GROTON BOARD OF EDUCATION
SPECIAL MEETING MINUTES
NOVEMBER 4, 2024 @ 6:00 P.M.
REMOTE MEETING

MEMBERS PRESENT: Jay Weitlauf - Chairperson, Beverly Washington – Vice Chairperson, Andrea Ackerman, Dean Antipas, Adrian Johnson, Matthew Shulman, Ian Thomas, Jennifer White, Mike Whitney

ALSO PRESENT: Susan Austin, Anne Marie Mancini, Denise Doolittle, Lauren Casini, Christine Dauphinais, Seth Danner, Ryan Chaney

I. CALL TO ORDER – Mr. Jay Weitlauf, Chairperson called the meeting to order at 6:03 p.m.

II. REVIEW CB, CK, & NEA DATA, ACTION PLANS, AND INTERVENTION SUPPORT (Attachment #1)

Each Principal gave an overview of their school's data. Their themes are CB – Discovery Magnet, CK – STEAM Magnet, and NEA – Arts.

The Board asked in-depth questions regarding each school's data collection.

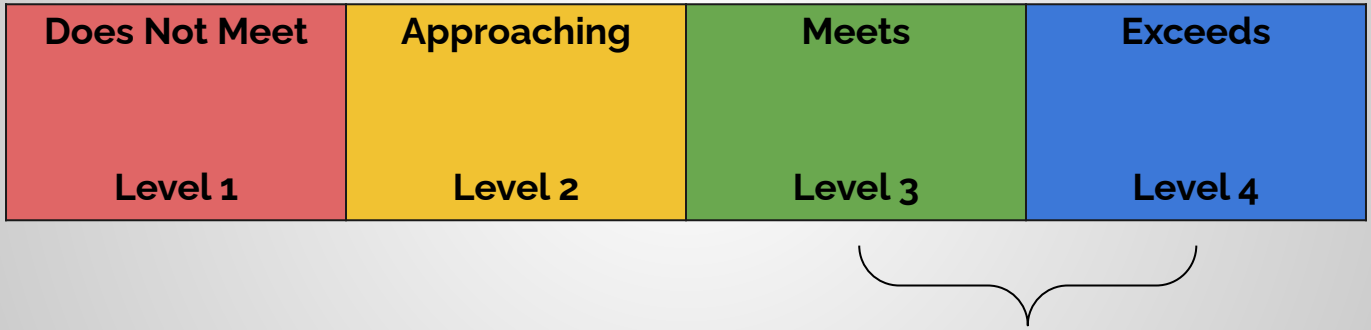
III. ADJOURNMENT

MOTION: Antipas, White: To adjourn at 8:17 p.m.
PASSED UNANIMOUSLY

CK/CB/NEA
Data Reporting: Goals & Action Plan
November 4, 2024

Smarter Balanced Assessment

Achievement Levels
(According to Grade Level Standards)



Catherine Kolnaski School: Who Are We?

School Enrollment	378
Special Programming	● Transitional Kindergarten-1 class ● Early Learning Skills Program (K-5)
Student Makeup	● 52% Free/Reduced Eligible ● 14% Special Education ● 6% Limited English Proficiency
Chronic Absenteeism Trend	● 2022- 31.6% ● 2023- 17.1% ● 2024- 14.8%
Theme/Theme Related Opportunities	STEAM = STEM + Arts Guaranteed experiences in science, engineering, computer science/coding. robotics, and maker education K-5 Piano Lab & Strings Additional opportunities in Lego Robotics and Drone Team Partnerships with CT Science Center, Project O, and NESS

Catherine Kolnaski: Smarter Balanced Performance

ELA	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Student Count (167)	36	36	51	44
Student Percentage	22%	22%	31%	26%

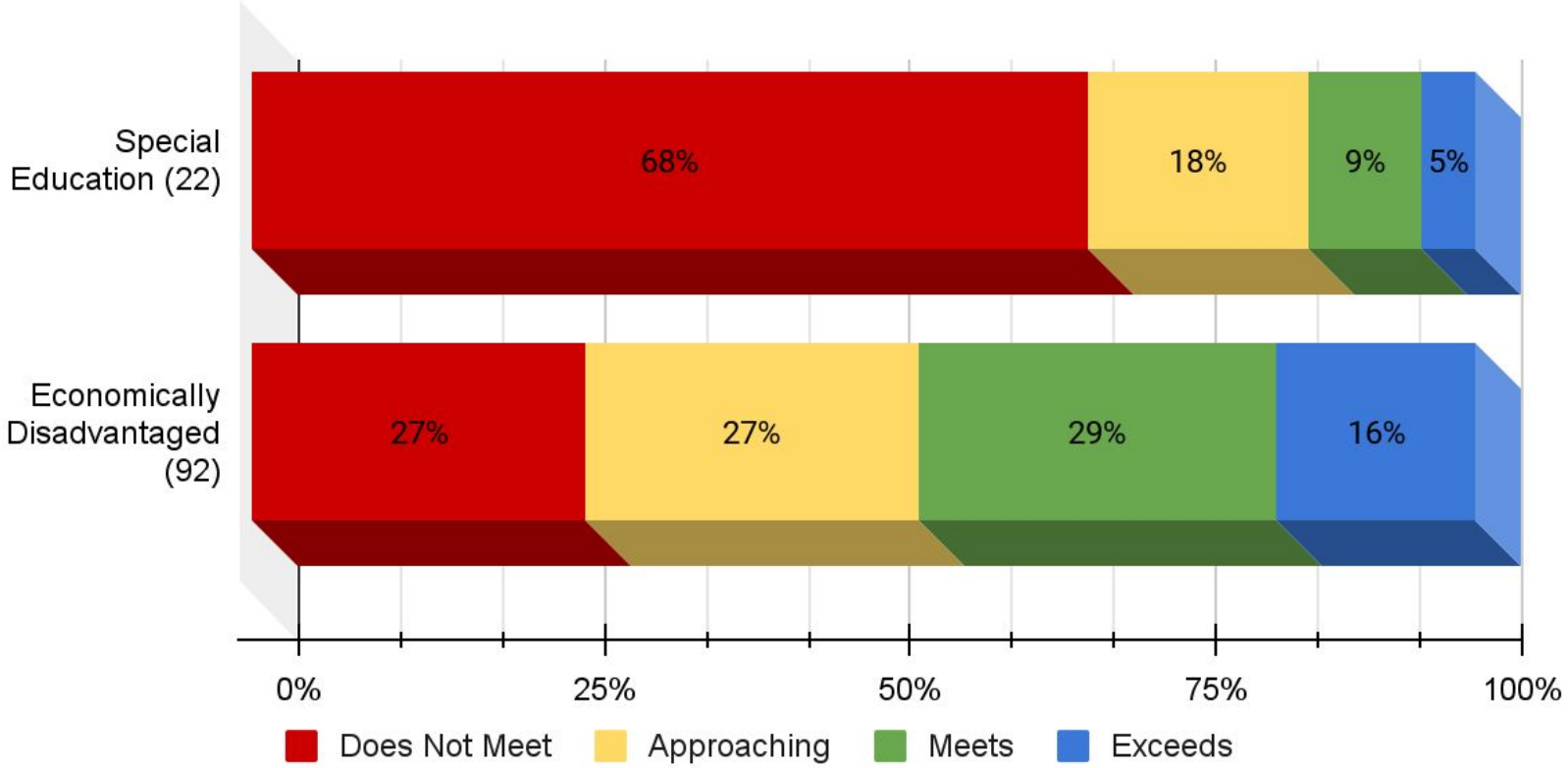
Math	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Student Count (168)	37	51	41	39
Student Percentage	22%	30%	24%	23%

ELA Smarter Balanced By Grade Level

Grade 3	Does Not Meet	Approaching	Meets	Exceeds
Count (57)	14	16	14	13
Percent	25%	28%	25%	23%
Grade 4				
Count (52)	11	13	17	11
Percent	21%	25%	33%	21%
Grade 5				
Count (58)	11	7	20	20
Percent	19%	12%	34%	34%

C. Kolnaski ELA Performance

"High Needs" Subgroups

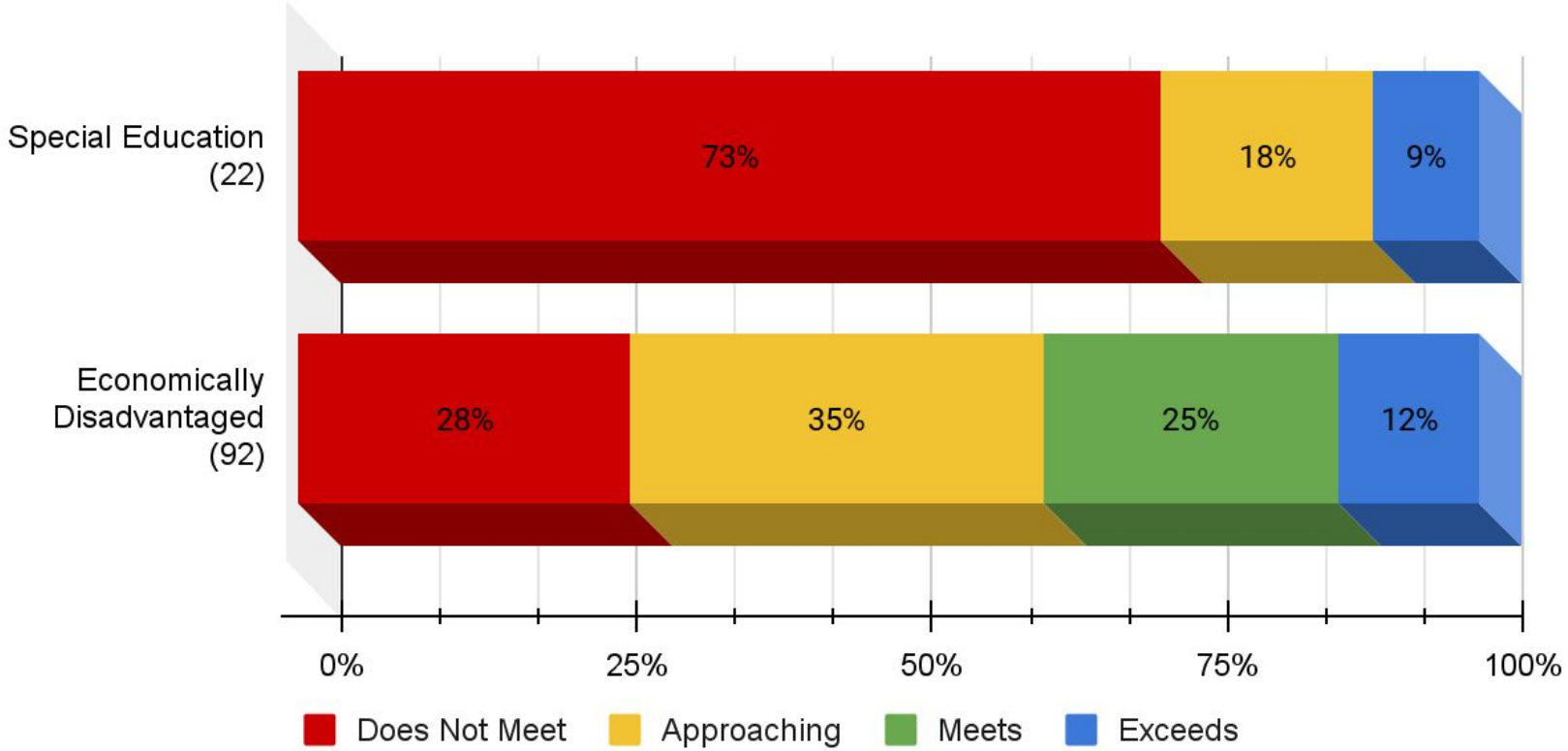


Math Smarter Balanced By Grade Level

Grade 3	Does Not Meet	Approaching	Meets	Exceeds
Count (57)	17	11	15	14
Percent	30%	19%	26%	25%
Grade 4				
Count (52)	8	26	10	8
Percent	15%	50%	19%	15%
Grade 5				
Count (59)	12	14	16	17
Percent	21%	24%	28%	28%

C. Kolnaski Math Performance

"High Needs" Subgroups



Next Generation Science Standards Elementary Students

Grade 5 NGSS	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Student Count (58)	3	16	21	18
Student Percentage	5%	28%	36%	31%

Catherine Kolnaski School Culture and Climate Survey

2023-2024 Climate Goal: Increase in students who can identify at least on adult who can help them and increase in feelings of belonging.

Goal results:
If I am upset, there is an adult who can help me.:
22/23 Early Elementary=88% A lot, 10% OK
23/24 Early Elementary=85.3% A lot, 12% OK
22/23 Upper Elementary=59.3% yes, 33.6% sometimes
23/24 Upper Elementary=65.6% yes, 29.6% Sometimes
I feel like I belong at my school:
22/23 Upper Elementary=60.7% yes
23/24 Upper Elementary=62.4% yes

Spring 2024 Climate Survey:

Students:
96% of students had positive feelings about school
99% of students have friends
93% of students are positive about what they are learning

Staff:
96% feel staff respects all colleagues regardless of their ethnicity, culture, or diversity.
100% feel our building fosters an appreciation of student diversity and respect for others.
90% feel they belong

Goals for 2024-2025:
- Increase feelings of belonging for both students and staff
- Improve whole school integration of Second Step strategies into school culture.
- Increase understanding of school procedures to address student behavior

Catherine Kolnaski Action Plan

Areas of Focus:

- ELA- Increase in students' ELA performance as evidenced by DIBELS & SBAC performance.
- Math - .Increase in students' Math performance as evidenced by Forefront Number Sense Screener & SBAC performance.
- Science -.Increase in students' understanding of scientific concepts and ability to communicate thinking as evidenced by improved NGSS performance.
- SEL - Improve whole school integration of Second Step strategies into school culture.
- Whole School - Expand the use of accountable talk by using Oracy Toolbox skills resulting in increased academic achievement.

Action Steps

- Implement Wit & Wisdom with a focus on the embedded discourse strategies; use of DIBELS K-5 to identify strengths and needs; increase use of digital responses to questions and prompts; use of IABs in grades 3-5
- Explore and implement effective strategies to improve math fact fluency; continue focus on accountable talk with exploration of Thinking Classroom strategies; continue focus on on Dreambox; use of IABs in grades 3-5
- Continue use of science notebooks; ensure use of models K-5; continue focus on accountable talk including models provided by CT Science Center; use of IABs in grades 4 & 5.
- Monthly Climate meetings with broad grade level representation; implement SEL Tuesday community days 2-4 times/year; standing agenda items for CK committees at faculty meetings; regular review of behavior procedures
- Refining our MTSS process

Charles Barnum School: Who Are We?

School Enrollment	● 340
Special Programming	● Grades 4 and 5 Academy
Student Makeup	● 47% Free/Reduced Eligible ● 20% Special Education ● 2% Limited English Proficiency
Chronic Absenteeism Trend	● 2022- 28.6% ● 2023- 15.6% ● 2024- 17.9%
Theme/Theme Related Opportunities	● Discovery Magnet Theme (Clusters) ● Denison Pequot Nature Center ● Playmaker Project

Charles Barnum: Smarter Balanced Performance

ELA	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Student Count (160)	38	42	43	37
Student Percentage	24%	26%	27%	23%

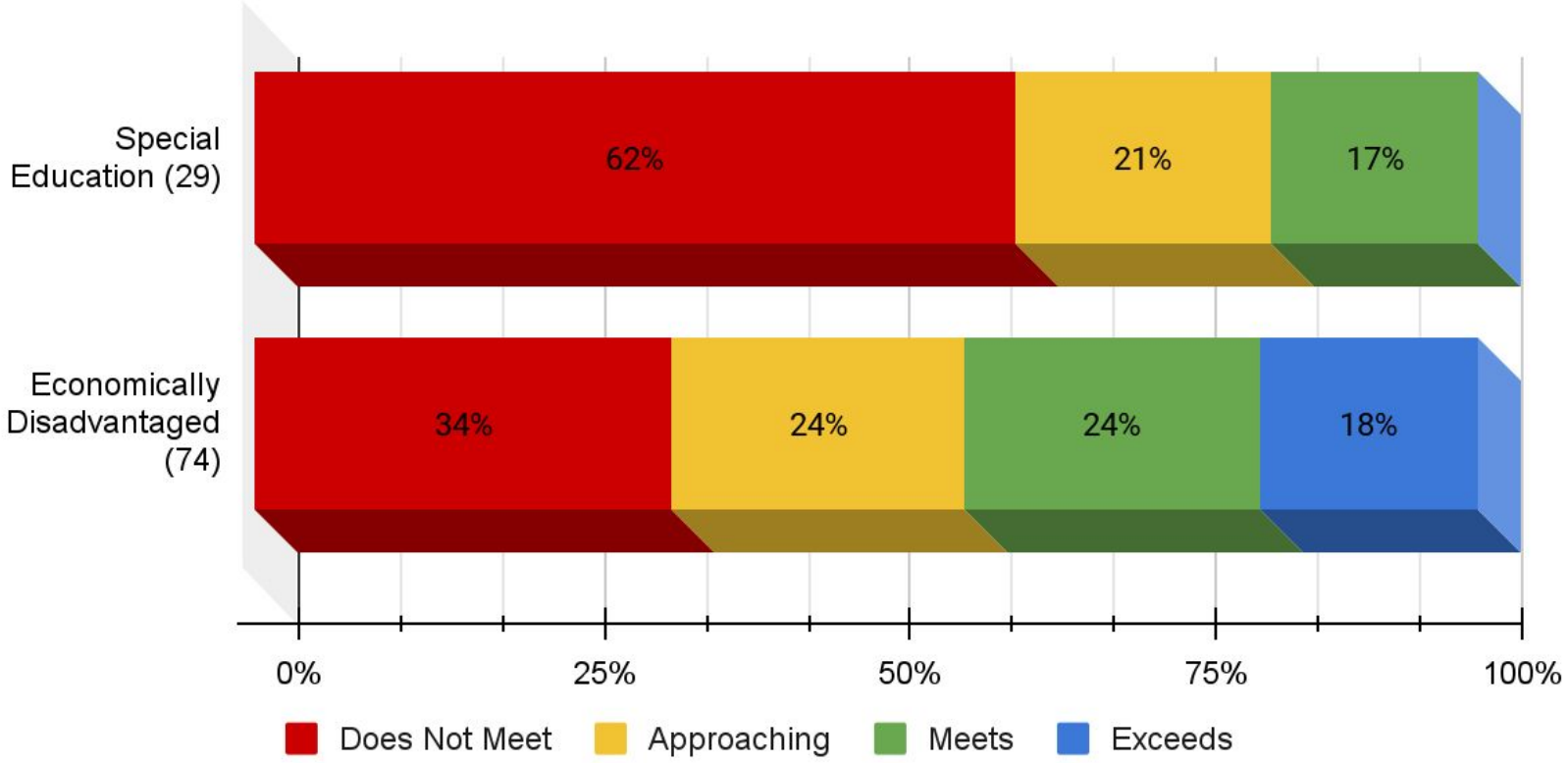
Math	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Student Count (160)	36	45	50	29
Student Percentage	23%	28%	31%	18%

ELA Smarter Balanced By Grade Level

Grade 3	Does Not Meet	Approaching	Meets	Exceeds
Count (46)	6	20	12	8
Percent	13%	43%	26%	17%
Grade 4				
Count (64)	19	10	19	16
Percent	30%	16%	30%	25%
Grade 5				
Count (50)	13	12	12	13
Percent	26%	24%	24%	26%

C. Barnum ELA Performance

"High Needs" Subgroups

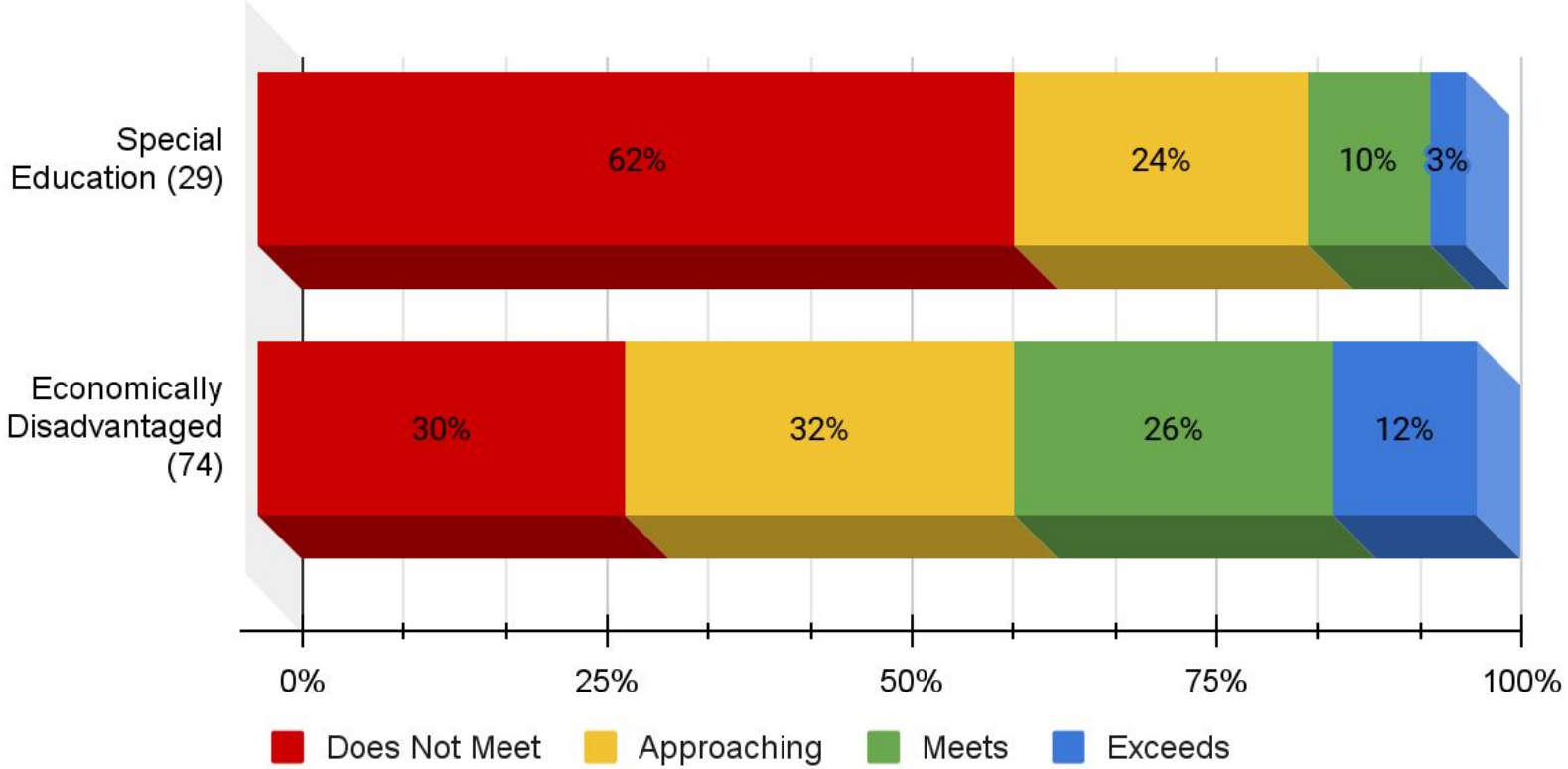


Math Smarter Balanced By Grade Level

Grade 3 Math	Does Not Meet	Approaching	Meets	Exceeds
Count (46)	8	11	20	7
Percent	17%	24%	43%	15%
Grade 4 Math				
Count (64)	11	23	17	13
Percent	17%	36%	27%	20%
Grade 5 Math				
Count (50)	17	11	13	9
Percent	34%	22%	26%	18%

C. Barnum Math Performance

"High Needs" Subgroups



Next Generation Science Standards
Elementary Students

Grade 5 NGSS	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Student Count (50)	10	15	15	10
Student Percentage	20%	30%	30%	20%

Charles Barnum School Culture and Climate Survey

- *Staff - Last year - we spent time working on follow through with discipline and more consistency - that improved. The next step (in reference to 2024 survey) is we need to work on communication with staff and how they can be part of the solution.*
  - *Brought in Chief Playmaker for opening day for all staff*
  - *Restructure of committees and chairs (co-chairs)*
    - *Building Magnet Committee*
    - *Discipline Committee - Continue with Restorative Practices*
    - *Others remain*
- *Student - Trusted Adults*
- *Parent - More involvement in school with children*

Charles Barnum Action Plan

Area of Focus:

- ELA-Implementation of UFLI Phonics (K-3); Wit & Wisdom implementation with fidelity; mClass DIBLES (K-5) - school-wide trends we've noticed correlate to SBAC; using suggested activities for small group instruction;; using interims for instruction - teaching tool to start the year
- Math - Fluency through games (math or WIN); Dreambox & Grade Level reflections; using interims for instruction - teaching tool to start the year -specials team; also small groups of enrichment
- SEL - Taking next steps to identify trusted adults in the building; DESSA results are being used with the SEL Team and will begin work on using the platform to complete whole group lessons and work with DESSA Groups (both SEL Tutors).
- Magnet - working through adding our DPNC partnership and expanding our Discovery Expo to bring in more families
- Science - Mystery Science; continue to improve our use of the NGSS Interim and meet with Science Coordinator

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Rationale:

- Staffing and Schedule - staff voice
- CST process has been restructured and is much more consistent this year (Monday from Wed) - involves a large number of staff members;Mahri is a consultant for MTSS and defining meetin goals and refining the process.
- SEL Team - Playmaker Project, trusted adult, DESSA information and lessons
- Flexibility with Staff Growth Goals - many are around Wit & Wisdom and spending time preparing for study groups, peer coaching, and professional visits to other classrooms and/or buildings.

Northeast Academy: Who Are We?

School Enrollment	392
Special Programming	● Transitional Kindergarten - one class
Student Makeup	● 32% Free/Reduced Eligible ● 17% Special Education ● 3% Limited English Proficiency
Chronic Absenteeism Trend	● 2022- 16.4% ● 2023- 9.7% ● 2024- 8.9%
Theme/Theme Related Opportunities	● Arts Theme ● CT Storytelling Center (literacy) ● Flock Theater (math/science) ● Celebrate The Arts Festival

Northeast Academy: Smarter Balanced Performance

ELA	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Student Count (208)	26	39	65	78
Student Percentage	13%	19%	31%	38%

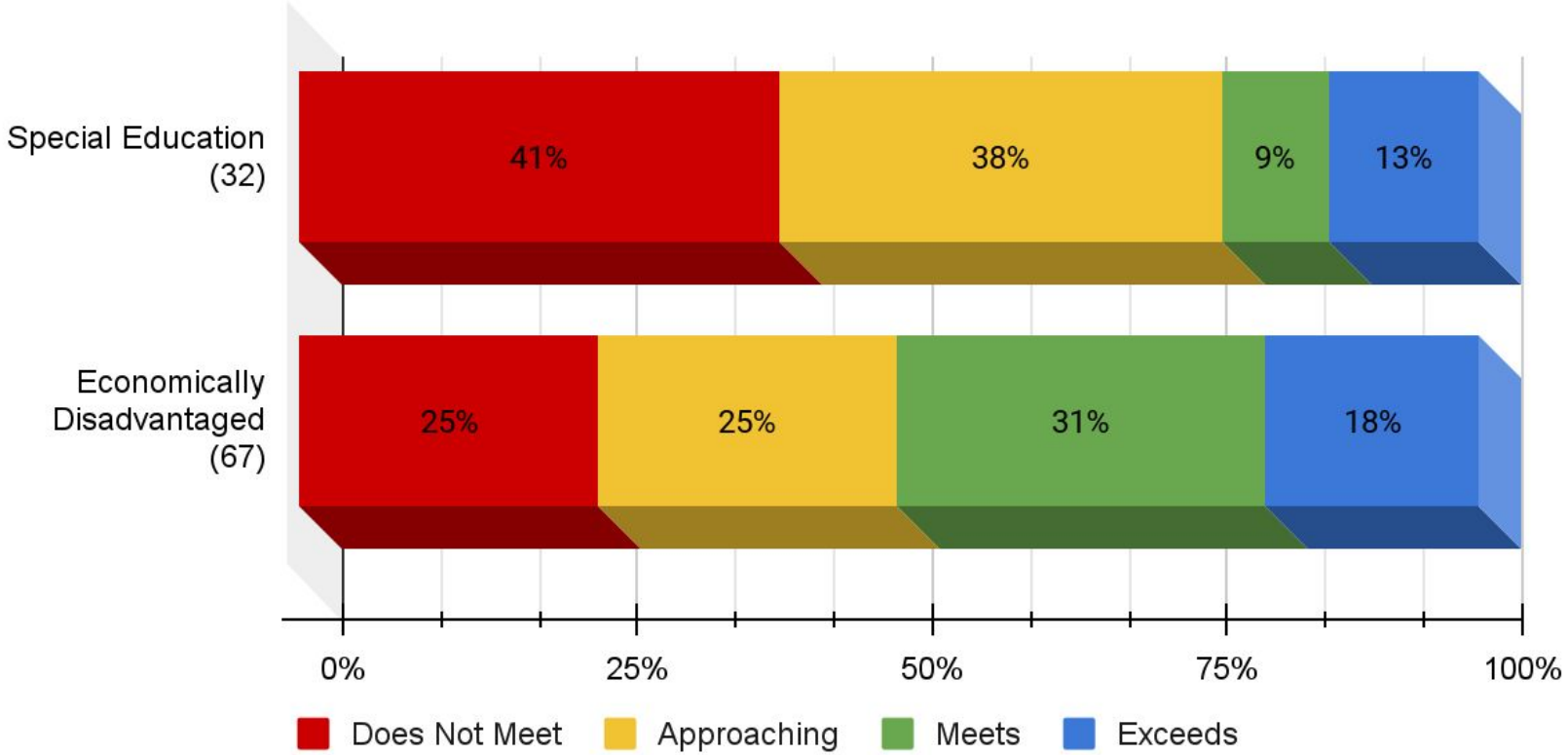
Math	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Student Count (208)	25	56	62	65
Student Percentage	12%	27%	30%	31%

ELA Smarter Balanced By Grade Level

Grade 3	Does Not Meet	Approaching	Meets	Exceeds
Count (66)	6	13	20	27
Percent	09%	20%	30%	41%
Grade 4				
Count (76)	13	14	24	25
Percent	17%	18%	32%	33%
Grade 5				
Count (66)	7	12	21	26
Percent	11%	18%	32%	39%

Northeast Academy ELA Performance

"High Needs" Subgroups

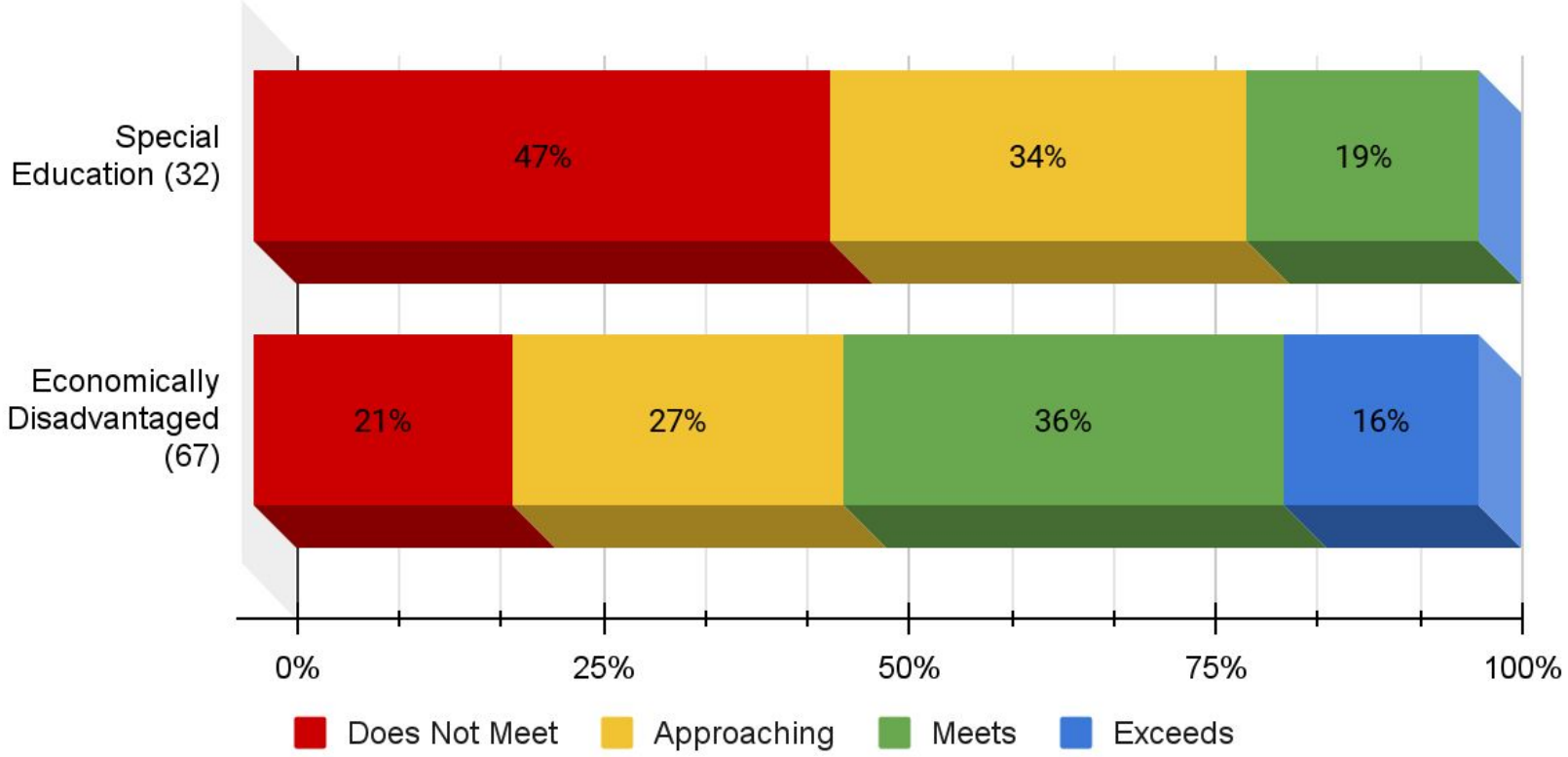


Math Smarter Balanced By Grade Level

Grade 3 Math	Does Not Meet	Approaching	Meets	Exceeds
Count (66)	5	14	26	21
Percent	08%	21%	39%	32%
Grade 4 Math				
Count (76)	12	22	21	21
Percent	16%	29%	28%	28%
Grade 5 Math				
Count (66)	8	20	15	23
Percent	12%	30%	23%	35%

Northeast Academy Math Performance

"High Needs" Subgroups



Next Generation Science Standards Elementary Students

Grade 5 NGSS	Does Not Meet Standards	Approaching Standards	Meets Standards	Exceeds Standards
Student Count	2	12	36	16
Student Percentage	3%	18%	55%	24%

Northeast Academy School Culture and Climate Survey

- “If I am sad, mad or worried, there is a trusted adult who can help me.”
  - 6.7% increase for early elementary
  - 8.8% increase for upper elementary

- “I work with people who treat me with respect.” - 10.8% increase
- “The staff respects all colleagues regardless of their ethnicity, culture or diversity.” - 7.6% increase
- “Our building fosters an appreciation of student diversity and respect for each other.” - 12.7% increase

- 95.6% of staff who responded to the survey feel like they “belong” at school.
- 97.8% of staff who responded to the survey feel connected to other adults at school.

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/tutor. We are also trying to provide more Tier 1 support with less staffing across all grade levels. Universal screeners administered three times a year (like DIBELS for reading) will help us identify student needs as they arise midyear.
- Reading - We will focus on growth for all students, including those with high needs, by making use of the mCLASS DIBELS platform to drive small group instruction. We will support classroom teachers in their first year of Wit & Wisdom implementation.
- SEL - We plan to conduct a review of our JTS program and explore Second Step as a potential avenue to give our SEL programming a bit of a “facelift” going forward.

Rationale/Action Steps:

- We have made necessary changes to schedules and assignments due to less staffing. Classroom teachers (with support) will support cuspy kids in reading during the DI (Differentiated Instruction) block. Our math specialist and math tutor will work with all grade levels to provide Tier 1 support and intervention during their daily math block.
- We will to continue to embed SBAC questions into daily practice (think exposure).
- Intentional and purposeful planning with our arts partners will directly correlate to Tier 1 instruction.
- Walkthroughs, debriefs and ongoing collaboration will strengthen Tier 1 instruction in all areas.
- Fine tuning our MTSS process, specifically in the area of student behavior in consultation with Mahri Wrightington, 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, despite losing our social worker.