

**GROTON BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE MEETING  
MARCH 11, 2024 @ 6:00 P.M.  
CENTRAL OFFICE, ROOM 11 / HYBRID**

Mission Statement: Our mission is teaching and learning.

Board Goals: In 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. Review November 20, 2023 Meeting Minutes ([Attachment #1](#))
3. K-3 Literacy Update ([Attachment #2a](#) & [Attachment #2b](#))
4. Adjournment

**GROTON BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE MEETING MINUTES  
NOVEMBER 20, 2023 @ 6:00 P.M.  
CENTRAL OFFICE, ROOM 11**

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

**MEMBES ABSENT:** Rita Volkmann

**ALSO PRESENT:** Susan Austin, Phil Piazza, Laurie LePine, Shannon Weigle, David Fleig, David Hautegeo

1. CALL TO ORDER - Chairperson Kim Shepardson Watson called the meeting to order at 6:00 p.m.
2. REVIEW NOVEMBER 13, 2023 MEETING MINUTES

**MOTION:** Horgan, Antipas – to approve the COW minutes of November 13, 2023.  
**MOTION PASSED UNANIMOUSLY**

3. REVIEW GRANTS (Attachment #1)

Superintendent Austin gave an overview of the grant report, which lists federal and state grants that have been awarded to GPS between June 9, 2023 and November 16, 2023, grants that have been submitted and are awaiting award announcements, upcoming grants, and grant funded projects in progress. Shannon Weigle reported on the following grants that we have been awarded:

- ARP Grants - two for mental health, one to expand our dual credit offerings at the high school, and one for a high dose tutoring program for students in grades 6 through 9.
- DoDEA 5-year grant which will support the continuation of our magnet programs at the elementary level and will also support the work in literacy and STEM in all grade levels.

Mrs. Weigle stated that over the past year, we applied for three security grants – two through the state (one of which we were awarded) and one through the US Department of Justice to pay for equipment and services related to safety and security for the district.

She also discussed two upcoming Farm to School Grants; one for \$250,000, which will support a hydroponic system at Thames River Magnet School, and the second grant for \$100,000 would support the installation of an orchard on the Groton campus to help support the expansion of our Farm to School program.

4. REVIEW STAFFING/MINORITY RECRUITMENT (Attachment #2)

Laurie LePine gave an overview on what the district's diversity profile looks like, the work that has been done, and what our future work looks like in that area. Currently, 53% of our student body are of color, and we have seen incremental growth in diversifying our workforce over the last few years.

5. UPDATE FROM FINANCE/FACILITIES COMMITTEE (Attachment #3)

David Fleig gave an overview of the FY24 financial challenges being monitored, which includes health insurance claims, property costs, transportation costs, utility budgets, lunch program collection, contractual & wage inflation, legal fees, and prior year expenses.

6. REVIEW REFERRAL TRACKING SHEET

The Board reviewed the tracking sheet and made the following changes:

- R2021-6 under Finance/Facilities – delete “SpEd”
- R2021-25 under Finance/Facilities – delete
- R2023-8 under Communications – move to Board of Education Meeting Template for an annual discussion at a COW meeting in either June or July
- R2020-20 under Policy – delete

7. ADJOURNMENT

**MOTION:** Ackerman, Weitlauf - to adjourn at 7:27 p.m.  
**MOTION PASSED UNANIMOUSLY**

# GROTON PUBLIC SCHOOLS GRANT REPORT – OCTOBER

Attachment #1

I. Federal and State Grants Awarded to Groton Public Schools Between June 9, 2023 – Nov 16, 2023		
Grant	Description	Award
ARP Mental Health Specialist (CSDE Bureau of Nutrition)	To extend the Early Childhood School Social Worker position for two years. Professional development for staff who work with students ages 3-6.	\$228,872 (July 1, 2023 – June 30, 2026)
ARP Summer Mental Health Support (CSDE Bureau of Nutrition)	For additional social workers / psychologists to assist with ESY and FHS summer school programs.	\$46,801 (July 1, 2023 – June 30, 2026)
ARP Dual Credit Expansion (CSDE Performance Office)	To work with UCONN and other CT colleges to accredit additional FHS courses as dual enrollment courses.	\$40,000 (July 1, 2023 – June 30, 2024)
National School Lunch Program (NSLP) Equipment (CSDE)	To purchase a new blast chiller, cryovac machine and electric cutter to expand the Farm-to-School Program and provide fresh local food to students year-round.	\$38,364
High Dose Tutoring (CSDE)	For a 12-month High Dose Tutoring program for students in grades 6-9 to recoup pandemic learning loss. To include additional tutors in-school and out-of-school (afterschool, on Saturdays and during the summer).	\$543,123 (January 2025)
Military Connected Academic and Support Program (DoDEA)	For elementary magnet themed programming and K-12 culturally responsive curriculum development.	\$1.25 million
MMSGP (DESPP)	To add Mutualink service at TRMS. FHS and CO. The 2023 CIP awarded to GPS in the amount of \$150,000 will be used to provide matching funds for this project and supply the remaining schools with the Mutualink service.	\$48,654
Online Abuse (DESPP)	For in-school and out-of-school student and community programs on healthy screen habits.	\$30,000 (May 2025)
Nature Everywhere	To draft an equitable Open Space Access Plan for Groton students and families, in partnership with the Town of Groton and the Groton Open Space Association. First year planning grant awarded. GPS is now eligible to apply for a \$100k implementation grant in year 2.	\$10,000

II. Submitted Grant Applications (Award Announcements Pending)		
Grant	Description	Award
ARP Right to Read (CSDE)	To purchase supplies and provide professional development to teachers around the new GPS K-3 Literacy Plan.	\$191,000 (Nov 21, 2022 – Dec 31, 2024)
ARP Afterschool (CSDE)	To continue and expand the FHS Afterschool Center.	\$217,743

III. Upcoming Grants		
Grant	Description	Award
21 <sup>st</sup> Century Learning Center Program (21 <sup>st</sup> CCLC) (CSDE)	To expand GPS' 21 <sup>st</sup> CCLC afterschool program to the high school.	TBD (6 year grant)
Stronger Connections (CSDE)	For Social Worker and Community Coordinators and to expand Restorative Justice programming.	\$147,744 (2 year grant)
HVAC (CT DAS)	To improve HVAC at FHS and CB.	TBD
CT Grown for CT Kids Grant (CT Dept of Ag)	To expand Farm to School program. Funds would be used to purchase and install a hydroponics shipping container system.	\$250,000
Farm to School Grant (USDA)	To expand Farm to School program. Funds will be used to support two coordinator positions and plant 1-2 school orchards and berry patches.	\$100,000
Fund for Teachers (FFT)	For summer fellowships for CT teachers supported by the Dalio Foundation.	\$5000/teacher, \$10,000 per team
PEGPETIA (CT PURA)	For new school-related technology.	TBD

IV. Grant Funded Projects in Progress		
Grant	Description	Award
ARP ESSER Afterschool (CSDE)	To enhance and expand FHS Afterschool Program. Funding for an Afterschool Director, supplies and teacher stipends.	\$180,000 (May 2024)
21 <sup>st</sup> CCLC (CSDE)	For new afterschool program at GMS to engage uninvolved students with an emphasis on teamwork and leadership. Students are given opportunity to participate in Counselor-in-Training program at Tree House.	\$59,986/year (July 1, 2021 - June 30, 2026)
PEGPETIA (CT PURA)	For new equipment for each school to live stream events, including funds for interns to procure new online video collection.	\$86,360 (May 2024)
Military Connected Academic and Support Program (DoDEA)	To develop a K-12 Career Pathway Program with focus on health science.	\$750,000 (Until May 2026)
World Language Advancement and Readiness Program (DoDEA)	For professional development for all world language teachers and to expand the WL program to the elementary level.	\$1 million (June 2027)
Courtney Community Grant (US Dept of Ed)	For expansion of Career Pathway Program with focus on manufacturing and health science.	\$150,000 (May 2024)
Pfizer	For STEM supplies for GPS Mentor Program and TRMS.	\$4,000 (May 2025)

# DIVERSITY PROFILE & EDUCATORS OF COLOR



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GROTON PUBLIC SCHOOLS 2023-2024 SCHOOL YEAR

# DIVERSITY PROFILE 2023-2024

## District Demographic Diversity Profile 2023-2024

### Groton Public Schools

	American Indian or Alaska native		Asian		Black or African American		Hispanic or Latino		Pacific Islander		Two or more		White		Non-White	Non-White Goal		Position Total	Educators of Color Total	No Race Data
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	%	%				
<b>District Level Administrators</b> Central Office Staff, Superintendent(s) and Department Chairs	0	0.0%	0	0.0%	1	7.1%	1	7.1%	0	0.0%	0	0.0%	12	85.7%	14.3%		District Level Administrators	14	2	
<b>School Level Administrators</b> Principals and Assistant Principals	0	0.0%	0	0.0%	4	19.0%	1	4.8%	0	0.0%	0	0.0%	16	76.2%	23.8%		School Level Administrators	21	5	
<b>General Education Teachers</b> Non-Central Office Curriculum Coaches	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%		General Education Teachers	0	0	
<b>General Education Teachers</b> Teachers and Instructors (PK-5)	0	0.0%	4	3.0%	4	3.0%	3	2.2%	0	0.0%	3	2.2%	121	89.6%	10.4%		General Education Teachers (PK-5)	135	14	
<b>General Education Teachers</b> Teachers and Instructors (6-8)	0	0.0%	1	1.0%	0	0.0%	3	3.0%	0	0.0%	1	1.0%	94	94.9%	5.1%		General Education Teachers (6-8)	99	5	
<b>General Education Teachers</b> Teachers and Instructors (9-12)	0	0.0%	2	2.3%	2	2.3%	5	5.8%	0	0.0%	1	1.2%	76	88.4%	11.6%		General Education Teachers (9-12)	86	10	
<b>Non-Instructional Support Staff</b> Counselors, Social Workers, Psychologists, and Speech and Language Pathologists	0	0.0%	4	2.8%	4	2.8%	1	0.7%	0	0.0%	3	2.1%	129	91.5%	8.5%		Non-Instructional Support Staff	141	12	
<b>Non-Certified Staff</b> Paraeducators, custodians, cafeteria staff, secretarial staff, etc.	1	0.2%	10	1.9%	48	9.2%	48	9.2%	5	1.0%	9	1.7%	401	76.8%	23.2%		Non-Certified Staff	522	121	

# STUDENT DATA

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Students of Color equal  
53% of student body  
district wide

<u>Total in Grade</u>	<u>(I) American Indian or Alaska Native</u>	<u>(A) Asian</u>	<u>(B) Black or African American</u>	<u>(P) Native Hawaiian / Other Pac Islander</u>	<u>(W) White</u>	<u>Hispanic/Latino</u>	<u>Two or More Race Categories</u>
4402	27	262	309	13	2064	1135	592



# DIVERSITY PROFILE 2022-2023

## District Demographic Diversity Profile 2022-2023

### Groton Public Schools

	American Indian or Alaska native		Asian		Black or African American		Hispanic or Latino		Pacific Islander		Two or more		White		Non-White	Non-White Goal		Position Total	Educators of Color Total	No Race Data
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	%	%				
<b>District Level Administrators</b> Central Office Staff, Superintendent(s) and Department Chairs	0	0.0%	0	0.0%	0	0.0%	1	10.0%	0	0.0%	0	0.0%	9	90.0%	10.0%		District Level Administrators	10	1	
<b>School Level Administrators</b> Principals and Assistant Principals	0	0.0%	0	0.0%	3	15.8%	0	0.0%	0	0.0%	0	0.0%	16	84.2%	15.8%		School Level Administrators	19	3	
<b>General Education Teachers</b> Non-Central Office Curriculum Coaches	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%		General Education Teachers	0	0	
<b>General Education Teachers</b> Teachers and Instructors (PK-5)	0	0.0%	2	1.4%	3	2.1%	3	2.1%	0	0.0%	3	2.1%	132	92.3%	7.7%		General Education Teachers (PK-5)	143	11	
<b>General Education Teachers</b> Teachers and Instructors (6-8)	0	0.0%	0	0.0%	2	2.4%	3	3.5%	0	0.0%	3	3.5%	77	90.6%	9.4%		General Education Teachers (6-8)	85	8	
<b>General Education Teachers</b> Teachers and Instructors (9-12)	0	0.0%	3	3.1%	2	2.1%	4	4.2%	0	0.0%	1	1.0%	86	89.6%	10.4%		General Education Teachers (9-12)	96	10	
<b>Non-Instructional Support Staff</b> Counselors, Social Workers, Psychologists, and Speech and Language Pathologists	0	0.0%	2	1.4%	6	4.1%	1	0.7%	0	0.0%	2	1.4%	137	92.6%	7.4%		Non-Instructional Support Staff	148	11	
<b>Non-Certified Staff</b> Paraeducators, custodians, cafeteria staff, secretarial staff, etc.	1	0.2%	9	1.7%	41	7.6%	56	10.3%	2	0.4%	9	1.7%	424	78.2%	21.8%		Non-Certified Staff	542	118	

# PROGRESS IN TOTAL WORKFORCE AND CLASSROOM TEACHER DIVERSITY

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School Year	Workforce Diversity Percent	Teacher Diversity Percent
2023-2024	16.1%	9.9%
2022-2023	15.5%	9.8%
2021-2022	15.2%	9.1%
2019-2020	14.5%	8.3%

# WHAT DOES THE DATA TELL US?

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- We have less diversity amongst;
  - Prior Elementary educators PK-5 Teachers of color, and now shifted to Middle School
  - Non-Instructional Support Staff/Providers of color (Speech Language Path/Counselors/Social Workers/Psychologists) continues
- Continue to establish recruitment goals aligned to improving workforce diversity in our weakest areas, amongst a national and state educator shortage
- We hired 6 additional educators of color for the 23-24 school year
- Overall increase of 3 educators of color from last year

# STATE OF CT DATA

## EdSight Educator Diversity Dashboard

### Educator Race/Ethnicity Trend Report - State of Connecticut

[Export .csv file](#)

District	Race	2018-19	2019-20	2020-21	2021-22	2022-23
		% of Total	% of Total	% of Total	% of Total	% of Total
State of Connecticut	American Indian Or Alaska Native	0.1	0.1	0.1	0.1	0.1
	Asian	1.1	1.2	1.3	1.3	1.3
	Black Or African American	3.8	4.0	4.1	4.3	4.6
	Hispanic Or Latino	3.8	4.1	4.3	4.6	4.9
	Native Hawaiian Or Other Pacific Islander	0.0	0.1	0.1	0.1	0.1
	Not Reported	0.5	0.1	0.1	0.1	0.2
	Two Or More Races	0.1	0.1	0.1	0.2	0.2
	White	90.5	90.4	89.9	89.2	88.7

# NATIONAL SHORTAGE

- AASPA National Educator Shortage report

Traditional Call to Action	Comprehensive & Systemic Action
Create pathways to careers in education.	Reduce barriers to careers in education while preserving standards of excellence.





# ACTION PLANS

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- Continued focus on elementary educator development programs (i.e., Teacher in Resident program)
- New! HBCU Recruitment – We have joined NASHA (National Association of HBCU Students and Alumni). NASHA provides a K-12 specialized job recruiting service reaching over 2 million students and Alumni across the country at HBCUs, HSIs (Hispanic Serving Institutions) and Tribal Colleges
- Recruitment will focus on diverse recruitment efforts and supports to expand the workforce diversity and prepare future educators of color
- Find ways to reduce financial barriers (accelerated routes to certification, tuition assistance) for non-certified staff to have a pathway to teaching
- Continued support with FHS students enrolled in a teacher pathway



NATIONAL ASSOCIATION OF HBCU STUDENTS AND ALUMNI  
Network. Advance.



## FY24 Financial Challenges Being Monitored

Health Insurance Claims

- Health insurance claims are up ~30% or ~\$680K over the prior year
- Health insurance budget was reduced ~\$725K during the budget process
- Insurance reserve is nearly depleted

Property Costs

- Incurred five new property damage events and one ADA Compliant investment
- YTD expense of ~\$51K and expected to reach ~\$100K

Transportation Costs

- The mix of standard buses has changed costing us ~\$22K (six add'l mid-day buses and one less regular bus)
- Out of town athletic event bus costs are 2.25x the budgeted amount

Utility Budgets

- 38% of the Electricity Budget already spent (pre-winter)
- Natural Gas & Oil budgets ~25%-40% lower than FY23 actual expense

Lunch Program Collection

- Averaging ~\$8K of unpaid student lunch charges per month (primarily @ CB, NEA, FHS)
- Incurred ~\$16K of charges YTD and estimating \$80K for the full year

Contractual & Wage Inflation

- Para Union Contractual Agreement TBD (*only budgeted ~6% rate increase*)
- CT State Minimum Wage Increase Effective January 1<sup>st</sup> (\$15 to \$15.69 hour)

Legal Fees

- Contractual Negotiations, Robotics and SPED fees rising quickly
- Only \$29K remaining in the Legal Fees Budget

Prior Year Expenses

- ~\$624K of prior year expenses deferred to FY24
- ~\$83K of FY23 related invoices not received until FY24
- DOD Supplemental balance at risk

# Groton Public Schools ELA Update

3/11/24



# State Legislation

Effective 7/1/23:

- State Approved Universal Screener K-3

Right to Read Bill  
1/21

(Effective 7/25):

- State Approved CORE ELA

# Universal Screener

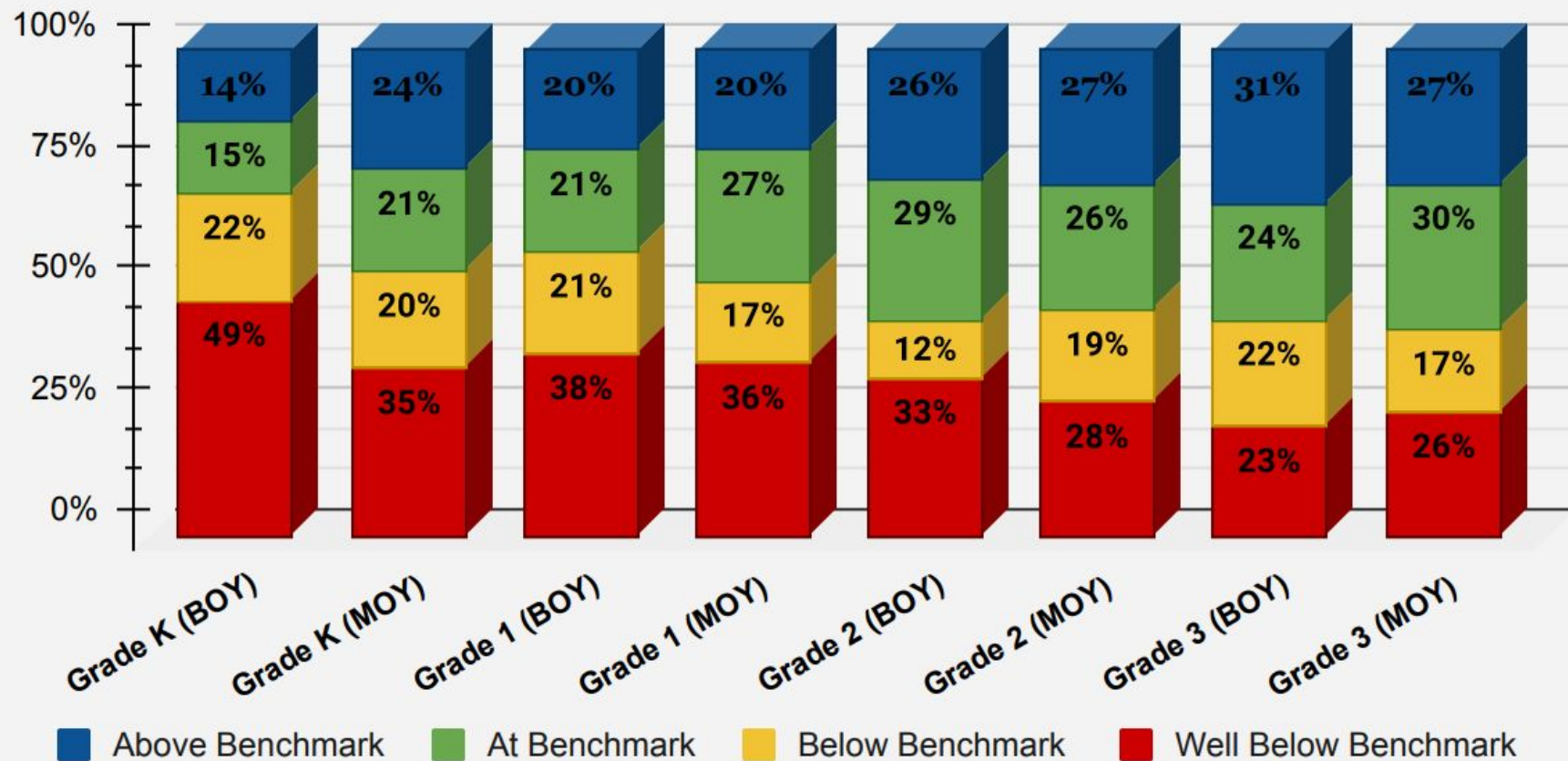
**DIBELS  
Mclass**

**Administering  
the screener**

**Using the  
data**

# District DIBELS Comparison

Composite Scores: BOY/MOY



# Using the data

## PHONOLOGICAL AWARENESS

[Download all activities](#)

GROUP

1

Early phonological awareness 4 Students












Students in this group have limited phonemic awareness.

**Need to work on** reviewing phonological awareness skills, such as being able to hear that sentences are made up of words, and words are made up of syllables. Also begin working on oral blending and segmenting words into their individual phonemes.

### Activities

[Download all activities](#)

- |   |   |   |
|---|---|---|
|  Sound Detectives: Stump the Detectives |  Please Step Forward: Words in Sentences |  Leave It Out                                  |
|  Silly Substitutions                    |  Squish-A-Word                           |  Put it Together Blending Syllables Into Words |
|  Compound Word Step-n-Say               |  Compound Word Stand and Sit             |  Compound Word Clap                            |

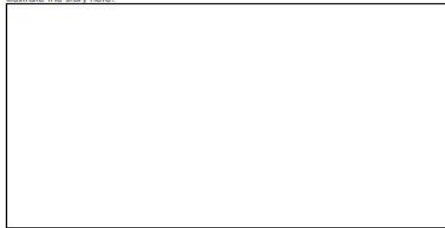
# Using the data

Lesson 8: i /i/



I Sit, I Tap

Illustrate the story here:



I sit. I tap.

I sit and I tap.

I tap and I sit.

I sit and I tap.  
I tap and I sit.



Right to Read  
Bill 1/21  
(Effective 7/25):

- State  
Approved  
CORE ELA

We have:

- Phonics
- Phonemic Awareness
- Decodable text libraries

Need:

- Language Comprehension

Vendors and  
samples

Local district  
visits

- Wit and  
Wisdom
- EL  
Education

Right to Read  
Bill 1/21  
(Effective 7/25):

- State  
Approved  
CORE ELA

Curriculum  
Review with  
Hill for  
Literacy

Teachers  
decide on a  
core program

Begin  
implementation  
9/24

## Core English Language Arts Curriculum Timeline

May '23	<ul style="list-style-type: none"> <li>District pilots universal screeners               <ul style="list-style-type: none"> <li>AMIRA Learning universal screener</li> <li>DIBELS Mclass universal screener</li> </ul> </li> </ul>
June '23	<ul style="list-style-type: none"> <li>K-2 Science of reading professional development for teachers               <ul style="list-style-type: none"> <li>Phonics, phonemic awareness, and orthographic mapping</li> </ul> </li> <li>Training in UFLI (Our phonics curriculum)</li> <li>Train the literacy department on administering the Dibels Mclass universal screener</li> <li>K-2 teachers receive a copy of <u>'Shifting the Balance: 6 Ways to Bring the Science of Reading into the K-2 Classroom'</u> <ul style="list-style-type: none"> <li>Optional summer book club</li> </ul> </li> </ul>
July and Aug. '23	<ul style="list-style-type: none"> <li>Preparing resources and materials for teachers to use as they begin implementing UFLI (Our phonics curriculum)</li> </ul>
Aug. '23	<ul style="list-style-type: none"> <li>Professional development on implementation of UFLI (Our phonics curriculum)               <ul style="list-style-type: none"> <li>Content</li> <li>Planning</li> </ul> </li> <li>Distribute materials to support the UFLI phonics curriculum implementation</li> </ul>
Sept. '23	<ul style="list-style-type: none"> <li>Train G3 teachers in the UFLI phonics curriculum and provide science of reading research on phonics, phonemic awareness and orthographic mapping</li> <li>Literacy team administers the beginning of the year Dibels assessment K-3</li> <li>District literacy team participates in the Masterclass science of reading professional development delivered by the state</li> <li>Begin meeting with publishers of curriculum NOT deemed culturally damaging by NYU Steinhardt               <ul style="list-style-type: none"> <li>CKLA: Core Knowledge Language Arts</li> <li>ARC Core: American Reading Company</li> <li>Bookworms</li> <li>EL: Expeditionary Learning</li> <li>Wit and Wisdom</li> </ul> </li> <li>Monthly building based language arts grade level meetings begin               <ul style="list-style-type: none"> <li>Analyzing data to determine next steps</li> </ul> </li> <li>Demonstrations of UFLI phonics lessons by literacy department</li> </ul>
Oct. '23	<ul style="list-style-type: none"> <li>Begin reviewing samples provided by publishers</li> <li>Each G3-5 teacher receives a copy of <u>'Shifting the Balance: 6 Ways to Bring the Science of Reading into the 3-5 Classroom'</u></li> <li>Monthly building based Language arts grade level meetings continue               <ul style="list-style-type: none"> <li>Analyzing data to determine next steps</li> </ul> </li> <li>Demonstrations of UFLI phonics lessons by literacy department continue</li> <li>Building leadership phonics walkthroughs</li> </ul>
Nov. '23	<ul style="list-style-type: none"> <li>K-2 District wide professional development on orthographic mapping and how to use decodable texts</li> </ul>



	<ul style="list-style-type: none"> <li>• 3-5 professional development on knowledge building</li> <li>• Review the samples from publishers with the literacy department</li> <li>• Monthly building based language arts grade level meetings continue <ul style="list-style-type: none"> <li>◦ Analyzing data to determine next steps</li> </ul> </li> <li>• Demonstrate targeted data driven small groups to support phonics transfer across the district</li> </ul>
Dec. '23	<ul style="list-style-type: none"> <li>• Meet with the Connecticut State Department of Education for support and clarification regarding CORE English Language Arts curricular choices</li> <li>• Continue demonstrating targeted data driven small groups to support phonics transfer across the district</li> <li>• Demonstrate text set read alouds across the district</li> <li>• Create a draft timeline for partial implementation by July '24 and full implementation by July '25</li> <li>• Network with local districts</li> </ul>
Jan. '24	<ul style="list-style-type: none"> <li>• Meetings with... <ul style="list-style-type: none"> <li>◦ Derby: (Bookworms)</li> <li>◦ Shelton: (Wit and Wisdom)</li> <li>◦ Clinton: (EL)</li> </ul> </li> <li>• School visits: <ul style="list-style-type: none"> <li>◦ Derby: (Bookworms)</li> <li>◦ Shelton: (Wit and Wisdom)</li> <li>◦ Clinton: (EL)</li> </ul> </li> <li>• Administer the middle of the year Dibels assessments K-3</li> <li>• Begin to analyze Dibels data as a literacy team <ul style="list-style-type: none"> <li>◦ Analyze data with teachers</li> <li>◦ Analyze data with Admin</li> <li>◦ Analyze data with interventionists</li> </ul> </li> </ul>
Feb. '24	<ul style="list-style-type: none"> <li>• Meet with Charles Hughs</li> <li>• Meet with Margie Gillis to prepare for K-5 professional development on 3/12</li> <li>• Apply to cohort 1 of the Hill core review professional development (Grant funded by the state)</li> <li>• Accepted to cohort 1 of the Hill core review professional development (Grant funded by the state)</li> <li>• Purchase Geodes (decodable texts) classroom libraries K-2 <ul style="list-style-type: none"> <li>◦ Sort and deliver</li> </ul> </li> <li>• Identify 2 curriculum to bring to the curriculum review process <ul style="list-style-type: none"> <li>◦ EL</li> <li>◦ Wit and Wisdom</li> </ul> </li> </ul>
March '24	<ul style="list-style-type: none"> <li>• <i>Meet with Hill for Literacy to plan for the review process</i></li> <li>• <i>Begin the curriculum review process</i></li> </ul>
April '24	<ul style="list-style-type: none"> <li>• <i>Continue the curriculum review process</i></li> </ul>
May '24	<ul style="list-style-type: none"> <li>• <i>Teachers make the core ELA curriculum decision</i></li> </ul>
June '24	<ul style="list-style-type: none"> <li>• <i>Purchase our new core ELA curriculum so teachers can take the manuals home if they'd like</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Administer End of the year Dibels Mclass</i></li> </ul>
<i>July-Aug. '24</i>	<ul style="list-style-type: none"> <li>• <i>Prepare for implementation</i></li> </ul>
<i>Aug. '24</i>	<ul style="list-style-type: none"> <li>• <i>Provide professional development training on the new curriculum</i> <ul style="list-style-type: none"> <li>○ <i>This will be ongoing throughout the year</i></li> </ul> </li> </ul>