

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

MEMBERS PRESENT: Vice Chairperson/Secretary Beverly Washington, Andrea Ackerman (remote), Adrian Johnson, Matthew Shulman, Ian Thomas (arrived at 6:10 p.m.), Jennifer White

MEMBERS ABSENT: Dean Antipas, Robert Meade, Jay Weitlauf

ALSO PRESENT: Susan Austin, Phil Piazza, Denise Doolittle, Lisa Hernandez Corcoran

1. CALL TO ORDER – Vice Chairperson/Secretary Beverly Washington called the meeting to order at 6:09 p.m.
2. REVIEW NOVEMBER 20, 2023 MEETING MINUTES – This item was deferred to the next COW meeting.
3. K-3 LITERACY UPDATE (Attachment #1 & Attachment #2) – Dr. Piazza introduced Lisa Hernandez Corcoran, K-5 Director of Literacy and Humanities, who gave a presentation regarding literacy at the elementary level; specifically, the State of Connecticut’s approval of the universal screeners and the Right to Read legislation with the move towards core ELA curriculum approval. Mrs. Corcoran stated that Connecticut required all districts to adopt and start using a universal screener by July 13, 2023. She explained that a universal screener assesses students’ reading skills, showing their strengths and needs. It is also a flag for dyslexia. Mrs. Corcoran stated that Groton is using DIBELS Mclass as its universal screener, which is administered to the students three times a year. She developed a timeline showing Groton’s core ELA curriculum process – what has been done so far and what will be done moving forward.
4. ADJOURNMENT

MOTION: Ackerman, Shulman; to adjourn at 8:13 p.m.

MOTION PASSED UNANIMOUSLY

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

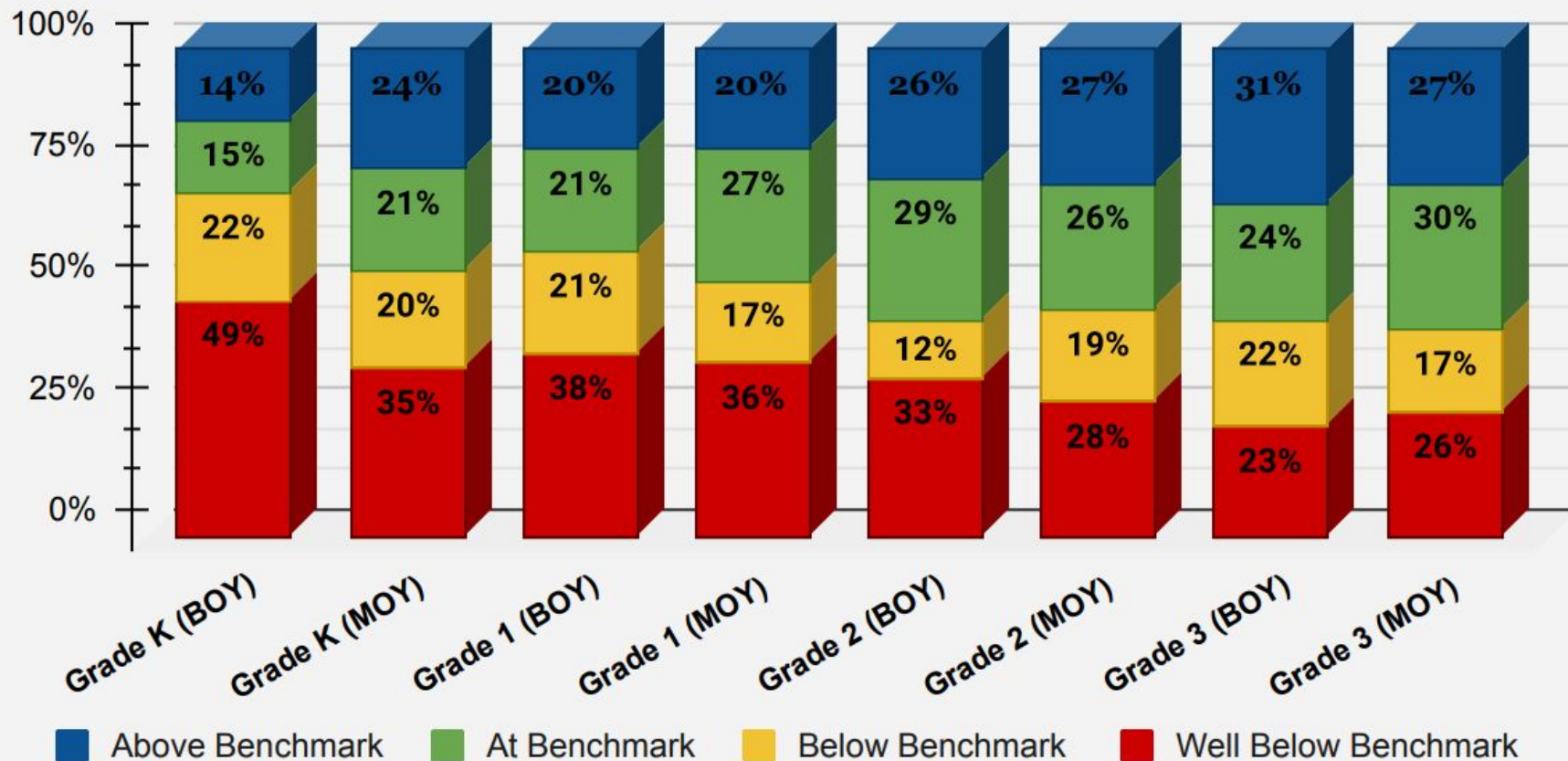
**DIBELS
Mclass**

**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

1 2 3 4 5 6 7 >

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 sit.

I sit and I tap.



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

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

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