

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
OCTOBER 11, 2022 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson (arrived at 6:20 p.m.), Andrea Ackerman, Dean Antipas, William Horgan, Liz Porter, Matthew Shulman, Rita Volkmann (Remote), Beverly Washington (remote), Jay Weitlauf (remote)

ALSO PRESENT: Susan Austin, Phil Piazza, Sam Kilpatrick, Thomas Lonsdale

I. CALL TO ORDER – Vice Chairperson Andrea Ackerman called the meeting to order at 6:02 p.m.

II. BOE REGULAR BUSINESS

MOTION: Antipas, Shulman: To approve the COW minutes of September 19, 2022
YES – Ackerman, Antipas, Horgan, Shulman, Volkmann, Washington, Weitlauf
ABSTAINED - Porter
PASSED - UNANIMOUSLY

III. DISTRICT OVERVIEW OF NEXT GENERATION SCIENCE STANDARDS ASSESSMENT (ATTACHMENT #1)

Mr. Ben Moon, K-5 STEM Coordinator, gave an overview of the Next Generation Science Standards Assessment (NGSS) which occur in grades 5, 8, and 11. Mr. Moon stated that Science instruction is a lot different standard. It is a 3 dimensional Science instruction:

- Disciplinary Core Ideas
- Science and Engineering Practices
- Cross Cutting Concepts

Mr. Moon gave an overview of sample tasks that students can perform. Mr. Lonsdale explained the Connecticut Metrics as well as the Performance Index for All Students, High Needs Students, by Alliance, and by Region. He also addressed the Forecasting Future Performance Index and the District Actions to Support Growth (Elementary).

IV. DISCUSSION RE: LEGISLATION AROUND READING CURRICULA MODELS & PROGRAMS

Ms. Austin stated that the State has developed a committee consisting the CEO of Literacy How group who has vested interest in the decision, one Superintendent, a couple of educators, and the rest politicians and CSDE staff to decide the process, research, and framework and how they would implement it. This committee selected 5 reading programs; mandated and unfunded. Districts were asks to send in their successful literacy programs; the majority of which are using Teachers College, Reading Writing Project. Only 11 Districts out of 169 were using any of the recommended 5 programs. Working with the Alliance leadership to craft a letter to the Commissioner, Ms. Austin stated that the letter was signed by all Alliance Superintendents.

She has reached out to our local legislators to express her concerns regarding the overreach of legislation and the CSDE in decisions that should be made by the Board and Districts. Ms. Austin also noted that there is a waiver process that she intends to utilize the process, work with CAPSS, the RESCs and legislation to correct this mistake.

V. UPDATE RE: THE EXPANSION OF THE MENTORING PROGRAM

Ms. Austin stated that she will work with her staff, the Mentor Coordinator and recently hired Mentor Director to create a plan for the expansion of the Mentoring Program. She noted that they are working with a mentoring department from Electric Boat; she has had a call from Scholastic offering their mentor program, which includes giving out books in schools and reading with students. Ms. Austin stated that there are a few mentors/mentees ready to go soon.

VI. UPDATE RE: STAFFING (ATTACHMENT #2)

Ms. Austin read a statement from Mrs. LePine regarding staffing.

VII. SUGGESTED FUTURE TOPICS

Mr. Shulman made a referral to the Policy for the development of a Mentoring Policy.

Mr. Antipas suggested discussion of the number of students who have “written themselves off the college track”.

Mrs. Shepardson Watson added to Mr. Antipas’s suggestion of how does the high school guidance department identify kids for the college track?

Mrs. Washington suggested discussion on enrollment.

Mrs. Porter requested an update on buses and routes as well as an update on facilities in the district.

Dr. Horgan requested discussion regarding monetary efficiencies. Mrs. Shepardson Watson responded that the Board of Education does not own the facilities in the district; the town owns the school buildings.

Mrs. Shepardson Watson noted the Groton Teachers’ Hall of Fame on October 23, 2022 and the Fitch Falcon Home Show on October 22, 2022.

Dr. Ackerman reminded the Board of the Martin Luther King Scholarship Dinner on October 20, 2022, at the Mystic Marriott, at 6:00 p.m.

IX. ADJOURNMENT

MOTION: Ackerman, Porter: To adjourn at 7:58 p.m.
PASSED UNANIMOUSLY

NGSS Assessment Results

SY 2021 - 2022

Assessment Definitions

Next Generation Science Standards “NGSS” Science

Assessment: Summative science assessment that replaced CMT/CAPT. Administered in grades 5, 8, and 11.



3 Dimensional Science Instruction

Disciplinary Core Ideas

- The Content (Life Science, Physical Science, Earth & Space Science)

Science & Engineering Practices

- The “How” (8 Practices - Examples: Develop and use models, Plan & Carry out Investigations)

Cross Cutting Concepts

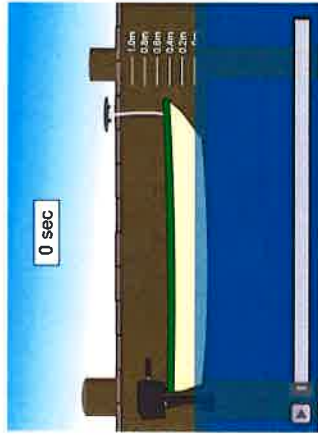
- The “Big Ideas” (Examples: Patterns, Cause & Effect, Structure & Function)

Sample Task

A boat floating in the ocean is tied to a dock. The boat rises and falls with the waves.

Animation 1 shows how the boat rises and falls with the waves. Click on the small gray arrow to start the animation.

Animation 1. Boat at Dock



Your Task

In the questions that follow, you will develop a model to show the cause of the boat's motion.

Part A

Use the simulation to conduct a fair test to:

- show which factor affects the height that the boat moves up and down above the water level; and
- show which factor affects the speed the boat moves up and down.

To run the tests:

- First, select the size of the boat.
- Next, select the size of the wave.
- Then, select the distance between the two waves.
- Next, select the depth of the water.
- Click the Start button.

You will be limited to eight trials, but you do not have to use all of them. If you would like to delete a trial, click on the trash can next to the row of data you would like to delete and generate new data.

Size of the Boat

small

Size of the Waves

short

Distance Between the Waves

short

Depth of the Water

shallow

Start

Trial	Size of the Boat	Size of the Waves	Distance Between the Waves	Depth of the Water	Height Boat Moves Up and Down	Speed Boat Moves Up and Down

Sample Task

Part B

Complete Table 1 by identifying the factors that:

- affect the height the boat moves up and down above the water level.
- affect the speed the boat moves up and down.

Factor that Affects Height Boat Moves Up and Down Above the Water Level	Factor that Affects Speed Boat Moves Up and Down

Complete the table by doing the following:

- Column 1: Select two trials from the simulation that support your answer from column 1 in Part B.
- Column 2: Select two trials from the simulation that support your answer from column 2 in Part B.

	Shows Boat Moving Up and Down at Different Heights	Shows Boat Moving Up and Down at Different Speeds
Trial 1		
Trial 2		
Trial 3		
Trial 4		
Trial 5		
Trial 6		
Trial 7		
Trial 8		

Part D

Animation 1 shows the boat moving up and down slowly in the morning. In the afternoon, the boat will move up and down quickly.

How will the water wave change from morning to afternoon based on your observations from the simulation?

- A The amplitude of the wave will change.
- B The wavelength of the wave will change.
- C Neither the amplitude nor the wavelength will change.
- D The change in the water wave cannot be determined.

Connecticut Metrics

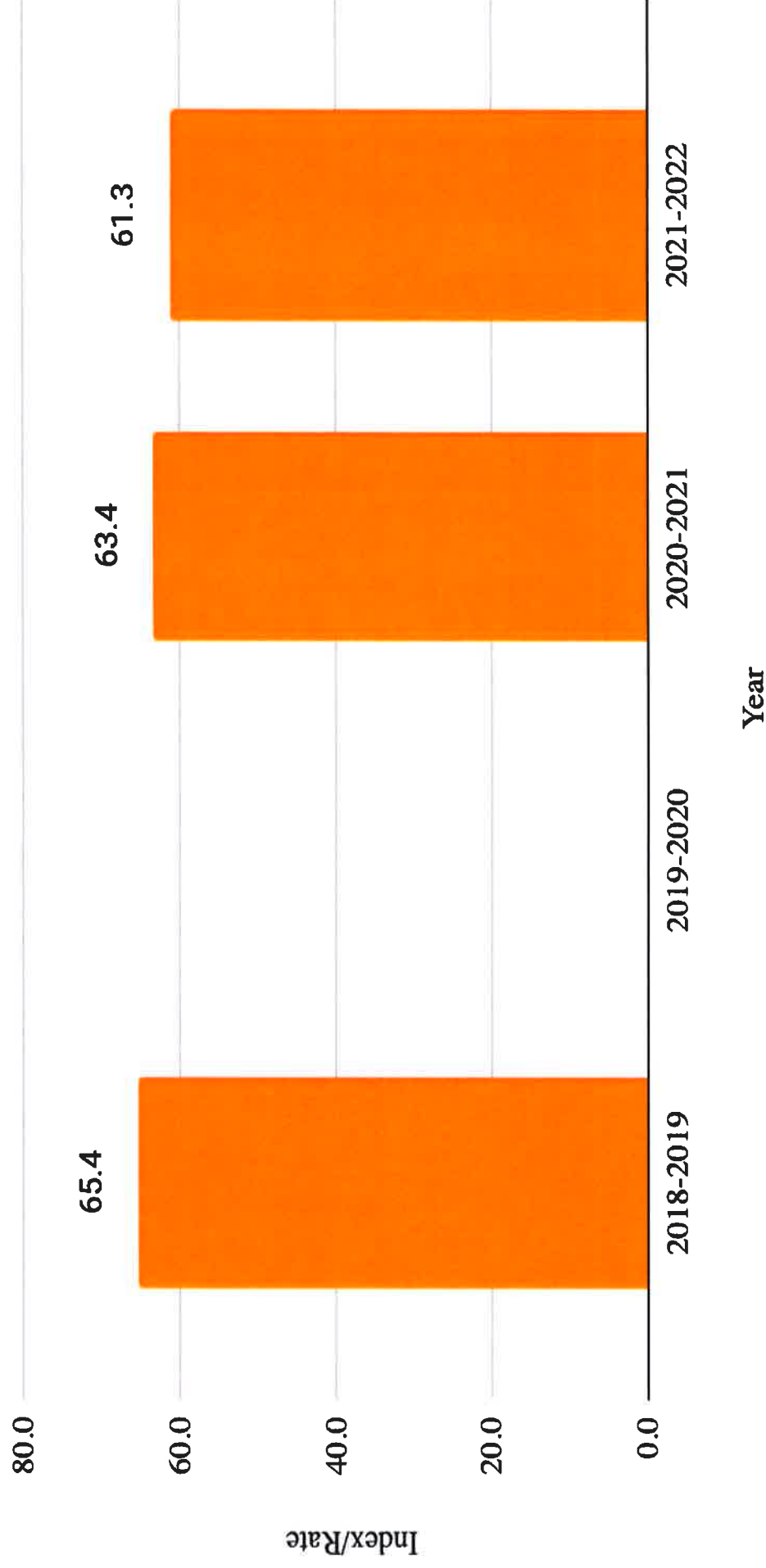
Performance Index: All tests across all grade levels are converted to a common scale. This measure is used by CSDE to show overall achievement in the district.

Student Growth: This indicator looks at the growth of students year over year. The percentage displayed is the percentage of the growth target that student's met.

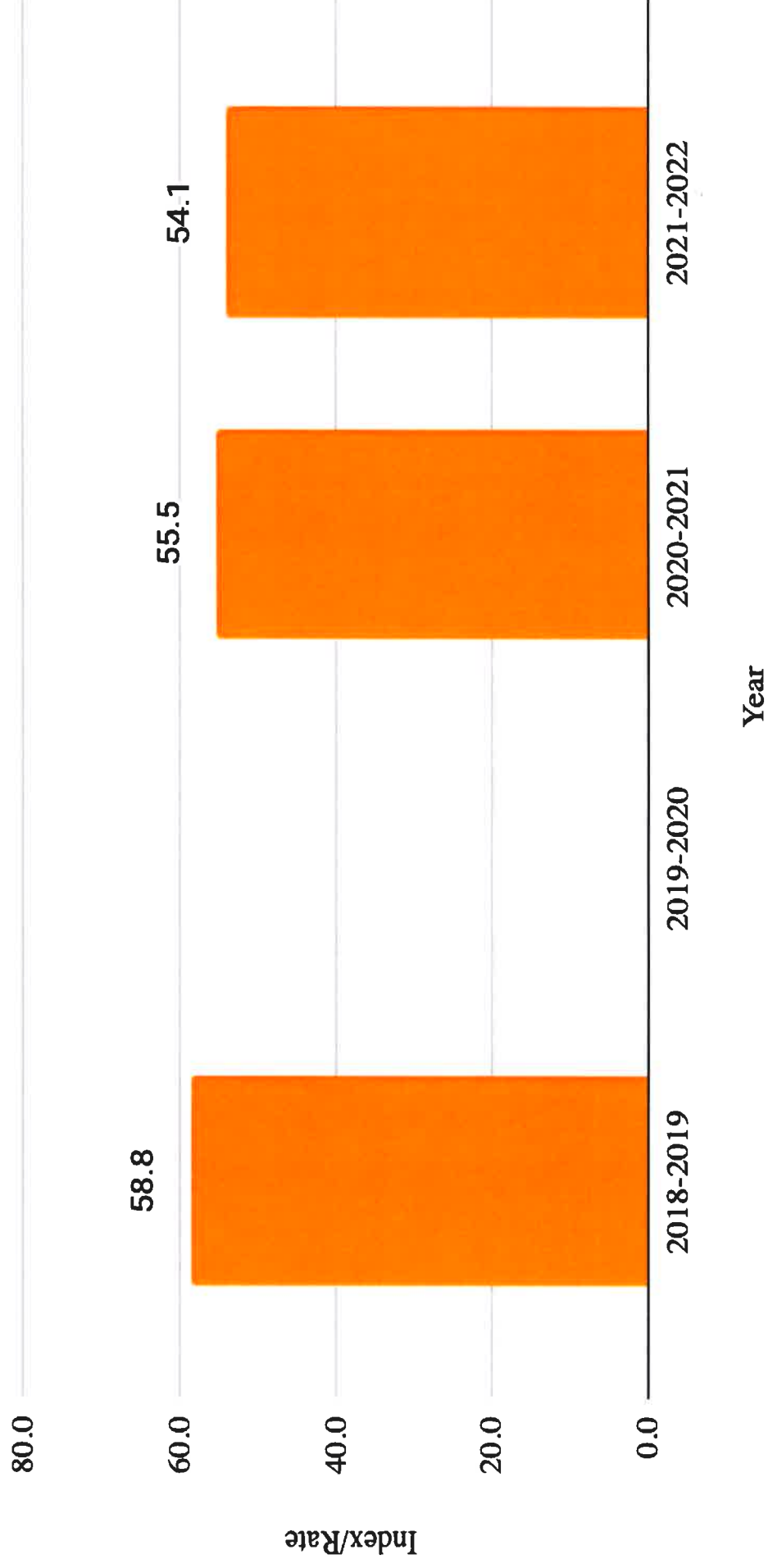
Performance Index

The goal for Connecticut State Department of Education is that by the end of 2030, every district will have a performance index score of 75 in each indicator.

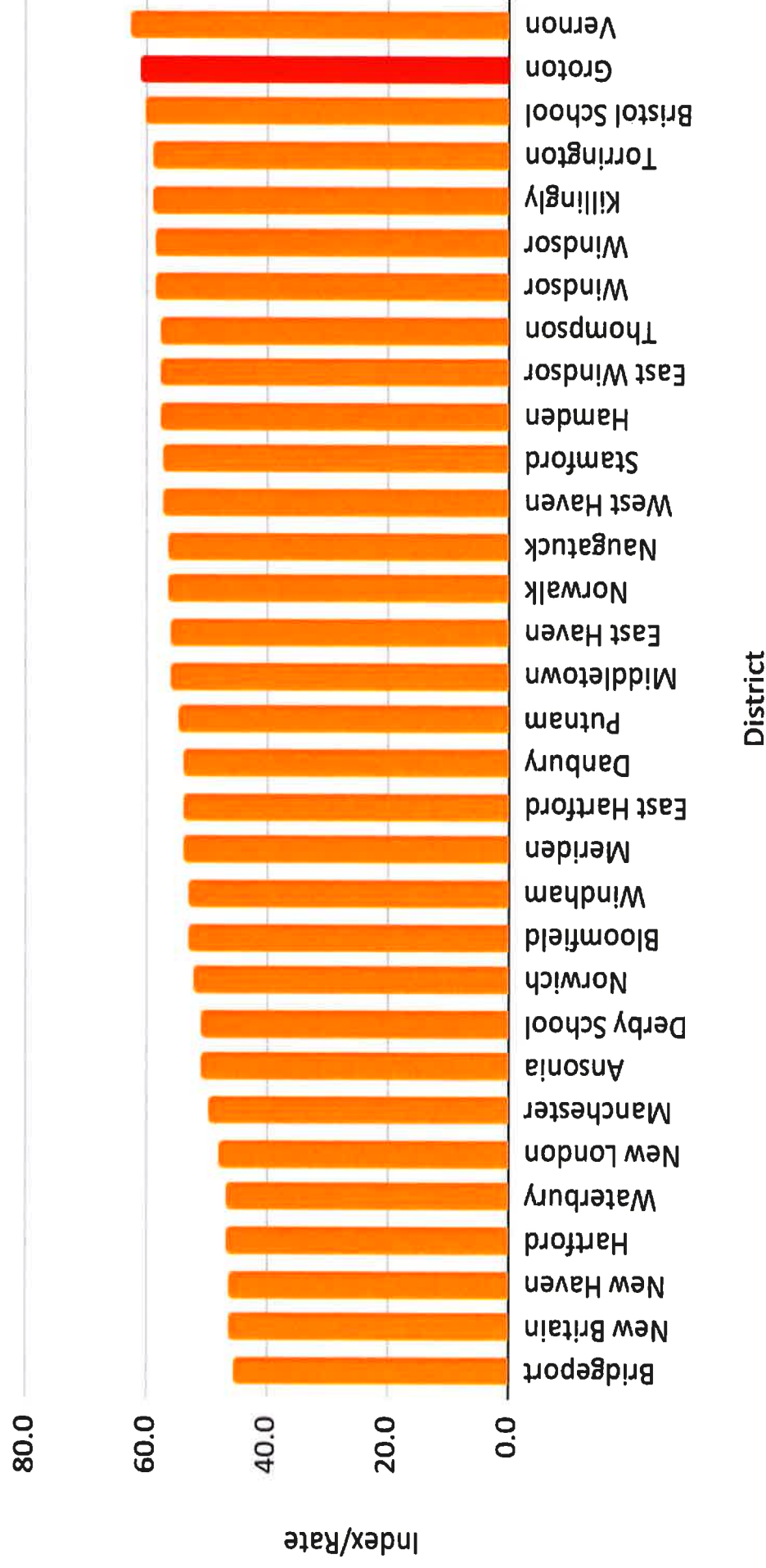
NGSS Performance Index - All Students



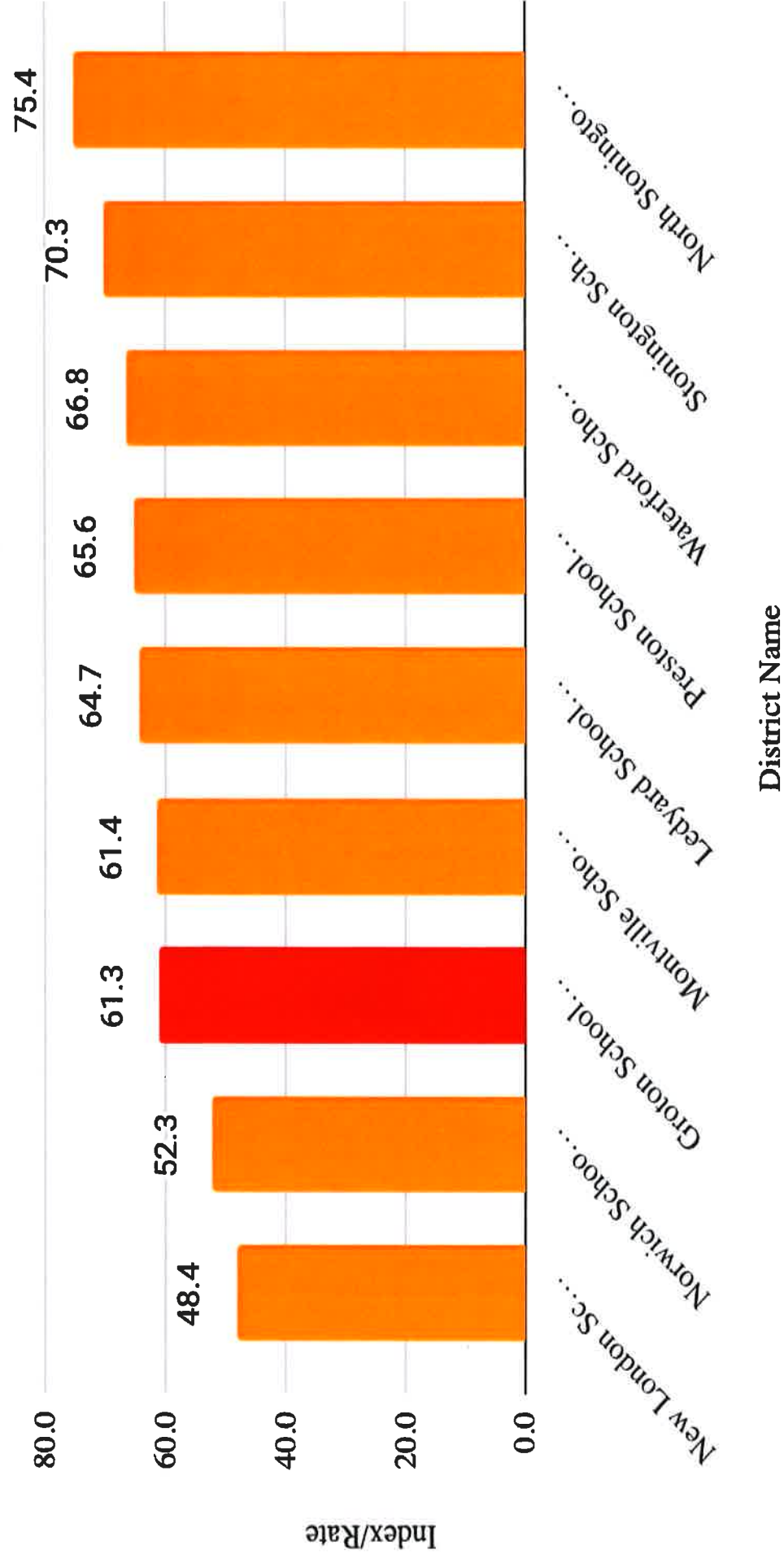
NGSS Performance Index - "High Needs" Students



NGSS Performance Index - by Alliance



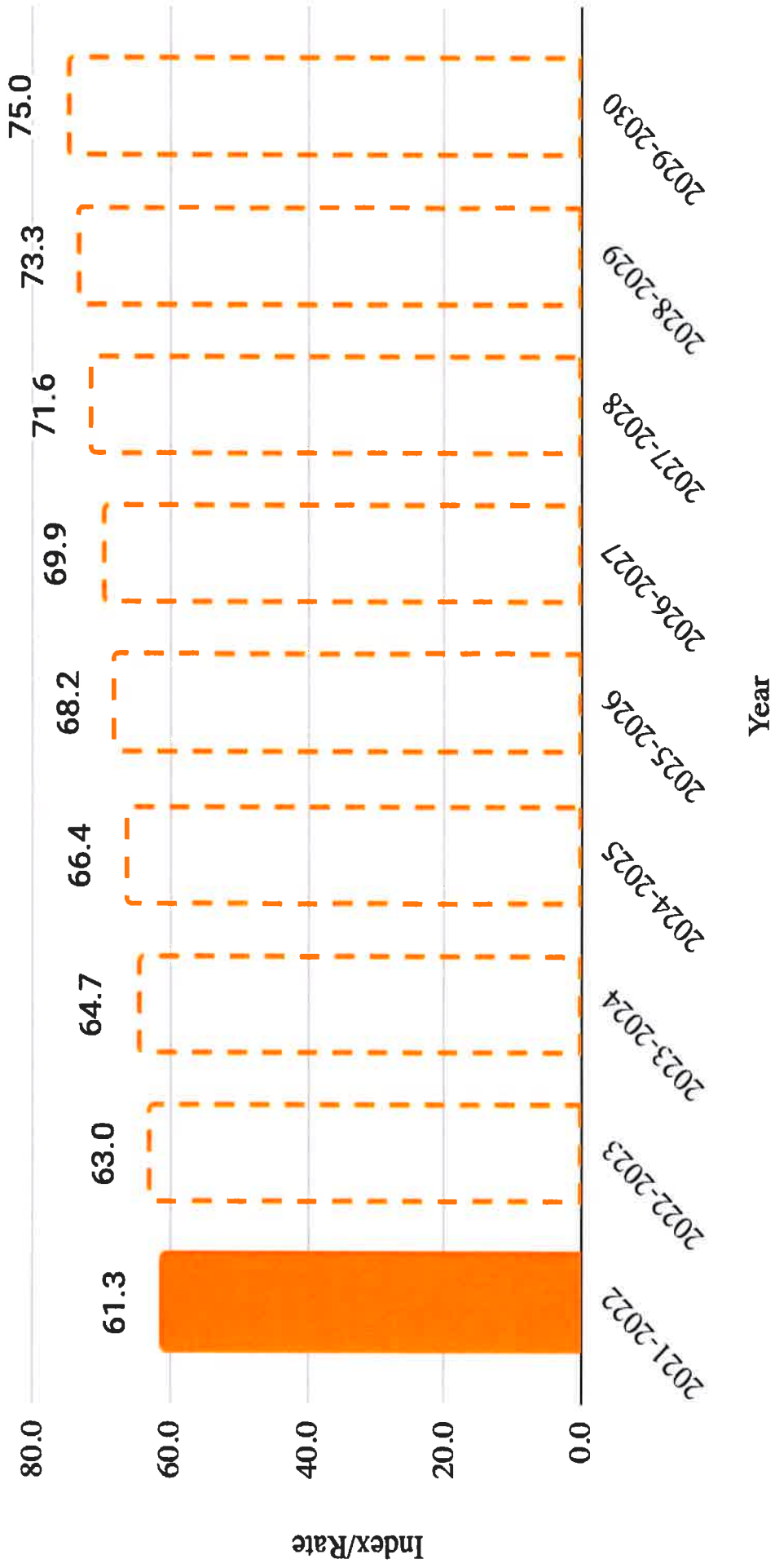
NGSS Performance Index - by Region



Forecasting Future Performance Index

The goal for Connecticut State Department of Education is that by the end of 2030, every district will have a performance index score of 75 in each indicator.

Forecast NGSS Performance Index - All Students



District Actions to Support Growth (Elementary)

- Engagement with state and regional resources
- Reconvening of District-wide Science Task Force
- Implementation of NGSS Interim Assessments at grades 3-5
- Coordinating with CREC to provide professional learning
- Development of tools and processes to support curriculum implementation and materials management.

Notes: 10/11/22

Currently seeing progress in hiring paraprofessionals, bus aides and Building Sub Teachers;
Kindergarten Aides continue to be challenging, we are supporting these needs with extended day hours
for the existing K aides;

Paraprofessionals are at 17.5% vacancy, which is down significantly from 30% previously;

General hiring outlook has been improving over the past month.

Upcoming Recruitment Events October & November:

October 19th	FHS
October 19th	CK
October 20th	MR
October 25th	CO
November 8th	FHS
November 8th	CO
Ongoing outreach	Facebook/social media
Ongoing outreach	Department of Labor Montville
Ongoing outreach	Military Community

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