

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
NOVEMBER 14, 2022 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman-Vice Chairperson, William Horgan, Matthew Shulman, Rita Volkmann (Remote), Beverly Washington (remote), Jay Weitlauf (remote)

MEMBERS ABSENT: Dean Antipas, Liz Porter

ALSO PRESENT: Susan Austin, Phil Piazza, Laurie LePine, Thomas Lonsdale

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

II. BOE REGULAR BUSINESS

MOTION: Ackerman, Horgan: To approve the COW minutes of October 11, 2022
PASSED - UNANIMOUSLY

MOTION: Watson, Ackerman: To move item 6 up on the agenda.
PASSED - UNANIMOUSLY

III. REVIEW OF SBAC, NGSS DATA (Performance Index & Growth) & Elementary School Improvement Action Plans (ATTACHMENT #1)

Superintendent Austin introduced the Elementary Data Presentation. Mr. Lonsdale gave an overview of the SBAC, Next Generation Science Standards (NGSS) data, and each elementary Principal gave the Board details about their Action Plans. Mr. Lonsdale noted that for MRM and TRM, the low number of Non-High needs students could not be reflected on the NGSS data for this year.

IV. UPDATE RE: ENROLLMENT (OCTOBER 1 OFFICIAL NUMBERS) (ATTACHMENT #2)

Mr. Lonsdale gave an overview of the October 1 enrollment numbers.

V. UPDATE RE: STAFFING (MINORITY RECRUITMENT DATA) (ATTACHMENT #3, 4)

Mrs. LePine gave an overview of the Minority Recruitment Plan. Mrs. LePine noted that this plan is for the next 3 years; this will be the second year of participation with CREC's Teacher in Residence Program from which GPS has been able to hire 4 teachers of color in the past couple years. The HR department has done broader outreach, many job fairs, and are doing radio advertising on 3 stations. Mrs. LePine gave an overview of the EEO5 Data Analysis. Mrs. LePine stated that the DEI will continue to look at how to diversify the workforce. Mrs. LePine noted that she, Jennifer Anthony, Renita Casey, and Dr. Ackerman are members of the DEI Committee.

VI. UPDATE RE: MENTORING PROGRAM (ATTACHMENT #5)

Mrs. Jennifer Anthony stated that upon being selected as Director of the Mentoring Program she did research on ways to expand the Mentoring Program. Mrs. Anthony said she has been working closely with the Mentor Coordinator, Mrs. Sharon Schick, on process and planning in order to ready GPS for the launching of the Mentor Program in January 2023, in celebration of it's 25th year and National Mentoring Month.

VII. SUGGESTED FUTURE TOPICS

Mrs. Shepardson Watson noted that the next Regular meeting would be held at the Town Hall Annex; there will be another Art Show; and hopefully at the next COW meeting the Field Committee may be Zooming in to get feedback.

Mrs. Volkmann suggested discussion of the class sizes at the next AGSA/GEA Liaison meeting.

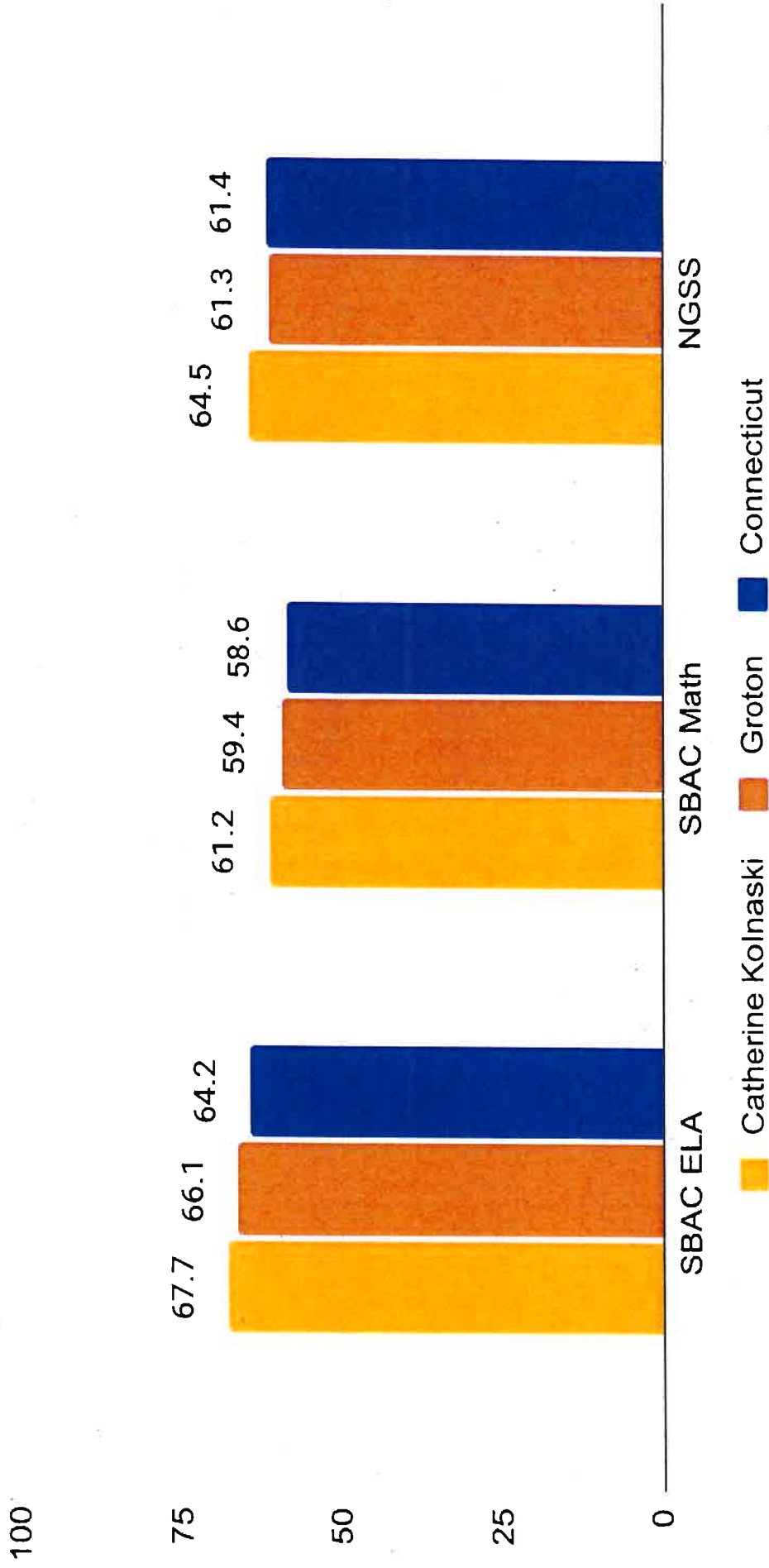
IX. ADJOURNMENT

MOTION: Ackerman, Horgan: To adjourn at 8:21 p.m.
PASSED UNANIMOUSLY

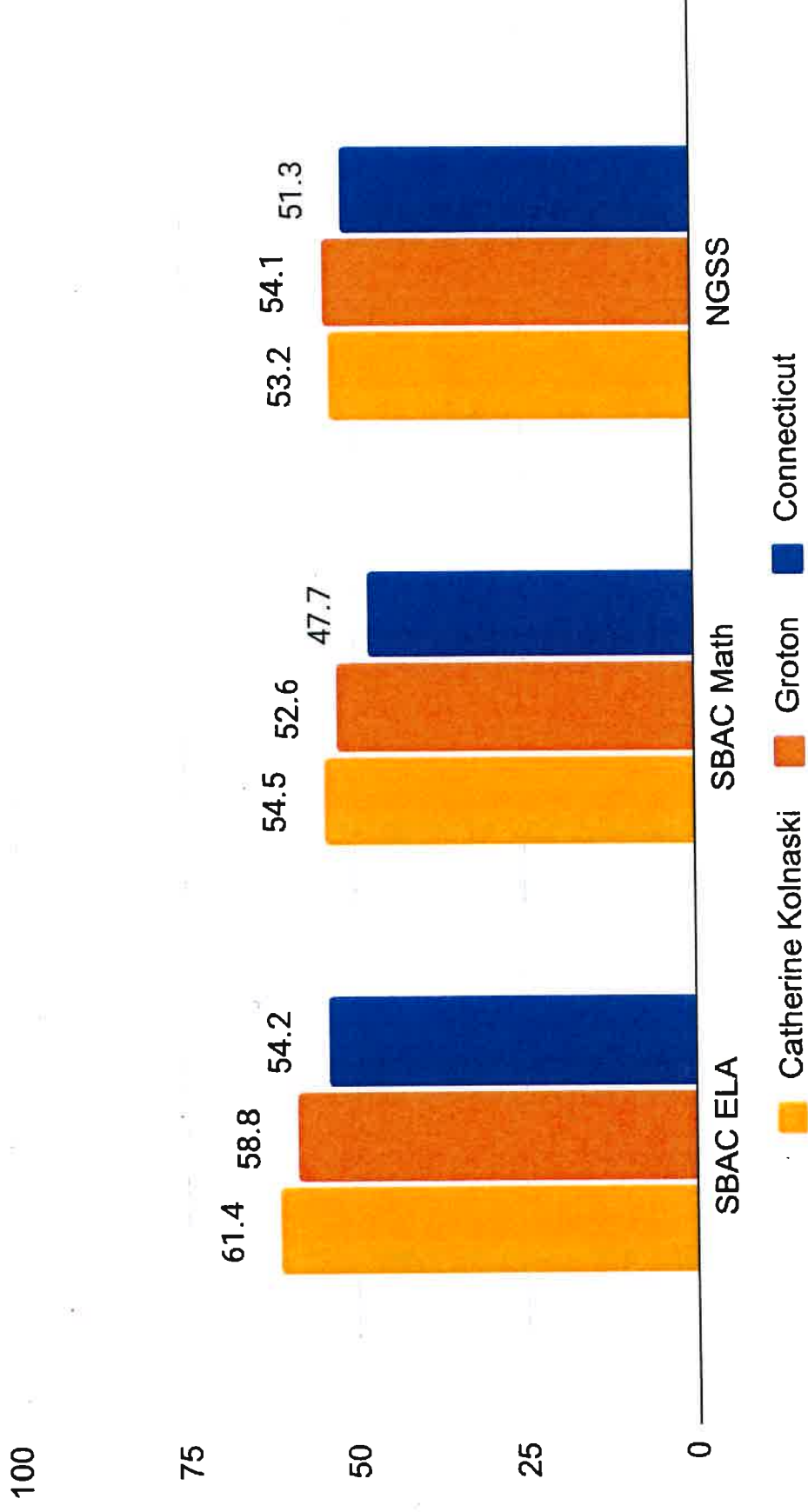
Elementary BOE Presentation

11/14/2022

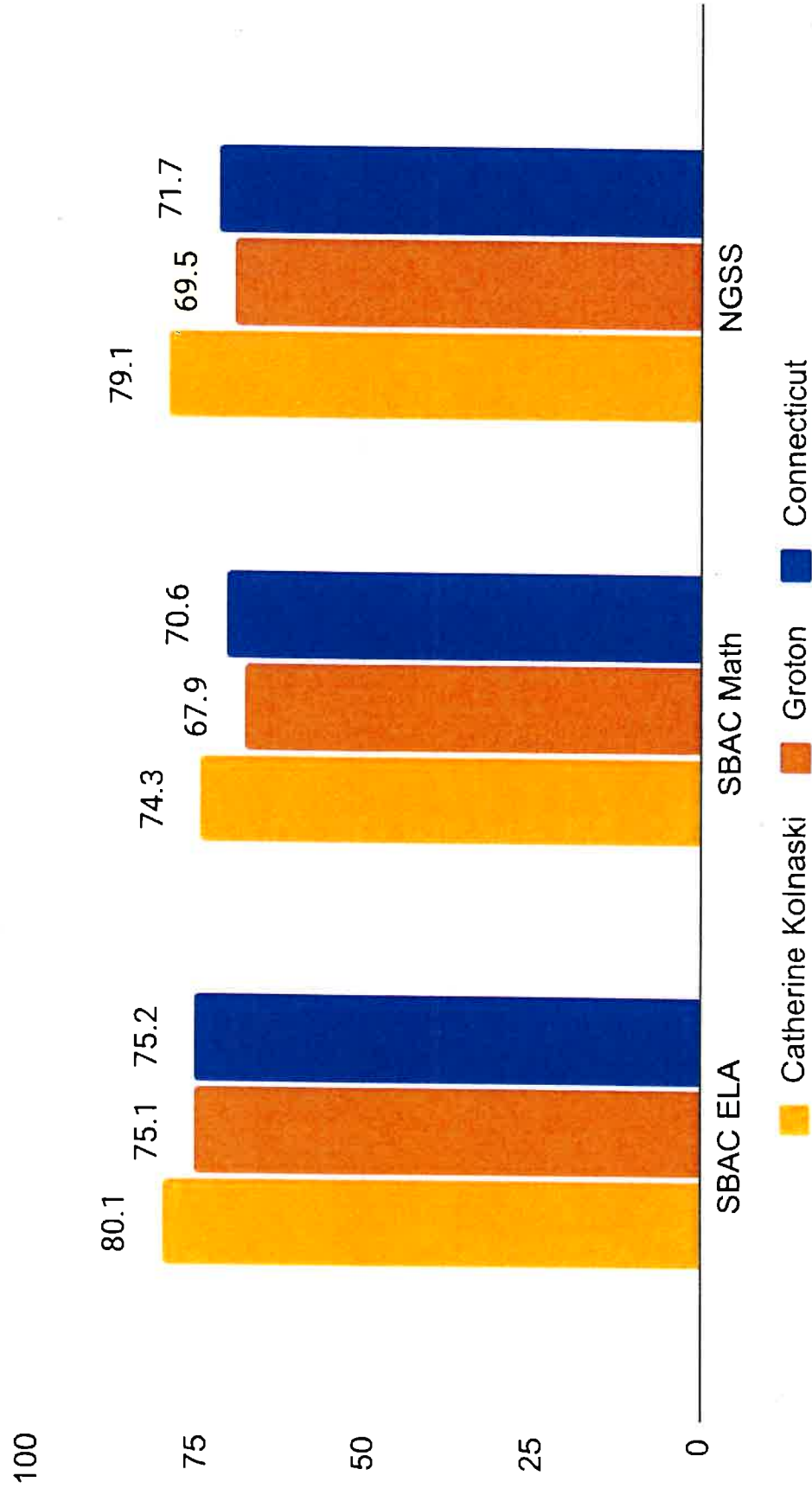
2021-2022 Catherine Kolnaski Performance Index - "All Students"



2021-2022 Catherine Kolnaski Performance Index - "High Needs"



2021-2022 Catherine Kolnaski Performance Index - "Not High Needs"



Catherine Kolnaski Action Plan

Intentional use of Interim Assessments (IABs) in grades 3-5

- As both teaching tools and assessments for data review

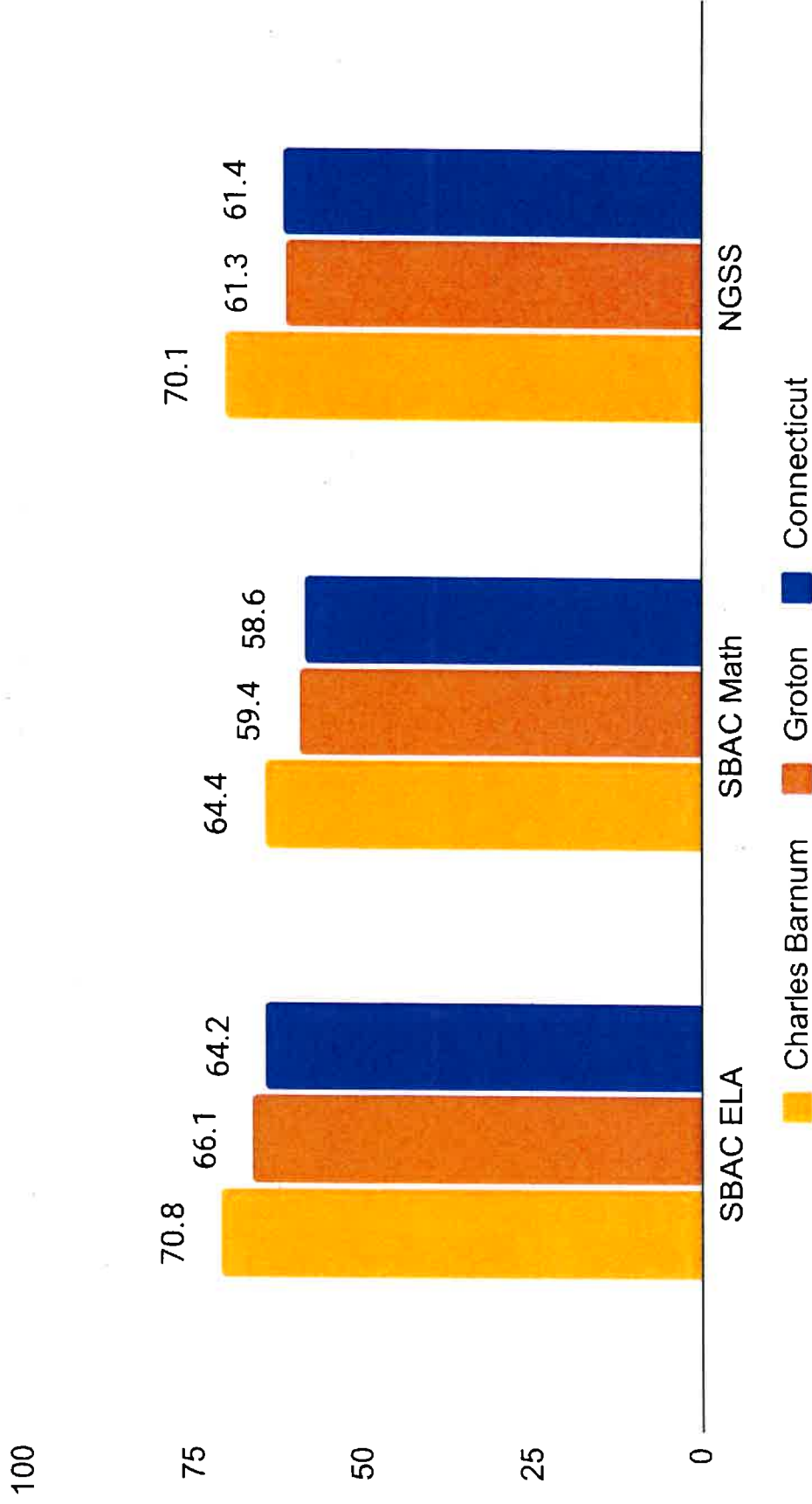
Restructuring of our SRBI (Scientific Research-Based Intervention) schedules

- Provide more intervention time so all students can receive the tier 2 & 3 interventions needed

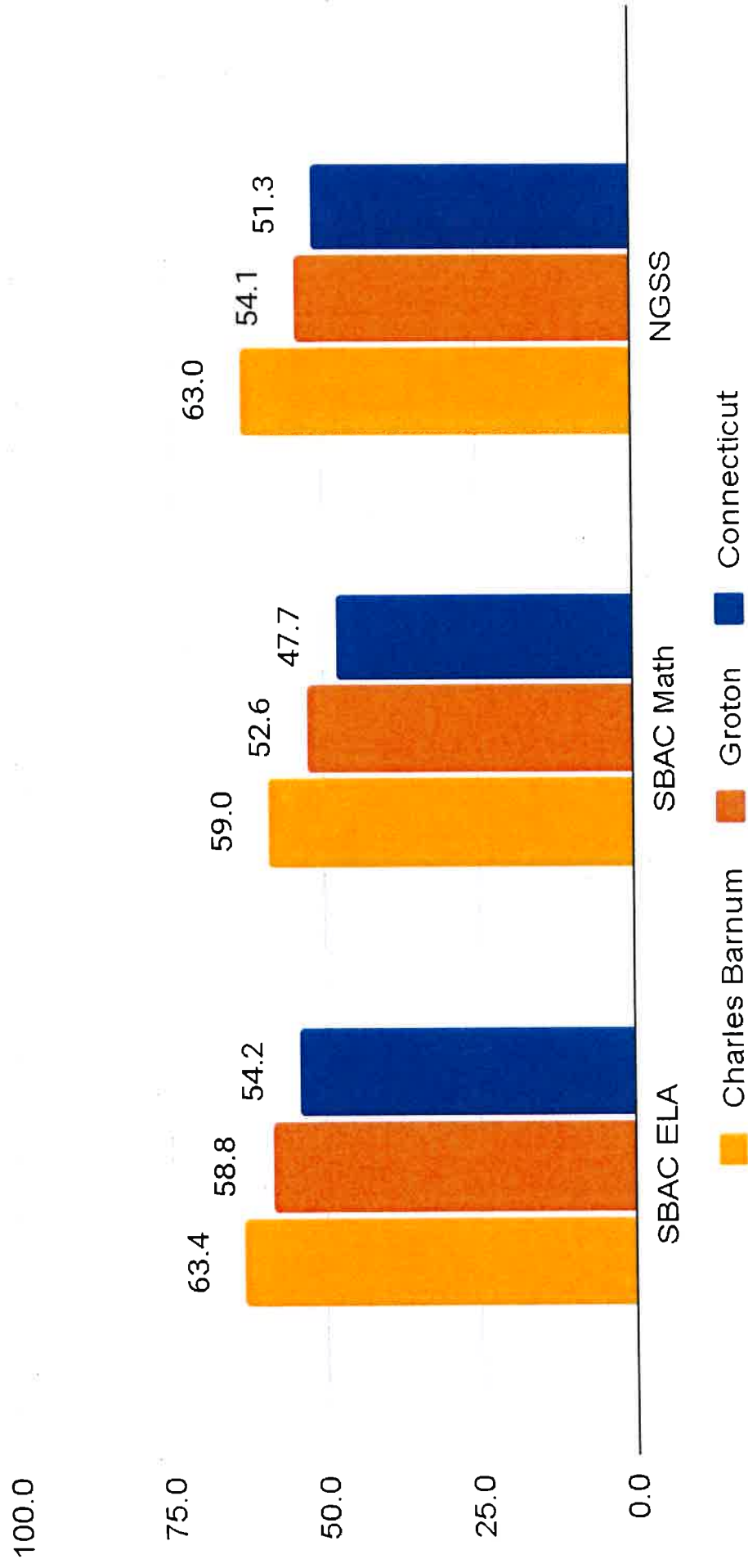
Curriculum, Instruction, Assessment

- Progress monitoring all students
 - Individual goals and regular progress monitoring
- Accountable talk across all areas
 - Including questioning and sentence stems to improve student dialogue and increase comprehension (oral to written)
- Intentional & flexible grouping
 - Groupings based on skills, interests, partnerships, collaboration
- Schoolwide use of science notebooks
 - Increase use of models, vocabulary development, concept development, and written responses.

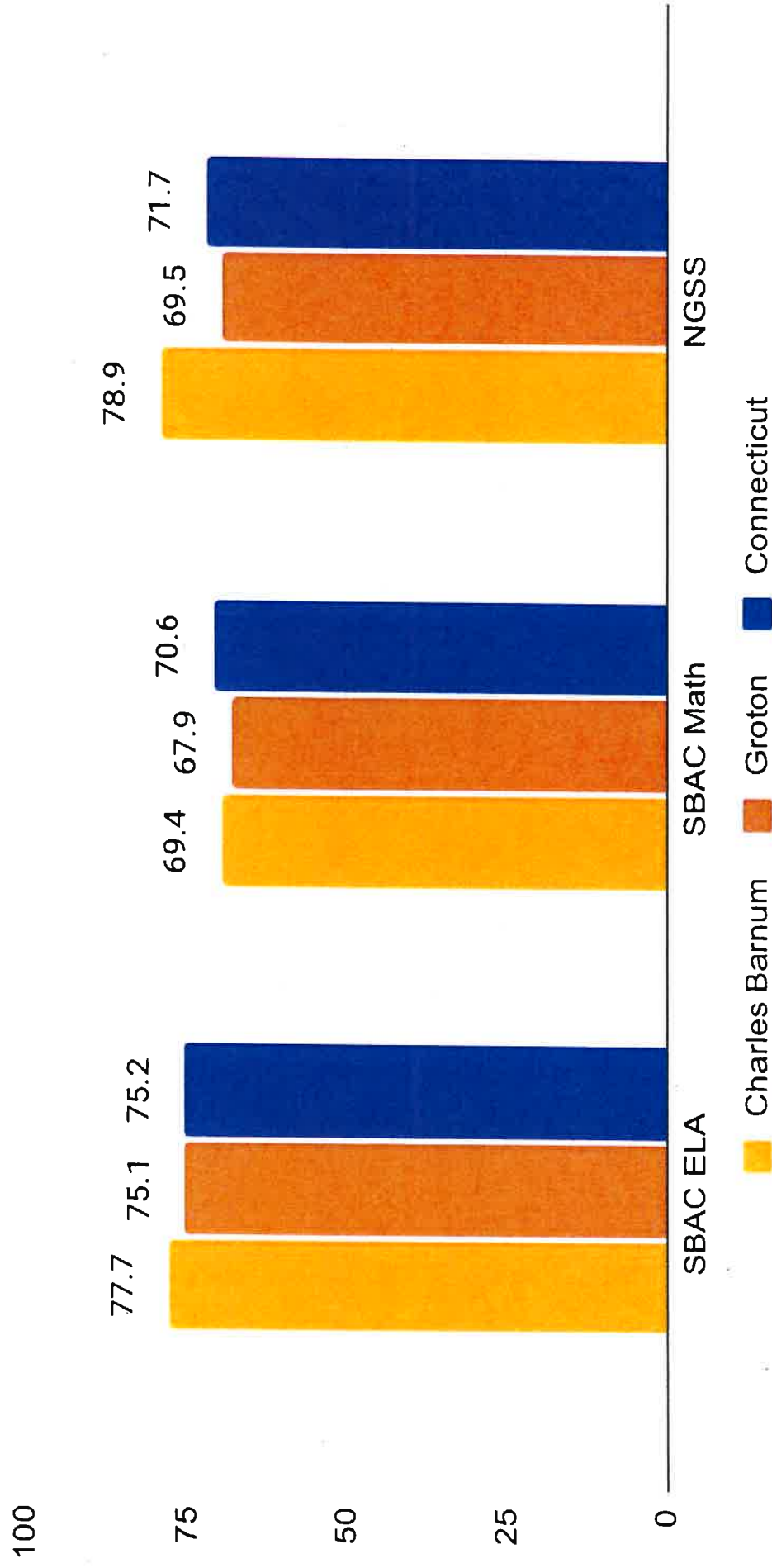
2021-2022 Charles Barnum Performance Index - "All Students"



2021-2022 Charles Barnum Performance Index - "High Needs"



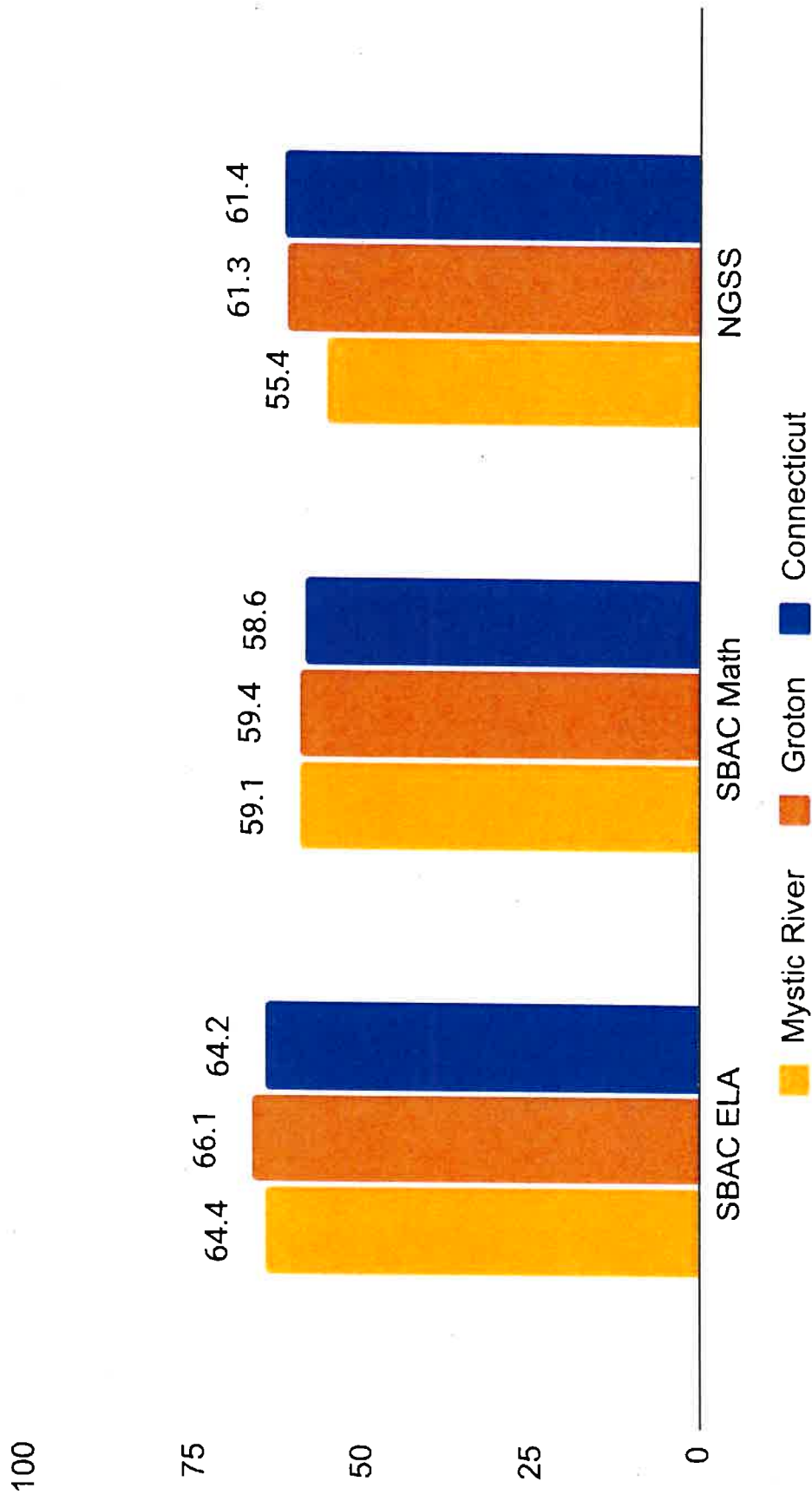
2021-2022 Charles Barnum Performance Index - "Not High Needs"



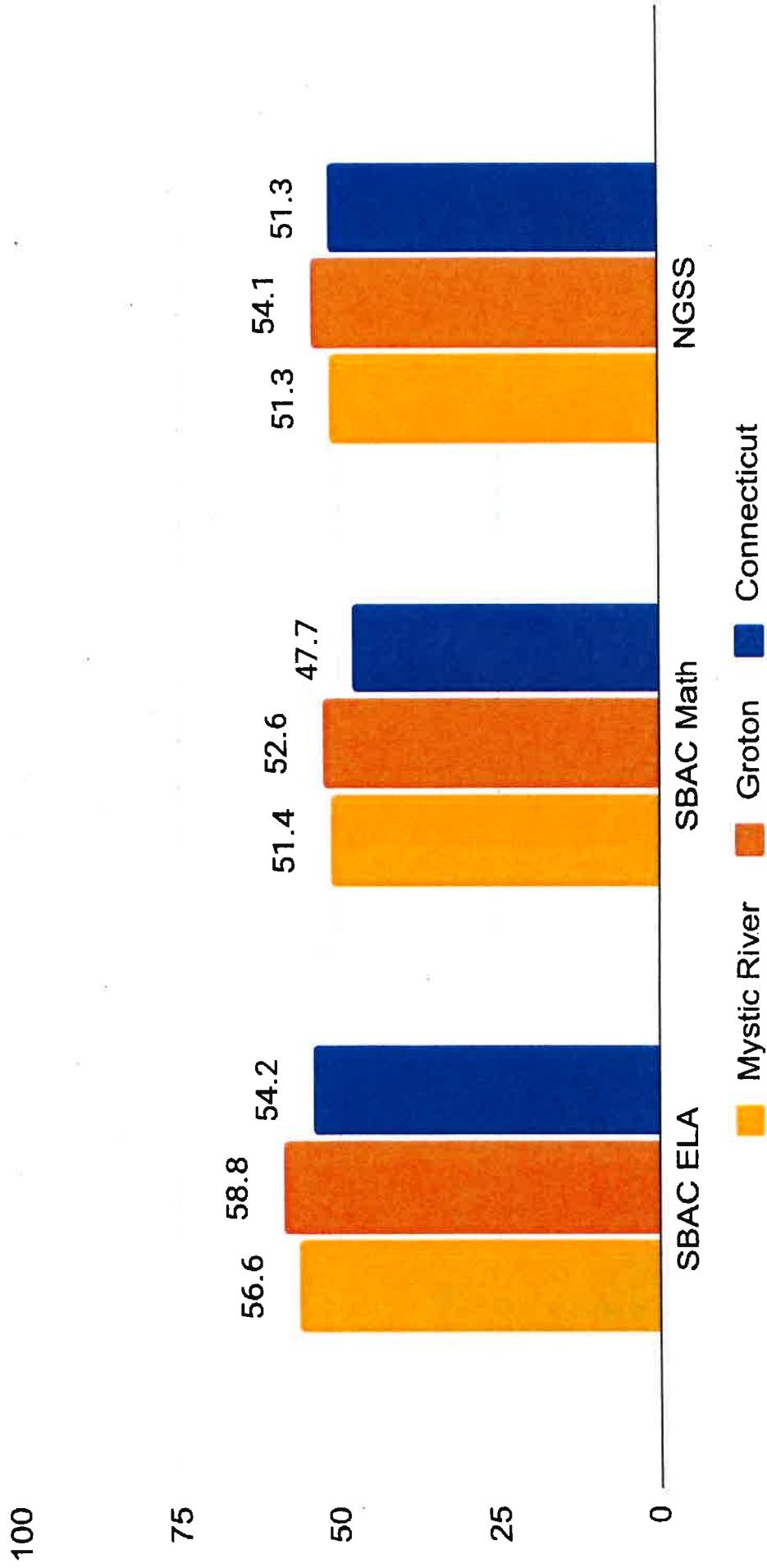
Charles Barnum Action Plan

- **Interim Assessment Blocks and Focused Interim Assessment Blocks**
 - Practice as a class, individual versus test setting practice
 -
- **Restructuring our SRBI process for Student Intervention**
 - Aligned Child Study Team to CT-SEDS new requirements
 - WIN - What I Need
 - Small Group Focus and instruction (workshop model)
 - Progress Monitoring
 - Reviewing process with School Leadership Team (Admin and Staff) to begin Learning Walks
 -
- **Science - Explored before Grade 5 (Interim Assessments)**
 - Science Curriculum Overhaul

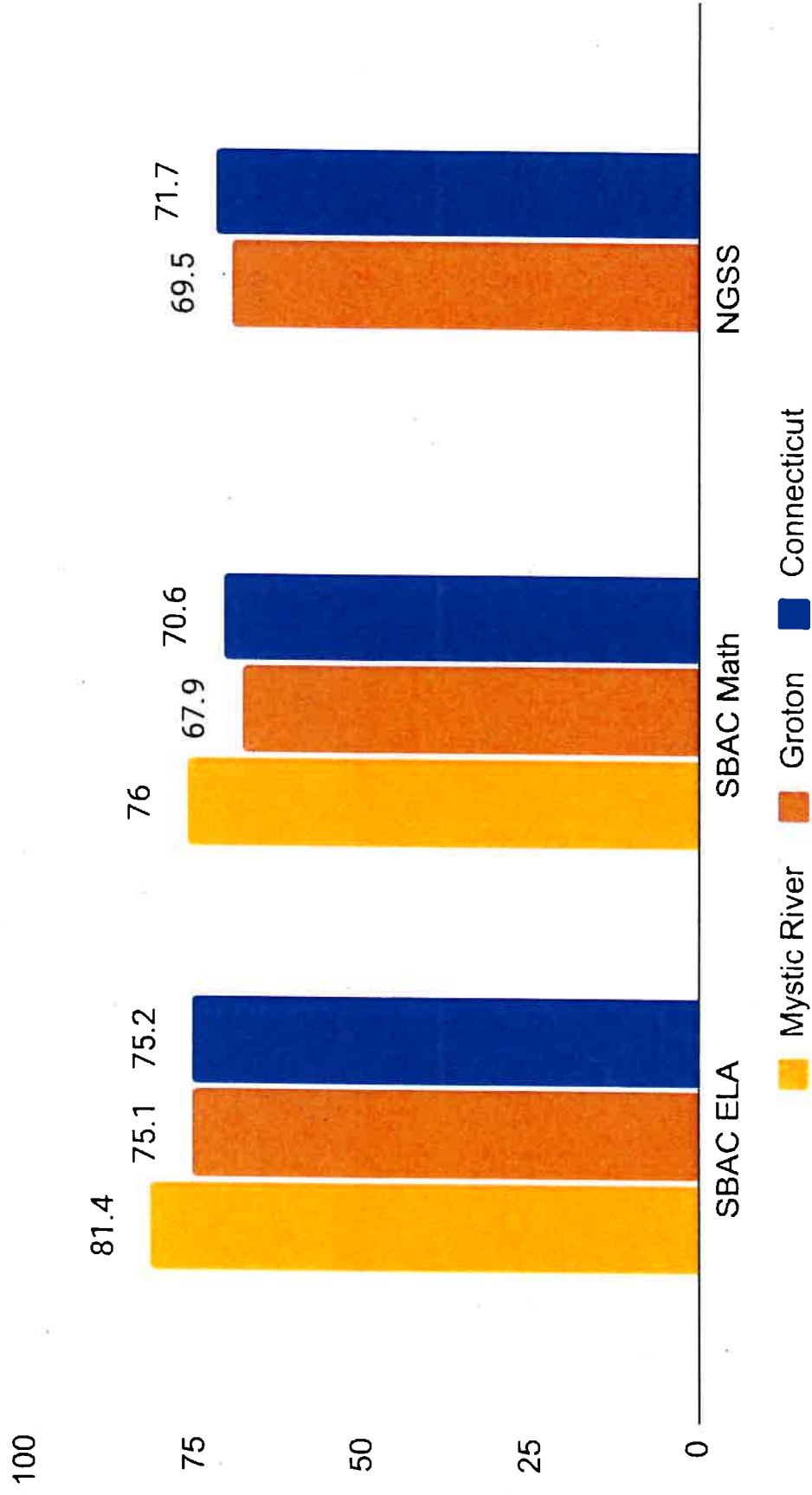
2021-2022 Mystic River Performance Index - "All Students"



2021-2022 Mystic River Performance Index - "High Needs"



2021-2022 Mystic River Performance Index - "Not High Needs"



Mystic River Magnet School Action Plan

SRBI- Tier II and Tier III Intervention Schedule

- Push-in and pull-out model- 8 week cycles for math and reading
- Groupings to target areas of focus
- Target groups for enrichment and skill focus
- Progress monitoring – grade level teaming

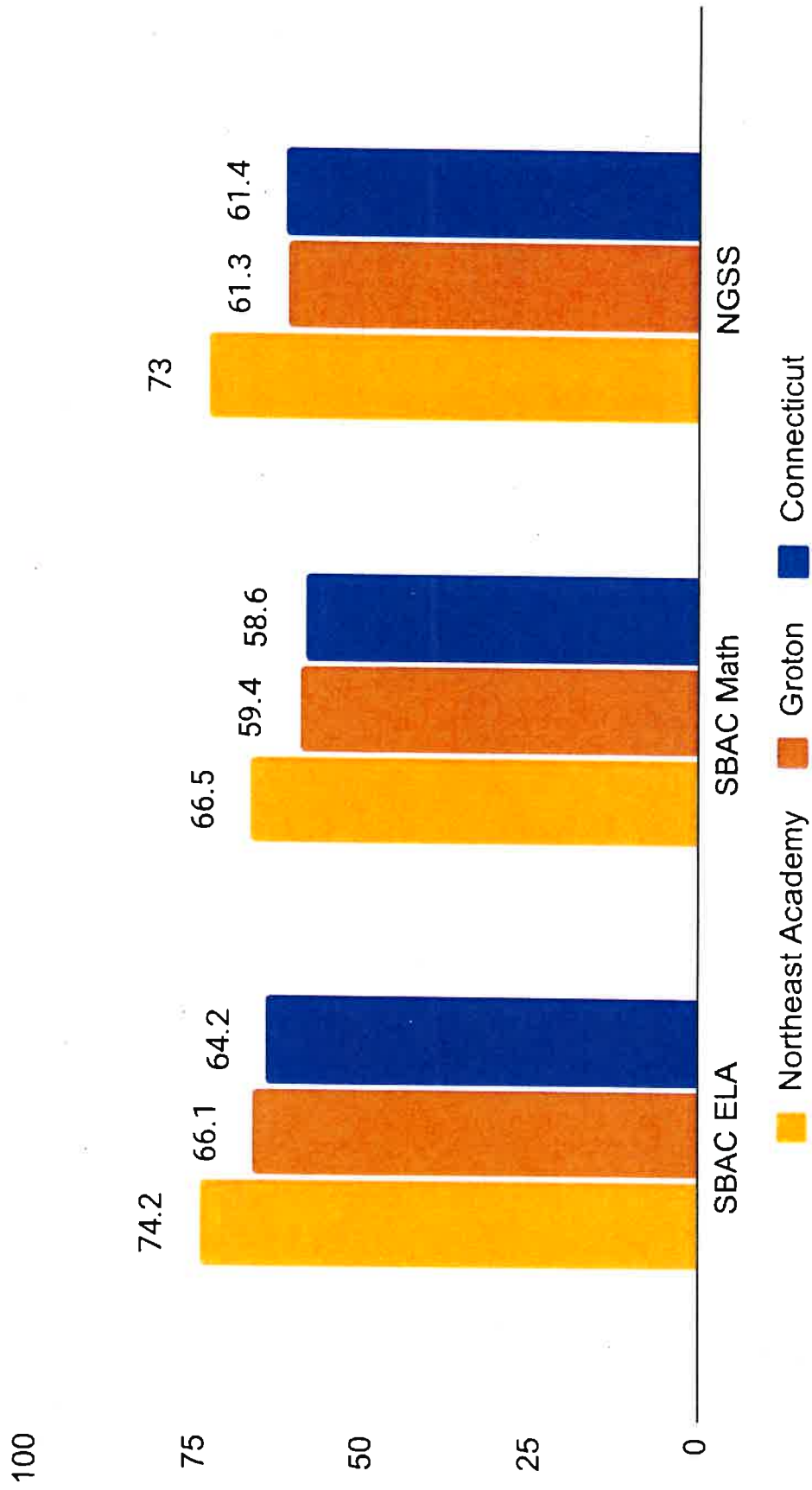
IABs- Interim Assessments, Planning & Instruction

- Deliberate use of IABS in grades 3-5 to inform instruction (Math and ELA)
- Data review in grade level teaming

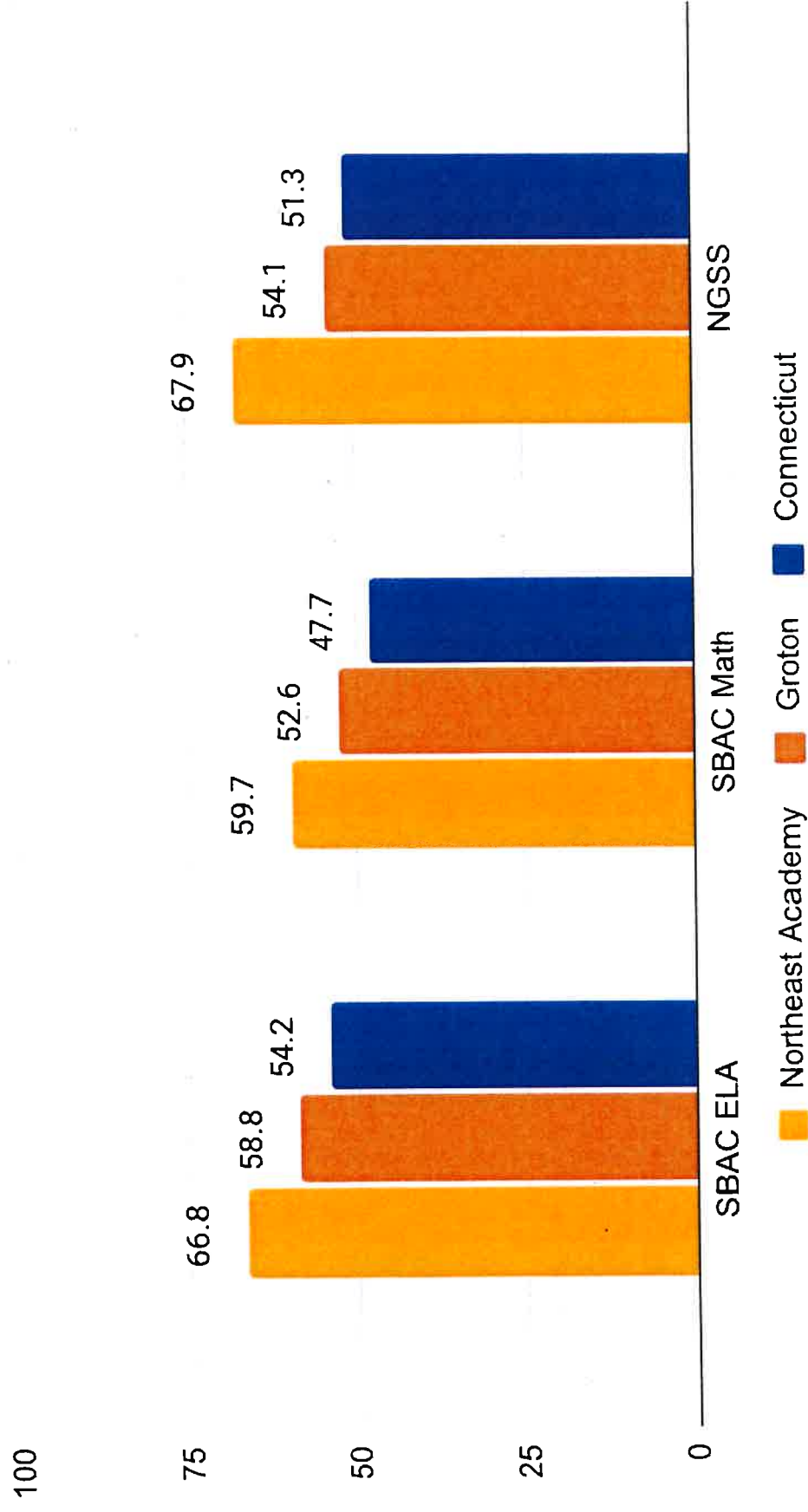
Science

- Science notebooks for written response, building vocabulary, interpreting science experiments
- IABs- Grade 5- focus topics to inform instruction
- Implementation of CREC units- as per summer curriculum revisions
- Increase emphasis on Number Strings for fluency and accuracy in Mathematics

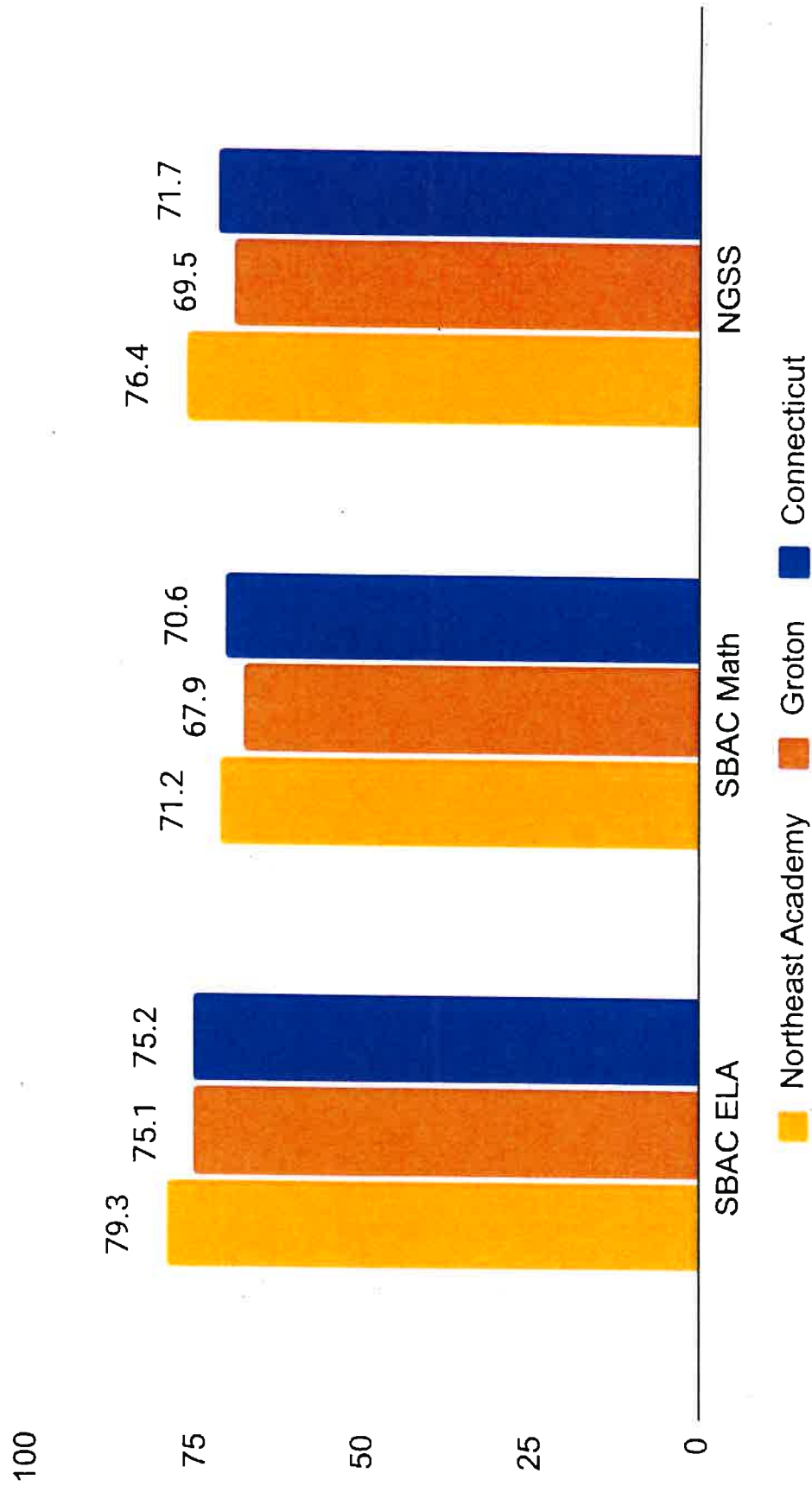
2021-2022 Northeast Academy Performance Index - "All Students"



2021-2022 Northeast Academy Performance Index - "High Needs"



2021-2022 Northeast Academy Performance Index - "Not High Needs"



Northeast Academy Action Plan

IAB - Interim Assessments

- Intentional use of IAB data in ELA, Math and Science
 - Item analysis, 5 best/worst questions, data team meetings
- Matching test claims to standards and units of instruction
- Return to co-teaching reading in grades 1-5 (reading specialist or special education teacher present during entire reading block)
- Begin to utilize our math specialist for push-in grouping during Tier 1 instruction using IAB data (already underway in third grade)

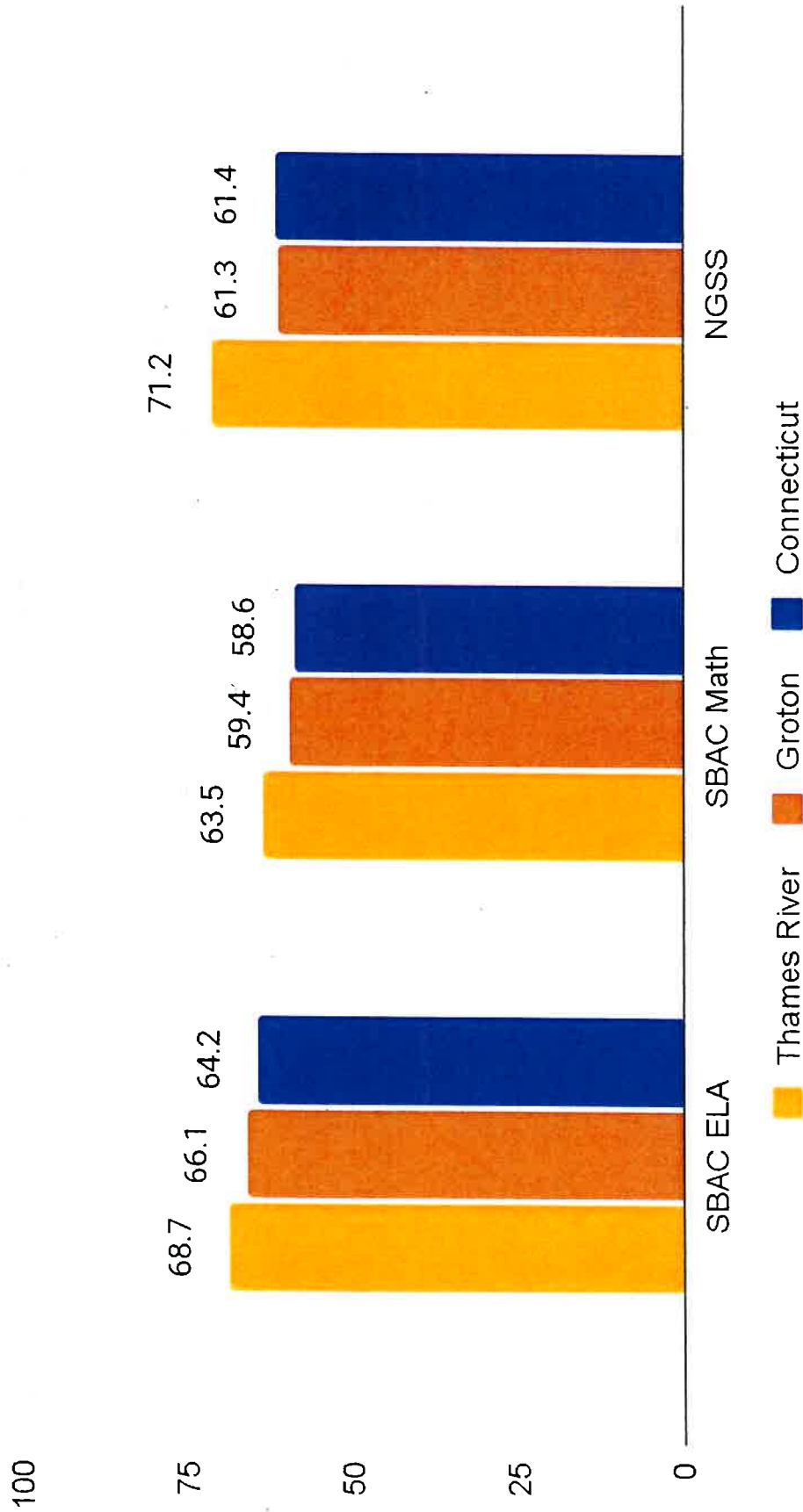
Scientific Research-Based Interventions

- Continued focus on SRBI for all students with a strong focus on progress monitoring

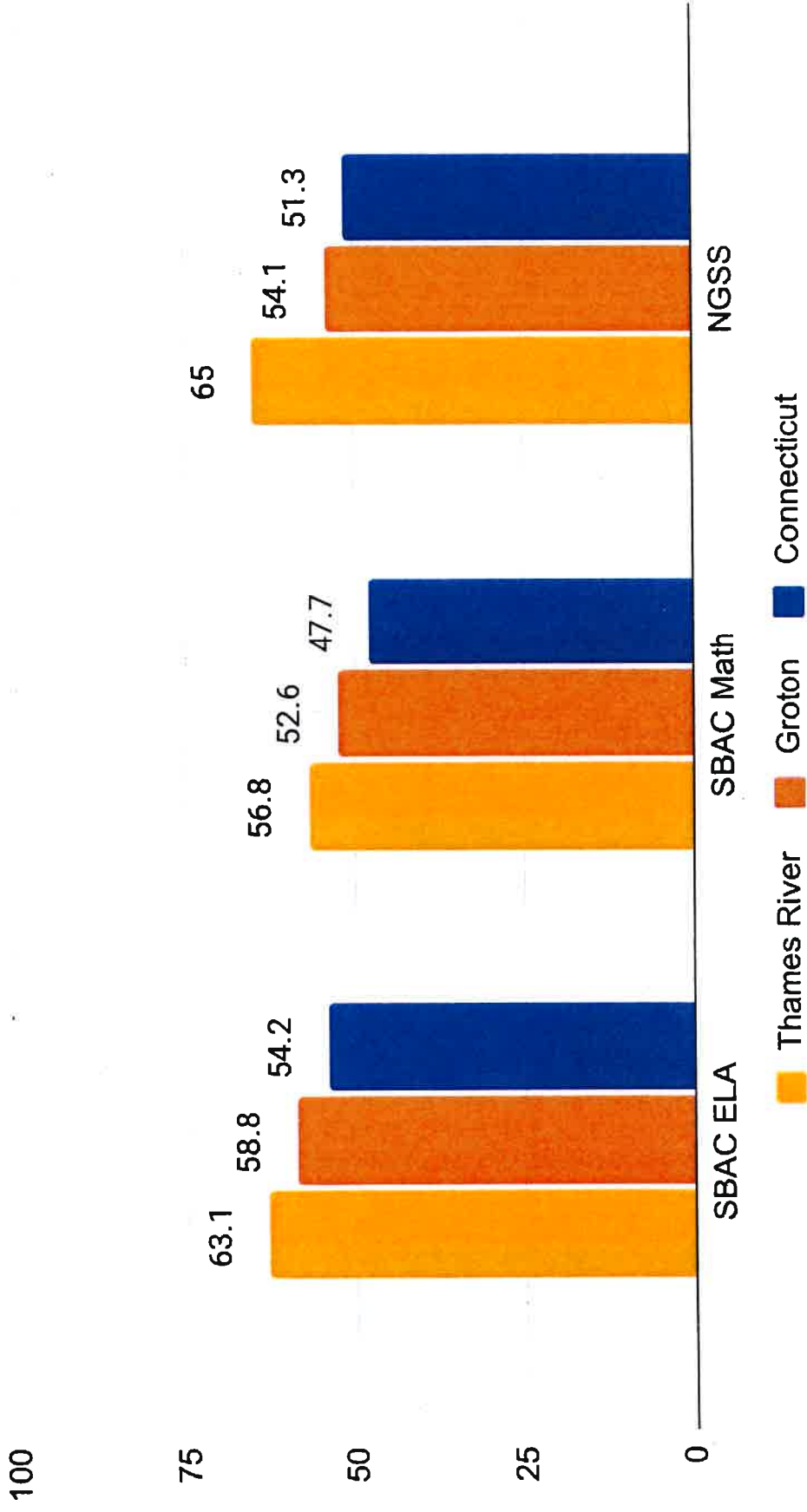
Instruction and Planning

- Full commitment to new math pacing guides created by district math specialists
- Intentional incorporation of SBAC terminology and question types within the workshop model, particularly written responses to literature

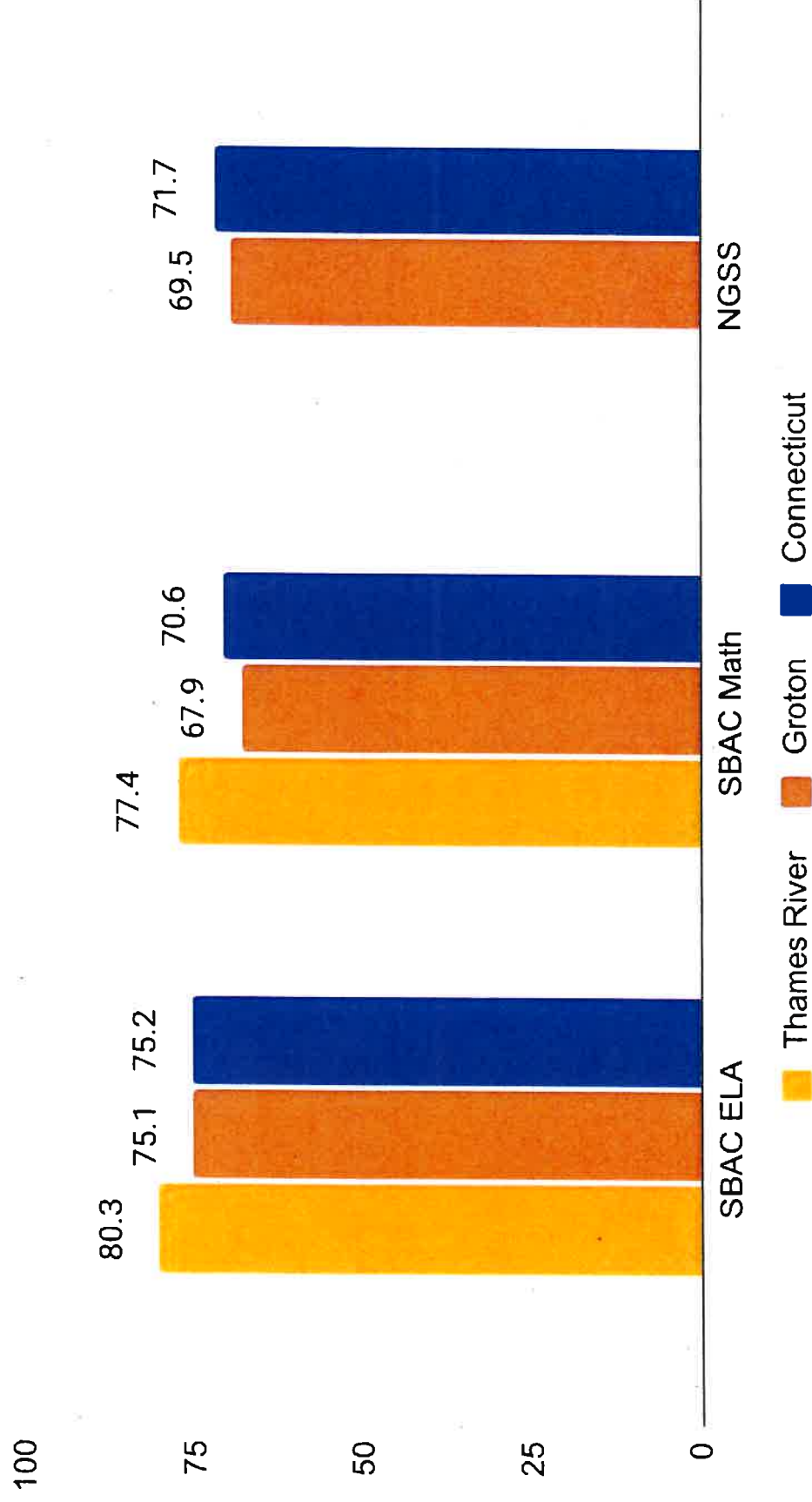
2021-2022 Thames River Performance Index - "All Students"



2021-2022 Thames River Performance Index - "High Needs"



2021-2022 Thames River Performance Index - "Not High Needs"



Thames River Magnet School Action Plan

Interim Assessments (IABS)

- Intentional use of Interim Assessments (IABs) in grades 3-5 as both teaching tools and assessments for data review (Math, ELA, Science)

Planning, Instruction & Assessment

- Targeted small group instruction during SRBI/WIN (What I Need) block and during Workshops
- Additional overflow WIN for: Book clubs, Enrichment, Dreambox
- Modeling and teaching Brief Writes from which anchor sets will be created based upon the SBAC rubric
- Use of Equity Lens for Classroom Visits as a tool when developing lessons (Engagement, Relationships, Physical Environment)
- Use of Two-Pen assessment to progress monitor fluency and drive next steps for instruction

Science

- Science Notebooks used K –5 to communicate observations and findings
- Develop and teach Cross Curricular units infusing magnet science themes
- Connecting NESS lessons into other curricular areas
- Research magnet theme topics to cite evidence and show understanding in writing
- Number Strings used to develop fluency and accuracy

Enrollment Update

10/1/2021 vs. 10/1/2022

Elementary Enrollment

School	Enrollment 10/1/2021	Enrollment 10/1/2022
Catherine Kolnaski Magnet School	358	353
Charles Barnum Magnet School	331	351
Mystic River Magnet School	525	522
Northeast Academy Magnet School	397	394
Thames River Magnet School	520	518

Secondary Enrollment

School	Enrollment 10/1/2021	Enrollment 10/1/2022
Groton Middle School	906	908
Robert E. Fitch High School	1062	1019

Attachment #3

Groton Public Schools
Minority Recruitment Plan
supporting the Board's Diversity, Equity and Inclusion Mission
October 12, 2022

Program Goal: Increase educators of color staff over the next three school years 22-23 to 24-25.
Continue to increase recruitment of minority staff over the next three school years.

Program Budget: TBD

Action Item	Details	Next Steps	Anticipated Cost
Continue non-certified grow our own program	a. Develop "grow your own" pipeline. b. Tuition program developed and implemented to focus on Special Education, Math, Science, World Language. c. Two placements per school year. d. Continue to offer Parapro assessment to qualify candidates for paraprofessional jobs as a recruitment advantage. e. Use CT TEACH.org program to promote teaching careers, meet and support non-certified staff on pathway.	Annual posting and selection process for initiatives.	\$35,000 Allocated budget in Tuition Account
Continue to support scholarships for FHS Grads in the Teacher Prep programs	a. Develop "grow your own" pipeline at high school level. b. Two - three scholarships for FHS students at \$500.00 each.	Continue collaboration with FHS Career and Counseling for annual selection process.	\$1,500 board funded
Teacher Preparation Careers Pathway Program at FHS	a. Collaborate with FHS for the implementation of careers pathway program opportunities to encourage "grow our own" graduates to teaching careers pathway. b. Ed Rising/Teaching Pathway Curriculum and Teaching Careers Pathway course offering targeted for 23-24 school year. c. FHS Club starts in 22-23 in preparation for courses.	FHS student survey and course selection for teaching pathway. Curriculum Committee and Board to evaluate/approve Ed	DoDEA Pathways Grant

	d. Pathways Grant to focus on implementation of pathway FHS and pathway exploration to GMS.	Rising/Teacher Pathway Curriculum and Teaching Pathway courses for 22-23 school year.	
Teacher in Residence Program (Regional)	a. Continue collaboration and support the TRP residency program for elementary teachers through CREC. b. Up to Two placements per year.	Annual selection and placement process.	Apply for RESC MTR grant 22-23 \$20,750 x 2 (excluding wages and benefits)
Determine additional minority recruitment venues	a. Define additional minority recruitment publications, resources or events that fall within budget parameters. b. Recruitment of MLK scholars to work in the district. c. Collaboration with UCONN Avery Point for SPED, Math, Science and World Language Teachers. d. Local community and school recruitment events. e. Collaboration with military liaisons. f. HBCU recruitment event at Howard University and surrounding HBCUs in attendance.	Separate document outlines detailed recruitment activities by school year.	Recruitment budget and grant funding
Substitute Teachers	a. Review sub teacher recruitment and retention strategies b. Identify ways to attract and retain diverse sub teacher applicants. (see separate plan – market development program) c. Connect subs to development pipeline through PLCs and grow our own programs	Community outreach recruitment events Set up PLC designed for sub teachers “Sub Teacher University”	Apply for RESC MTR grant 22-23 \$5,000 PLC platform
Survey	a. Consider survey through TEACH.org to survey non-certified and MS/HS students on interest in teaching careers to identify and support potential future candidates. - d.	TBD	
Policies and Procedures	a. Develop new recruitment procedures within the DEI Recruitment, Hiring and Retention Committee to address new procedures needed to improve selection processes.	RHR committee meeting	\$0

Attachment #4

EEOS Report Data Analysis	Male	Female	Male	Male	Male	Male	Male	Male	Female	Female	Female	Female	Female	Female
Categories	Hispanic or Latino	Hispanic or Latino		Black or African American	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaskan Native	Two or More Races	White	Black or African American	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaskan Native	Two or More Races
	2016	7	17	136	5	0	1	0	481	21	9	0	2	4
	2018	11	16	151	6	0	0	2	516	26	13	0	3	2
	2020	7	16	148	3	1	1	3	493	26	12	0	2	4
	2022	9	40	164	19	2	1	1	542	27	13	0	1	12

BRIDGING OPPORTUNITY GAPS THROUGH BUILDING RELATIONSHIPS



GROTON PUBLIC SCHOOLS MISSION AND VISION

MISSION

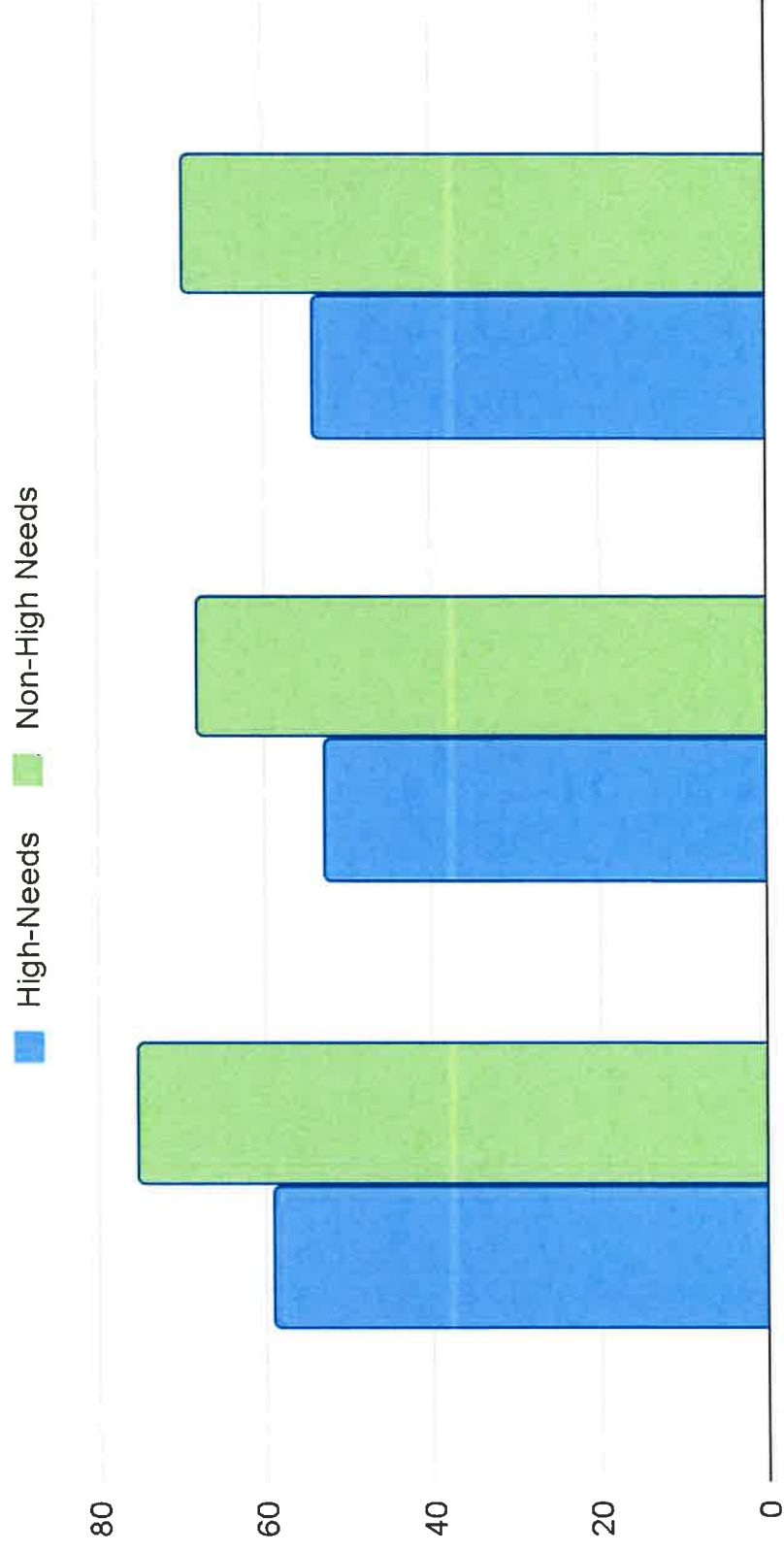
“Teaching and learning, in a richness of cultures and with a respect for all. Provide dynamic rigorous curriculum. Ensure effective and engaging instruction, build excellent learning environments”.

DIVERSITY, EQUITY AND INCLUSION VISION

“...an integral component of Groton Public Schools’ mission is to cultivate an environment of diversity, equity, and inclusiveness. As a response, we strive to foster culturally responsive teaching and learning practices to **ensure ALL groups feel valued, actively engaged, and empowered**”.

ALL GROTON PUBLIC SCHOOLS ADHERE TO THE DISTRICT’S MISSION AND VISION

GPS Non-High Needs vs. High Needs Comparison 2022





One of these fourth graders is Joe. He attends school most days and although a capable student, is disengaged at school except during the recess soccer game. He is one of the more skilled players but due to his mom's work schedule and limited income has never been on a formal team. Joe says he's not going to college because he's only good at soccer. Joe needs to feel **valued**.

WHO NEEDS A MENTOR?



This is just one of the many Jorge's in Groton. He comes to school everyday, at 6am and doesn't leave until 6pm. His dad is a single dad who works long hours as a building custodian. Jorge struggles. He is beginning to act out in class and seeks adult attention. Jorge needs a mentor to become **engaged** in school.



One of these girls is Alina. She comes to high school every day, works hard and has good grades. When school is over her friends participate in afterschool activities. She does not. Her mom works second shift and she is responsible for getting her siblings dinner and to bed. Once they go to bed, she does her homework. Her friends start talking about college, she can't see this in her future, she has responsibilities. She needs to be **empowered**.



QUALITY PROGRAM STANDARDS

Trained program coordinator

Mentor screening/background checks

Mentor training - Initial and Ongoing

Criteria/process to determine mentor/mentee match

On-going mentor supervision and support

Program evaluation



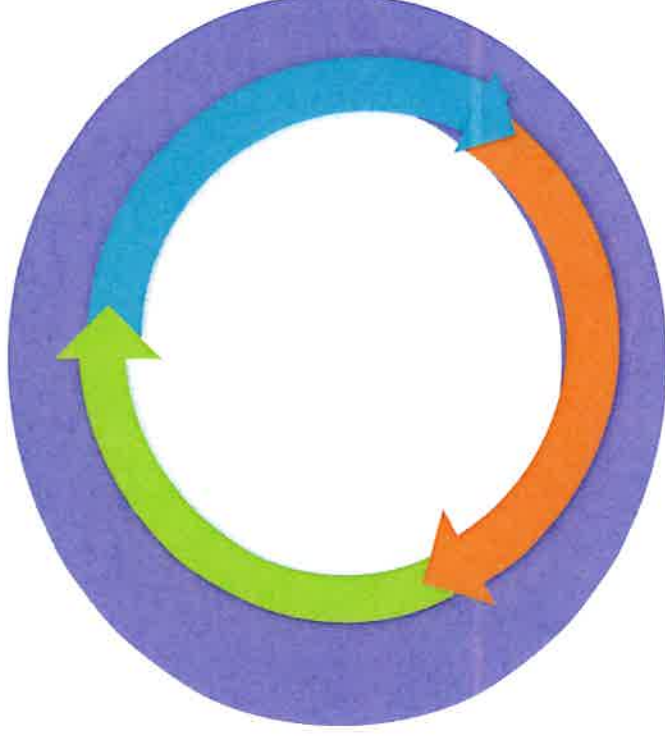
MENTOR PROGRAM SCOPE AND SEQUENCE - YEAR 1

Spring 2023

Annual program
recognition event

Continued community
outreach

Evaluation/Revision of
Program Procedures



Fall 2022

Mentor Staff Training

Policies and Procedures

District Mentor Committee

Community Outreach

Mentor Training Creation

Winter 2023

National Mentor Month - Recruitment Events

Finalize Mentee Referral process

Finalize Mentee Selection Criteria & ID Mentees
(priority Grade 5 & Grade 8)

FALL 2022 PROGRESS

- Mentor staff training - GPP
- Procedure Creation
- School Based Outreach - In and out of District
- Mentor Committee Creation - Building Liaisons
- Mentor Screening Process
- Community Outreach/Public Relations
- Initial Mentor Training

MOVING INTO WINTER...

- Finalize Mentee Referral Process
- Planning for January Recruitment events
- Web Page/Flyer/Video creation
- supplies