GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MINUTES
NOVEMBER 13, 2023 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Dean Antipas, William Horgan, Liz Porter, Matthew Shulman, Rita Volkmann, Beverly Washington (remote), Jay Weitlauf (remote)

MEMBERS ABSENT: Andrea Ackerman

ALSO PRESENT: Susan Austin, Phil Piazza

I. CALL TO ORDER - Chairperson Kim Shepardson Watson called the meeting to order at 6:03 p.m.

II. REVIEW OF OCTOBER 16, 2023 MEETING MINUTES

MOTION: Porter, Shulman: To approve the COW minutes of October 16, 2023.
PASSED - UNANIMOUSLY

III. REVIEW ES DATA, ACTIONS, AND INTERVENTION SUPPORT (Attachment #1)

Mrs. Giordano gave an overview of the elementary schools data, and intervention support as follows:

- Assessment Results 2022-2023
- Smarter Balanced Assessment
- ELA Smarter Balanced Assessment
- ELA Smarter Balanced Elementary Students (all)
- Grades 3-5 ELA Performance: "DRG" G Students at/above Benchmark
- ELA Smarter Balanced by Grade Level
- Grades 3-5 ELA Performance by Needs – High Needs/Non-High Needs
- Grades 3-5 ELA Performance "High Needs" subgroup
- Math Smarter Balanced Elementary Students (all)
- Grades 3-5 Math Performance: "DRG" G
- Math Smarter Balance by Grade Level
- Grades 3-5 Math Performance by Need – High Need/Non-High Need
- Grades 3-5 Math Performance "High Need Subgroup"
- NGSS Elementary Students (all)
- Grade 5 NGSS Performance: "DRG" G
- Grade 5 NGSS Performance by Needs – High Needs/Non-High Needs
- Grade 5 NGSS Performance: High Needs by Subgroup

Each elementary Principal gave an overview of their Action Plan.

IV. ADJOURNMENT

MOTION: Shulman, Porter: To adjourn at 7:39 p.m.
PASSED UNANIMOUSLY

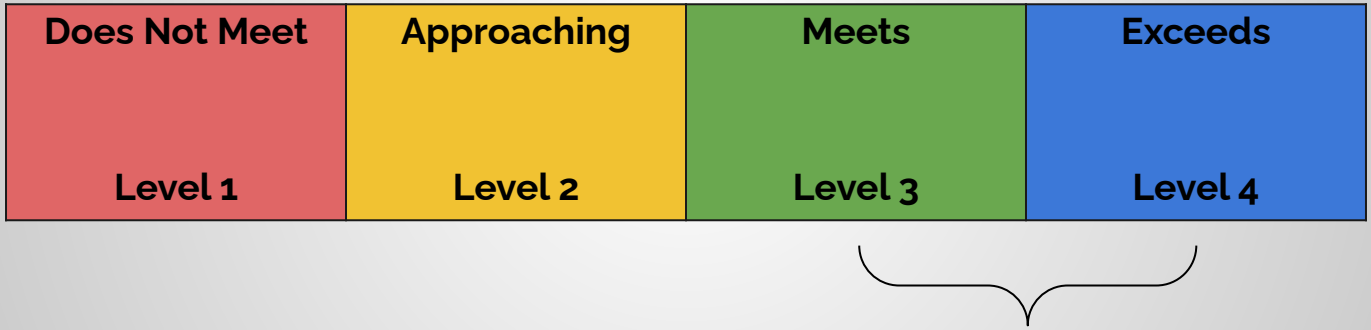
Attachment #1

Elementary Summative Assessment Results

2022-2023

Smarter Balanced Assessment

Achievement Levels
(According to Grade Level Standards)

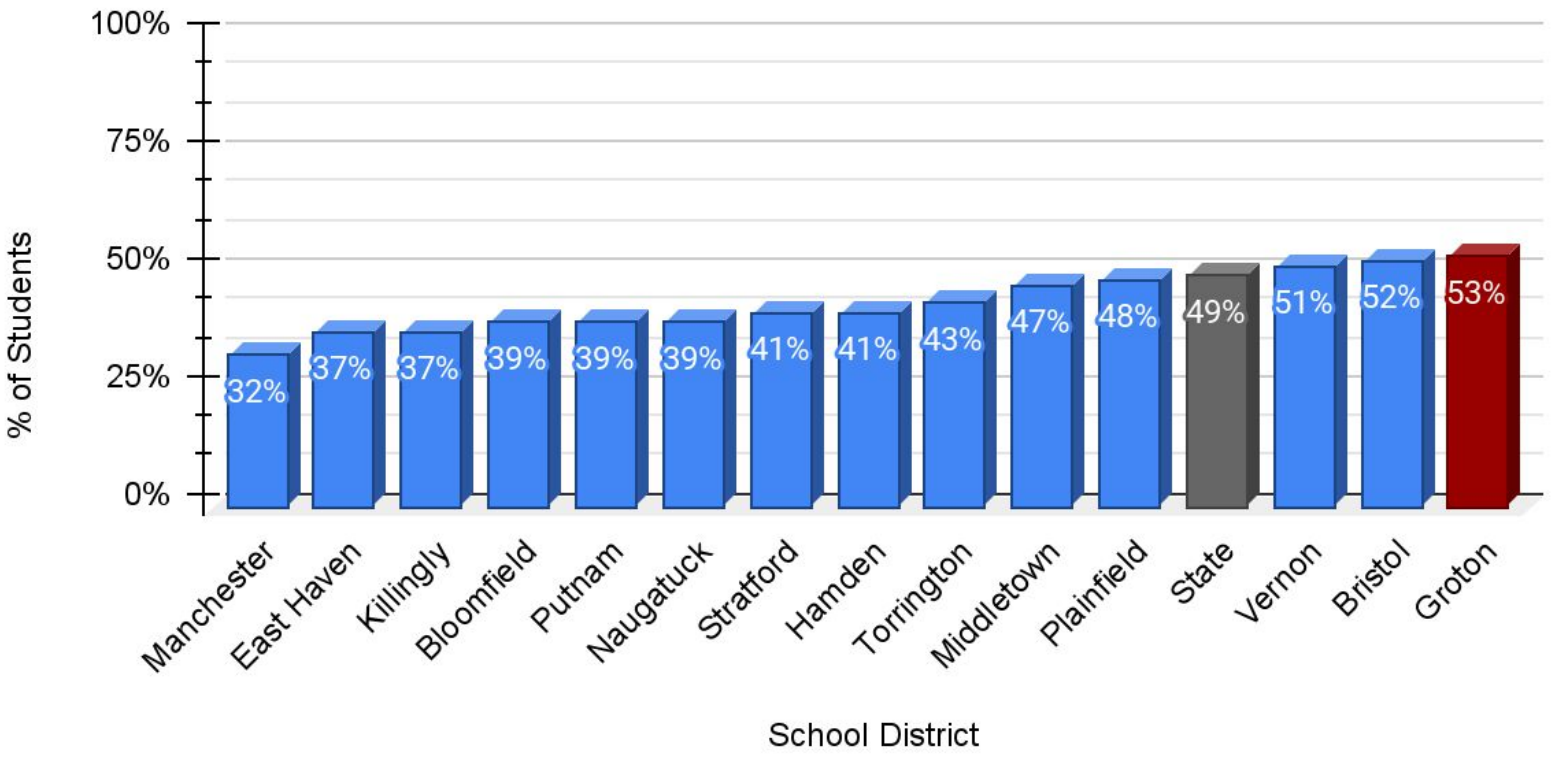


ELA Smarter Balanced Elementary Students (All)

Below /Approaching Standards (47%) At / Above Standards (53%)

Total	Does Not Meet	Approaching	Meets	Exceeds
Student Count: 893	237	187	214	255
Student Percentage	26%	21%	24%	29%

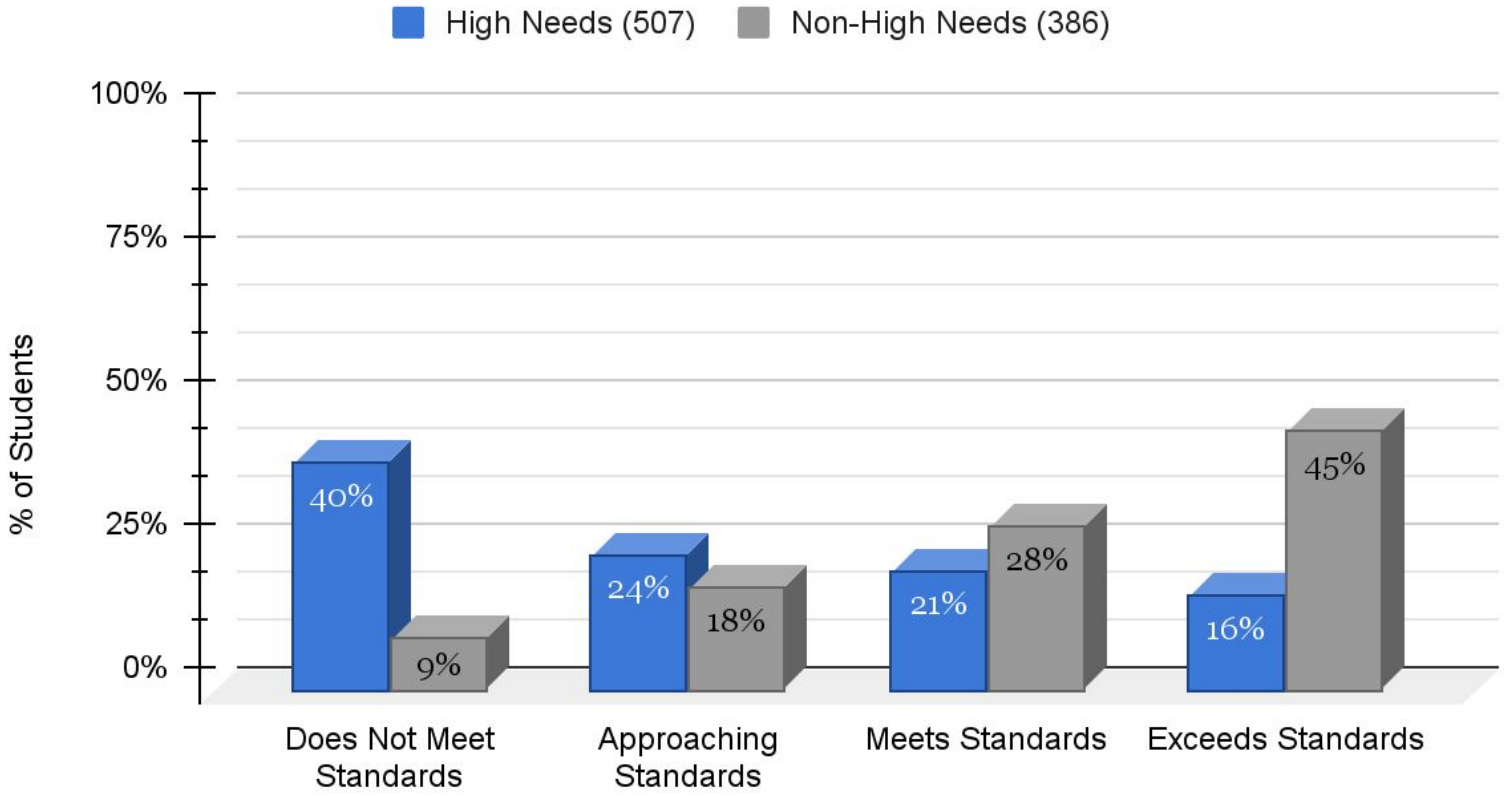
Grade 3-5 ELA Performance: "DRG" G



ELA Smarter Balanced By Grade Level

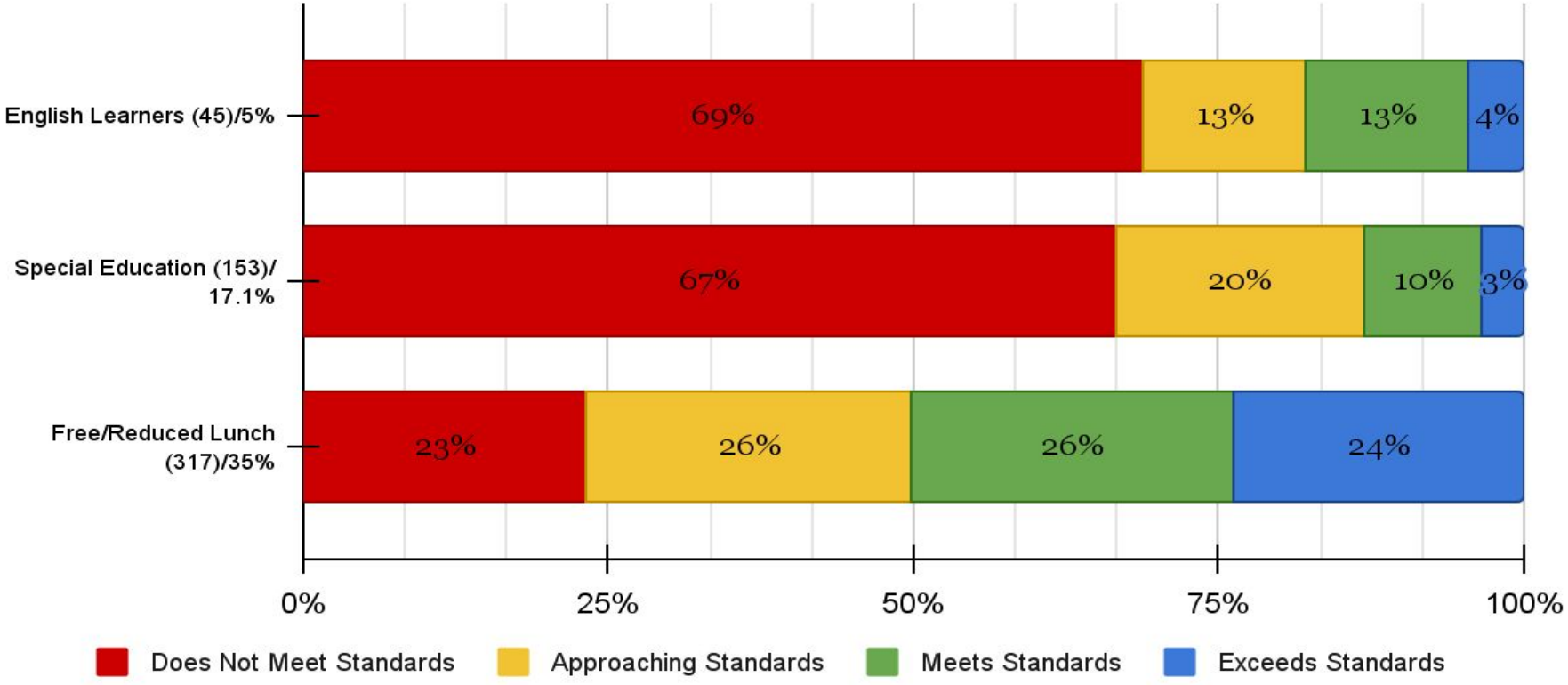
Grade 3	Does Not Meet	Approaching	Meets	Exceeds
Percent	28%	22%	21%	29%
Count	91	72	68	96
Grade 4				
Percent	29%	18%	23%	30%
Count	82	51	65	83
Grade 5				
Percent	22%	22%	28%	27%
Count	64	64	81	76

Grade 3-5 ELA Performance by Needs



Grade 3-5 ELA Performance

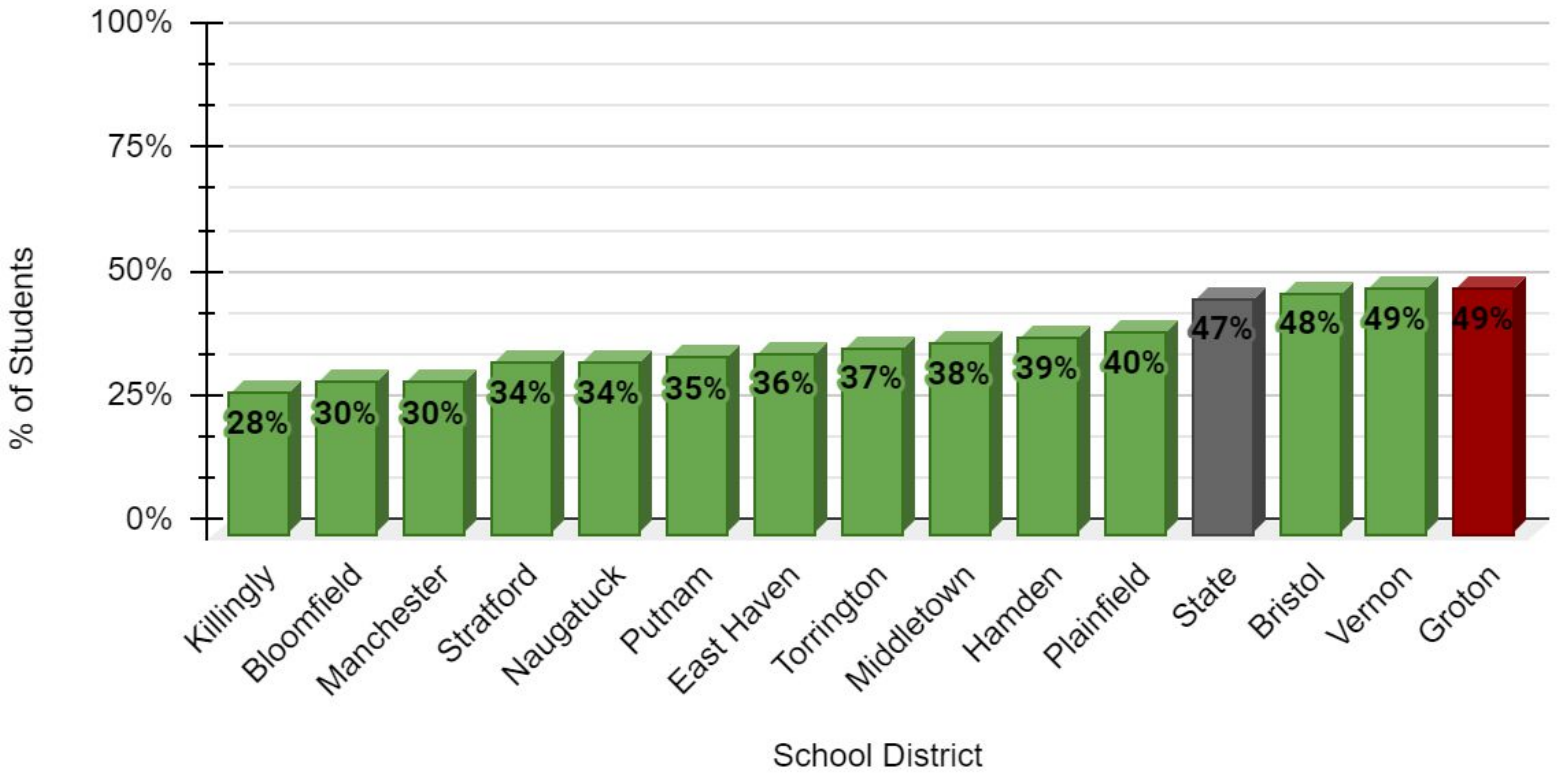
"High Needs"- Subgroups



Math Smarter Balanced Elementary Students (All)

	Below /Approaching Standards (51%)		At / Above Standards (49%)	
Total	**Does Not Meet**	**Approaching**	**Meets**	**Exceeds**
Student Count: 889	219	234	226	210
Student Percentage	25%	26%	25%	24%

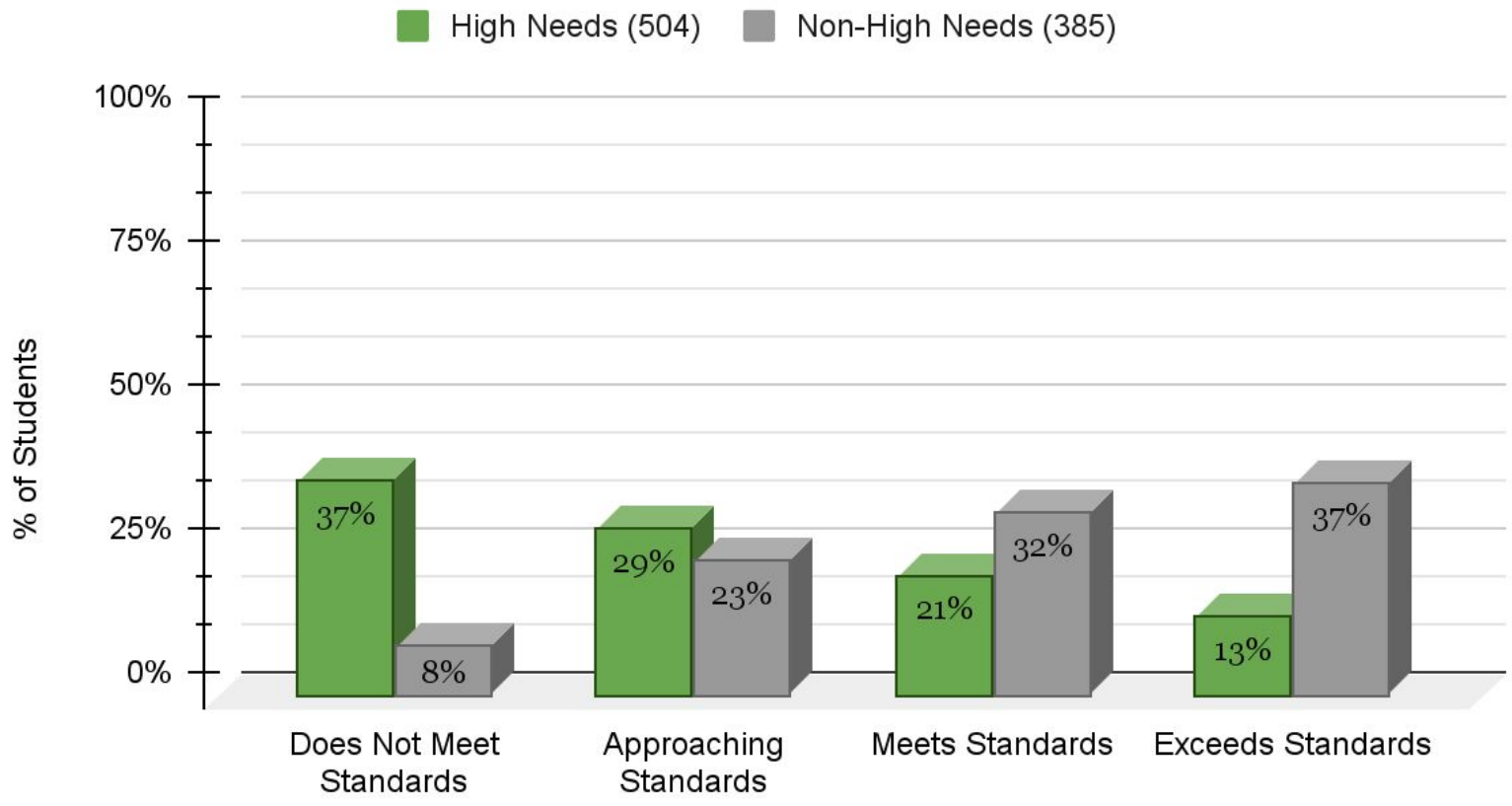
Grades 3-5 Math Performance: "DRG" G



Math Smarter Balanced By Grade Level

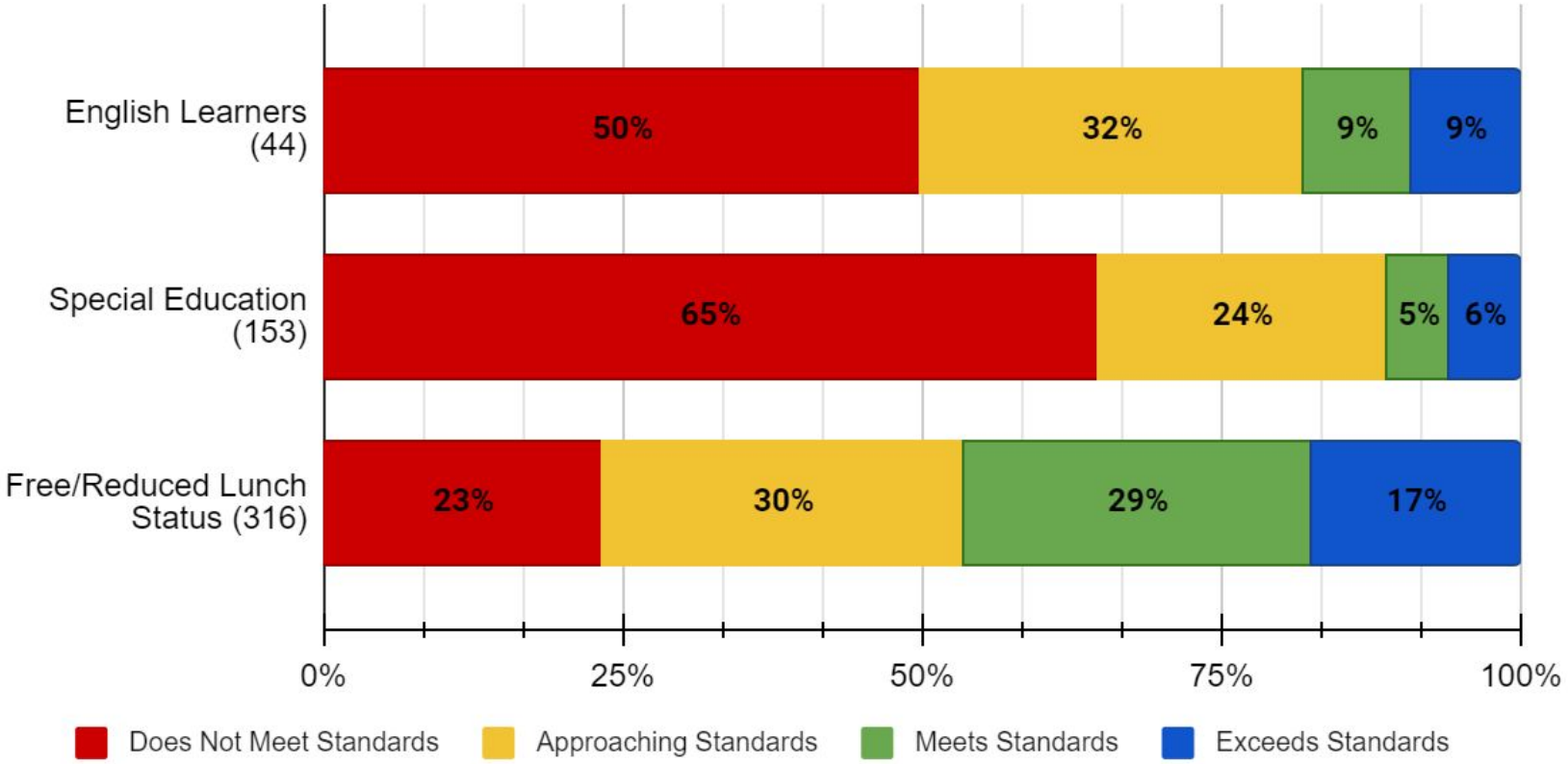
Grade 3 Math	Does Not Meet	Approaching	Meets	Exceeds
Percent	26%	24%	25%	25%
Count	84	79	81	82
Grade 4 Math				
Percent	21%	27%	27%	25%
Count	58	75	75	71
Grade 5 Math				
Percent	27%	28%	24%	20%
Count	77	80	70	57

Grade 3-5 Math Performance by Needs



Grade 3-5 Math Performance

"High Needs"- Subgroups

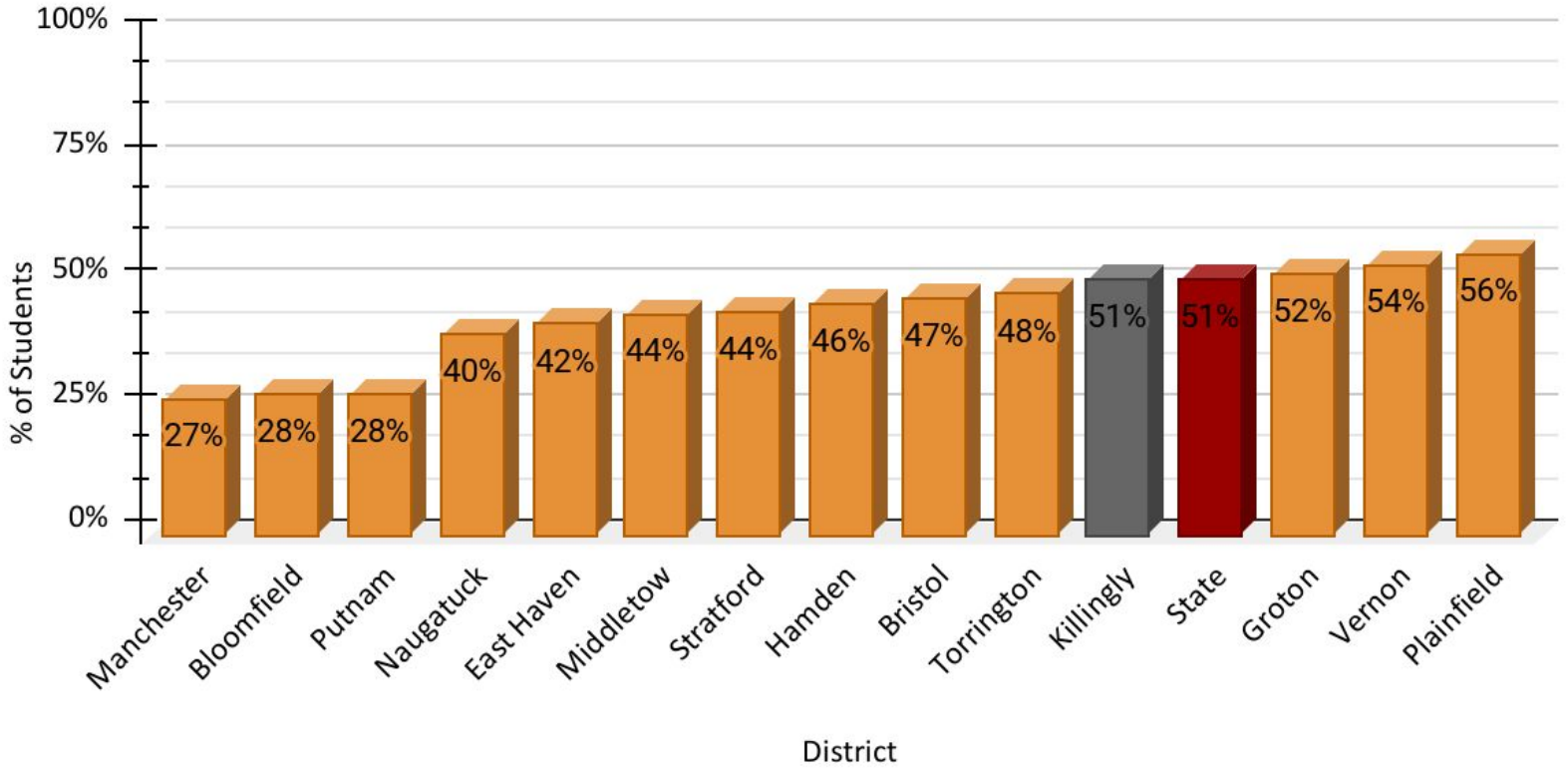


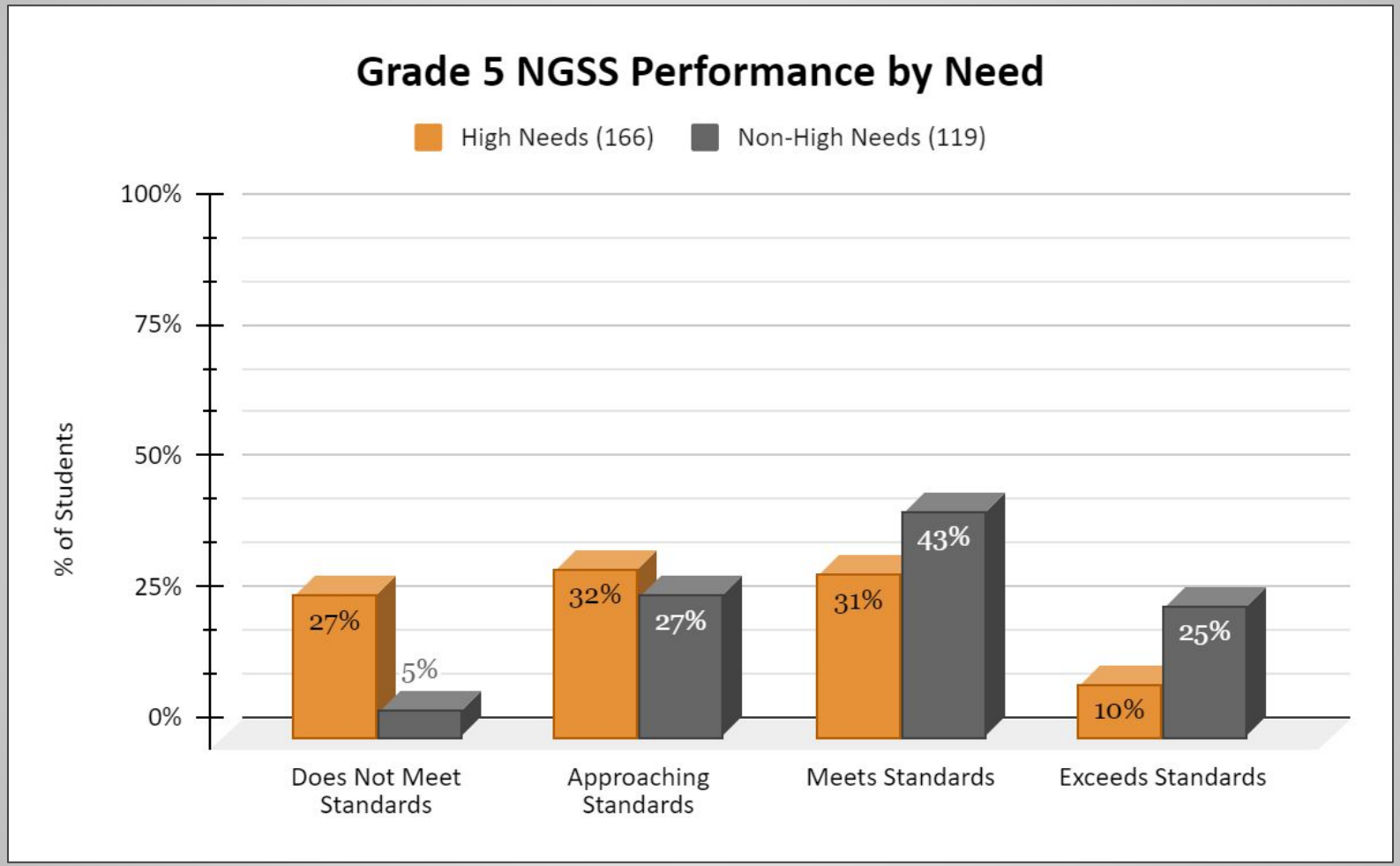
Next Generation Science Standards
Elementary Students (All)

	Performance Distribution - Percents					Performance Distribution - Counts				
	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards	At/Above Standards	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards	At/Above Standards
Grade 5 (285)	18%	30%	36%	16%	52%	51	85	102	47	149

Grade 5 NGSS Performance: "DRG" G

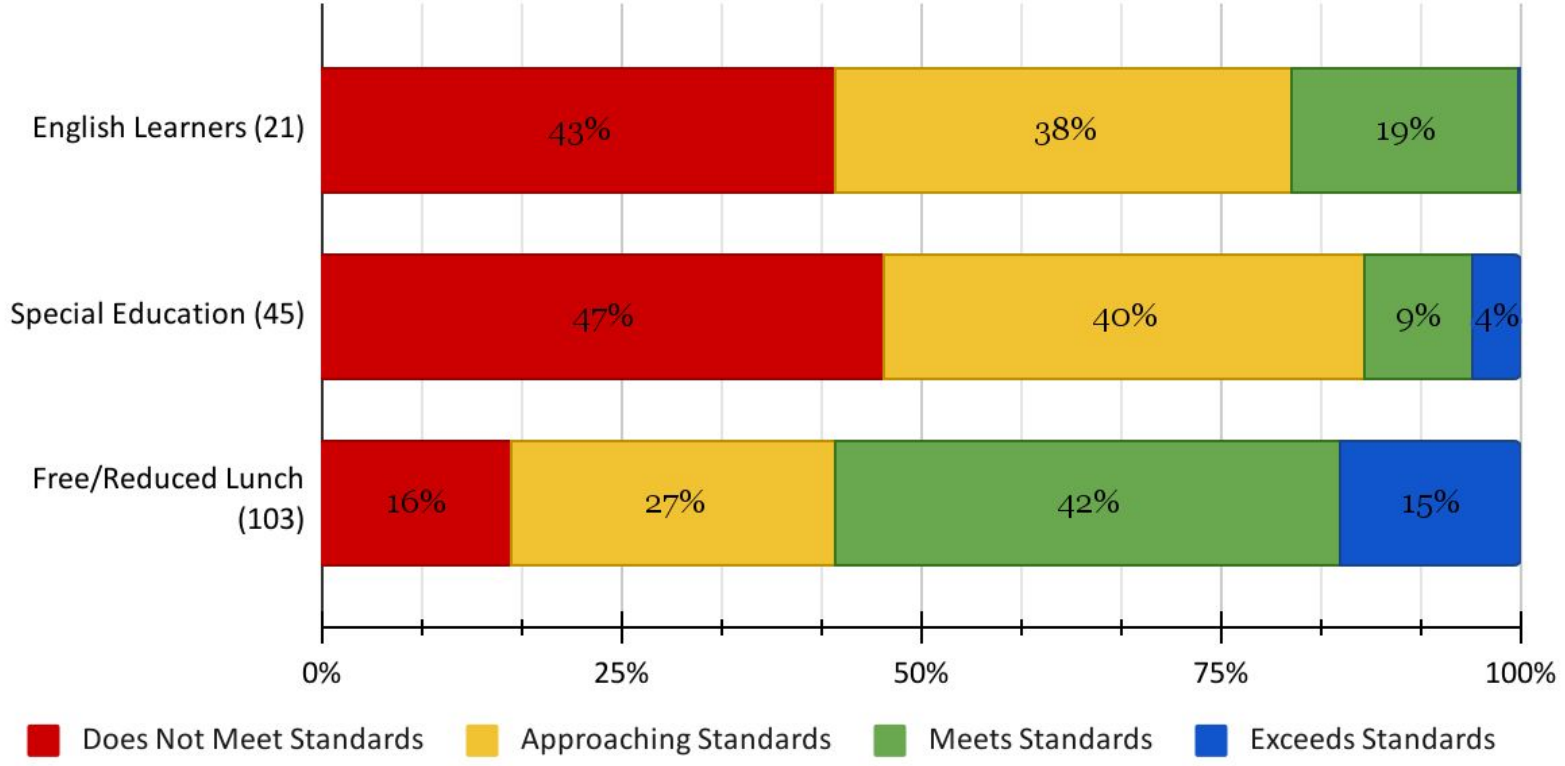
Students At/Above Benchmark




Grade 5 NGSS Performance by Need
High Needs (166)
Non-High Needs (119)
% of Students
100%
75%
50%
25%
0%
27%
5%
32%
27%
31%
43%
10%
25%
Does Not Meet Standards
Approaching Standards
Meets Standards
Exceeds Standards

Grade 5 NGSS Performance

"High Needs"- by Subgroup



Catherine Kolnaski Action Plan

Areas of Focus:

- ELA- Increase students' reading comprehension & writing and revising skills. Focus on Reading & Writing and Research Inquiry
- Math - Increase students' ability to analyze problems, generate solutions, and communicate thinking.
- Science - Increase in students' understanding of scientific concepts and ability to communicate thinking.
- SEL - Increase in students who can identify at least one adult who can help them and increase in feelings of belonging.

Data:

Reading	43.33% At/Above; 25% Approaching;	Not meeting: Listening 14%; Reading 30%; Writing 43%
Math	40% At/Above; 31% Approaching;	All claim areas have relatively consistent performance
Science	43% At/Above; 28.57% Approaching	Practices WeakArea - Analyze & Interpret Patterns in Data

Action Steps

- Expand the use of accountable talk by using Oracy Toolbox skills—oracy frames, talk tasks, intentional groupings for discussion, and discussion guidelines—resulting in increased academic achievement.
- Incorporate structured written responses for rdg comp, brief writes, and SBAC style editing and revising practice.
- Intentional use of Interactive Read-Alouds – weekly, one text over two+ days—including nonfiction science & social studies topics.
- Incorporating more conversations using graphs & data to draw conclusions. Graphs and data should include those showing correlational relationships.
- Schoolwide use of science notebooks.
- Scheduled SBAC IABs (Science, Math, ELA) and use as a teaching tool
- Incorporate targeted lessons during Second Step and morning meetings

Charles Barnum Action Plan

Area of Focus:

- ELA-Implementation of Phonics (K-3); written response to text (4-5) and using interims for instruction.
- Math - Fluency, problem solving, and reading (using interims for instruction)
- SEL - Continuing to identify a trusted adult in the building and taking next steps for how to utilize the trusted adult.

Data:

- Dibels data (from the fall assessment) showed a need in grades K , 1, and 2.
- ELA growth among students considered to be high needs significantly increased from 58.3% to 67.5%
- Climate Survey - responses were focused around CST and student behavior.

Rationale:

- CST process is still evolving; was a needed goal from last year and has been restructured back into our schedule on Wednesdays. Involves a large number of staff members; this is also a push–in day for intervention teachers to push into classroom to increase communication between classroom and intervention - and sharing strategies.
- MClass DIBELS -this has been a fall data point used to identify student needs in the lower grades.
- Phonics walkthroughs and debriefs will strengthen overall Tier 1 instruction; combined with Math/ELA specialists meetings with classroom teacher.
- SEL Team - Playmaker Project, trusted adult, DESSA information and lessons.
- Flexibility with Staff Growth Goals - around phonics, coaching practices, and the science of reading.

Mystic River Action Plan

Areas of Focus:

- **Math –** Students will increase their overall yearly growth in Mathematics with a focus on measurement, two-dimensional figures, problem solving using multiplication and division.
- **ELA-** Students will increase their overall yearly growth in ELA with a focus on editing written samples, use of vocabulary and language.
- **Science** - Using content vocabulary to respond in writing to claims and research.

Data:

- ELA- Grade 3 Proficiency- 43%, Grade 4 Proficiency- 57%, and Grade 5 Proficiency- 49%
- Math- Grade 3 Proficiency- 42%, Grade 4 Proficiency- 50%, and Grade 5 Proficiency- 39%
- Science – 46% Proficiency

Action Steps:

- Utilize numeracy screener for all k-5 students three times yearly, addressing content target areas. Math Interventionists provide push in coaching and student support. Monitor DreamBox goals (Growth and Standards) and monthly math data meetings.
- ELA coaching- Grades 3-5, Literacy Specialist to co-teach, with intention to focus on building student vocabulary, making connections to a variety of texts to increase language for stronger written responses.
- ELA- coaching- Grades K-2- Literacy Specialist to support phonics instruction.
- EL tutors will access strategies and activities from Dibels M Class that are individually assigned to students, implementing during intervention.
- Scheduled SBAC IABs (Science, Math, ELA) use as a teaching tool and to focus instruction.
- Continue to use science notebooks for written response, building vocabulary, and interpreting science experiments. Grade 5 teachers will work with the K-5 Stem Coordinator to examine student work samples and review Science IABs.

Northeast Academy Action Plan

Area of Focus:

- Math - We will continue to use IABs and FIABs to inform instruction delivered by classroom teachers and the math specialist/tutors.
- Reading - We will focus on growth for all students, including those with high needs, by making use of the mCLASS DIBELS platform paired with our new phonics program. We will also make a concerted effort to use ELA IABs to inform instruction in the upper grades.
- SEL - Similar to others, we want to focus on helping students identify a trusted adult when something is bothering them. We saw big dips in this area on last year's climate survey.

Data:

- Math - Last year's 5th and 4th grade classes both showed more than 10% cohort growth of the number of kids scoring Level 3 or 4 on SBAC (5th went from 53% to 64%, 4th went from 52% to 65%).
- Reading - Current (fall baseline) DIBELS data shows nearly 50% of our K-2 students are well below or below benchmark. SBAC cohort reading scores were stagnant last year.

Rationale/Action Steps:

- What we did in math last year worked. Quick and timely disaggregation of data allows our math team and classroom teachers to base instruction on what the data is telling us. We want to do the same in reading.
- We will to continue to embed SBAC questions into daily practice (think exposure).
- We will continue to utilize monthly team meetings to review student work and IAB data to help make meaningful decisions.
- Phonics walkthroughs and debriefs will strengthen overall Tier 1 instruction.
- Fine tuning our MTSS process for students receiving intervention will support academic growth.
- Our SEL team will continue to use DESSA data to support students in need of SEL instruction and work together to help children identify their trusted adult(s) within the building.

Thames River Action Plan

Areas of Focus:

- Math - Increase student strategic competence in math. Focus upon Claim 3 - Communicating Reasoning.
- ELA- Increase student accuracy and comprehension in fiction and nonfiction texts. Focus upon Claim 3 - Listening and Speaking
- Science -Demonstrate knowledge of concepts through models, written, or pictorial representations in Science Notebooks
- SEL- Recognize and understand what a trusted adult is and know they can go to them when they need help.

Data:

- Reading 48.68% At/Above; 22% Approaching; 29.10% Below ~ Claim 3 23% AT/Above; 55% Approaching; 22% Below
- Math 52.91% At/Above; 18.52% Approaching; 28.57 Below ~ Claim 3 27% AT/Above; 46% Approaching; 27% Below
- Science 46% At/Above; 34% Approaching; 20% Below

Action Steps:

- Increase opportunities for student-to-student discourse; encourage and model the use academic vocabulary
- Focus weekly on SBAC style questions connected to current topic being taught.
- Infuse science topics into other curricular areas to help build content knowledge and deeper understanding
- Embed math reasoning daily by having students explain how a specific strategy works as well as apply string concepts throughout a lesson
- Incorporate differentiated phonics/word study lessons in K-3 and additionally 4 and 5
- Create opportunities to practice listening to texts without visual support and then answering questions.
- Scheduled SBAC IABs (Science, Math, ELA) and use as a teaching tool
- Use DESSA data and resources, Second Step lessons, increase Lunch Bunch opportunities, and increase mentors

Grade 5 English Language Arts
Sample Problems

Read the sentence from the text.

Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney.

What effect does the author create by using the phrase yawning black throat of the chimney?

Ⓐ It gives the feeling that steam is very important.

Ⓑ It gives the feeling that the chimney is very dark and frightening.

Ⓒ It gives the feeling of being tired and sleepy.

Ⓓ It gives the feeling that the chimney is very large and wide and swallows the steam.

Lisa claims that when multiplying **any** number between 0 and 10 by 100, the product is **greater** than 100.

What is a possible number that can be multiplied by 100 to show that Lisa's claim is not correct? Enter your answer in the response box.

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Grade 5 Math Sample Problems

Which situation can be represented by this equation?

$4 \div \frac{1}{8} = \square$

Ⓐ Jack has 4 pieces of fabric. Each piece is $\frac{1}{8}$ of a yard long. How many yards of fabric does Jack have?

Ⓑ Jack has 4 pieces of fabric. He gets $\frac{1}{8}$ more yards of fabric. How many yards of fabric does Jack have now?

Ⓒ Jack has 4 yards of fabric. He gives away $\frac{1}{8}$ of his pieces of fabric. How many pieces of fabric does Jack have left?

Ⓓ Jack has 4 yards of fabric. He cuts the fabric into pieces $\frac{1}{8}$ of a yard long. How many pieces of fabric does Jack have?

Grade 5 NGSS Sample Question

Warning systems in the ocean are used to alert people before a tsunami reaches land. Tsunamis are tall waves in the ocean. When the tall waves reach land, they damage buildings and cause flooding.

Information about three warning systems is shown in Table 1. A buoy is a device that floats in water and is anchored to the ocean floor to keep it in place. A sensor is a device that detects or senses heat, light, sound, and motion.

Click on the blank box and select the **best** warning system. Then, select **three** reasons why the system you selected should be used.

The tsunami warning system that should be used is the [ ].

- [ ] It has many parts.
- [ ] It has a low total cost.
- [ ] It has a low continued cost.
- [ ] It can be moved to different locations.
- [ ] The data can be shared with other systems.
- [ ] It keeps working if one part of the system breaks.

Click on the blank box and select the **best** warning system. Then, select **three** reasons why the system you selected should be used.

The tsunami warning system that should be used is the [ ].

- [ ] It has many parts.
- [ ] It has a low total cost.
- [ ] It has a low continued cost.
- [ ] It can be moved to different locations.
- [ ] The data can be shared with other systems.
- [ ] It keeps working if one part of the system breaks.

ELA Smarter Balanced by School

		Performance Distribution - Percents					Performance Distribution - Counts				
	Grade Level	Does Not Meet	Approaching	Meets	Exceeds	At/Above	Does Not Meet	Approaching	Meets	Exceeds	At/Above
Catherine Kolnaski	3	30%	27%	16%	27%	43%	17	15	9	15	24
	4	35%	15%	17%	33%	50%	18	8	9	17	26
	5	31%	33%	12%	24%	36%	13	14	5	10	15
Charles Barnum	3	18%	33%	20%	30%	50%	11	20	12	18	30
	4	35%	19%	30%	17%	47%	21	10	16	9	25
	5	15%	22%	32%	32%	64%	6	9	13	13	26
Mystic River	3	46%	11%	27%	16%	43%	26	6	15	9	24
	4	28%	15%	30%	28%	58%	15	8	16	15	31
	5	35%	17%	29%	20%	49%	29	14	24	17	41

ELA Smarter Balanced by School

		Performance Distribution - Percents					Performance Distribution - Counts				
	Grade Level	Does Not Meet	Approaching	Meets	Exceeds	At/Above	Does Not Meet	Approaching	Meets	Exceeds	At/Above
Northeast	3	16%	17%	21%	46%	67%	12	13	16	35	51
	4	17%	23%	23%	37%	60%	11	15	15	24	39
	5	05%	21%	36%	38%	74%	3	13	22	23	45
Thames River	3	32%	23%	21%	24%	45%	25	18	16	19	35
	4	31%	19%	17%	33%	50%	17	10	9	18	27
	5	23%	25%	30%	23%	53%	13	14	17	13	30

Math Smarter Balanced by School

		Performance Distribution - Percents					Performance Distribution - Counts				
	Grade Level	Does Not Meet	Approaching	Meets	Exceeds	At/Above	Does Not Meet	Approaching	Meets	Exceeds	At/Above
Catherine Kolnaski	3	30%	30%	25%	14%	39%	17	17	14	8	22
	4	27%	29%	17%	27%	44%	14	15	9	14	23
	5	29%	36%	24%	12%	36%	12	15	10	5	15
Charles Barnum	3	26%	31%	20%	23%	43%	16	19	12	14	26
	4	26%	33%	22%	19%	41%	14	18	12	10	22
	5	22%	32%	22%	24%	46%	9	13	9	10	19
Mystic River	3	35%	24%	16%	25%	41%	19	13	9	14	23
	4	26%	24%	30%	20%	50%	14	13	16	11	27
	5	36%	25%	19%	19%	38%	30	21	16	16	32

Math Smarter Balanced by School

		Performance Distribution - Percents					Performance Distribution - Counts				
	Grade Level	Does Not Meet	Approaching	Meets	Exceeds	At/Above	Does Not Meet	Approaching	Meets	Exceeds	At/Above
Northeast	3	11%	29%	25%	36%	61%	8	22	19	27	46
	4	06%	29%	34%	31%	65%	4	19	22	20	42
	5	13%	23%	36%	28%	64%	8	14	22	17	39
Thames River	3	31%	10%	35%	24%	59%	24	8	27	19	46
	4	22%	19%	30%	30%	60%	12	10	16	16	32
	5	32%	30%	23%	16%	39%	18	17	13	9	21

Next Generation Science Standards Grade 5 by School

	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Catherine Kolnaski (42)				
Student Count	12	12	9	9
Student Percentage	29%	29%	21%	21%
Charles Barnum (41)				
Student Count	4	14	15	8
Student Percentage	10%	34%	37%	20%
Mystic River Magnet School (85)				
Student Count	23	23	32	7
Student Percentage	27%	27%	38%	8%
Northeast Academy (61)				
Student Count	1	17	29	14
Student Percentage	2%	28%	48%	23%
Thames River (56)				
Student Count	11	19	17	9
Student Percentage	20%	34%	30%	16%