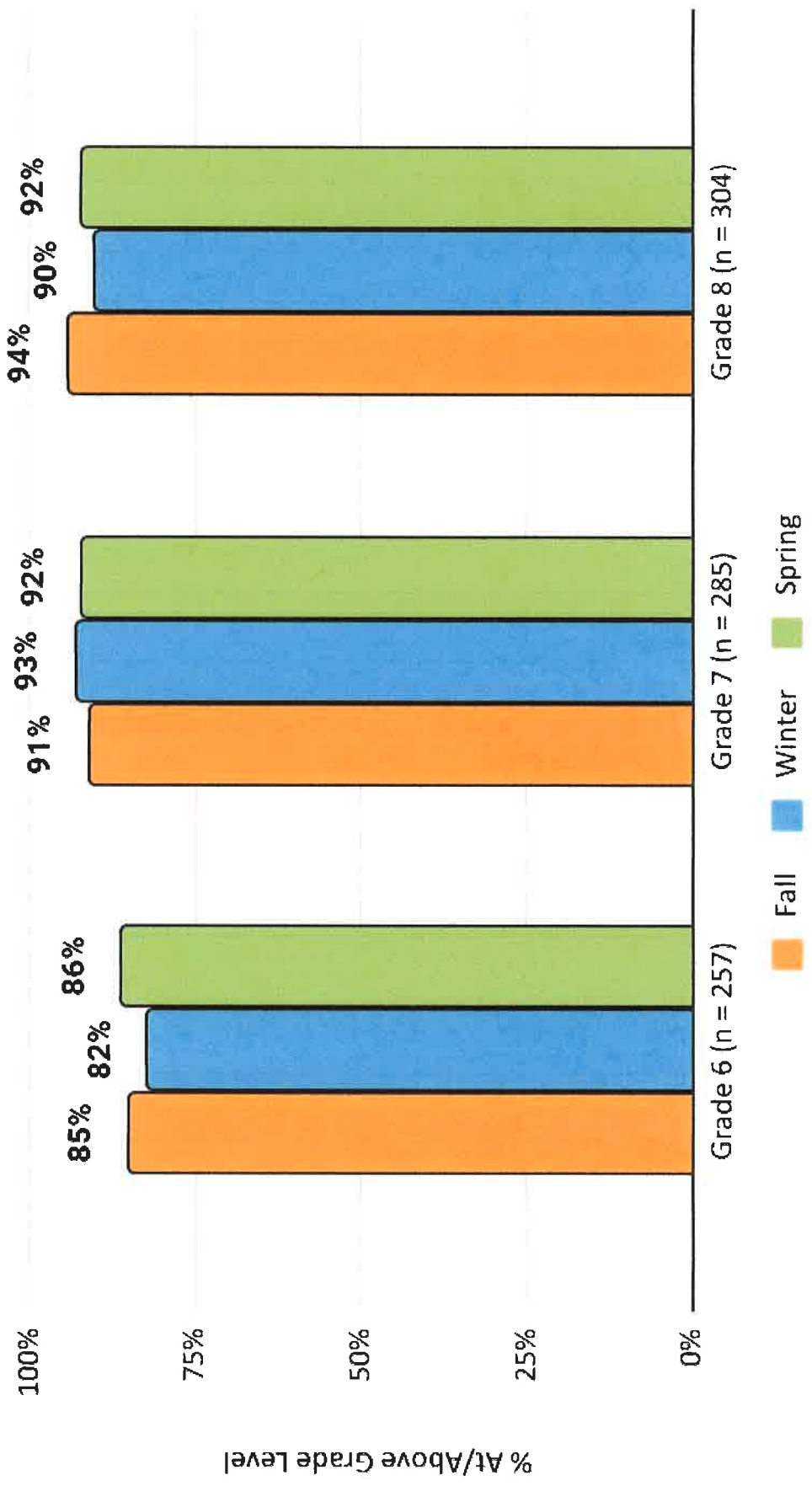
Lexia Rapid Assessment Components

<i>Word Recognition</i>	<i>Vocabulary Knowledge</i>
<i>Syntactic Knowledge</i>	<i>Reading Comprehension</i>

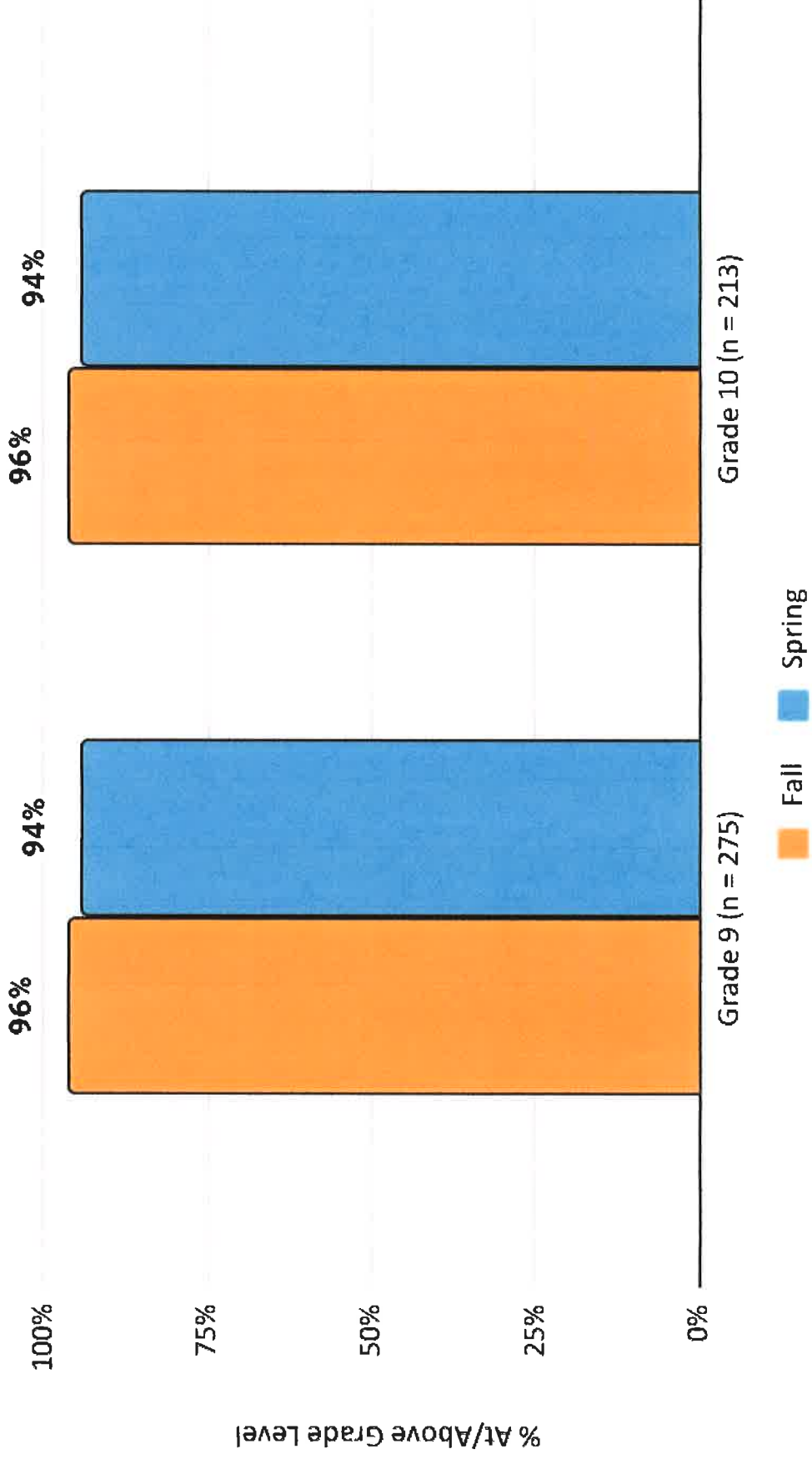
Word Recognition Task

In this item-adaptive task, the student listens to a word and identifies its written form. The screen displays a drop-down menu with the correctly spelled word and two distractor choices that are spelled incorrectly.

Lexia Rapid Assessment - Word Recognition



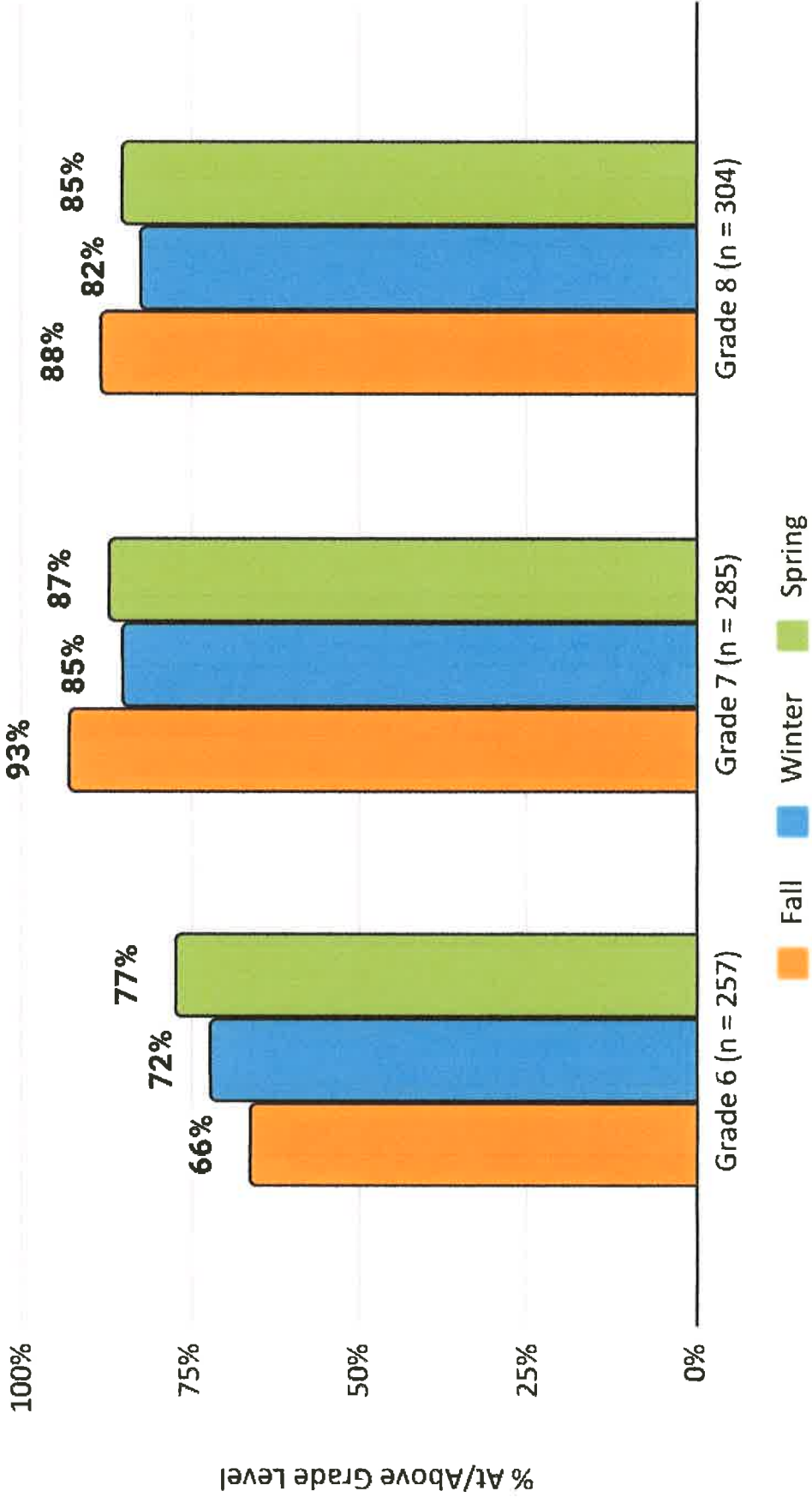
Lexia Rapid Assessment - Word Recognition



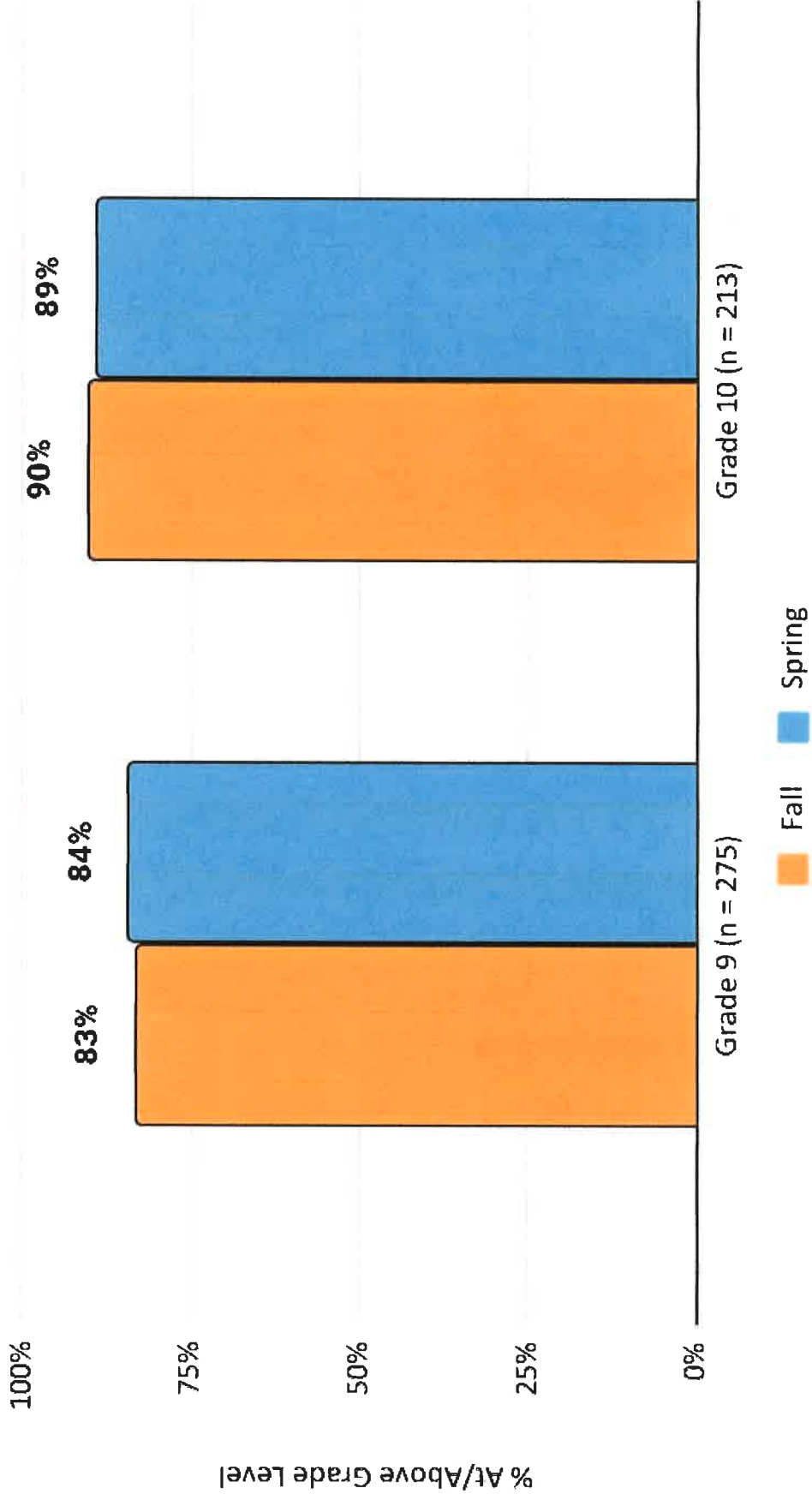
Vocabulary Knowledge Task

In this item-adaptive task, the student reads a sentence that is missing a word. The student selects the word that best completes the sentence among three choices. The student has unlimited time to respond to each item. This task only includes audio for the directions section.

Lexia Rapid Assessment - Vocabulary Knowledge



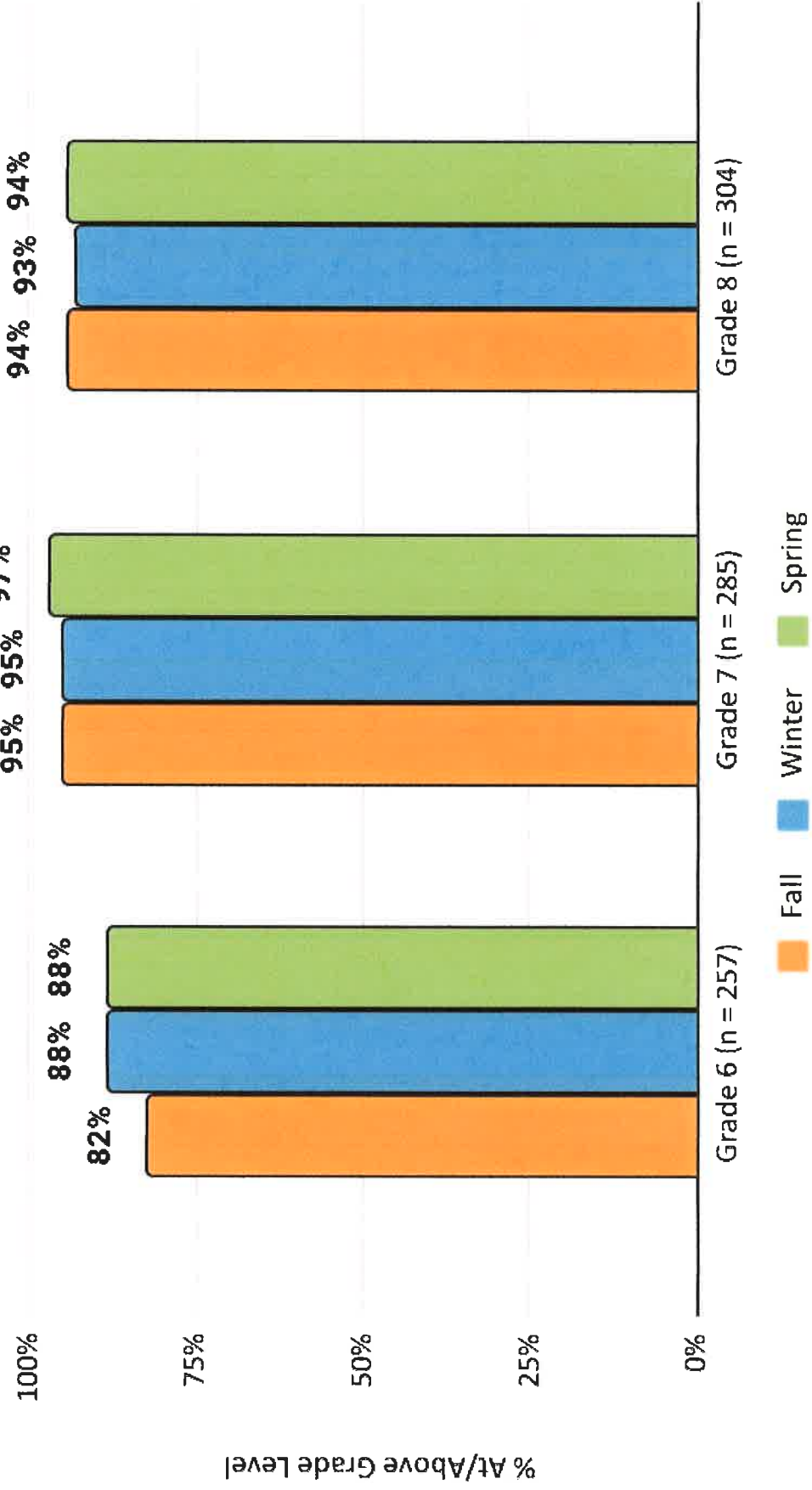
Lexia Rapid Assessment - Vocabulary Knowledge



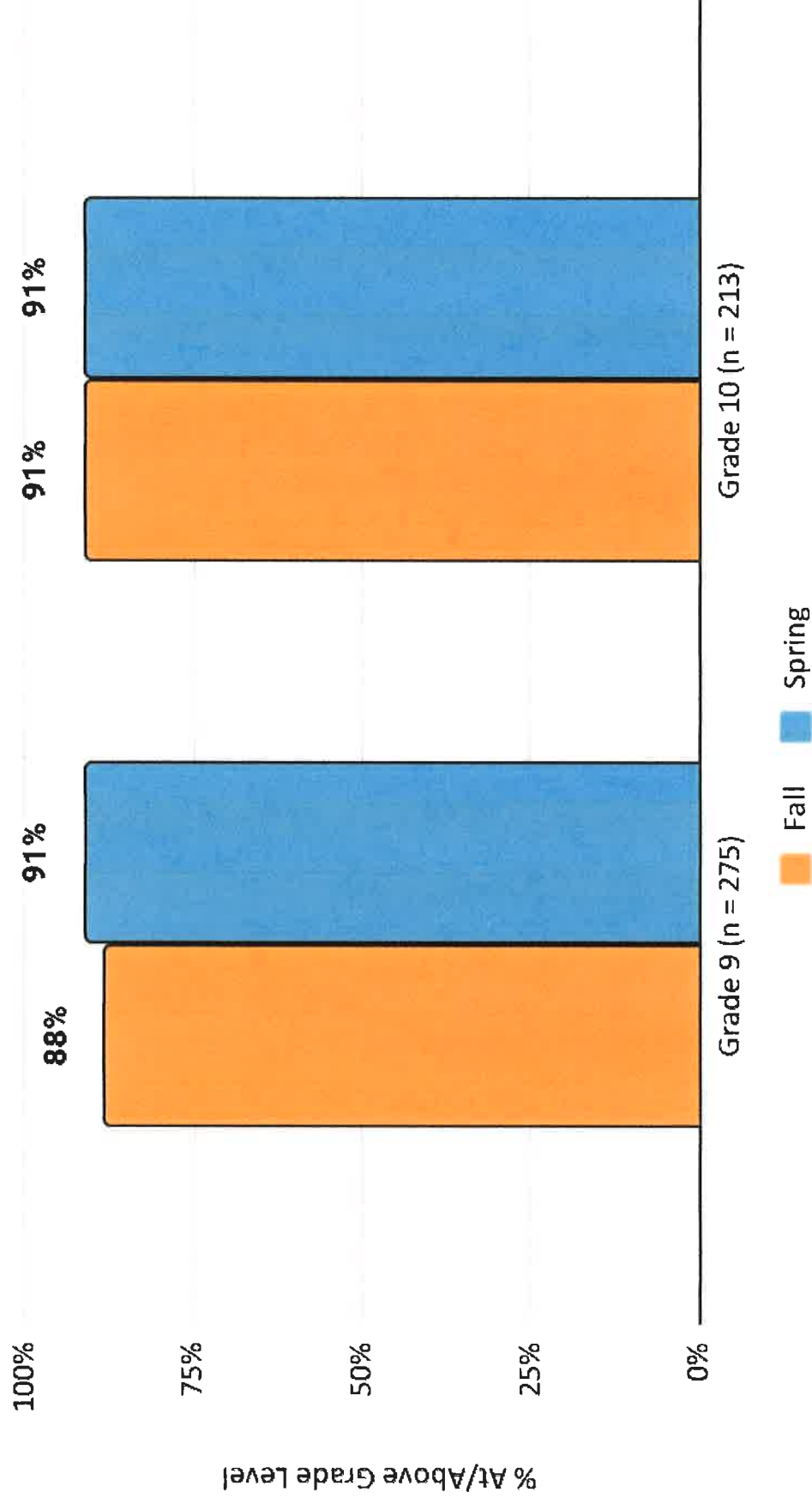
Syntactic Knowledge Task

In this item-adaptive task, the student listens to a sentence or set of sentences that is missing a word or phrase. The screen displays the sentence(s) for the student to read. The student must choose the word or phrase that best completes the sentence from three choices. The student has unlimited time to respond to each item

Lexia Rapid Assessment - Syntactic Knowledge



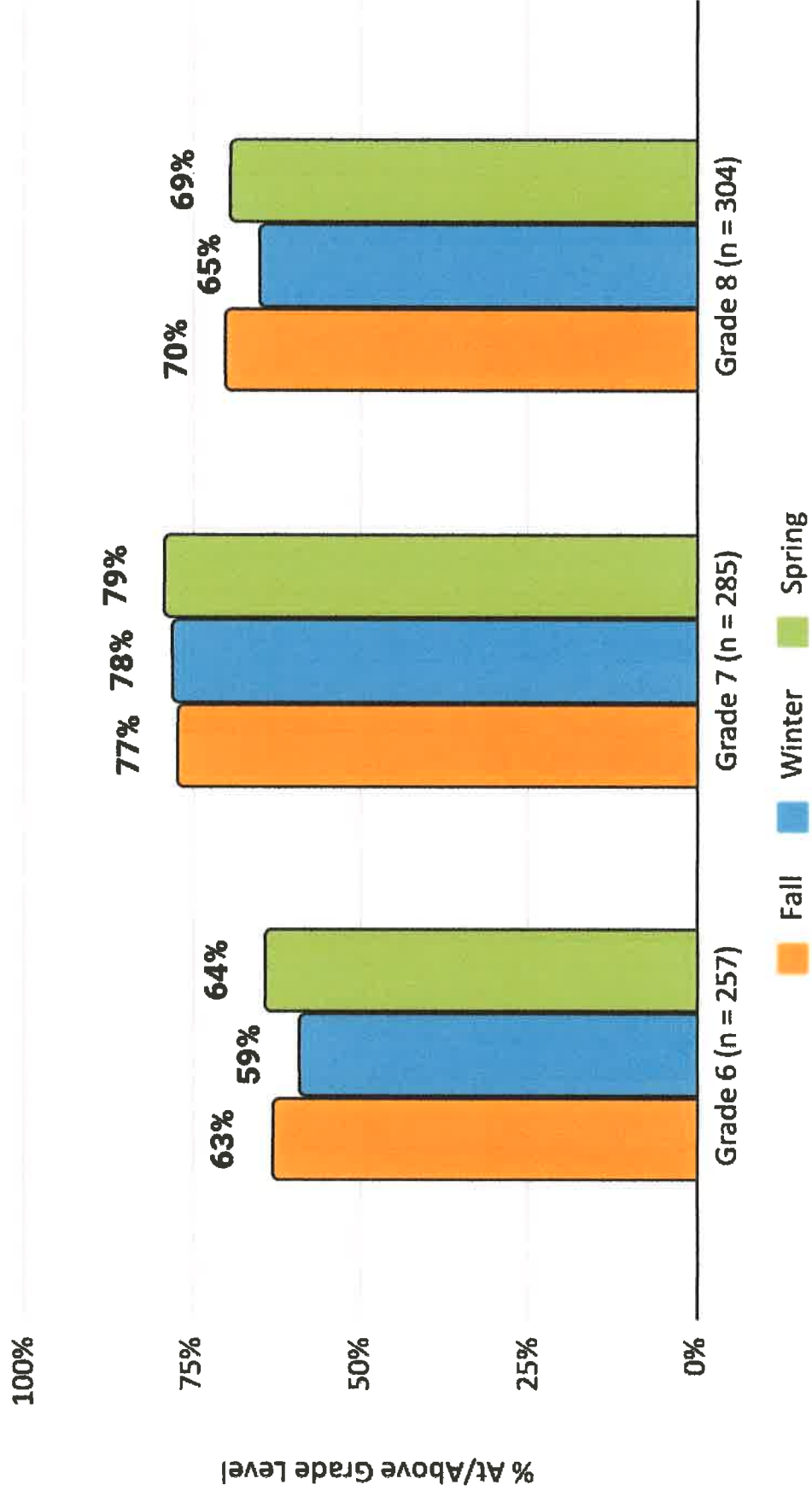
Lexia Rapid Assessment - Syntactic Knowledge



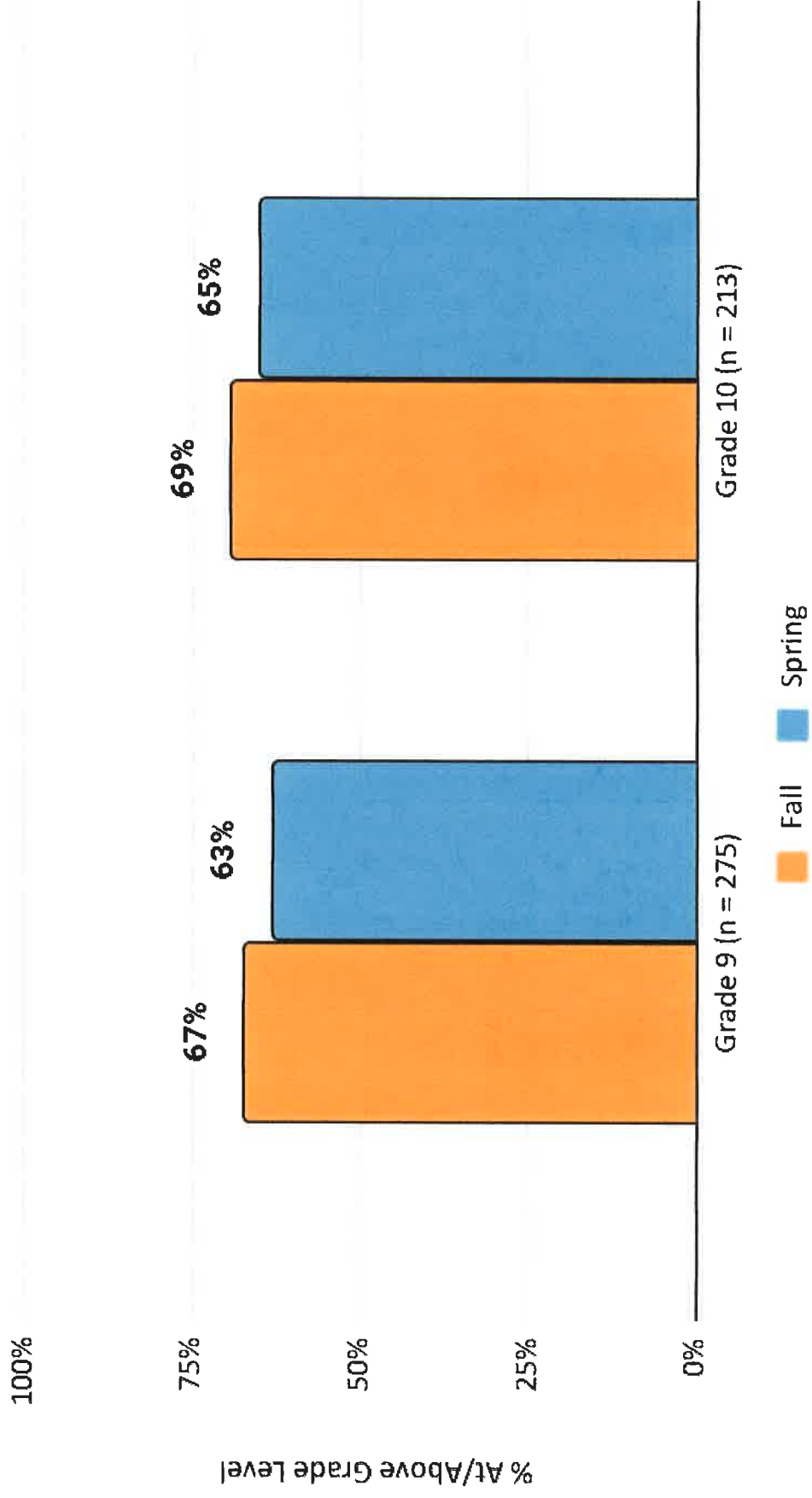
Reading Comprehension Task

In this passage-adaptive task, students are placed into their first reading comprehension passage based on their performance on the prior three tasks. The Reading Comprehension task consists of passages that are between approximately 200 and 1300 words in length. Each passage has between six and nine multiple-choice questions.

Lexia Rapid Assessment - Reading Comprehension



Lexia Rapid Assessment - Reading Comprehension



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)			
<p>Strengths and Celebrations:</p> <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 LAS Links Literacy increased from 53.6% in 2020-21 to 69.2% in 2021-22. The district Growth rate for LAS Links 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 CDSE 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. 		<p>SBA Results 2021-22 Anticipated results will be made public by the end of August per the Connecticut State Department of Education (CSDE)</p> <p>Growth Areas:</p> <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 <p>¹ COVID quarantining has affected these numbers</p> <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)**