

Middletown District Data Team Meeting

August 18, 2008

1:00 – 4:00 P.M.

Members present: Michael Frechette, Barbara Senges, Meghan Martins, Kathleen Wedge, Jim Gaudreau, Pat Proctor, Lol Fearnon, John Hennelly, Renata Lantos, Ann Perzan, Jared Morin, Dave DeStefano, Bob Fontaine, Dave Grigociewicz, Hayley Zinn-Rawthorn, Gene Nocera, Enza Macri, Donna Marino, Tracey Koff, Lisa Sherman, Laurie Slade, Craig Creller, Rich Pelzcar

Minutes

- Celebrations: discussion of progress made on latest CMT/CAPT data (2008). Lawrence school off the list, district-wide safe harbor...
- Tier II groups gave brief update on their progress so far on action plans...
- Tier 1 goals handed out to group (student achievement):
 - Goal 1: On the CMT in Math, Reading and Writing, the average grade-level gain in the number of students at or above proficiency over the three year period of the District Improvement Plan will be at least 15 percentage points....*
 - Goal 2: On the grade 10 CAPT, the grade level gain in the number of students at or above proficient over the three year period of the DIP will be at least 15 percentage points*
 - Goal 3: CMT and CAPT achievement gaps within all student subgroups in Reading, Mathematics and Writing will be reduced by at least 30 percent over the three year period of the DIP. In addition, all student subgroups will show growth in academic achievement in reading, mathematics and writing.*
 - Goal 4: The number of overall suspensions and the number of students suspended in the targeted subgroups (e.g. Hispanic and African American males) will decrease by 25 percent over the three-year period of the DIP.*
- Discussed Tier I Goal 4 language; need to target the subgroups due to the disproportion of suspensions between subgroups and general population; need to choose careful language....group will meet to tweak the language so it's PC but still addresses the issue
- Suggestion made that the Goals include an explanation of certain terms (e.g. "subgroups) so that parents & the community understand the terminology of the goals
- Discussed the importance of grade 3 baseline; feeds into the performance level of all subsequent grades...K-2 data teams need to be
- Federal District Improvement Plan and State Monitoring Requirements handed out→all Tier 2 action plans need to comply with this....
- Discussed result indicators in the action plans, must be timelier and explicit (can't just rely on the CMT/CAPT results (autopsy).
 - Video taping data teams;
 - Benchmark progress, etc

- Result indicators should indicate whether or not the plan is being implemented and also whether or not it is having the intended effect...
- Discussed monetary indicator in each plan; important to include funding requirements and funding source for all applicable aspects of the plan(s)...if funding source is unknown put “unfunded”----great way to advocate for funding needed...
- Important to include WHO and WHEN in all aspects of the plan, accountability for all aspects of the plan.....
- Needs to be a PD calendar so it’s clear when all the trainings/workshops take place
- Focus on numbers 2, 3, and 4 on the Federal District Improvement plan feedback sheet, action plans will not be approved if these aspects are not met....
- CSDE Action Plan Template w/guidance handed out
 - Examples from EHPS and NBPS handed out
 - Must include rationale with strategic area of work (Tier 2/adult work)
 - Must name your area of work, and why you chose it...
 - Person(s) responsible required
 - Name the strategy, broken down by year (sequencing/structure/details)
 - The “WHAT” must be specific
- Question regarding specific dates in the future (subsequent years)...TIMEFRAMES are acceptable (e.g. FALL 2009); parenthetically indicating why it’s pending (e.g. awaiting finalization of school calendar).
- Result indicators are measurable and specific...fidelity piece important....
- Tier II groups met to revise action plans...
- Groups presented action plans after meeting in small groups:
- Climate/relationship group presented:
 - CALI school climate training, ongoing to build capacity
 - Increasing the engagement of families in the community
 - Partnership teams/PD that Parent Resource Coordinator does for parents
 - Consistent/systemic process for all schools to follow
 - Off site contingency plan for students who aren’t safe to stay in school (secondary)
 - Youth Service Board, what are we doing to
- Everything should be purposeful, defined intervention should be in place as a district for applying a set of principles that are in the best interest for the children and child/child and adult/child rapport....
- Token/Reward system for students? Incentive for good behavior;
- Advisor/advisee model, pairing at-risk behavior students with a mentor who they check-in with regularly as a preventative measure....
- Need something pro-social for tier II behavior kids...Focus needs to be proactive for all the students, more front-end/preventative for positive behavioral focus....
- Curriculum group presented:

- Fully align MPS LA, Math, Science and Social studies with state standards
 - Focus on developing pacing guides and benchmarks in areas where there are none and continue to refine those already in place...
 - Align with GLEs and carefully plan curricula to integrate academic learning across subjects and raise achievement and engagement of all learners.....
 - Discussed revising high school quarterly exams by year 3 to be more inclusive and standardized by grade level, not by content area. (i.e. summative benchmark)
 - Pat→what happens to this body of work in year 2 and 3? Right now a lot of product building in year 1, year 2 and 3 plans not explicit....right now statement of year 1 goal and not strategies/actions....
 - Start with GLEs, benchmarks & pacing guides become the strategies to support the GLEs...
- Question regarding format of Tier 2 action plans; all 3 groups are building their plans in a slightly different format, recommendation to unify the format so all plans look similar (broken down by year recommended, easier to implement).
 - Consistency of presentation helpful....more user friendly.

CALI PD group presented:

- Strategies included providing dedicated time for data teams to meet
 - Using a common lesson plan template
 - Offering CALI PD in house and external in a systemic/sequential manner so that initial proficiency focus is 3DM/DT, year two proficient with CFAs, year 3 proficient with ETS, etc....all integral components of lesson plan template and DT process
 - Focus on developing pacing guides and benchmarks in areas where there are none and continue to refine those already in place...
 - Focus on release time for data team meetings and supplemental training available for CFAs, ETS and MSW
 - PD plan for opening of school
 - Continue to build capacity for all the modules, including SRBI
 - By the end of 08-09 SY everyone will have had training in 3DM/DTs and approximately 1/3rd will have had CFA training and SRBI training for about 50 staff members
 - PD days everyone will do 3DM/DT or CFA if they've already had 3DM/DT
 - After school courses in 3DM/CFA & ETS for basic training will be offered as well, providing many opportunities for training.
 - By the end of the 3 year process everyone in district will be trained in all modules (except MSW)....
- **Upcoming dates:**
 - **September 11th 2008 to meet with subgroups (Tier 2) (after ACM) right now schedule for full day....**

- **Possibly also on the 15th?**
- Proposal to Email drafts to the state ahead of time and provide feedback prior to our meeting, to save time.
- Suggestion to compile all 3 plans into a landscape layout, which will be the format for public consumption
- Reviewed the final steps for completion of Action Plans:
 - *Complete action plans/create comprehensive DIP document (landscape)*
 - *Ensure Cambridge recommendations are addressed*
 - *Ensure that NCLB state and federal DIP approval requirements are addressed (see attached)*
 - *Develop comprehensive professional development plan/calendar*
 - *Create communications/dissemination process for the District improvement plan*
 - *Develop process for aligning school improvement plans with the district improvement plan*