

**THESE MINUTES ARE SUBJECT TO BOARD APPROVAL AT THE NEXT
BOARD OF EDUCATION MEETING
DEEP RIVER ELEMENTARY SCHOOL BOARD OF EDUCATION
November 21, 2019 7:00pm**

The regular meeting of the Deep River Board of Education was held on Thursday, November 21, 2019 in the Deep River Media Center. In attendance were Miriam Morrissey, Paula Weglarz, Robert Ferretti, Lenore Grunko, Scott Hallden, Tracy Dickson and Mary Elizabeth Campbell. Also in attendance were Brian White, Superintendent, Kristina Martineau, Assistant Superintendent, Kim Allen, Business Manager, Christian Strickland, Principal. Absent:

CALL TO ORDER

The meeting was called to order by Mr. White at 7:00p.m.

ELECTION OF OFFICERS

Mr. White opened the floor for the nominations for the office of chairman.

A motion was made by Miriam Morrissey to nominate Paula Weglarz as the Chairman of the Deep River Elementary Board of Education. Tracey Dickson seconded the motion. The motion passed unanimously.

Chairman Weglarz opened the floor for the following nominations:

A motion made by Tracey Dickson to nominate Miriam Morrissey as the Vice Chair of the Deep River Elementary Board of Education. Paula Weglarz seconded the motion. The motion passed unanimously.

A motion made by Lenore Grunko to nominate Tracey Dickson as the Secretary of the Deep River Elementary Board of Education. Miriam Morrissey seconded the motion. The motion passed unanimously.

Committee Reports

Assignments:

The Learn and PTO representative will continue to be discussed. It was suggested having members sign up for a meeting. Ms. Weglarz will create a sign-up sheet.

Finance: Scott Hallden

CONSENT AGENDA

Upon a motion duly made by Rob Ferretti and seconded by Miriam Morrissey the Deep River Board of Education unanimously **VOTED** to approve the minutes from the regular meeting of September 19, 2019 as amended and the Accounts Payable report.

Amendments:

Tracey Dickson was not present.

STUDENT REPORT

Mr. Strickland introduced Anthony Miers and Anahi Matute who are sixth grade students who gave the monthly school update.

PUBLIC COMMENT

A parent of students from first and third grade discussed the policy of notifying families if a classroom has a case of lice. She suggested having better education for students and parents of this issue. She discussed the process of getting rid of lice and how it is important for families to know if this occurs so that they may be checking their children.

REPORTS AND OTHER ITEMS:

Superintendent's Report

District Update

Mr. White discussed that district wide there were several wonderful Veteran's Day activities. He commended Mr. Strickland and the school for having a great celebration.

Information and Communication

The language in the Student Handbook regarding head lice has been reviewed. A study of common practices was done and it is noted that there are varied practices. The elementary schools need to be consistent. There is an agreement that if a classroom has multiple instances of head lice families will be notified. There was a discussion if the notification if there is one case in the classroom rather than multiple cases. Our current policy is in line with CDC guidelines. Student privacy needs to be considered. The proposed modification for the change in process will be discussed. This is not a board policy but a procedure which needs to be consistent throughout all schools.

Ms. Grunko discussed the sustainability practices to help our students care for the earth and provide for the environment. This topic will be discussed at a future board meeting. Internal practices will be discussed and what can be done within the curriculum to see where we are.

Assistant Superintendent's Report

Presentation of 2017-18 Performance Profile Report for DRES

Ms. Martineau discussed the Performance Profile Report. It is based on 2017-2018 data. This will continue to be discussed further in the Joint Board of Education meeting. The Gap Indicators were also discussed. There is more focus on growth over the course of one school year.

Director of Pupil Services

Ms. Smalley was not present.

Financial Status Report

This will be held until the next meeting.

Cafeteria Report

This will be held until the next meeting.

Discussion and Possible VOTE to Approve Current Year Transfer of Funds

This will be held until the next meeting.

Principal's Update

Mr. Strickland discussed the activities coming this month. There is the PTO Winter Wonderland and Craft night, the winter concerts and STEM day.

Upon a motion made by Tracey Dickson and seconded by Miriam Morrissey the Deep River Board of Education unanimously **VOTED** to accept the donation of 100 wired and 100 wireless earphones.

Special Education

This presentation will be held until the next Joint Board of Education meeting. If there is a need for more information there will be an additional presentation given to the DRES board.

Food Services Presentation

Mr. Peterlik will come to a future board meeting. Board members were asked to email Mr. White with questions.

Report on Grants

Ms. Martineau discussed the funding that grants provide for DRES. There is a decrease from what has been received in the previous years. This will need to be considered when budgeting for next year.

Student Achievement Assessment Data

Ms. Martineau discussed the Student Balanced Achievement Assessment data. How the data is collected and analyzed was also discussed. DRES is 1st in Math for grades 3, 4 and 5 for Middlesex County. This shows significant growth. Mr. Strickland discussed the Action Plan and Strategies. The Math coach has been beneficial. These data points will be important for future planning. This data does identify areas where professional development would be beneficial. The English Language Arts was discussed. Mr. Strickland discussed the plan to analyze the data further to improve instruction for additional student growth. Ms. Martineau discussed the next steps for Professional Development, Instructional Support and Assessments.

Committee Reports

Finance – RFP for Asset Management Services to do an asset management inventory and to maintain this inventory.

Curriculum – K-6 presentation for World Language. Spanish 4 Text book review and approval. Data for the importance of K-6 world language will be used for budgeting purposes.

Policy – Discussion of Region 4 policies. Finance will be combined with Policy. The Capital fund policy and the online course policy was also discussed. Suspensions and expulsions were discussed. Pepper spray will be addressed.

Supervision District

The next Supervision District meeting is the first week of December and then Budget workshops will be starting.

DRES Facilities (Buildings and Grounds)

No report.

LEARN

J. Bryan will get in touch with meeting time.

Other Committee Reports

Ad hoc School Security Advisory Committee

ALICE training was discussed. Raptor is being used in other district schools. DRES is the only school not currently using it. This will be reviewed during budget development.

Discussion regarding and Pending Policies

The first reading of this policy were held at Oct. 3rd Joint BOE meetings – the second reading and possible VOTE to approve will be at the December 7th Joint BOE Meeting

Policy #5114 Suspension/Due Process

This policy was discussed.

PUBLIC COMMENT

No Comment.

FUTURE AGENDA ITEMS

- Next Joint BOE meeting December 5, 2019 at 7:00pm
- New BOE Member Orientation is Thurs. December 19, 2019 at 6:00 in Central Office
- Next DRES BOE Meeting is January 16, 2019 @ 7:00pm
- DRES Budget Workshop I is Wednesday, Jan 29, 2020 @ 6:00pm in the DRES Media Center
- DRES Budget Workshop II is Tuesday, February 18, 2020 @ 6:00pm in the DRES Media Center
- DRES Budget Workshop III is Thursday, Feb 27, 2020 @ 6:00pm in the DRES Media Center
- BOE Self-evaluation (TBD)

ADJOURNMENT

On motion duly made and seconded the Board unanimously **VOTED** to adjourn at 9:10p.m.

Respectfully Submitted,

Kelley Frazier, Secretary



Spring 2019 Assessment Results

Grades 3-6

Deep River Board of Education Meeting
November 21, 2019

Smarter Balanced Assessment Overview

<p>English Language Arts</p>	<p>Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Claim #2 Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>Claim #3 Writing and Research/Inquiry: Students can strengthen writing by revising, editing, and rewriting a range of text. Students can also analyze and integrate evidence-based information to support analysis and research.</p>
<p>Mathematics</p>	<p>Claim #1 Concepts and Procedures: Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p> <p>Claim #2 Problem Solving, Modeling, and Data Analysis: Student can solve a range of complex, well-posed problems in pure and applied mathematics, making use of problem-solving strategies. They can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</p> <p>Claim #3 Communicating Reasoning: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>

Smarter Balanced Assessment Score System

Achievement Level	Achievement Level Descriptor
Level 4	<i>Exceeds the Achievement Standard</i> The student has exceeded the achievement standard for this grade and has demonstrated advanced mastery of knowledge and skills.
Level 3	<i>Meets the Achievement Standard</i> The student has met the achievement standard for this grade and has demonstrated progress toward mastery of knowledge and skills.
Level 2	<i>Approaching the Achievement Standard</i> The student has nearly met the achievement standard expected for this grade and requires further development toward mastery of knowledge and skills.
Level 1	<i>Does Not Meet the Achievement Standard</i> Students performing at this achievement level need substantial support.

Mathematics

Scale Score

Quantile Measure

Performance Level

Math Claims Performance:

Concepts and Procedures

Problem Solving and Modeling & Data Analysis

Communicating Reasoning

Individual Student Report

How did my student perform on the Mathematics test?

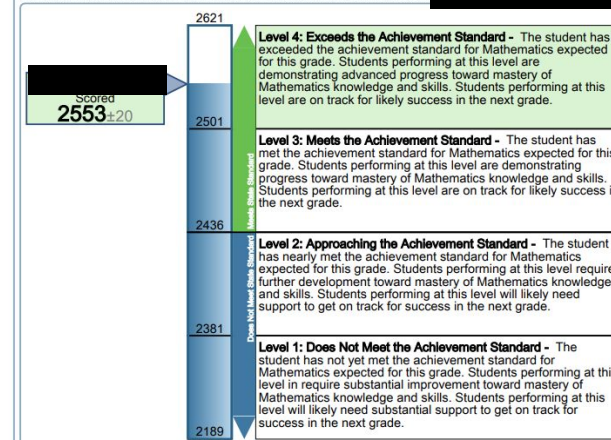
Test: Smarter Summative Mathematics Grade 3

Year: 2018-2019

Name: [REDACTED]

Name	SSID	Scale Score	Achievement Level	Reported Quantile® Measure
[REDACTED]	9445046389	2553±20	Level 4	945Q

Scale Score and Performance on the Smarter Summative Mathematics Grade 3 Test



Average Scale Scores on the Smarter Summative Mathematics Grade 3 Test and Comparison Groups, 2018-2019

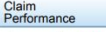


Name	Average Scale Score
[REDACTED] School District	2509±15
[REDACTED] Elementary School	2509±15

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-)10 indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Performance on the Smarter Summative Mathematics Grade 3 Test, by Claim:

Claim	Claim Performance	Claim Description
Concepts and Procedures	 Above Standard	Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	 Above Standard	Student can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	 Above Standard	Student can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Math Grades 3-6

Achievement Score: percentage of students in grade 3-6 who “Met Goal” (Level 3 or Level 4)

	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Grade 3	48.9%	60%	78%	86.8%
Grade 4	49%	55%	74.2%	85.7%
Grade 5	57%	53.7%	46.7%	75.8%
Grade 6	52.6%	68.9%	53.7%	51%

Mathematics

Grades 3-6

Achievement Score: percentage of students in grades 3-6 **combined** at each performance level.

	Spring 2018	Spring 2019
Level 4	31%	45.5%
Level 3	30.4%	29.2%
Level 2	26.9%	19.5%
Level 1	11.7%	5.8%

Grade 3 Middlesex County Comparison: Achievement Results

MATH: Spring 2019

Deep River	86.8%
Essex	86%
Chester	85%
Westbrook	75%
Region 17	74.3%
Cromwell	70.1%
East Haddam	68.4%
East Hampton	68%
Portland	66.7%
Region 13	64.3%
Old Saybrook	62.3%
Clinton	51.4%
Middletown	52.3%

Grade 4 Middlesex County Comparison: Achievement Results

MATH: Spring 2019

Deep River	86%
Westbrook	83.7%
Chester	81%
Region 17	71.9%
Essex	70%
East Haddam	69.1%
Region 13	67%
Old Saybrook	66%
East Hampton	63.8%
Clinton	56.5%
Cromwell	56.4%
Middletown	47.6%
Portland	44.8%

Grade 5 Middlesex County Comparison: Achievement Results

MATH: Spring 2019

Deep River	76%
Essex	69%
Region 17	66.9%
Chester	60%
Region 13	59%
East Hampton	55.6
Clinton	55.4
Cromwell	52.8%
Portland	52%
East Haddam	49.3%
Middletown	41.4%
Westbrook	unknown
Old Saybrook	unknown

Grade 6 Middlesex County Comparison: Achievement Results

MATH: Spring 2019

Chester	71%
Old Saybrook	70.9%
Portland	66.7%
Region 13	65%
Essex	64%
Westbrook	57.1%
Cromwell	54.2%
Region 17	54%
Deep River	51%
Clinton	47.7%
East Hampton	44.3%
East Haddam	42.7%
Middletown	33.8%

Action Plan and Strategies~Math Grades 3-6

- Ongoing implementation of the Workshop Model in Mathematics to meet small group and individual student needs.
- Written response instruction for communicating reasoning in mathematics.
- Oral rehearsal prior to written response in mathematics.
- Continued use of Interim Assessment Blocks to build familiarity with testing language.
- Continued monitoring scope and sequence as well as pacing of instruction related to the Smarter Balanced Assessment.
- Analyzing growth rates, especially with high needs population.
- Coaching regularly focused on instructing “Writing In Math”.
- Weekly “Writing In Math” problems provided.
- Coaches have aligned “SBA-Like” practice problems in Bridges.

English Language Arts

Scale Score

Lexile Measure

Performance Level

ELA Claims Performance:

Reading
Listening

Writing and Research/Inquiry

Individual Student Report

How did my student perform on the ELA/Literacy test?

Test: Smarter Summative ELA/Literacy Grade 3

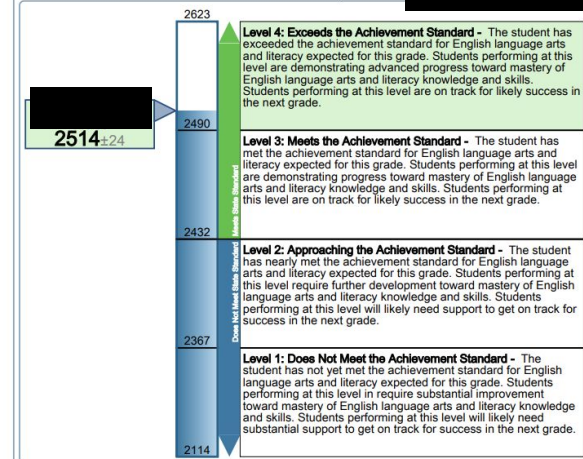
Year: 2018-2019

Name: [REDACTED]

Overall Performance on the Smarter Summative ELA/Literacy Grade 3 Test: [REDACTED]

Name	SSID	Scale Score	Achievement Level	Reported Lexile® Measure
[REDACTED]	[REDACTED]	2514±24	Level 4	840L

Scale Score and Performance on the Smarter Summative ELA/Literacy Grade 3 Test



Average Scale Scores on the Smarter Summative ELA/Literacy Grade 3 Test:







Name	Average Scale Score
[REDACTED] School District	2486±13
[REDACTED] (1)	2486±13

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Performance on the Smarter Summative ELA/Literacy Grade 3 Test, by Claim

Claim	Claim Performance	Claim Description
Reading	 	Above Standard Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening	 	Above Standard Student can employ effective listening skills for a range of purposes and audiences.
Writing and Research/Inquiry	 	Above Standard Student can produce effective and well-grounded writing for a range of purposes and audiences. Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

ELA Grades 3-6

Achievement Score: percentage of students in grade 3-6 who “Met Goal” (Level 3 or Level 4)

	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Grade 3	59.6%	80%	65.9%	71.1%
Grade 4	60.8%	57.4%	87.1%	76.2%
Grade 5	61%	67%	68.9%	84.8%
Grade 6	68.4%	77.8%	72.2%	56%

Grades 3-6: English Language Arts

Achievement Score: percentage of students in grades 3-6 **combined** at each performance level.

	Spring 2018	Spring 2019
Level 4 (Exceeds)	35.1%	37.7%
Level 3 (Meets)	37.4%	33.8%
Level 2 (Approaching)	15.2%	22.1%
Level 1 (Not Met)	12.3%	6.5%

Grade 3 Middlesex County Comparison: Achievement Results

ELA: Spring 2019

Essex	86%
Chester	80%
Westbrook	78.1%
Deep River	71.1%
Region 17	69%
Cromwell	68.7%
East Hampton	66.7%
Region 13	64.3%
Portland	62.9%
Old Saybrook	60.9%
Clinton	53.2%
Middletown	51.1%
East Haddam	Unknown

Grade 4 Middlesex County Comparison: Achievement Results

ELA: Spring 2019

Region 17	79.1%
Chester	77%
Deep River	76%
Essex	75%
Old Saybrook	73%
Region 13	72.6%
East Haddam	69.1%
East Hampton	61.5%
Portland	58.6%
Westbrook	55.8%
Clinton	54.6%
Cromwell	54.5%
Middletown	49.7%

Grade 5 Middlesex County Comparison: Achievement Results

ELA: Spring 2019

Essex	87%
Deep River	85%
Chester	84%
Region 17	75.6%
Region 13	75.2%
East Hampton	73.2%
Westbrook	72.9%
Old Saybrook	72.9%
East Haddam	70.3%
Clinton	67.6%
Cromwell	64.6%
Portland	58.8%
Middletown	56.7%

Grade 6 Middlesex County Comparison: Achievement Results

ELA: Spring 2019

Chester	87%
Essex	77%
Old Saybrook	76.7%
Westbrook	75.5%
Cromwell	71.6%
East Haddam	70.7%
Region 13	68.6%
Clinton	60.9%
East Hampton	58.9%
Region 17	58.7%
Portland	58.1%
Deep River	56%
Middletown	51.6%

Action Plan and Strategies~ELA Grades 3-6

- Focus on building concrete writing strategies for communicating reasoning.
- Embed listening and notetaking into regular instruction.
- Continued use of Interim Assessment Blocks to build familiarity with testing language.
- Prompted Writing and Short Response practice.
- Building “note-taking” strategies prior to responding.
- Read aloud modeling and understanding of inferences and determining importance.
- Building students’ abilities to generalize writing abilities across all content areas.
- Individual conferring sessions with students to meet their specific needs.
- Analyzing growth rates, especially with high needs population.

Next Steps

Professional Development Areas

- Student Growth Model
- Differentiation
- High Quality Instruction for All Students
- Using data to inform instructional practices and to improve student learning

Instructional Support Models

- Intervention and Support Model grades K-6
- Instructional Coaching grades K-6

Assessments

- Smarter Balanced Interim Assessments
- Progress Monitoring Assessment Pilot in Math
- New Assessment in Reading for 2020-2021