

The W.L. Gilbert School Corporation
Regular Meeting
Thursday, January 17, 2024
The Gilbert School
Meeting called to order by Holly Cassaday at 6:31 p.m.

Members Present: Scott Beecher, Holly Cassaday, Ellen Marino, Theresa Padin, Astrid Robitaille, Renata Waldron,
Members Absent: Jared Fritch, Tore Lovetere
Administration: Greg Shugrue, Head of Schools

Public Forum: none

Student Reps: James - NW Region music festival 3 attend 1 band/ 2 choir, midterms started today, end Monday. Auditions for spring musical next Tuesday- Wizard of Oz
Danica Porier- wrestling- undefeated sophomore, FAFSA Night 2/6, Alumni Basketball game next week. Spirit week before break

Call for agenda Items: None

Approval of Minutes

A motion was made by Scott Beecher, seconded by Ellen Marino to approve the minutes of the December 14, 2023 Regular Meeting.

Approved: 6/0/0

Committee Reports: Ellen Marino, Special meeting 1/10- first budget overview for 24/25 year. 1/17 Meeting, monthly report reviewed, on track for the year so far.

Loan for solar program moving forward, finalizing in the few weeks.

Policy 1/4/24- Ellen Marino- policies down agenda for first and second read

Continuing to review 5000 series and mark them as reviewed if no changes need to be made.

Next meeting 2/1/24

Building & Grounds- 1/17, Scott Beecher

Solar update discussed. Began review of 5 year cap improvement budget/plan

24 Meeting Schedule amended-

A motion to approve the Amended 2024 Meeting Schedule was made by Scott Beecher, seconded by Ellen Marino

Approved: 6/0/0

Reading Presentation by Deb Lewis, Maura Hurley and Francesca Daniele

ASO Discussion- Draft MOU reviewed by attorney. Greg has reached out to town leadership to sit and discuss next steps regarding MOU. Meeting date and time TBD.

First Read Policies-

- 5131.8
- 5141.5
- 5141.6

Second Read Policies-

- 5112.3
- 5118

Out of State Field Trip Request for Baseball to visit Baseball Hall of Fame & Double Day Field 5/10/24 & 5/11/24

A Motion was made by Ellen Marino, seconded by Renata Waldron to approve the out of state field trip.

Approved: 6/0/0

Principals Report

- Student athlete recognition weekly (MS & HS)
- Mid Term Exams underway
- 24/25 schedule under review to keep MS and HS on same schedule
- Elective fair next week
- PBIS Awards (1st) recognized recipients (8 MS in first round)
- Alumni basketball game
- FAFSA Night- food provided by Marios
- NEASC work continues
- Full time building sub and hall monitor pending hire, will be fully staffed

Head of School Report

- Enrollment Data
- Attendance Data

WBOE Report

- Recent meeting canceled due to snow
- Next Budget workshop 2/5/24
- Update on Drones, Drama, Ski Club, etc.

Chairman's Report

A motion was made by Theresa Padin, seconded by Scott Beecher to adjourn the meeting at 7:53 p.m.

Approved: 6/0/0



Reading Data Analysis: TGS



SRI: Overview of the Assessment Tool and Scoring

A Lexile score provides a common scale for measuring text difficulty *and* student reading ability. It is the most widely used reading measure.

The Scholastic Reading Inventory (SRI) is a research-based, computer-adaptive reading comprehension assessment, developed in partnership with the creators of the Lexile Framework® for Reading.

In addition to a Lexile score, students' reading proficiency will be categorized as below grade level (Below Basic), approaching grade level (Basic), at grade level (Proficient), and above grade level (Advanced).

The SRI is administered in the fall, winter, and spring of each school year.

Text Ranges for College and Career Readiness

Grade	Beginning of Year	End of Year
K*	BR40L**	230L
1	190L	530L
2	420L	650L
3	520L	820L
4	740L	940L
5	830L	1010L
6	925L	1070L
7	970L	1120L
8	1010L	1185L
9	1050L	1260L
10	1080L	1335L
11 & 12	1185L	1385L

SRI COHORT DATA ANALYSIS, Class of 2024

	12-22		22-23		23-24	
	Fall '21	Spring '22	Fall '22	Spring '23	Fall '23	Spring '24
All Students	57%	55%	42%	45%	53%	
True Cohort (44)	57%	64%	48%	57%	68%	

Breakdown of Scores Below Grade Level:

- 4th Grade and Below: 17%
- 3rd Grade and Below: 8%
- 2nd Grade and Below: 8%
- 1st Grade and Below: 8%
- Beginning Readers: 2%

SRI COHORT DATA ANALYSIS, Class of 2025

	21-22		22-23		23-24	
	Fall '21	Spring '22	Fall '22	Spring '23	Fall '23	Spring '24
All Students	47%	56%	54%	61%	40%	
True Cohort (69)	51%	59%	58%	67%	46%	

Breakdown of Scores Below Grade Level:

- 4th Grade and Below: 20%
- 3rd Grade and Below: 14%
- 2nd Grade and Below: 9%
- 1st Grade and Below: 4%
- Beginning Readers: 1%

SRI COHORT DATA ANALYSIS, Class of 2026

	12-22		22-23		23-24	
	Fall '21	Spring '22	Fall '22	Spring '23	Fall '23	Spring '24
All Students	43%	45%	40%	56%	49%	
True Cohort (51)	49%	45%	41%	61%	51%	

Breakdown of Scores Below Grade Level:

- 4th Grade and Below: 15%
- 3rd Grade and Below: 10%
- 2nd Grade and Below: 3%
- 1st Grade and Below: N/A
- Beginning Readers: N/A

SRI COHORT DATA ANALYSIS, Class of 2027

	12-22		22-23		23-24	
	Fall '21	Spring '22	Fall '22	Spring '23	Fall '23	Spring '24
All Students	51%	61%	56%	55%	46%	
True Cohort (65)	59%	63%	63%	70%	52%	

Breakdown of Scores Below Grade Level:

- 4th Grade and Below: 29%
- 3rd Grade and Below: 23%
- 2nd Grade and Below: 11%
- 1st Grade and Below: 9%
- Beginning Readers: 5%

SRI COHORT DATA ANALYSIS, Class of 2028

	22-23		23-24	
	Fall '22	Spring '23	Fall '23	Spring '24
All Students	51%	57%	53%	
True Cohort (63)	59%	51%	56%	

Breakdown of Scores Below Grade Level:

- 4th Grade and Below: 24%
- 3rd Grade and Below: 9%
- 2nd Grade and Below: 4%
- 1st Grade and Below: 3%
- Beginning Readers: 3%

SRI COHORT DATA ANALYSIS, Class of 2029

	2023-2024	
	Fall '23	Spring '24
All Students	42%	

Breakdown of Scores Below Grade Level:

- 4th Grade and Below: 36%
- 3rd Grade and Below: 23%
- 2nd Grade and Below: 14%
- 1st Grade and Below: 9%
- Beginning Readers: N/A

SRI COHORT DATA ANALYSIS, Whole School (7-12)

Fall '23		
Levels	Below Grade Level	At or Above Grade Level
All Students 7-12	53%	47%
Breakdown of Scores Significantly Below Grade Level		
4th Grade and Below	24%	
3rd Grade and Below	17%	
2nd Grade and Below	9%	
1st Grade and Below	5%	
Beginning Readers	2%	

SBAC TEST/ADMINISTRATION/INFO

Each slide compares year to year scores of students who are currently enrolled at TGS.

Their score is pulled from the school they attended that year.

Some students have been in Winchester/TGS for K-12 and some have transferred from other districts or states.



OUR GOAL

SBAC COHORT DATA ANALYSIS

7th Grade

49.42% proficient when in 6th grade



SBAC COHORT DATA ANALYSIS

8th Grade

52.65% proficient when in 7th grade



SBAC COHORT DATA ANALYSIS

9th Grade

36.66% proficient in 8th grade



SBAC COHORT DATA ANALYSIS

10th Grade

40% proficient in 8th grade



SBAC COHORT DATA ANALYSIS

11th Grade

43.84% proficient in 8th grade



SBAC COHORT DATA ANALYSIS

12th Grade

71.11% proficient in 8th grade



CURRENT LITERACY SUPPORT INITIATIVES: MS

- Continue with double-literacy blocks in 7th grade (1 English 1 Language Arts)
- Expand second literacy block to ALL 8th grade (instead of those not in WL)
- Continue to develop grammar units to supplement English/LA units (finish 8th grade)
- Continue to test literacy through SRI, SBAC, PSAT-8 & analyze data to modify curriculum/instruction
- Continue curriculum development to address grade-level skills/standards
- Continue to diversify grade-level texts and differentiate instruction
- Continue to offer Reading challenges- possibly expand summer program and/or additional reading challenges throughout year
- Continue use of 3TR (Take Time to Read) during Advisory schedules; prioritize independent reading projects in classes
- Continue vocabulary programs, benchmark testing for SBAC/PSAT and analysis to modify instruction

CURRENT LITERACY SUPPORT INITIATIVES: HS

- Continue to develop grammar units to supplement English/LA units
- Continue to test literacy through SRI, PSAT-9-11, SAT, AP & analyze data to modify curriculum/instruction
- Continue curriculum development to address grade-level skills/standards
- Continue to diversify grade-level texts and differentiate instruction
- Continue use of 3TR (Take Time to Read) during Advisory schedules; prioritize independent reading projects in classes
- Continue vocabulary programs, benchmark testing for SBAC/PSAT/SAT/AP and analysis to modify instruction
- Continue to utilize AP Potential to open access to higher-level coursework to students identified by College Board
- Extend student-choice for texts to encourage a love for reading and expand student interest
- Continue SAT PREP course English/Math

WHAT THE RESEARCH SAYS....

THIS IS A SYSTEMIC ISSUE

- Students who are not reading at proficient levels by the end of third grade are more likely to struggle throughout their school years, which in turn leads to higher dropout rates and fewer students being college and career ready.- Obama Foundation (www.obama.org)
- On the NAEP (Nat. Assoc. Of Ed Progress) test, More than 60 percent of twelfth-grade students scored below the proficient level in reading achievement, and 27 percent scored below the basic level in reading (<https://thencbla.org/>)

RESEARCH, CONT'D

ACT NOW- THE FUTURE DEPENDS ON IT

- “One landmark study found that students who couldn’t read on grade level by then were four times less likely to graduate high school on time than their peers who could.” (edweek.com)
- “The literacy proficiency of a substantial proportion of the U.S. labor force is limited, and only a small proportion of workers perform at a high literacy level. Workers with higher literacy scores are unemployed less and earn more than workers with lower literacy scores.” (<https://thencbla.org/>)
- We know that people who are literate are more inclined to vote, take part in their community, and seek medical help for themselves and their families. They’re also better equipped to take advantage of knowledge jobs, which are growing at explosive rates.” (<https://thencbla.org/>)

READING CERTIFICATION VS ENGLISH CERT.

English Certification (7-12)

- Operates under the assumption that students already know how to read, and focuses on developing comprehension and analytical skills

Reading Certification (1-12)

- Operates under the assumption that students are learning to read or are in need of remediation, and focuses on developing the basic reading skills of students at any competency level as well as remediating deficiencies in these skills

APPROACH FOR TGS LITERACY '24-'25

- READING TEACHER FOR SCHOOL YEAR '24-'25
- READING RESOURCES/PROGRAM FOR SCHOOL YEAR '24-'25 (TARGET GRADES 7-9)
- CONTINUE SCHOOL-WIDE READING APPROACH/EFFORTS ACROSS DEPARTMENTS AND GRADES 7-12
- UTILIZE SRI SCORES FROM SPRING OF 2024 AS WELL AS PSAT/SAT SCORES TO IDENTIFY STUDENTS IN NEED OF READING SUPPORT AND PRIORITIZE SCHEDULING AND CLASS ENROLLMENT USING DATA; THEN UTILIZE SRI AS A SCREENING TOOL FOR ALL NEW ENROLLMENTS FOR THE 24-25 SCHOOL YEAR

WORKS CITED

<https://thencbla.org/literacy-resources/statistics/#:~:text=More%20than%2060%20percent%20of,grade%2Dlevel%20knowledge%20and%20skills.>

<https://www.edweek.org/teaching-learning/study-third-grade-reading-predicts-later-high-school-graduation/2011/04>

Houghton Mifflin Harcourt's *The Lexile® Framework for Reading: A System for Measuring Reader Ability and Text Complexity*