

Friday, January 27, 2017  
9:00 – 11:00 a.m.  
Training Room - 201  
Central Administrative Offices

**Members in Attendance:**

Chris Clouet, Karen Crosby, Eileen Roben, Dan DiVito, Nancy Burns, Ken Saranich, Rob Swercewski, Tina Henckel, Michele Piccolo, Beth Smith, Mary-Beth Trafecante, Amy Yost, Kathy Riddle

**Absent:**

Liz Hannaway, Victoria White

**Guests:**

James Zavodjancik, Kim Gugliotti, Marlo Ruggiero  
Dina Marks, Carolyn Schweyer, Amy Corris

**Agenda Items:**

- Topic: School(s) Data Presentation – Problem of Practice

**Shelton Intermediate School** – 9:00 a.m.

**Problem - Increased number of students failing courses**

- BOE Policy - 2 or more course failures prompt retention and or summer school
- Data collected are students who failed or attended summer school since 2009 (See data chart)
- Questions??? Are students prepared to succeed students become disconnected students experiences reduction of self-esteem
- Assumptions: lack of academic rigor, lower parental involvement, dysfunctional homes, transitions from PHS to SIS, changes in curriculum design, teachers not adequately differentiating, student behaviors
- Factors we can control: Tiered Intervention, Intervention Meetings, Tutor Support, SSR = ATT, retentions during Flex, Extended School Day, Increased Home/School communication, consistent grading practices, working lunch periods, alternative opportunities for assessment, team building activities
- What we learned: Focus on Improvement vs. grading – Instruction, Assessment, Re-teaching, Professional Learning to support instruction, Homework vs. Independent Practice, Collaborative Time,
- Changes in Professional Practice: Academic Team Time, Study Guides, Tired Intervention Reorganization

**Booth Hill Elementary** – 9:45 a.m.

**Problem** – *Utilizing Student Data* – an organized approach to curricular implementation when teacher and school score analysis exhibits high variability

- Some students come to us below grade level and some come to us a year above grade level – what does the classroom teacher do to close this achievement gap in instruction and delivery of curriculum
- *Strengths* – strong parent involvement, community and culture, great facility, dedicated staff and resources
- *Challenges* – how to close the gap
- Graphs of Data presented
- *Take-Aways* – Organized approach to challenging students – how to flag and determine and have similar process for students who are above standards as we have for those who are at or below standard – Scope and Sequence – how can this be specified – How does this get communicated to all stakeholders with current standards based assessments
- *Questions* – Where do we go from here? – Instruction/Programs - deeper, further, accelerated – What are the limits to moving beyond the standards?

**Next District Data Team:**

- Thursday, February 16, 2017
- 9:00 – 11:00 a.m.
- Training Room – 201
- Central Administrative Offices

## Agenda Items:

- Topic: School(s) Data Presentation – Problem of Practice
  - *Perry Hill Upper Elementary* – 9:00 a.m.
  - *Long Hill Elementary* – 9:45 a.m.
- School Presentations to the DDT:
  - The principal and no more than 3 members may attend to present
  - The school team presents a “problem of practice” identified by their school
  - The school team identifies the data they would like to use for their presentation (standardized, curriculum based measures, universal screeners, diagnostic assessments, etc.)
- Potential “problems of practice” may include:
  - Chronic absenteeism
  - Behavioral data
  - Stagnant growth within a particular subgroup/content area