

Ansonia District Data Team Minutes

March 18, 2010

Meeting began promptly at 12:15.

Team members present:

Carol Merlone	Diane Conway
Kathie Gabrielson	Joe Dobbins
Terri Goldson	Larry DiPalma
Lyn Le	Laura Lane
Fran Adjei	Joyce Seccombe
Renee Efthymiou	Nick Collicelli
Lynn Bennett-Wallick	Kathie Gabrielson
Joe Apicella	

SDE Consultants/Executive Coaches present:

Heather Levitt Doucette
James Mitchell
Jerry Auclair
John Mudry

Review of Agenda/Minutes and District Norms

Minute Taker-Lynn Bennett-Wallick
Time Keeper- Kathy Carey

No minute corrections from February.

Celebrations:

MS Presentation at CAS-Bill LaRovera, Tracey DiCaprio and Yvette Bailey represented AMS to describe their growth process as data team members. They shared our processes, forms, strengths and obstacles and represented the district in a very positive way. Their knowledge of the SRBI components, common language and enthusiasm for what their school has done was commendable.

Renovated Meeting Room in Annex is wonderful....equipment has been included.....will also be a classroom....grant money was used.

Mission Statement.....Carol requested something catchy, so a new symbol was created building on the original "Team Ansonia" logo. Copies have been placed around the community.

Angeline Conklin – Baby girl!

Community Meetings – held at all of the schools.....successful at the elementary level in terms of numbers.....not as many parents were present at AMS. AHS will be scheduled on March 25th at 5:30. Plan to have meetings in the Fall again.

TEMS (Tyler Educational Management System) has been purchased. It will meet all of our needs. Teachers will be able to use it for data review. Fast track training will happen immediately.

Reading February Benchmark/DRA2 Data:

- Overview
- Considerations: how meaningful are our assessmentsare they aligned....does info reflect where we are and how far we have come?
 - Benchmark – Fall & Winter Blueprint given.....cannot compare fall and winter because the testing strands are tested differently. Question – does it tell us what we want to know.
 - DRA Assessment – Dibbles – Benchmark across grade levels
 - K= Dibbles only.....
 - 1 = Dibbles and DRA together....look at performance....
 - 2 = DRA
 - 3,4,5,6= DRA & Benchmark

Findings:

- Biggest gap in performance seen in below basic groups
- Use narratives to describe the points when reporting data
- Levels 2,3,4,5, have less of a gap
- Deeper evaluation of individual students' need should be looked at because the numbers on the charts do not clearly indicate where the deficiency lies.....this will effect the intervention that students must receive in individual classrooms.
- Explanation of pivot charts given by Joe Appecella.....can be used to assist individual students
- AMY – discussion about how to determine the students who will need interventions based on CFAs and other assessments.....they are planning for Fall placement.....determined that more intervention teachers may be needed or moved between the two elementary schools.
- Diane – benchmarks should show what the curriculum is doing. Look at the weak GLE's and match them to the curriculum.....the instruction may have to be altered to meet the need.
- Fran – How we are doing goes down to the instructional level.....change is happening on the instructional level but is not always showing in the bigger picturetherefore.....we must keep moving forward at this instructional level and we hope to eventually see the bigger picture changes.
- Fran – growth shows in the CFA's and in the classroom instruction.....should look at the data we are collecting at the instructional level because that is where our PD and district focus has been.
- Terri – teachers are matching up their GLE's to what they are teaching in the classrooms in order to prepare for the benchmark assessment.
- Diane – the curriculum needs to respond to the student need.....should be matched to the assessments.
- Kathy – gains being made at the instructional level but the assessments are not necessarily matching or showing the growth.
- Fran – teachers need to do more gradual release. Students need to develop stamina for the longer assessment times.
- Diane – Students can answer questions on the instructional level but not on the assessments.

MATH February Benchmark:

- Larry – confident that students will do better than these tests
- Joyce – teachers are breaking down the GLE's and sometimes have to guess what types of ques may be asked on the assessment
- John – must look at what is feeding the performance at grade levels before the one being tested.....Giving students materials that are above their ability level..... must pick kids up with intervention at an early level.....success of Larry's program is that he is taking the temperature of the kid's performace at all times.

Reading PD

Diane:

- Administrative Counsel separated into Elementary & Secondary
- Literacy councils were formed
- ADMIN council reading “*Instructional Rounds*”
- District wants to move teachers toward guided reading – before, during and after reading strategies.....PD
- Elementary Council – reading two books.....survey that can be used by teachers in the classrooms.....something for administrators to talk about with teachers
- We must get together about what we want and then bring it to the classroom
- Team developed action steps for increasing literacy (handout)
 - Letter to teachers
 - Training for everyone K-8 who teaches reading (Ingterventionists, SpEd and Reading teachers)....running records and guided reading practices..... By Jackie Chorney from ACES
 - Money taken from Title I grants

Discipline Data:

AMS – office referrals down from last year – OSS/ISS = 40 for year

Curriculum and Instruction:

Joe Dobbins- Math

- 9-12 math curriculum being worked on
- Divided into pre algebra....algebra and geometry
- Units of instruction
- Pacing guide
- Writing performance tasks

Fran - LA

- Unwrapped, written and writing performance tasks.....have state frameworks looming over our head
- Will be writing more and giving, correcting and given feedback to children

Joe – Science

- Book base to inquiry based
- Most grade levels have completed one full unit
- Lesson by lesson activity guide
- Gathering resources
- Discovery in place.....using technology in the classrooms

Math – Larry

- Continuing to write, unwrap and create performance tasks (handout)
- Noted that the requirements from the state are very specific

Opportunities for Small Group Instruction:

- AMS – videotaping and in class support for small group instruction by Emily Freel from ACES and by Bridget
- AHS – has modeling as a next step
- Mead – Michele modeling small group instruction, writing process.....some modeling will be done by others
- Prendergast – have videos and we are having them altered....cooperative learning, small group instruction, guided reading.....teachers want to see centers and are asking to observe others.
- John – if member of ASCD.....there are tapes available for purchase.

Data Team Progress: (Building and Instructional)

AMS – See written attachment

- Working on Building Improvement plan
- Good communication between DDT-BDT-IDT
- Designed a step by step plan to write improvement plan
- Rubric is seen as all proficient and several of the exemplary criteria
- IDT is focusing on teaching strategies and using inquiry

AHS- see written attachment

- Data walls were created in 3/5 teams

Prendergast

- Strengths – communication, Barbara’s consult, other schools are coming to watch them – good validation for our teams
- IDT - collaborative scoring of grade level work.....trying to determine a protocol to score each other’s work
- Practices that impact student achievement.....best practices identified and validated
- Teachers want to continue with support.

Mead

- Communication line DDT-BDT-IDT is good.....teachers are award that we are all moving in the same direction
- Emily identified several exemplary characteristics in her evaluation
- Teachers marked off most of the proficient categories
- Teacher input is strong
- Analyzing data is good
- Teams select 4 GLEs to work onmore of a representation of pre and post assessments
- BDT - increasing small group instruction, cooperative learning and guided reading are the focus
- Plan to increase small group instruction from 50% – 70%
- Now looking at guided reading
- John – CALI representatives complimented the Mead Team on their work to increase student achievement.....walkthroughs are working.....common vision has been reached.

NEXT STEPS – April 8, 2010

Data:

- What kinds of disciplinary data do we want to collect?
- Discuss the state’s suspension laws and tally OSS data.
- Do we want to use the State benchmarks in June and/or next year?

Formal Monitoring Visitation:

- State needs to report to the commissioner about how we are doing. A template must be completed, describing how you are holding yourself to the District Improvement Plan. Discuss plan next time.....it is a quantitative tool.
- Consider all forms of quantitative long term data.....what to look at

Monitoring DIP Action Steps:

- Do building administrators know what to bring back to the BDT from the DDT? We should look at how filter information back and forth among data teams.

Meeting adjourned at 3:20 PM