

**DEEP RIVER ELEMENTARY SCHOOL  
BOARD OF EDUCATION REGULAR MEETING  
DRES MEDIA CENTER  
THURSDAY, NOVEMBER 16, 2023 7:00pm**

**F.O.I. Compliance** – Subject to BOE approval at a future meeting

**CALL TO ORDER**

Chairman Morrissey called the meeting to order at 7:01pm.

**VERBAL ROLL CALL FOR BOE MEMBERS**

<b>Deep River BOE</b>	<b>Administration</b>
Miriam Morrissey	Brian White
Scott Hallden	Josh Torchia
Bob Ferretti	Robert Grissom
Alyson Whelan	
Lenore Grunko	
Nick Rioux	
Pat Maikowski	
<b>Absent:</b> Melissa McIntyre	
Other Attendees:	Kelley Frazier, Clerk

**CONSENT AGENDA**

Upon a motion duly made and seconded the Deep River Board of Education unanimously **VOTED** to approve the minutes from the regular meeting on September 21, 2023 and the Accounts Payable report as written.

**PUBLIC COMMENT**

No Comment

**REPORTS AND OTHER ITEMS:**

**Deep River Elementary Student Representatives**

No Report.

**Superintendent's Report**

**District Update – Information and Communication**

Superintendent White discussed graffiti on the building which was concerning. The Principal and Police are investigating. Parents were informed of this happening. The Security Audit was discussed. This will be shared with the Board during the budgeting process.

**Assistant Superintendent's Report**

**General Update**

Ms. Brzozowy was not present.

## **Financial Status Updates**

### **Current Year to Date Financial Status Update**

This report is through October. All financial obligations are expected to be met. The committed budget is 95% of the revised budget.

### **Cafeteria Fund Update**

Mr. Grissom gave the cafeteria reporting. Final bills for the equipment upgrades will be in the next reporting cycle. The cafeteria upgrade project is complete. The outstanding account balances continues to be monitored.

### **Medical Reserve Tracking**

The fund is tracking as expected and is expected to trend as budgeted. The Fund Balance was discussed with the Insurance Consultant. The Finance Committee will continue to meet with the insurance consultant to discuss strategies on how to slow the rate of contributions.

### **ADM Calculation Methodology**

Mr. Grissom discussed the ADM calculation in detail for DRES and how the percentages are calculated for this year.

### **Grants Update**

Mr. Grissom discussed the standard and recurring grants in detail.

## **PRINCIPAL'S REPORT**

Mr. Torchia gave a brief update and discussed the activities at DRES.

### **Other Items**

#### **Enrollment Projections and Section Analysis.**

Enrollment projections was discussed.

### **Presentation of 2021-22 Performance Profile Reports for EES**

Mr. Torchia discussed the profile reports. This is 2 year old data. The math program was discussed. Additional information has become available and will be shared in an upcoming meeting. Measures of success were discussed. This will be discussed more extensively in December at the Joint Board meeting. The Universal Screener will be included next year's budget numbers. All students will take this assessment and allow staff to see if students need intervention or enrichment. iReady was discussed and how it helps to know where students are in their academics and how to best support them.

### **Presentation of 2022-23 School Performance DRES**

Mr. Torchia discussed School Performance at DRES. Class size was discussed. The need profile of students post Covid was discussed. Resources and training needs to support students who have more needs than the typical student. This will be discussed during the budget process.

**Committee Reports****Curriculum**

No Update.

**Finance**

No Update.

**Policy**

No Update.

**Supervision District Committee Updates**

No Update.

**Other Committee Reports****LEARN Committee Update**

No Update.

**Discussion Regarding any Pending Policy for all BOE's**

No policies to approve.

**DRES Facilities (Buildings and Grounds)Committee**

The playground is almost complete. A ribbon cutting will occur on Monday, November 20<sup>th</sup> at 2:00pm. Building maintenance was discussed.

**PUBLIC COMMENT**

No Comments.

**FUTURE AGENDA ITEMS**

A special meeting before December 7, 2023 will need to be scheduled to assign a chairman. This can be remote.

- Joint BOE Meeting Thursday, December 7, 2023 @ 7:00pm at Valley Regional High School
- Regular DRES BOE Meeting Thursday, January 18, 2023 at 6:00pm @ DRES Media Center

**ADJOURNMENT**

On motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to adjourn at 8:36p.m.

Respectfully Submitted,

Kelley S. Frazier  
Clerk

# REGIONAL SCHOOL DISTRICT NO. 4

CHESTER • DEEP RIVER • ESSEX

**Brian J. White**  
Superintendent of Schools  
bwhite@reg4.k12.ct.us

**Christen Papallo**  
Director of Pupil Services  
cpapallo@reg4.k12.ct.us



**Sarah Brzozowy, Ed.D.**  
Assistant Superintendent of Schools  
sbrzozowy@reg4.k12.ct.us

**Robert Grissom**  
Finance Director  
rgrissom@reg4.k12.ct.us

Date: October 30, 2023

To: Brian White, Superintendent of Schools

From: Robert Grissom, Finance Director

**RE: Average Daily Membership (ADM) Methodology & Calculation**

**Att: Average Daily Membership for Budget Year 2024-2025 – Region 4**  
**Average Daily Membership for Budget Year 2024-2025 – Supervision District**

Average daily membership (ADM) reflects resident students of fiscal responsibility to a municipality. It is the allowed method for regional school districts to allocate budgets. Per the State of Connecticut, students attending the Connecticut Technical High School System or state charter schools are not included in ADM. The ADM allocation rates for a given budget year are based on the October 1 student enrollment counts of the prior year. For example, the ADM rates to be used in the budget development and allocation of expenses for fiscal year 2024-2025 are based on the October 1, 2023 student count.

Our methodology to calculate the ADM each year begins with PowerSchool student enrollment data. A report of student enrollment by school district as of October 1 must be submitted to the Connecticut State Department of Education (CSDE) annually during October via the Public School Information System (PSIS). This same data serves as the primary basis of the ADM calculation. The report to the state counts students by the school district attended. ADM rates are based on each student's town of residence, so the data obtained from PowerSchool must be analyzed to allocate students to their home town. A useful example of this is the Pre-Kindergarten program. As the program is housed at Essex Elementary, all students are reported to the state as part of Essex School District. However, for ADM purposes, Pre-K students are reallocated to be included in their actual town of residence. This methodology ensures the educational costs of each student are more accurately represented in the fiscal responsibility of each of the three towns.

There are other validations and adjustments to be made with the PowerSchool data before the calculation is considered FINAL.

- The Finance Office receives PowerSchool data from two different sources within the District and confirms the information is consistent; this step validates the accuracy of the starting data.
- PowerSchool data may or may not include Out of District (OOD) placements. OOD students are verified with data obtained from the Pupil Services Department and assigned to their town of residence.
- PowerSchool data does not include students attending Magnet schools, the Middletown VoAg High School, and Vinal Technical High School, at the expense of the districts. Working with each school, the Assistant Superintendent, and the Pupil Services Department, students attending Magnet schools and the Middletown VoAg High School are confirmed and added to the counts for their respective towns. Vinal Technical High School students are not included in accordance with

CT statute, and therefore the Finance Department ensures none of those students are listed in the ADM student counts.

- Non-resident students paying tuition to attend one of the schools within the districts are included in the PowerSchool student data as of October 1; these students must be removed from the enrollment data if they do not reside in one of the three towns, or allocated to the correct town if they do reside in one of the three towns.

Once final student count is confirmed by residency town, these figures are used to calculate the Region 4 3-way ADM allocation rate and the Supervision District 3-way and 4-way ADM allocation rates.

The ADM calculation and results are reviewed within Central Office by the Assistant Finance Director and Superintendent to ensure accuracy prior to their release to the towns each year.

**AVERAGE DAILY MEMBERSHIP  
FOR BUDGET YEAR 2024-2025**

Based on October 1 2023 State Reporting

**REGION 4**

**JWMS**

Grade	Chester	Deep River	Essex	Total
7th	30	39	39	108
8th	<u>27</u>	<u>43</u>	<u>44</u>	<u>114</u>
School Total*	57	82	83	222
Magnet	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>JWMS ADM TOTAL</b>	57	82	83	222

**Valley**

Grade	Chester	Deep River	Essex	Total
9th	29	43	45	117
10th	25	36	52	113
11th	26	43	46	115
12th	<u>31</u>	<u>59</u>	<u>62</u>	<u>152</u>
School Total*	111	181	205	497
Magnet	2	-	-	2
VoAg	<u>1</u>	<u>2</u>	<u>1</u>	<u>4</u>
<b>VALLEY ADM TOTAL</b>	114	183	206	503

<b>R4 ADM GRAND TOTAL</b>	<b>171</b>	<b>265</b>	<b>289</b>	<b>725</b>
---------------------------	------------	------------	------------	------------

<b><u>R4 ADM ALLOCATION</u></b>	<b><u>Chester</u></b>	<b><u>Deep River</u></b>	<b><u>Essex</u></b>	<b><u>Total</u></b>
<b>2024-2025 R4 ADM</b>	<b>23.59%</b>	<b>36.55%</b>	<b>39.86%</b>	<b>100.00%</b>
2023-2024 R4 ADM	22.71%	36.92%	40.37%	100.00%
<b>Change over prior year</b>	<b>0.88%</b>	<b>-0.37%</b>	<b>-0.51%</b>	

\*School totals include OOD placements and Transition Academy, exclude non-resident tuition students and tech school students, per statute.

**AVERAGE DAILY MEMBERSHIP  
FOR BUDGET YEAR 2024-2025**

Based on October 1 2023 State Reporting

**SUPERVISION DISTRICT**

Grade*	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>Total</u>
Pre-K	6	7	19	32
Kindergarten	15	32	37	84
1st	36	28	32	96
2nd	34	35	33	102
3rd	26	29	34	89
4th	33	30	41	104
5th	28	26	43	97
6th	39	22	38	99
School Total*	217	209	277	703

<b>PK - 6 ADM TOTAL</b>	<b>217</b>	<b>209</b>	<b>277</b>	<b>703</b>
-------------------------	------------	------------	------------	------------

	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>Total</u>
Oct 1 2023 total count	217	209	277	703
<b>2024-2025 Budget ADM 3-way</b>	<b>30.87%</b>	<b>29.73%</b>	<b>39.40%</b>	<b>100.00%</b>
2023-2024 Budget ADM 3-way	32.31%	28.69%	39.00%	100.00%
<b>Change over prior year</b>	<b>-1.44%</b>	<b>1.04%</b>	<b>0.40%</b>	

	<u>Chester</u>	<u>Deep River</u>	<u>Essex</u>	<u>R4</u>	<u>Total</u>
Oct 1 2023 total count	217	209	277	725	1,428
<b>2024-2025 Budget ADM 4-way</b>	<b>15.20%</b>	<b>14.64%</b>	<b>19.40%</b>	<b>50.77%</b>	<b>100.00%</b>
2023-2024 Budget ADM 4-way	15.77%	14.00%	19.04%	51.19%	100.00%
<b>Change over prior year</b>	<b>-0.57%</b>	<b>0.64%</b>	<b>0.36%</b>	<b>-0.42%</b>	

\*Grade and School totals include OOD placements, exclude non-resident tuition students and tech school students, per statute.

# Deep River Elementary School

2023-2024 Grants Presentation

Thursday, November 16, 2023





# Standard & Recurring Pre-K to 6 Grants 2023-2024

- Title I
  - Improves the academic achievement of *low-income and disadvantaged students*, and the basic programs operated by the schools
- Title II
  - Increases student achievement through the improved quality and effectiveness of teachers, principals, and other school leaders; focuses on *Professional Development* of staff
- Title III
  - Helps ensure that *English learners*, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English
  - Consortium Grant administered by LEARN
- Title IV
  - Improves students' academic achievement by increasing our capacity to:
    - i. provide all students with access to a *well-rounded education*;
    - ii. *improve school conditions* for student learning; and
    - iii. improve the *use of technology* in order to improve the academic achievement and digital literacy of all students.

# Standard & Recurring Pre-K to 6 Grants 2023-2024

- IDEA 611
  - Serves *Special Education student needs*
  - Consortium Grant with Chester Elementary, Essex Elementary, and Region 4 Schools
- IDEA 619
  - Serves *Special Education Pre-Kindergarten student needs*
  - Consortium Grant with the elementary schools in Chester and Essex (not Region 4)
- Rural Education Achievement Program (REAP)
  - Provides supplemental funding to support any/all activities authorized through the TITLE Grants
- Food Service Grants
  - Various grants to compensate / reimburse the district for providing regular, free, and reduced priced meals to students through the National School Lunch Program (NSLP)
    - i. Meal Service Claims
    - ii. Healthy Food Certification
    - iii. CT Nutrition Match
    - iv. State Breakfast Award

# Non-Recurring Grants - 2023-2024

- ARP ESSER III - ***FINAL YEAR***
  - Connecticut State-Level Priorities included:
    - Learning Acceleration, Academic Renewal, & Student Enrichment
    - Family and Community Connections
    - Social, Emotional, & Mental Health
    - Strategic Use of Technology & Staff Development
    - Building Safe & Healthy Schools
  - Three year grant, BUT 2023-24 is the final year of this grant
- ARPA Right to Read Grant - ***NEW***
  - Grant application currently *in process*
  - Funds to support local and regional boards of education in addressing educational disparities and increasing their *investment in evidence-based literacy teaching and learning aligned to the science of reading* (e.g., implementing a scientifically based, evidence-based approved curriculum literacy model or program, implementing an approved Grades K-3 universal screening reading assessment).
  - Will be followed up with the ***ARP ESSER - Small Town Right to Read*** grant for 23-24 & 24-25

Grant	Allocation 2023-2024	Uses of Funds
Title I	\$ 30,736	- Direct instruction Teaching Assistant FTE services in literacy and reading for identified students - Supplies for tutoring and direct instructional services
Title II	\$ 4,470	- Professional Development supports for Staff in ELA, Mathematics, Science
Title III	\$ 2,193	- Purchase instructional materials and online access to learning software for English language learners
Title IV	\$ 10,000	- Purchase online resources to support blended learning and technology integration
IDEA 611	\$ 67,308	- Teaching Assistants & Paraeducators employed to assist in delivering general education curriculum to students - Costs to provide additional field trips and parent engagement activities for identified students - Purchase of supplies, instructional materials, equipment, and other services to directly support students
IDEA 619	\$ 6,656	- Teaching Assistants & Paraeducators employed to assist in delivering Pre-K curriculum to students
REAP	\$ 25,428	- Instructional Materials, Supporting Texts, and Consumables for Language Arts instruction & intervention
ARP ESSER III	\$ 77,063	- 0.5 Psychologist FTE to support increased Social-Emotional needs of students - 0.5 Certified Reading / LA FTE to support reading and language arts instruction
ARPA Right-to-Read	\$ 15,000	- Materials to support the implementation of the CT Right to Read legislation
<b>TOTAL</b>	<b>\$ 238,854</b>	

Thank you

# **2022-2023 Performance**



**Deep River Elementary School  
November 16, 2023  
Deep River Board of Education**

**Dr. Sarah Brzozowy, Assistant Superintendent  
Mr. Josh Torchia, Principal, Deep River Elementary School**

# Celebrations- Deep River Elementary School

## → ELA

- ◆ Brand-new, high interest decodable books from Flyleaf, Geodes, and Jump Rope readers for grades K, 1, and 2
  - Professional development for staff through both the Flyleaf and Geodes trainers
  - PLC focus with teachers in these grade levels on implementation of these learning tools to meet the needs of students
- ◆ Several days for all region 4 ELA coaches to work with EastCONN literacy consultant on writing curriculum that meets the needs and challenges all students in the district
- ◆ Implementation of an online spelling program in grades 3-6
  - Producing more student buy-in to address language standards in the common core

## → Math

- ◆ Piloting of new Bridges 3rd edition programing in Grades K and 3 with move to full implementation in 2024-2025
- ◆ Professional development opportunities bringing together the three elementary schools to create a common understanding of essential math concepts

## → Screening


- ◆ Grades 1-6 (Kindergarten this winter) screening with iReady to support our overall understanding of student need in ELA and Math
- ◆ DESSA screener implementation this Fall looking at core emotional concepts based on the CASEL frameworks, state mandated

## → SEL

- ◆ Continued wide ranging opportunities for students to build peer relationship skills through our SEAL team and other school-wide initiatives

# Strategic Priority #1- Teaching and Learning

*To provide each student with high quality classroom instruction to promote successful student outcomes.*



TEACHING  
AND  
LEARNING

## Measures of Success

- SBAC (Grades 3-8)
- SAT (Grades 11)
- AP Exams
- IB Exams
- Internal Academic Assessments
- College/Career Readiness -CSDE Indicators 5, 6
- High School Graduation Rate

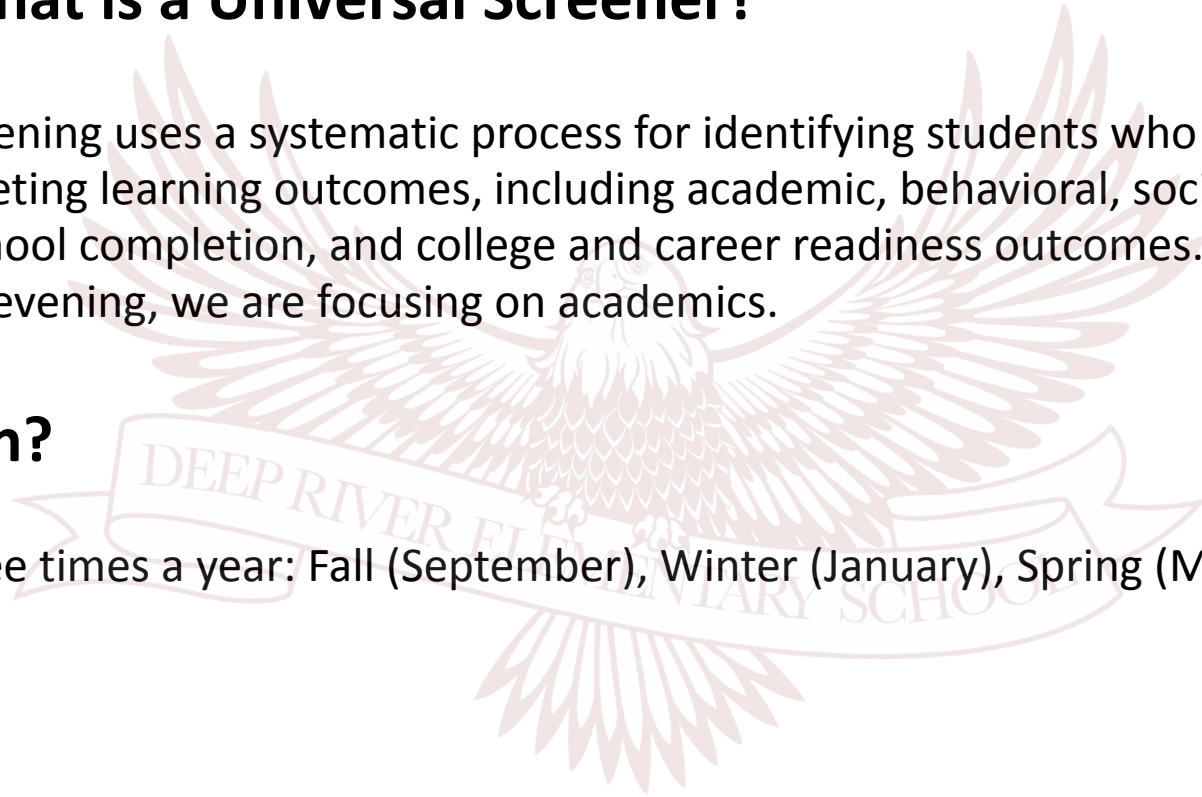


# iReady: What is a Universal Screener?

Universal Screening uses a systematic process for identifying students who may be at risk of not meeting learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes. For our purposes this evening, we are focusing on academics.

## How Often?

Minimally three times a year: Fall (September), Winter (January), Spring (May)



# Why do we need it?

Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008).

Universal screening data are used in two ways.

- Used to determine if core instruction is sufficient for at least 80% of students.
- Used to identify students who need additional support or enrichment.

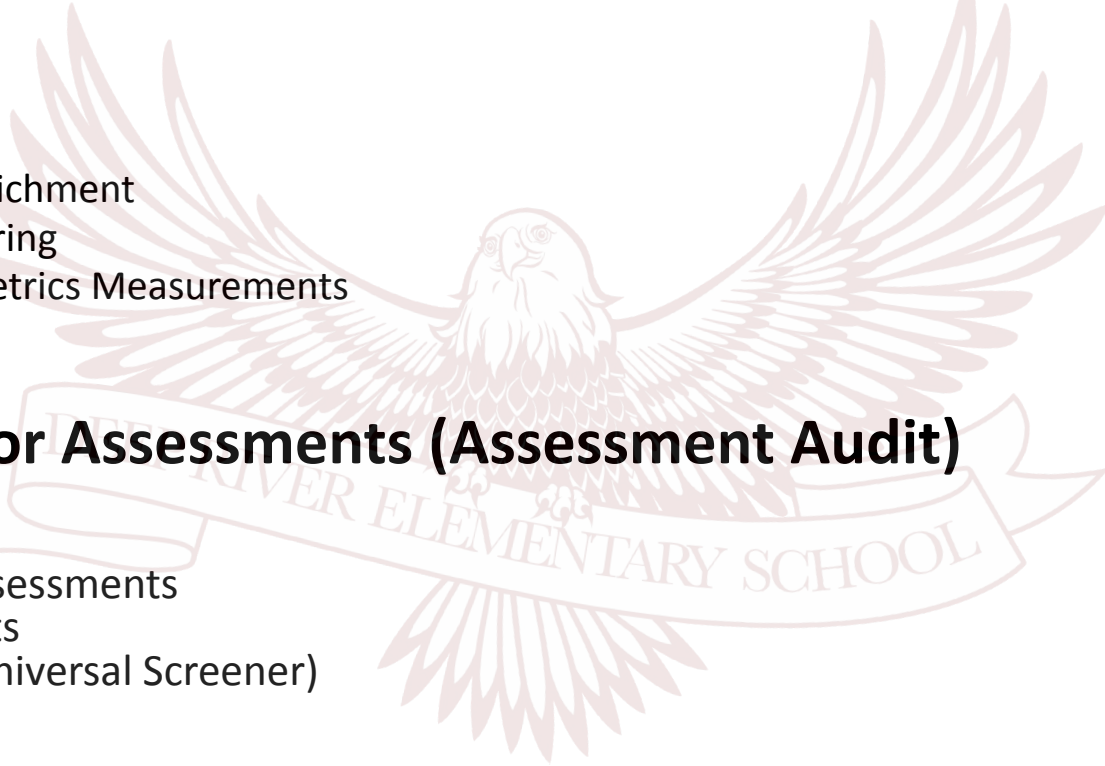
Grades: K (Beginning in January) through 9

# Implications for Teaching and Learning/Intervention

- Data
- Grouping
- Intervention/Enrichment
- Progress Monitoring
- Strategic Plan Metrics Measurements

## Implications for Assessments (Assessment Audit)

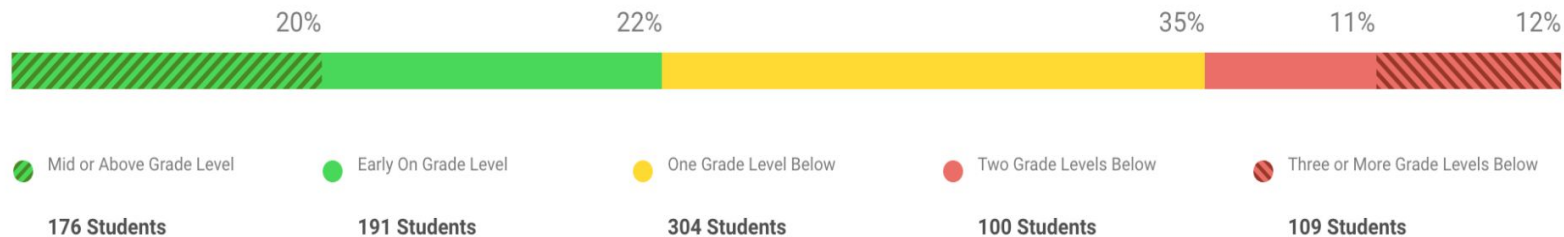
- Number Corner
- Bridges Unit Assessments
- Foundations Units
- iReady (Pilot- Universal Screener)
- Heggerty



# iReady (All Schools) ELA

## Overall Placement

Students Assessed/Total: **880/999**

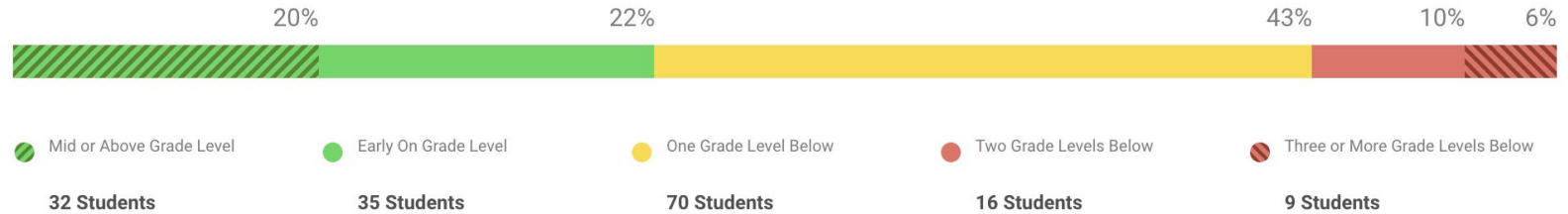


[i The Mapping Between 5-Level and 3-Level Placements](#)

# iReady (Deep River Elementary) ELA

## Overall Placement

Students Assessed/Total: **162/195**

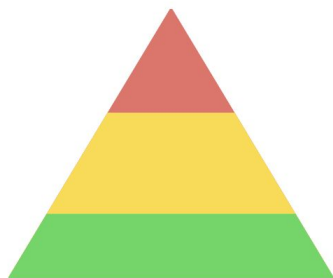


[i The Mapping Between 5-Level and 3-Level Placements](#)

# Multi-Tiered Systems of Support/English Language Arts

Students Assessed/Total: 162/195

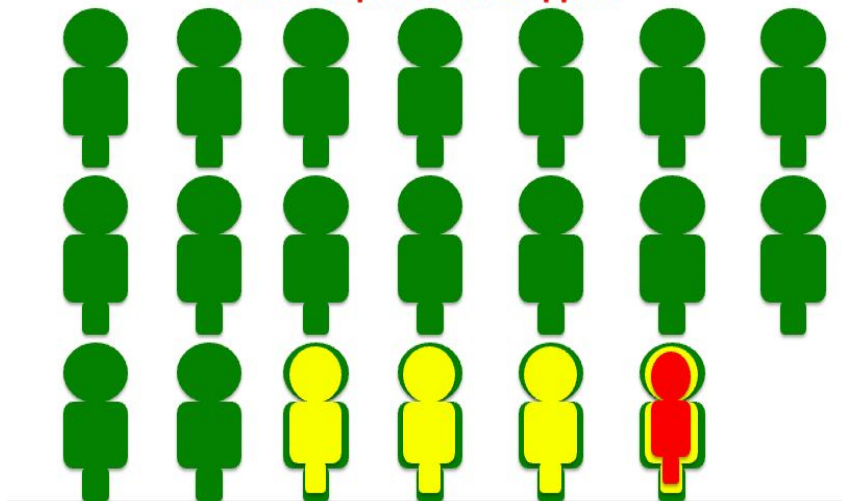
Overall Placement



- At Risk for Tier 3  
15%
- Tier 2  
43%
- Tier 1  
41%

In a class of 20 students:

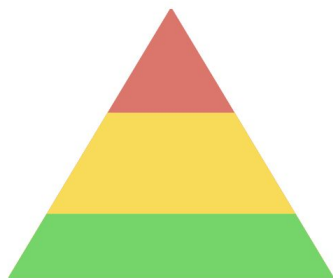
20 will require Tier 1 support  
16 will respond to Tier 1 support  
4 will require Tier 2 support  
1 will require Tier 3 support



# Multi-Tiered Systems of Support/English Language Arts

Students Assessed/Total: 162/195

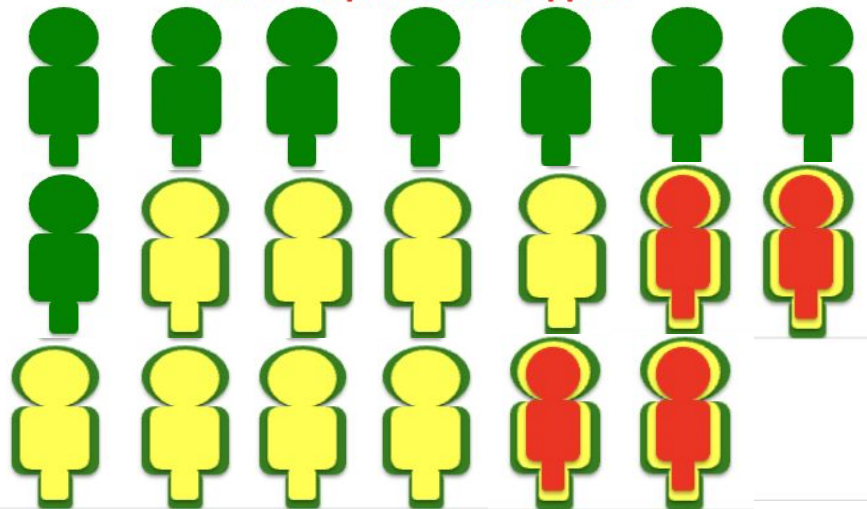
Overall Placement



- At Risk for Tier 3  
15%
- Tier 2  
43%
- Tier 1  
41%

In a class of 20 students:

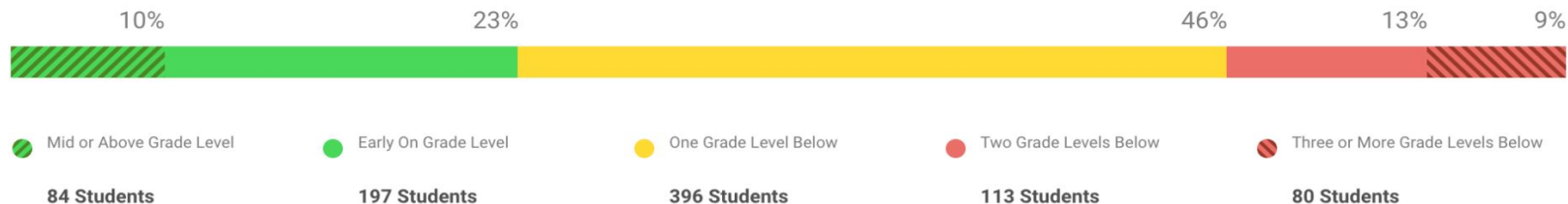
20 will require Tier 1 support  
16 will respond to Tier 1 support  
4 will require Tier 2 support  
1 will require Tier 3 support



# iReady (All Schools) Math

## Overall Placement

Students Assessed/Total: 870/999



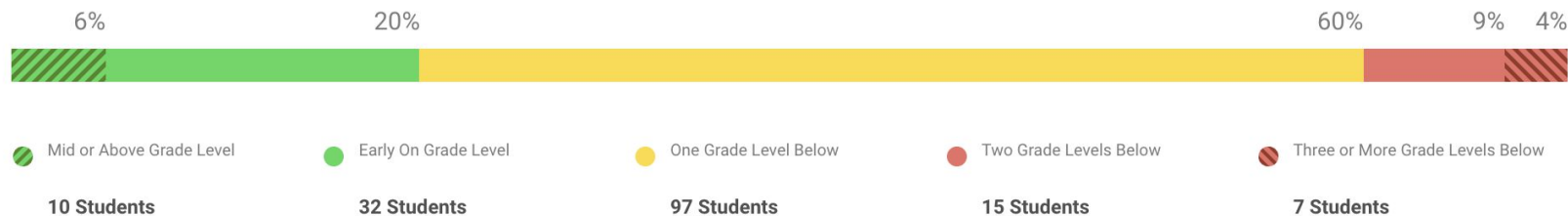
[i The Mapping Between 5-Level and 3-Level Placements](#)



# iReady (Deep River Elementary) Math

## Overall Placement

Students Assessed/Total: 161/195

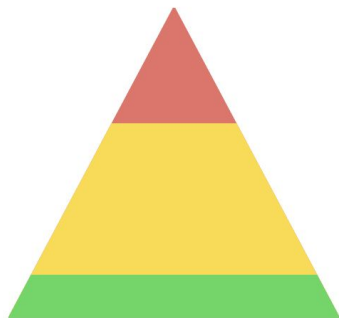


[i The Mapping Between 5-Level and 3-Level Placements](#)

# Multi-Tiered Systems of Support/Math

Students Assessed/Total: 161/195

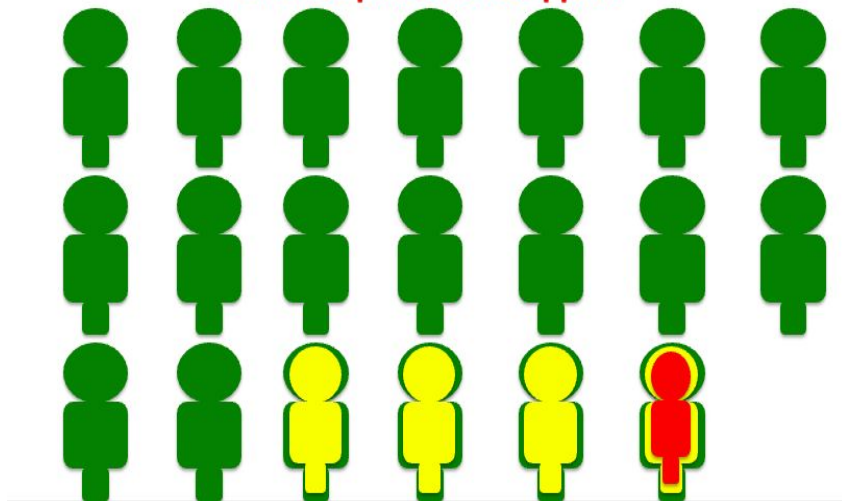
Overall Placement



- At Risk for Tier 3  
14%
- Tier 2  
60%
- Tier 1  
26%

In a class of 20 students:

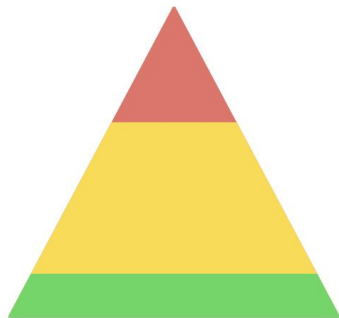
20 will require Tier 1 support  
16 will respond to Tier 1 support  
4 will require Tier 2 support  
1 will require Tier 3 support



# Multi-Tiered Systems of Support/Math

Students Assessed/Total: 161/195

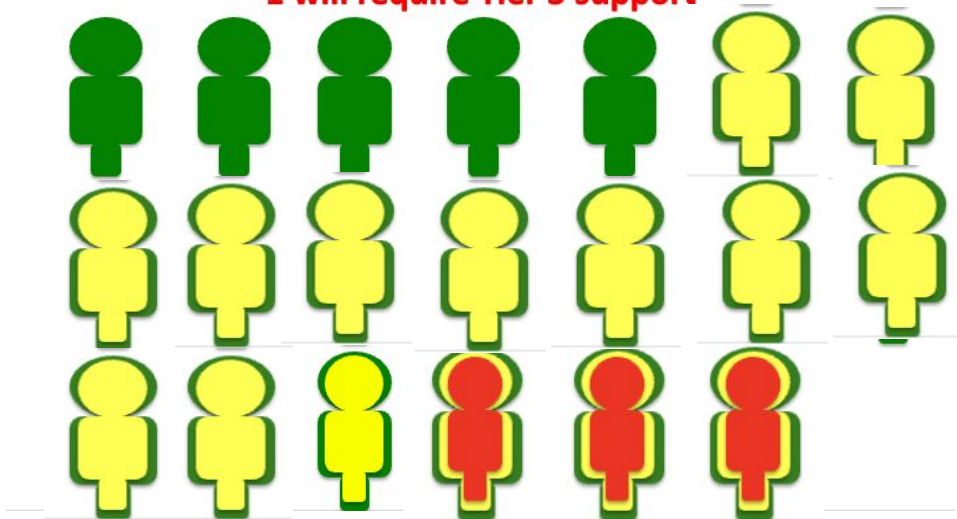
Overall Placement



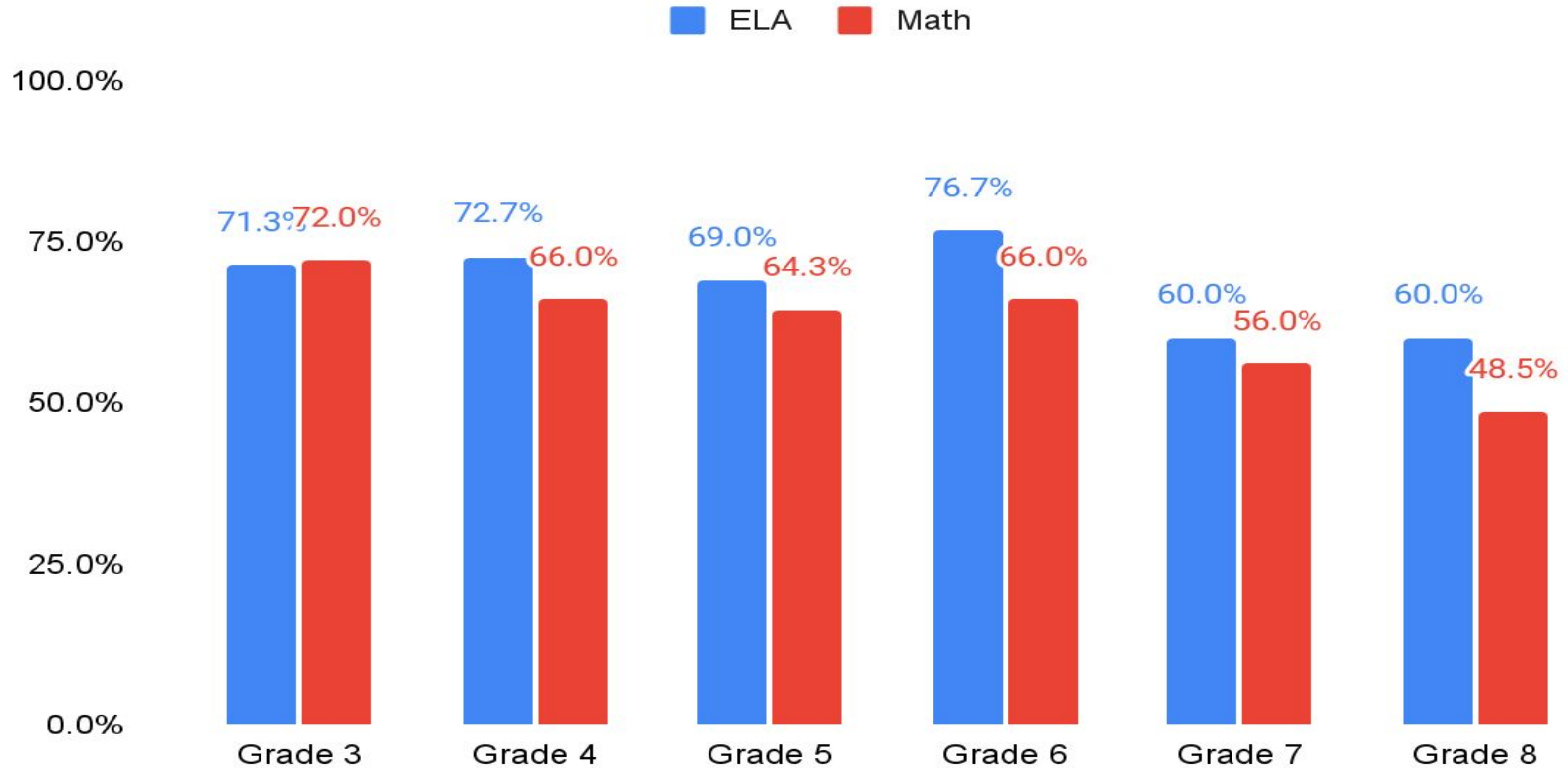
- At Risk for Tier 3  
14%
- Tier 2  
60%
- Tier 1  
26%

In a class of 20 students:

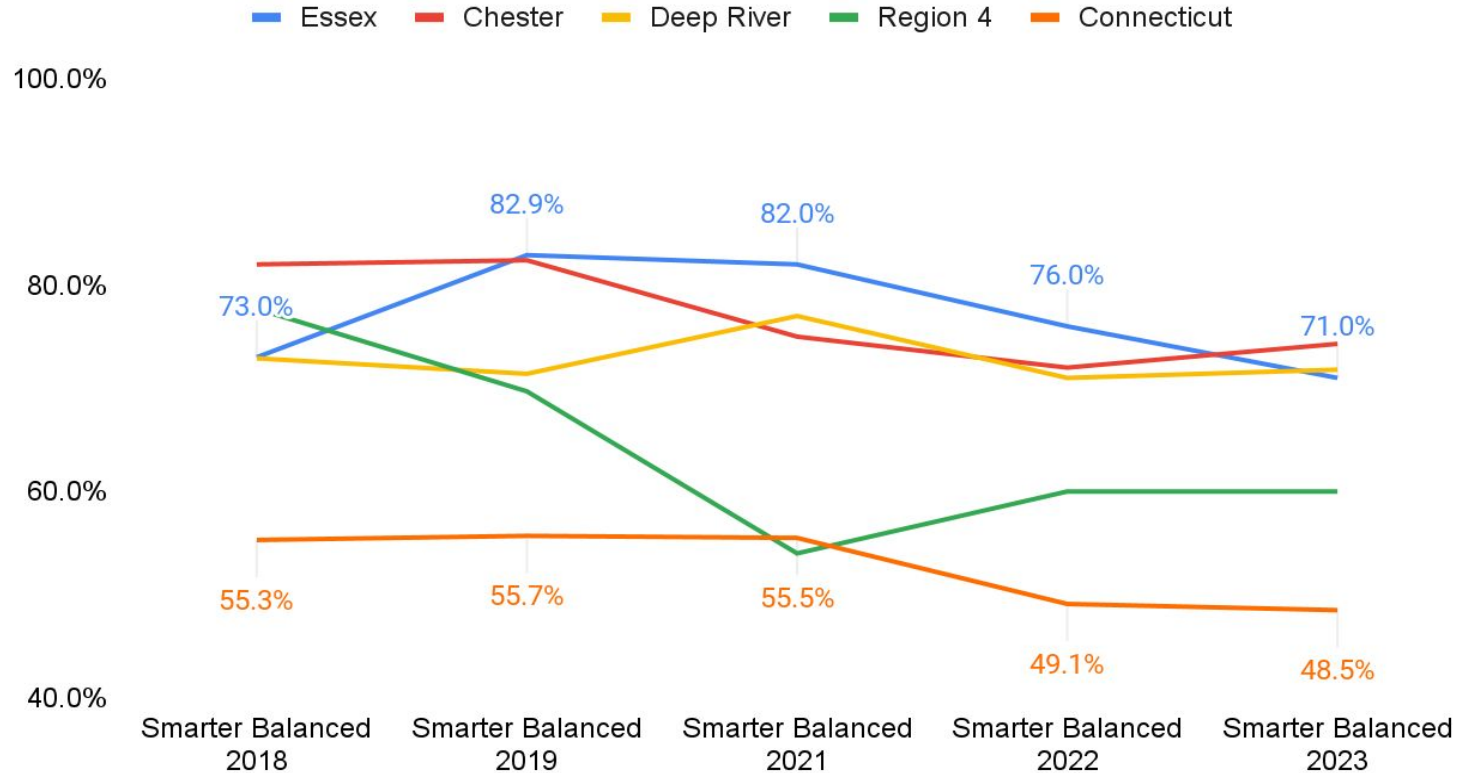
20 will require Tier 1 support  
16 will respond to Tier 1 support  
4 will require Tier 2 support  
1 will require Tier 3 support



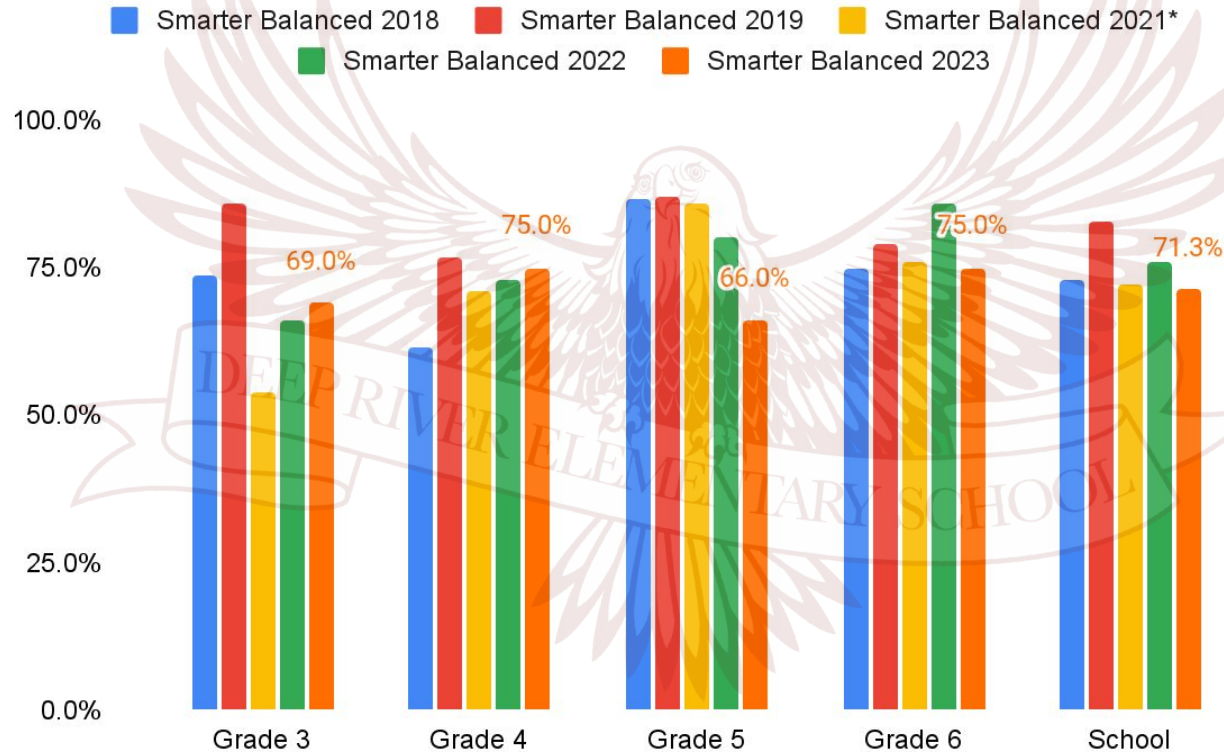
# 2023 Smarter Balanced Overall Achievement



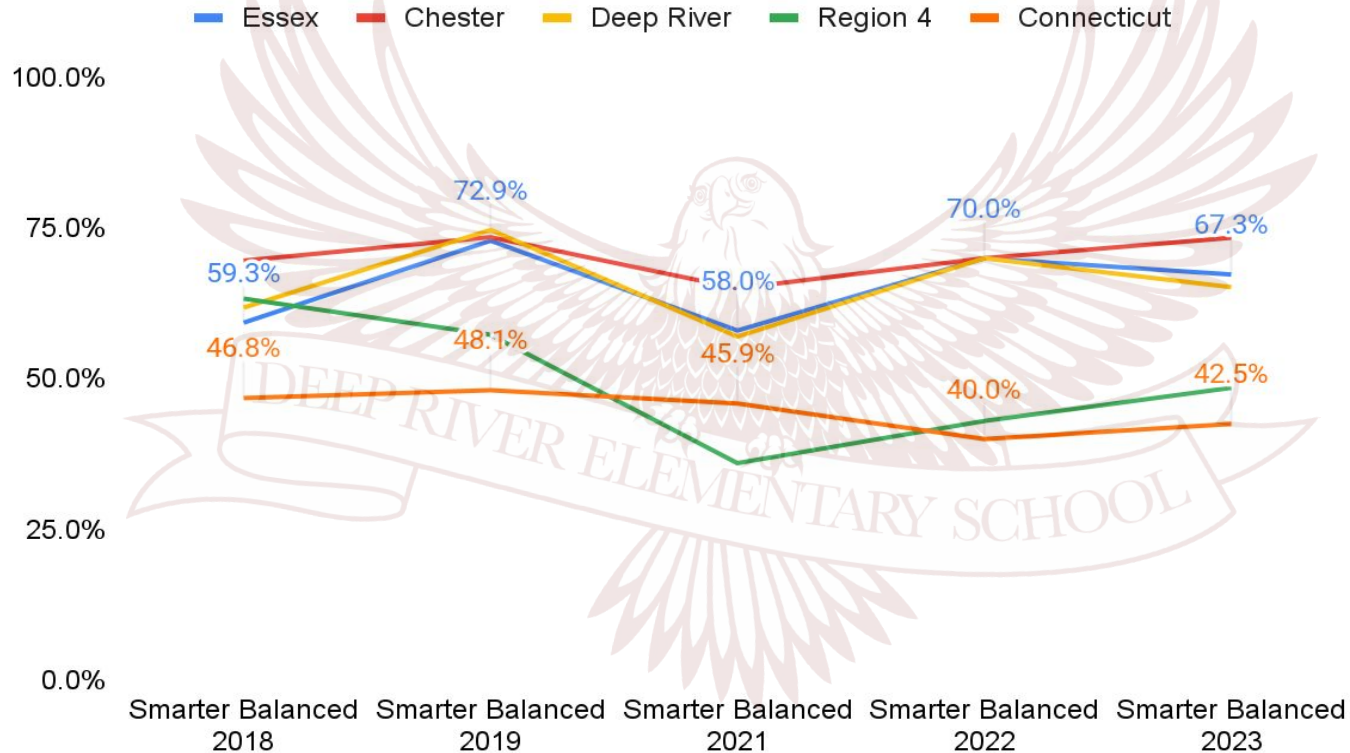
# 5 Year Historical Smarter Balanced ELA Data



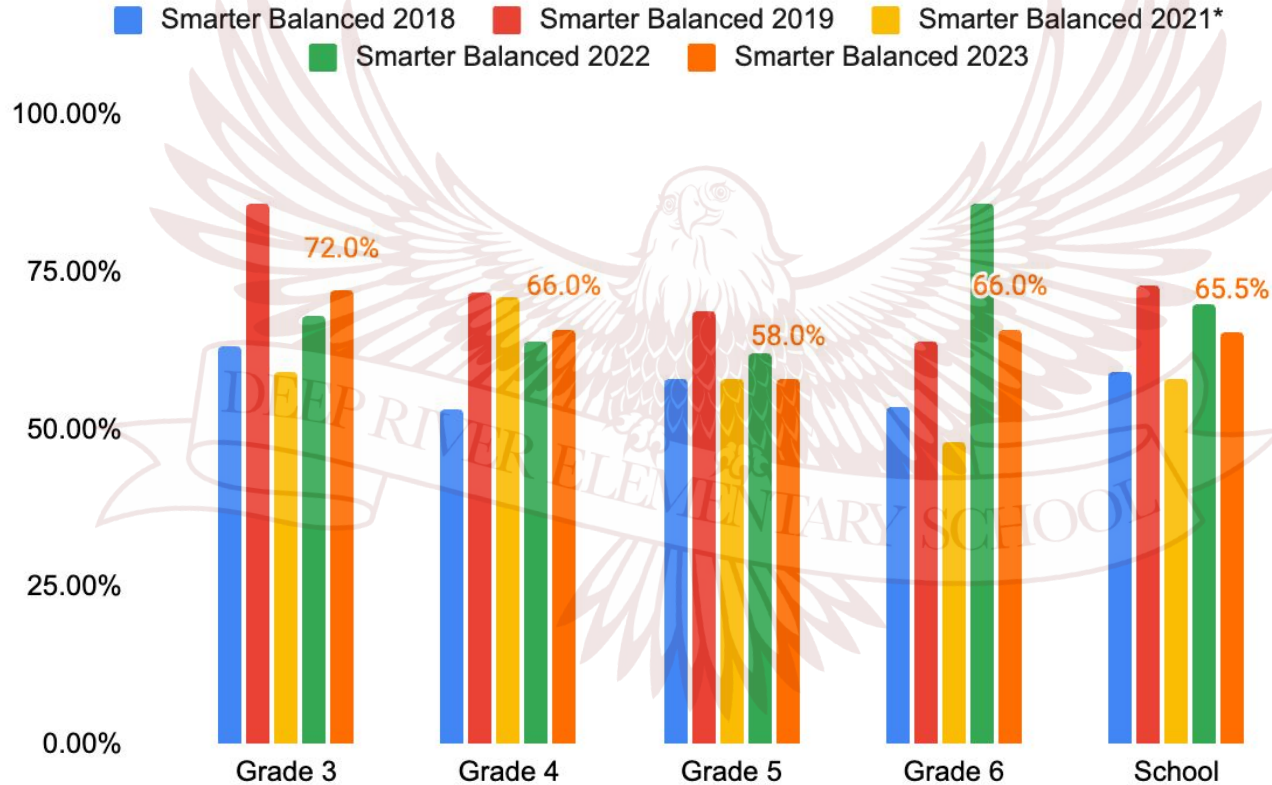
# 5 Year Historical ELA Performance



# 5 Year Historical Smarter Balanced Math Data



# 5 Year Historical Math Performance





# Connecticut District Comparison Data- ELA

	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2022	Smarter Balanced 2023
Madison	66.0	69.0	73.4	78.4
Chester	82.0	82.4	72.0	74.3
Region 17	73.8	71.9	70.9	73.1
Guilford	81.8	81.2	75.0	73.0
Deep River	72.9	71.4	71.0	71.8
Essex	73.0	82.9	76.0	71.0
Region 18	80.8	79.5	76.3	70.8
Old Saybrook	64.5	73.0	65.5	66.7
Westbrook	72.6	73.8	65.7	61.9
Region 13	69.8	70.5	60.9	61.5
East Lyme	77.0	74.4	63.1	61.4
Colchester	71.1	70.3	63.4	60.9
Region 4	77.7	69.7	60.0	60.0
Region 15	72.1	75.0	58.2	59.3
Cromwell	63.8	67.5	55.1	52.9
Clinton	59.7	61.4	52.7	49.1
Connecticut	55.3	55.7	49.0	49.0

# ELA: Past, Present, and Future Work

Past	Present	Future
<ul style="list-style-type: none"><li>• Use of the Benchmark Assessment System</li><li>• Lucy Calkins Units of Study</li><li>• Heggerty Assessment K-1</li><li>• Foundations K-3</li><li>• DIBELS Assessments</li></ul>	<ul style="list-style-type: none"><li>• Alignment with the Right to Read legislation</li><li>• Decodables for K-2</li><li>• Attendance at CSDE Webinars to discuss best practices</li><li>• Collaboration with EastConn staff developer</li><li>• Modeling instruction in classrooms</li></ul>	<ul style="list-style-type: none"><li>• Continue alignment with Science of Reading research</li><li>• Continued evaluation of assessments and assessment practices</li><li>• Professional development on Science of Reading practices</li></ul>

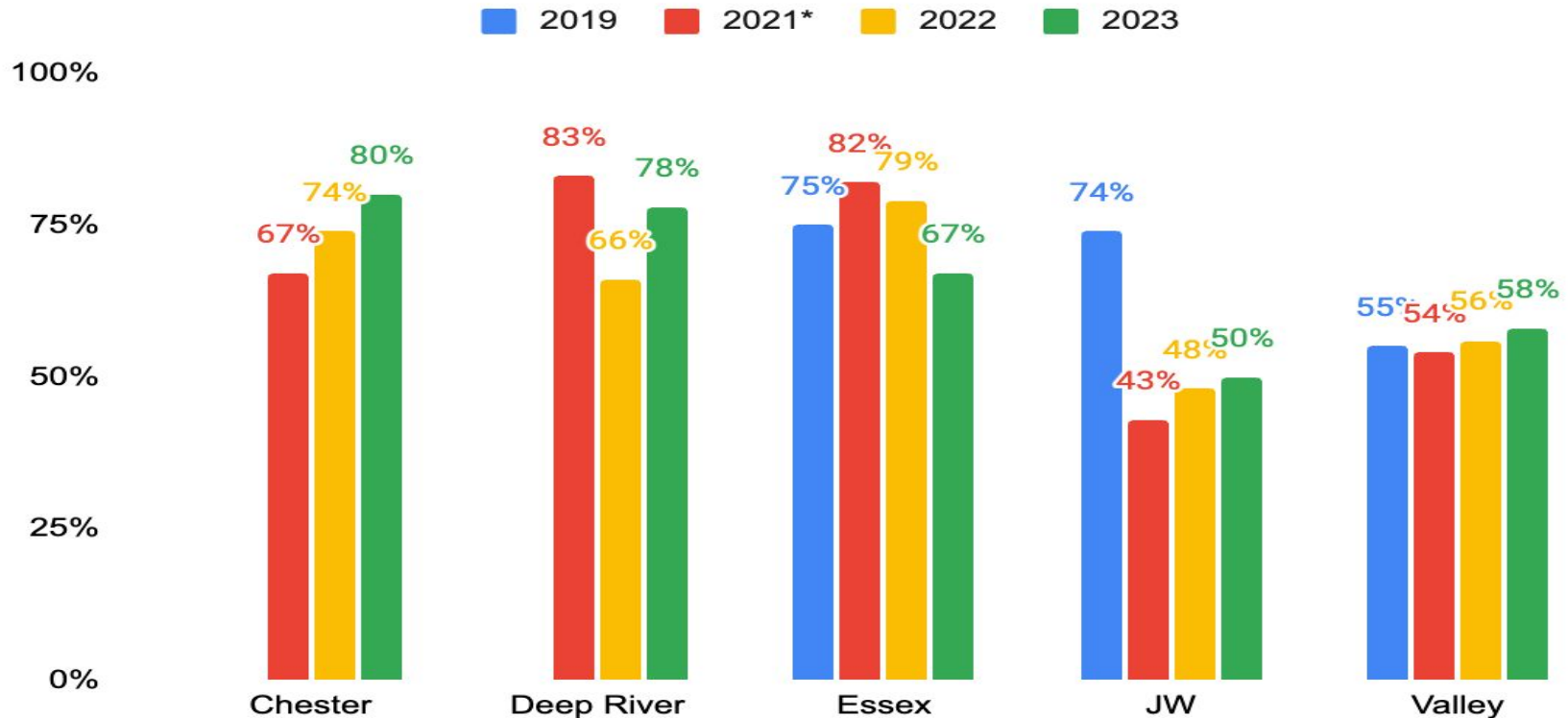
# Connecticut District Comparison Data- Math

	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2022	Smarter Balanced 2023
Madison	65.1	66.8	71.5	79.2
Chester	69.6	73.5	71.6	73.4
Region 18	78.4	79.1	70.4	73.2
Essex	59.3	72.9	70.1	67.3
Guilford	78.1	77.6	67.6	66.3
Westbrook	69.5	69.1	59.3	66.1
Colchester	67	69.6	64	65.8
Deep River	61.8	74.7	69.9	65.2
Region 17	64.9	62	58.8	61.7
Region 15	65.8	70.8	58	60.6
East Lyme	65.8	67.8	55.4	59.6
Old Saybrook	57	66	58.4	55.2
Region 13	59.5	64.5	45.8	53.4
Clinton	49.5	55.2	45.7	48.5
Region 4	63.3	57.3	43.0	48.5
Cromwell	54.7	60.2	48.7	48.1
Connecticut	46.8	48.1	40.0	42.5

# Math: Past, Present, and Future Work

Past	Present	Future
<ul style="list-style-type: none"><li>-Engaging all students in a Concrete Representational Abstract system of learning math utilizing the Bridges core program and Number Corner supplemental curriculum</li><li>-Building a love of mathematics and desire to explore in our students. Making math FUN!</li></ul>	<ul style="list-style-type: none"><li>-Pilot of Bridges update in grades K and 3</li><li>-Working with all grade-level teams to return to the workshop model to meet the needs of all learners</li><li>-Targeted instruction on math fact fluency utilizing Concrete Representational Abstract methods</li><li>-All students engaging in monthly problems-solving tasks that ask them to flexibly apply their understanding of mathematics to novel problems</li></ul>	<ul style="list-style-type: none"><li>-Launch update to Bridges K-5 This will include more opportunities for community-building and collaboration, a greater focus on inclusivity, an updated structure for increased ease of use by teachers and some new work place games, lesson supplements and assessments.</li><li>-PD for teachers on applying problem solving strategies within the general mathematics classroom. Working to build teacher capacity in the area of questioning through the lens of problem solving</li><li>-Continued work with teachers on meeting students needs through small group instruction and differentiated tasks within the math workshop</li></ul>

# 2023 Next Generation Science Standards Achievement



# Budget Implications

- iReady Universal Screener
- Updated Bridges Units for Math
- Continued support of ELA curriculum development
  - Waiver information pending: estimate December timeframe
- Professional Development around Multi-Tiered Systems of Support
- Data Tracking Software for Professional Development and Performance
  - PowerSchool Professional Learning
  - PowerSchool Analytics