Special Board of Education Meeting

Wednesday, January 23, 2013 6:30 PM
Lyme-Old Lyme Midddle School cafeteria, 49 Lyme Street, Old Lyme, CT 06371

I.	**Call to Order**	**Speaker(s):** Jim Witkins
II.	**Board discussion on adjustments it wishes to see on the proposed 2013-2014 budget and to provide direction to administration on final budget for review at February meetings.**	
III.	**Adjournment**	

RtI History

Created in Response to 2 Legislative Initiatives

- NCLB
- IDEA (Individuals with Disabilities Education Act

Developed to Address 3 Key Concepts

- Reading, Writing, and Math Proficiency for all
- Early Intervention
- Over-Identification of Learning Disabled Students

RtI: A Federal Mandate
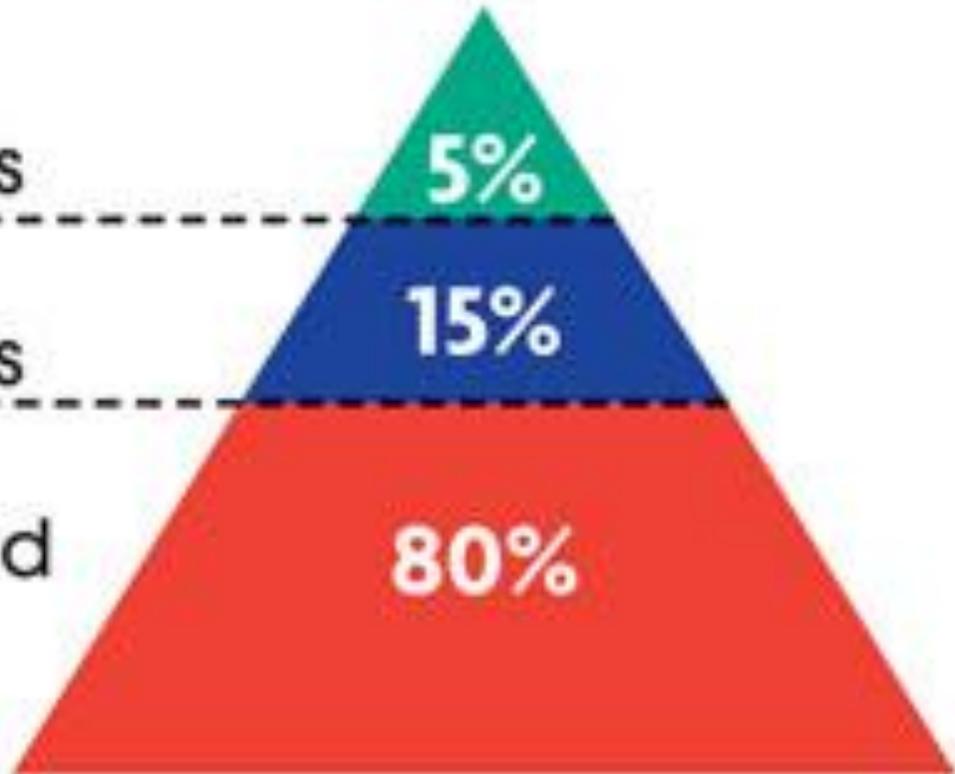

Tier III
Intensive Interventions — 5%

Tier II
Interventions — 15%

Tier I
Differentiated Core Instruction — 80%

Do We Have Achievement Gap?

Content	Grade	Level 4 & 5 At or Above Goal	Level 3 Proficient	Level 1 & 2 Basic & Below
MATH	3	83%	12%	5%
	4	93%	7%	0%
	5	89%	8%	3%
	Avg	88%	9%	3%
READING	3	71%	14%	14%
	4	90%	7%	3%
	5	80%	11%	9%
	Avg	80%	11%	9%
WRITING	3	71%	18%	11%
	4	86%	10%	4%
	5	82%	10%	8%
	Avg	80%	13%	7%

Essential Features of SRBI

SRBI Component	General Task	Specific Requirement
Tier I	Ensure K-5 Research Based differentiated ELA & Math instruction for all students	Research based, comprehensive and aligned with state standards Culturally responsive, positive school climate Differentiated (EG flexible small groups using appropriate text matching needs/abilities)
Tier I Assessments	Administer universally common assessments 3 times per year to monitor progress & identify at risk students	Curriculum based measures aligned with student outcomes (benchmarks) Common formative assessments to guide and differentiate instruction
Data Analysis & Decision Making Process	Implement Data Team Decision Making Process to plan, review progress, and adjust for students at risk	District Data Teams analyze data across schools School Data Teams analyze benchmark(curriculum based assessment) data within school Weekly Grade Level teams: • Analyze common formative assessments to identify students at risk • Match Tiered interventions to student needs and select progress monitoring tools • Analyze progress monitoring data and modify new interventions as needed • Identify students not responding to interventions • Conduct extensive analysis to document effectiveness of tiered interventions • Monitor fidelity of implementation of tiered interventions
Tier II & III Intervention	Determine and Provide Research Based Interventions for at risk students	8 to 20 week interventions, well matched to academic needs Delivered in homogeneous groups with teacher: student ratio 1:6 (Tier II) & 1:3 (Tier III) Provided by teachers, specialists or other Tier II/III trained interventionist Implemented with fidelity
Tier II Assessments	Frequently progress monitor and adjust plan as needed	Frequent progress monitoring (Tier II– 2/mo; Tier III - 2/week) using tools that target focus area Assessment tools must be feasible and adequate to administer multiple times to assess growth
Reporting to Parents	Communicate progress and involve families in decision making.	Families should be provided with continuing information about their child's progress on assessments as well as opportunities to participate in team meetings and decision making.

One/Two Year Proposal

Position	Role	2012-13	2013-14	$ Variance	2014-15	$ Variance
Reading Specialist	K-8 ELA - CCSS, Assessments, SRBI	1 for K-8		-		
Math Coach	K-5 Math – CCSS, Assessments, SRBI	1 for K-5		-		
K-5 SRBI Teacher	Oversee SRBI Math and ELA Implementation	-	+1	+$60,194	+1	+52,309
Tutor	Provide & assess SRBI interventions & for ELA & Math	2 – MC 2 – CS 2 - LS	-1 CS	($30,030)	-1	(32,593)
				+$30,194		+ $19,716

$ to add to current budget proposal for 1 SRBI Teacher $60,494

$ to add to current budget proposal for 2 SRBI Teachers $79,910

Total Impact over 2 SRBI Teachers   **$49,910**

What is the Added Value?

SRBI Component	Task	Math/ELA	SRBI	Tutor	IA/Intern
Tier I Ensure K-5 Instruction	Provide PD, Model, coach, develop curriculum, find resources, monitor and adjust to ensure Quality Research Based CCSS aligned Tier I differentiated instruction is delivered in every classroom meeting the needs of 80 % of students.	X			
Tier I Assessments Oversee Universal Assessments	Determine Curriculum based Assessments & timeline	X	X		
	Oversee administration of Assessments		X		
	Participate in administering Assessments		X	X	
	Develop Plan for Archiving Results in Mosaic	X	X		
	Input Assessment Data into Mosaic (with S. Miller & B Borden)		X		
Data Analysis & Decision Making Implement Data Team Decision Making Process	Assist in planning and facilitating District and School Data Meetings	X	X		
	Develop practices & protocols for Data Teams	X	X		
	Train Certified and Non-certified Staff regarding Grade Level Data Meetings		X		
	Assist Principals & Grade Levels in scheduling Grade Level Meetings		X		
	Model and provide expertise and resources for Grade Level data meetings	X	X		
	Attend Grade Level Meetings		X	X	
	Develop Intervention plans		X		
	Document data mtgs, accommodations & Intervention plan on district software (RtimDirect)		X		
Tier II & III Interventions Provide Research Based Interventions	Determine Basic Resources for Tier II & III interventions	X	X		
	Identify specific resources/objectives for individual students		X		
	Train intervention providers in the use of these resources		X		
	Model instruction, observe and coach intervention providers		X		
	Provide Interventions & maintain log of sessions		X	X	X
	Present Tier II & III assessment data to Grade Level Data Teams		X		
Tier II Assessments Progress Monitor	Determine Basic Tools for Progress Monitoring		X		
	Train, model and coach intervention providers in progress monitoring		X		
	Progress monitor students every 2 weeks (weekly for Tier III)		X	X	
	Draft Parent Report for each student every two weeks		X		
	Review and sign off on semi-weekly parent reports		X		

Staffing Report

	Mile Creek	Lyme	Center	LOLMS	LOLHS	Total
Classroom teachers	+2.0	n/a	-5.0	n/a	n/a	-3.0
Other Certified Staff (OCS)	+1.0 SE +0.8 OCS	+0.4 SE +0.6 OCS	-1.8 SE -1.4 OCS	n/a	+1.0 SE -0.2 OCS	+0.4
Total current <u>certified staff</u> compared to 2013-2014 proposed staffing						**-2.6**
Non- Certified staff	+2.0 SE	+1.0 IA +2 month sec.	-1.0 SE -1.0 tutor	+1.0 IA	+2.0 SE +1.0 AD sec. -1.0 IA	+3.0 SE +1.0 (2 mos.)
Total current <u>non-certified staff</u> compared to 2013-2014 proposed staffing						**+4.0 (2 mos.)**

Three Year Technology Project Plan
Lyme - Old Lyme Public Schools
1/23/2013

Technology Projects	Estimate	2013/2014	2014/2015	2015/2016	Comments
Purchase & Install 5 smart boards with projectors for Kindergarten	$ 16,000		$ 16,000		Additional smart boards and projectors will require replacement in 5-8 years.
Install Mile Creek, Center School and Lyme Consolidated Schools wireless coverage	$ 54,000	$ 54,000			Wireless system replacement cost anticipated in 5-8 years.
Purchase laptop carts for Mile Creek, Center School and Lyme Consolidated School	$ 51,000		$ 51,000		Additional 72 laptops will require replacement in 5-6 years
MS 365 development and training (resource management including scheduling and work assignment, file management and collaboration, and on-line reference library)	$ 13,500		$ 13,500		One time cost
Final Site Classroom Management System (High School)	$ 13,000			$ 13,000	Annually repeating cost.
Build one to one device capacity (tablets, Ereaders, etc.)	TBD				Increased number of devices to be offset by reduced unit cost.
Student response systems	TBD				TBD
Conversion of stationary work stations to terminals	$ 85,000			$ 85,000	Reduces cost of stationary computer replacement program as well as tech support needs.
Video broad casting capability to all schools	TBD				TBD
Totals	$ 232,500	$ 54,000	$ 80,500	$ 98,000	

Note: This plan is based on the Board of Education Three Year Technology Plan. Items on this plan are recommended by the District Technology Committee. Projected budget years may be revised by the District Technology Committee based on educational programing needs as well as emerging technologies.