

Southington Board of Education Meeting

Thursday, October 26, 2017 6:30 PM

John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, CT 06489

200 North Main Street

Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session ~ 6:30 p.m.
 - a. AFSCME - Custodians/Maintenance Negotiations Update
 - b. Compensation for Superintendent of Schools
 - c. Compensation for Unaffiliated Employees
3. Reconvene Meeting ~ Regular Session ~ 7:00 p.m.
4. Pledge of Allegiance
5. Celebration of Excellence
 - a. Retirees of the Southington Public Schools
 - b. Juanita Champagne and Terry G. Lombardi for Outstanding Leadership and Dedication to the Southington Board of Education
6. Approval of Minutes ~ October 12, 2017
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Committee Reports
 - a. Curriculum & Instruction Committee Meeting ~ October 17, 2017
9. Old Business
 - a. Town Government Communications
 - b. Compensation for Superintendent of Schools - Tabled on September 28, 2017
 - c. Compensation for Unaffiliated Employees - Tabled on September 28, 2017
 - d. 2016-2017 School Resource Officer Annual Report - Tabled on October 12, 2017
10. New Business
 - a. Smarter Balanced Assessment Results
 - b. Vision of the Graduate
 - c. Superintendent's Proposed Goals for 2017-2018 ~ First Reading
 - d. Textbook Adoption ~ Print Reading for Industry
 - e. Proposed Course Approvals
 1. World Language (Latin) ~ Classical Languages for English Reading Skills
 2. English ~ War and Literature

3. Agriculture Science and Technology ~ Agricultural Technology and Society
(UConn Early College Experience)

11. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

OCTOBER 12, 2017

The regular meeting of the Southington Board of Education was held on Thursday, October 12, 2017 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:35 p.m.

Board members present: Mrs. Terri Carmody, Mr. Robert Brown, Mrs. Juanita Champagne, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, and Mrs. Patricia Queen (*arrived at 6:40 p.m.*). Absent were Mrs. Terry Lombardi and Mr. Zaya Oshana.

Administration present: Mr. Timothy Connellan, Superintendent of Schools

2. EXECUTIVE SESSION TO DISCUSS STUDENT MATTERS ~ 6:30 p.m.

MOTION: by Mr. Derynoski, seconded by Mr. Brown:

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing student matters, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 7:05 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski, Chairperson, reconvened the regular session at 7:12 p.m.

Board members present: Mrs. Terri Carmody, Mr. Robert Brown, Mrs. Juanita Champagne, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Brian Goralski, and Mrs. Patricia Queen. Absent were Mrs. Terry Lombardi and Mr. Zaya Oshana.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Peter Romano, Director of Operations, and Ms. Margaret Walsh, Director of Special Services.

Absent were Mr. Steven Madancy, Assistant Superintendent and Mrs. Sherri DiNello, Director of Business and Finance.

Student Representatives present were Joseph Martin, Sean Young and Bianca Spataro.

4. PLEDGE OF ALLEGIANCE

The student representatives led in reciting the Pledge of Allegiance.

Mr. Goralski called for a moment of silence in memory of four past employees of the Southington Public Schools who recently passed away:

- Laura Trotta taught at the high school for many years.
- Dorothy Turner began her career in Southington in the 1960's teaching at Flanders School and then special education for the district.
- Rhoda Clynes was a secretary at South End Elementary School for many years.
- Meliney Marcheselle was the Personnel Manager for the Southington Public Schools for many years.

5. APPROVAL OF MINUTES ~ September 28, 2017

MOTION: by Mrs. Carmody seconded by Mr. Brown:

“Move to approve the Regular Board of Education minutes of September 28, 2017, as submitted.”

Motion carried unanimously by voice vote with Mrs. Clark abstaining.

6. COMMUNICATIONS

a. Communications from Audience:

Tyler (student) and Pamela Smith (parent), 150 Marion Avenue; Cindi Cafasso, 57 Fairway Road (parent); and Lori Theriault from Plymouth spoke regarding a career planning program for students ages 10 and older. Parents privately pay for this resource program. Mr. Goralski requested that they speak to the superintendent first regarding proposing a program and for guidance on how to proceed if approved.

b. Communication from Board Members

- An injunction was filed to stop Governor Malloy's Executive Order cuts to education with an 1892 court case claiming the state cannot cut funds below last year's levels. The state budget still has not been settled.
- The Wall of Honor ceremony is October 23, 2017, at 6:00 p.m. at the high school with six people recognized. The 501(c)3 is now completed with the legal fees paid for from a donation of \$1,000 received from a former student and honoree.

c. Communication from Administration

1. Professional Development: A team of administrators attended the “EdLeader 21 Vision of a Graduate” national conference the past week. In addition, another team is attending a state professional development session today working on competency based education.
2. Collaborative Partnership: The Southington Public Schools has a partnership with the Southington Public Library regarding a library card for Kindergarteners initiative. Faculty and staff who do not live in Southington can also get a library card because they work for the municipality. Southington Public Schools employees are eligible to participate in online courses offered by the library free of charge.
3. Budget 2017-2018: Due to the state budget situation, the school system is in a “soft freeze”. While necessary supplies will be purchased, all other supply purchases will be frozen. Mr. Madancy will be sending an email to teachers and staff regarding a moratorium on future professional development that occur outside of the district, unless it is mandated.
4. Milone & MacBroom: Mr. Connellan received a corrected Feasibility Study PowerPoint presentation due to an incorrect number in the presentation given at the last Board of Education meeting. The Feasibility Study will be put on the Southington Public Schools website for viewing.

Mr. Goralski stated they he has not had any further communication with the Town Council or Board of Finance regarding moving forward with the 2017-2018 budget. The Board members discussed inviting the Town Council Chair and Board of Finance Chair and members to the next Board of Education meeting for a collaborative effort in discussing the budget moving forward. Following the Town Council meeting on Monday, October 16, Mr. Goralski will send an invitation.

d. Communication from Student Representatives

Sean Young reported on the following:

- Mr. Stranieri, SHS Principal, was away attending a conference.
- On September 28, the Chilean / Italian Foreign Exchange students attended a dinner at the high school.
- The National Honor Society and Key Club held a Blood Drive and raised 72-76 pints of blood on October 2, 2017.

Bianca Spataro reported on the following:

- Financial Aid Night was Tuesday, October 3 at the high school, with 200 parents and students attending.
- Sophomores and juniors took the PSAT on October 11, 2017 with the freshmen and seniors attending class specific activities.

Joseph Martin reported on the following:

- The seniors had their class photo taken in the gymnasium and three different stations were set-up where they watched a video on education and creativity, worked with Naviance and their college portfolio, and talked with class officers about problems within the school and solutions.
- October 18, 2017 is Soup Night at the high school from 4:00-7:30 p.m., to benefit Bread for Life.

- The Marching Band annual Music of the Knight Band Competition is Saturday, October 21, 2017, starting at 2:00 p.m. at SHS Fontana Field.
- Monday, October 23, 2017 is the annual Wall of Honor Ceremony.
- Tuesday, October 24, 2017, the Symphonic Band and Orchestra will present their Fall Concert.
- On October 11, a State Police Officer gave a detailed presentation at the high school about the effects of drugs and alcohol.

Mr. Goralski thanked the high school groups that participated in the Red Ribbon Rally the evening of October 11. The highlight of the night was Mr. Frank Pepe who shared a personal story of the significance of the pledge that the students make. Mr. Goralski offered the services of the Board of Education and administration to join with the Drug Task Force to grow the program.

The student representatives shared their experience using the Naviance Program. Mr. Goralski asked them to share their experience with Mr. Stranieri and the Guidance Department so more students could be exposed to the tools that Naviance offers before their senior year.

7. COMMITTEE REPORTS

a. Policy & Personnel Committee Meeting ~ September 25, 2017

Mrs. Queen reported that the committee reviewed the draft job description for the Athletics Site Supervisor (Non-football) Middle School that the Board approved at their last meeting. The committee also reviewed two policies and regulations that will come before the Board for a first reading. They are Policy 1230, Community Relations, Other School-Connected Organizations, Booster Clubs; Policy #1324, Community Relations, Soliciting Funds from and by Students and Regulation R-5123, Procedures for Promotion and Retention.

8. SUPERINTENDENT'S REPORT

a. Personnel Report

MOTION: by Mr. Derynoski, seconded by Mr. Brown:

“Move to approve the Personnel Report, as submitted.”

Motion carried unanimously by voice vote.

9. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reported that he received correspondence concerning Derynoski Elementary School shared use of the parking lot and safety concerns. This will come before the Board as a formal presentation at a future meeting.

Mrs. Queen reported that Sliders Grill is the first advertiser to have a banner hanging over the bleachers.

10. NEW BUSINESS

a. **2016-2017 School Resource Officer Annual Report** (*moved to the end of the meeting*)

b. **SAT / AP / College Report**

Mr. Jeff Shaw, Assistant Principal of Southington High School, gave an overview of the SAT (Scholastic Aptitude Test) results taken on April 5, 2017 and the college acceptance rates and the implication this data has for high school programming. Each fall/winter the Board also reviews the AP (Advanced Placement) results.

Mr. Shaw pointed out an error in the Graduate Data that showed graduates attending two-year colleges at 14%, which should be 24%. He noted that 12% of graduates entered right into the workforce, which was an increase over last few years; however, all the other data was consistent with previous years. Mr. Goralski requested that documentation regarding colleges that accepted students and the colleges that students chose be included in future reports, as in the past. Mr. Shaw discussed recommendations moving forward.

c. **2017-2018 Healthy Food Certification, Part 2**

Mr. Connellan explained that there were two parts to the Healthy Food Certification and that the Board voted on the first part at a previous meeting; however, the second part was not included in the original motion.

MOTION: by Mrs. Champagne, seconded Mrs. Carmody:

“Move that the Board of Education will allow exemptions for food items that do not meet the Connecticut Nutrition Standards, in the 2017-2018 school year provided 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store.”

Motion carried unanimously by voice vote.

a. **2016-2017 School Resource Officer Annual Report** (*out of agenda order*)

Officer Kevin Naranjo was not able to attend the Board meeting.

MOTION: by Mr. Derynoski, seconded by Mrs. Clark:

“Move to table Agenda Item 10.a. to a future meeting.”

Motion carried unanimously by voice vote.

11. ADJOURNMENT

MOTION: by Mr. Derynoski, seconded by Mrs. Champagne:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:00 p.m.

Respectfully submitted,

Linda Blanchard

Recording Secretary

Board of Education

Administrative Report

October 26, 2017



- 1. First Responders Collaboration**
- 2. State Advisory Council on Special Education Appointment**
- 3. Bread for Life Soup Night**
- 4. CAPSS Student Leadership Awards**



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting October 17, 2017

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 9:05 a.m.

Committee Members Present: Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Terry Lombardi, and Mrs. Patricia Queen.

Administration Present: Mr. Steven Madancy, Assistant Superintendent.

Others Present from Southington High School: Mrs. Tina Riccio, World Language Department Chair (9:00 a.m. - 9:20 a.m.); Ms. Lillian Schena, Business Department Chair (9:20 a.m. - 9:40 a.m.); Ms. Rebecca Migliaro, English Department Chair, and Mr. Devon Mannion, English Teacher (9:40 a.m. - 10:00 a.m.); Ms. Mary Lynne Osborn, Family & Consumer Science Department Chair (10:00 a.m. - 10:15 a.m.); Ms. Marion Stannard, Director of Agriculture Science and Technology (10:15 a.m. - 10:30 a.m.); Ms. Sara Ossias, Music Department Chair (10:30 a.m. - 10:45 a.m.); Mr. Brian Stranieri, Principal (10:45 a.m. - 11:00 a.m.).

World Language

- a. **New Course - Latin** ~ Mrs. Riccio shared the concept of a new Latin course, *Classical Languages for English Reading Skills*. The committee and administration approve of the concept of the course; however, the district is not in a position to begin curriculum development and it will not be included in the Program of Studies. The committee agreed to bring this course forward to the full Board for approval in concept. Additionally, recent graduation requirement legislation needs to be taken into account when considering staffing implications for proposed new courses.
- b. **MOPI Discussion** ~ Mrs. Riccio presented the opportunity for Southington High School to host a regional MOPI training, which would certify teachers to conduct Modified Oral Proficiency Interviews. This would allow students to earn actual proficiency credentials/ratings, as well as a seal of bi-literacy.

Business Department

- a. **Revised Course/Level Changes ~ Introduction to Business, CCP and Marketing 1, CCP** ~ Ms. Schena presented the rationale for changing levels of these courses. Currently, there are no CCP business elective courses offered to incoming freshmen. This action would take the current, four CP level courses and leave two of them at the CP level when these are shifted to CCP. The department will use their Tuesday meeting days to adjust the curriculum for these courses.
- b. **Personal Finance Online** ~ this agenda item was tabled.

English Department

- a. **New Course – War and Literature** ~ Mr. Mannion and Ms. Migliaro presented the course, *War and Literature*, to the committee. They discussed the titles that were considered and connections between ancient and modern warfare as presented within literature. Different wartime eras and student choice are incorporated into this course. The committee agreed to bring this course forward to the full Board for approval in concept and it will be included within the Program of Studies. Course will run if the budget allows. Currently, the only costs associated with running this course is for the textbook sets at approximately \$1,000.

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF
SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

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DAVID J. DERYNOSKI

TERRY G. LOMBARDI

ZAYA G. OSHANA

PATRICIA A. QUEEN

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Family and Consumer Science Department

- a. **Level changes (four courses) – The Preschooler, Infants and Toddlers, Life After High School, Marriage and Family Living** ~ Level changes from CP to CCP are recommended for these four courses. It is the opinion of Ms. Osborn that the rigor within these courses and the comprehensive nature of many of the assignments and assessments justifies this change. These courses will still be offered at the CP and CCP level within the Program of Studies and credit would be offered within based on modifications and differentiation.
- b. **Proposed Name Change to Course** – Ms. Osborn recommended that the course current titled, *The Preschooler*, change to, *Child Development Lab*. The title will more accurately reflect the course curriculum and post-secondary institutions will more readily recognize and accept the course content and title.

Agriculture Science and Technology Department

- a. **New Course – Agricultural Technology and Society (UConn Early College Experience)** ~ The committee recommends this course for approval. Current Agriculture Science and Technology FTE staff can teach this course. There are no costs associated with the curriculum development. Additionally, this course will be offered cross-credit with social studies because of the alignment with history, civics, and current events. The committee agreed to bring this course forward to the full Board for approval.

Music

- a. **Level Change (two courses) – Freshmen Concert Band and Music Theory** ~ The Curriculum and Instruction Committee approved changed both course from CP to CCP. The rationale and justification is attached (attachment A). There are no staffing or curriculum development costs associated with this shift.

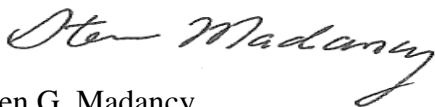
Technology and Engineering Education

- a. **Textbook Adoption – Print Reading for Industry** ~ Mr. Stranieri presented to the committee the textbook required for this course through Middlesex Community College. The committee requested that the administration confirm that funds from the Perkins Grant will cover the cost of the textbooks. Mr. Madancy confirmed this to be accurate. The committee agreed to bring the textbook to the full Board for approval.

Motion carried unanimously by voice vote.

The meeting adjourned at 11:25 a.m.

Respectfully Submitted,



Steven G. Madancy
Assistant Superintendent for Curriculum and Instruction

Southington High School Music Department

Freshmen Concert Band - Change to CCP

Course Description

Prerequisite: *Students must have previous experience playing a Band Instrument (woodwind, brass or percussion)*

- Students will audition in the early fall for seating placement in the Concert Band. This class studies a wide range of wind band literature with a prime emphasis on improving individual musicianship. Performances are considered to be a course requirement and becomes a major factor in the grading process.

Brief Rational for moving from CP to CCP:

- In all performing ensembles students are expected to achieve a high level of performance ability throughout the school year. Students in Concert Band are held to the same performance standard as the students in other CCP ensembles. Throughout their freshmen year, students in Concert Band are working to improve their overall musicianship and demonstrate proficiency on their given instrument. Although they are performing music that is appropriate for the 9th grade level, they are still expected to grow in technical skills, as well as overall musicianship. The move to CCP in concert band will involve additional performance requirements (scale proficiency, additional performance tasks, compositional requirements, etc.).

Additional Course Requirements:

- Proficiency on 5 Major Scales ~ E Flat, B Flat, F, C, G, and D Major
- Additional Benchmark Assessments of performance music- individual and small group
- Introduction to Music Theory prior year end composition project

Music Theory - Change to CCP

Course Description

Prerequisite: *Previous musical training and teacher recommendation*

- This course covers the basics of music theory including notation, intervals, all major and minor scales and key signatures, and the circle of fifths. Students compose original musical compositions. The ear is developed through intensive ear training drills and sight reading examples. This course prepares students for college level entry music exams and auditions.

Brief Rational for moving from CP to CCP:

- Music theory is designed to challenge the motivated musician. This course is already run as a CCP class. The class is run as an introduction to and a preparation for AP Music Theory.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date October 26, 2017

Decision Requested _____ Agenda Code 9 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

Summary of Issue: Communications (when applicable) will be discussed.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 26, 2017

Decision Requested x Agenda Code 9 b.

AGENDA REPORTING FORM

Agenda Topic: Compensation for Superintendent of Schools

Summary of Issue: The Southington Board of Education annually reviews the Superintendent of Schools contract and salary.

Background: The compensation for the Superintendent of Schools was tabled from the September 14th and 28th Board Meetings.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: July 1, 2017

Ending Date of Program or Project: June 30, 2018

Recommendation or Comment: _____

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 26, 2017

Decision Requested x Agenda Code 9 c.

AGENDA REPORTING FORM

Agenda Topic: Compensation for Unaffiliated Employees

Summary of Issue: The Board of Education annually reviews and approves Unaffiliated Employees Compensation.

Background: This was tabled from the September 14th and 28th Board Meetings.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: July 1, 2017

Ending Date of Program or Project: June 30, 2018

Recommendation or Comment: _____

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date October 26, 2017

Decision Requested _____ Agenda Code 9 d.

AGENDA REPORTING FORM

Agenda Topic: 2016-2017 School Resource Officer Annual Report

Summary of Issue: The School Resource Officer program has been in operation at Southington High School since the fall of 1997. Officer Kevin Naranjo has prepared the attached report that summarizes the program for the 2016-2017 school year.

Background: The School Resource Officer has proven to be a valuable staffing resource at Southington High School. This report was tabled at the October 12, 2017 board meeting.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: 1997

Ending Date of Program or Project: N/A

Recommendation or Comment: Board members may wish to comment on the report.

Title of Attachment

1. 2016-2017 Report

Timothy J. Connellan

Signature of Superintendent of Schools

SOUTHINGTON POLICE DEPARTMENT

69 Lazy Lane
SOUTHINGTON, CONNECTICUT 06489



Officer Kevin Naranjo #376
720 Pleasant Street, Southington, Ct
School Resource Officer
School Telephone. (860 62-83229 ext 11388)

The Southington High School (SHS) School Resource Officer (SRO) has multiple roles and responsibilities within the school. The main role is that of a law enforcement officer which provides the school with law enforcement type services to encourage everyone to follow all state/federal laws, and maintain a safe school environment. SRO's investigate allegations of criminal activity or complaints and make referrals to juvenile authorities. Another role of the SRO is to build positive relationships with students and staff and work closely with administrators to foster a positive learning environment for the students. This is accomplished by attending different meetings, school clubs and participating in school functions. Lastly an SRO acts as a counselor and educational teacher to students and staff. For the school year beginning August 2016 and ending June 2017 the following items were accomplished at SHS.

- Conducted question and answers days with student classes during various school periods in regards to Alcohol/Drug laws. Attend classes to critique presentations for Civics
- Coordinate with administration for K-9 walkthroughs, School Lockdown Procedures, Fire Drills and Secure School.
- Attend students language classes and speak to them on benefits of being bilingual
- Implemented with various town organizations a Parent Night on Opioid addiction.

BREAKDOWN 2016/2017 School Year	Cases
Bullying/Threatening/Harassment-	12
Motor Vehicle Issues/Accidents	16
Fights	7
Drug/Alcohol	9
Report General	19
Stolen	11
Juvenile Issues	17
Fire calls	4
Missing Person	2
Disorderly	1
Vandalism	2
Sex assault	2
Medicals	11
Trespass	1

Total Cases 114



Smarter Balanced Assessment Results 2016-17

Southington Public Schools

October 2017

Agenda

- Scale Scores and Achievement Levels
- Background Information on the Summative Assessment
- The Results
- Next Steps

Scale Scores and Achievement Levels

Four Achievement Levels:

- Level 1 = Does not meet the achievement standard
- Level 2 = Approaching the achievement standard
- Level 3 = Meets the achievement standard
- Level 4 = Exceeds the achievement standard

Scale Score:

A more precise number that describes student achievement (found within a band at each level).

Performance Rating

- Students also receive a performance rating for each area of knowledge and skills within a subject.
 - Above Standard
 - Approaching Standard
 - Below Standard
- This provides a general indication of where the students have strengths and weaknesses in their learning within each subject area.

Background Information on the Summative Assessment

What is expected on the ELA Test?

Students will:

- Show they can read and understand a variety of complex, grade appropriate informational and literary texts
- Use evidence from source materials to support their ideas in written responses at every grade level
- Interpret and use information delivered orally to determine main ideas, summarize or analyze

Background Information on the Summative Assessment (continued)

English Language Arts

Areas of Knowledge and Skills Measured	Statement About Student Learning From Which the Assessment was Built
Reading	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Writing*	Students can produce effective and well-grounded writing for a range of purposes and audiences.
Listening	Students can employ effective speaking and listening skills for a range of purposes and audiences.
Research/Inquiry*	Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

*For reporting purposes, Claim 2 (Writing) and Claim 4 (Research/Inquiry) are combined into one reporting category in Connecticut: Writing and Research/Inquiry."

How Southington Compares to the State: ELA

Grade	Southington	State
3	66.8%	51.8%
4	71.4%	54.1%
5	67.7%	56.3%
6	67.3%	54.0%
7	67.6%	54.9%
8	63%	53.7%

The Results: ELA – All Students: “Rough Cohort”

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
3	65.2%	65.6%	67%	2458	2461	2462
4	63.4%	62%	71%	2498	2496	2511
5	68.7%	68%	68%	2538	2540	2536
6	68.6%	68.6%	67%	2560	2563	2564
7	64.4%	65.3%	68%	2576	2583	2583
8	59.5%	66.8%	63%	2587	2596	2594

SMARTER BALANCED DISTRICT RESULTS

District-wide: English Language Arts

All
Students

Percent of Students Achieving Levels 1–4 by Grade

Grade	Level 1	Level 2	Level 3	Level 4	Level 3&4 Combined
3	11%	22%	27%	40%	67%
4	12%	17%	32%	40%	71%
5	13%	19%	40%	27%	68%
6	9%	24%	41%	27%	67%
7	13%	19%	45%	22%	68%
8	11%	26%	41%	22%	63%

Background Information on the Summative Assessment

What is expected on the Mathematics Test?

Students will:

- Justify the mathematics used to solve problems
- Complete math problems fluently and accurately
- Understand how math concepts link together
- Apply their mathematical knowledge and skills to solve real-world problems
- Communicate their mathematical reasoning

Background Information on the Summative Assessment (continued)

Mathematics

Areas of Knowledge and Skills Measured	Statement About Student Learning From Which the Assessment was Built
Concepts and Procedures	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving*	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
Communicating Reasoning	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Modeling and Data Analysis*	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

*For reporting purposes, Claims 2 and 4 are combined into one reporting category.

How Southington Compares to the State: Math

Grade	Southington	State
3	69.1%	53.1%
4	69.7%	50.0%
5	53.4%	42.9%
6	51.7%	43.6%
7	55.6%	42.7%
8	55.9%	41.8%

Results: Mathematics - All Students: “Rough Cohort”

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
3	69 %	71 %	69%	2458	2467	2469
4	60 %	61.8 %	70%	2498	2503	2520
5	55 %	52.3 %	53%	2538	2527	2527
6	51 %	50.2 %	52%	2560	2524	2551
7	55 %	52.1 %	56%	2576	2568	2573
8	52 %	55.3 %	56%	2587	2588	2591

% Students Scoring L3 and Above Growth		Average Vertical Scale Growth	
Gr. 3 0	Gr. 6 +1	Gr. 3 +62	Gr. 6 +31
Gr. 4 +10	Gr. 7 +1	Gr. 4 +53	Gr. 7 +12
Gr. 5 -2	Gr. 8 +4	Gr. 5 +63	

SMARTER BALANCED ASSESSMENT: NEW TEST. NEW RESULTS.

Mathematics SMARTER BALANCED DISTRICT RESULTS

Percent of Students Achieving Levels 1–4 by Grade

All
Students

Grade	Level 1	Level 2	Level 3	Level 4	L3 & L4
3	10%	21%	34%	35%	69%
4	6%	25%	36%	34%	70%
5	18%	28%	26%	27%	53%
6	14%	34%	32%	20%	52%
7	15%	29%	30%	25%	55%
8	18%	26%	27%	29%	56%

How Southington Compares in our DRG: % at Level 3 and above.

Town	Math	ELA
Southington	59.0%	67.2%
Berlin	61.2%	65.1%
Branford	53.3%	60.1%
Clinton	57.4%	63.3%
Milford	56.2%	64.7%
Newington	49.8%	53.8%
North Haven	62.4%	69.1%

How Southington Compares in our DRG: % at Level 3 and above

Town	Math	ELA
Southington	59.0%	67.2%
Shelton	57.9%	69.5%
Wallingford	43.6%	53.2%
Windsor	42.3%	46.0%

District Growth Overtime

	2014-15 Percent Scoring Level 3 and Above	2015-16 Percent Scoring Level 3 and Above	2016-17 Percent Scoring Level 3 and Above
Math	55.0%	56.8%	59.0%
ELA	66.6%	66.1%	67.2%

District High Needs Subgroup Performance (EL,SWD, F/R)

Subject Grades 3-8	2014-15 Percent Scoring Level 3 and Above	2015-16 Percent Scoring Level 3 and Above	2016-17 Percent Scoring Level 3 and Above
Math	26.3%	26.7%	28.8%
ELA	37.2%	39.7%	38.5%

In Closing

CAUTION

This is one data point.....

We also use other forms of assessment to monitor student learning, in real time, to adjust instruction, address student needs and provide supports as needed.

Next Steps.....

ELA	Math
<p>Continue to:</p> <ul style="list-style-type: none"> • Refine the vertical alignment of ELA curriculum • Strengthen the SRBI process for literacy • Build teacher repertoire of instructional strategies • Support K-3 Foundational Reading Skills • Revise district assessments to align with CCSS 	<ul style="list-style-type: none"> • Develop a SPS vision for mathematics teaching and learning • Identify instructional strategies that support the SPS Mathematics vision <ul style="list-style-type: none"> ○ Provide learning and support to teachers on best practice in math • Select curriculum writing teams for k-5 and begin curriculum development (aligned to CCSS) • Revise district assessments to align with CCCS (6-12) • Strengthen the SRBI process for numeracy • Educate parents and community members on Common Core Math

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date October 26, 2017

Decision Requested _____ Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: Vision of the Graduate

Summary of Issue: A Vision of the Graduate of the Southington Public Schools will help guide all of the efforts of the district directed at fulfilling the mission of the Southington Public Schools.

Background: The District has been working with other school districts across the state and the country and with Ed Leader 21, a national organization to reframe and reform teaching and learning with an emphasis on 21st Century Skills. A Community Engagement session was held in September to help begin the task of defining the Vision of the Graduate of the Southington Public Schools.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: October 2014

Ending Date of Program or Project: Ongoing

Recommendation or Comment: _____

Timothy J. Connellan

Signature of Superintendent of Schools

Vision of a Graduate

Update



SPS Graduates



What do we want our students to know and be able to do when they graduate from the Southington Public Schools?



Tony Wagner

SHAPE
THE
FUTURE



Which Student Would You Choose?



Student A



Math

Science

English

Social Studies

Student B



Content Mastery

Critical Thinker

Problem Solver

Effective Communicator

Effective Collaborator

Creative & Innovative

Financially Literate

Globally Competent

Our Challenge



We must build upon previous work so that it becomes a reality; not just a posted slogan, or a published plan, but an end result for all graduates of the Southington Public Schools!

Since adopting Vision 2020, much emphasis in education reform has been placed on the need for students to possess 21st century skills.

Current District Mission

Students engage in a range of educational experiences to become informed, adaptive, problem solvers who effectively communicate, rise to challenges and are committed to improve themselves and their communities.

~ Created 2007



Vision 2020



- 1** Critical Thinking
- 2** Partnerships
- 3** Individualized Learning
- 4** Communication
- 5** Research and Development



Community Engagement Event



Prompt: What are the most critical skills and attributes that all Southington students need to acquire to be successfully prepared for life, learning and work beyond school?

Skills:

1. Critical/ creative thinking (82)
2. Effective communicator (79)
3. Collaboration/teamwork (43)
4. Numeracy/literacy (28)
5. Independence and life skills (33)
6. Problem solving (23)

Attributes:

1. Emotional intelligence (50)
2. Cultural competence (36)
3. Accountability/responsibility (56)
4. Ethics and values (38)
5. Flexibility/Adaptability (24)



Community Engagement Event



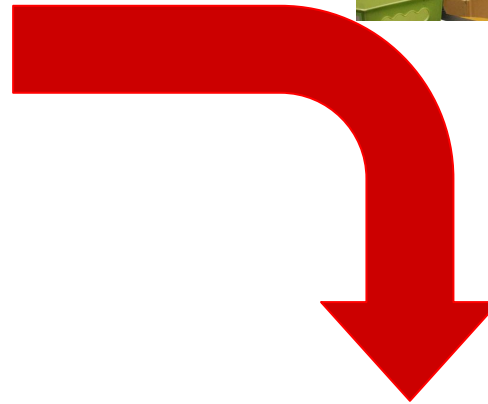
Prompt: What are the most critical skills and attributes that all Southington students need to acquire to be successfully prepared for life, learning and work beyond school?

Skills:

1. **Critical/ creative thinking** (82)
2. **Effective communicator** (79)
3. **Collaboration/teamwork** (43)
4. **Independence and life skills** (33)
5. **Numeracy/literacy** (28)
6. **Problem solving** (23)

Attributes:

1. **Accountability/responsibility** (56)
2. **Emotional intelligence** (50)
3. **Ethics and values** (38)
4. **Cultural competence** (36)
5. **Flexibility/Adaptability** (24)



A life, career, and college ready graduate will master the knowledge and skills necessary to communicate effectively, think creatively and critically, and contribute to the global community.

Indicators of Success



A life, career, and college ready graduate will master the knowledge and skills necessary to communicate effectively, think creatively and critically, and contribute to the global community.

- **Critical Thinking**
 - Information & Discovery
 - Interpretation & Analysis
 - Reasoning
 - Problem Solving/Solution Finding
 - Constructing Arguments
 - Self-Regulation/Reflection

Indicators of Success



A life, career, and college ready graduate will master the knowledge and skills necessary to communicate effectively, think creatively and critically, and contribute to the global community.

- Collaboration
 - Leadership & Initiative
 - Cooperation
 - Flexibility
 - Responsibility & Productivity
 - Use of Tech Tools for Collaboration
 - Responsiveness
 - Self-Regulation/Reflection

Indicators of Success



A life, career, and college ready graduate will master the knowledge and skills necessary to communicate effectively, think creatively and critically, and contribute to the global community.

- Creative Thinking
 - Idea Generation
 - Idea Design & Refinement
 - Openness and Courage to Explore
 - Work Creatively with Others
 - Creative Production & Innovation
 - Self-Regulation/Reflection

Indicators of Success



A life, career, and college ready graduate will master the knowledge and skills necessary to communicate effectively, think creatively and critically, and contribute to the global community.

- Communication
 - Engaging in Conversations & Discussions
 - Using 21st Century Communication Skills
 - Listening
 - Delivering Oral Presentations
 - Communicating in Diverse Environments
 - Self-Regulation/Reflection

Indicators of Success



A life, career, and college ready graduate will master the knowledge and skills necessary to communicate effectively, think creatively and critically, and contribute to the global community.

- Content Mastery
 - Personalized
 - Authentic Learning and Assessment
 - Competency Based

Indicators of Success



A life, career, and college ready graduate will master the knowledge and skills necessary to communicate effectively, think creatively and critically, and contribute to the global community.

- Citizenship
 - Global Competency
 - Digital Citizenship
 - Emotional Intelligence
 - Community Engagement
 - Self-Regulation/Reflection

Forward Planning



3 YEAR ROADMAP



YEAR 1 | Vision & Plan

District or school transformation process begins with a 21st century vision or profile of a graduate developed with community consensus and an action plan for implementation.



YEAR 2 | Learn & Expand

In the preliminary stages of implementation, there is an emphasis on building professional capacity, engaging early adopters and aligning teaching and learning systems to your 21st century vision for students.



YEAR 3 | Spread & Scale

Readiness to bring implementation to scale involves building system capacity, promoting a culture of continuous improvement and elevating models of success to celebrate and illustrate progress.

Forward Planning



3 YEAR ROADMAP



In Closing...

SHAPE
THE
FUTURE



**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 26, 2017
Decision Requested X Agenda Code 10 c.

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Proposed Goals for 2017-2018

Summary of Issue: Goals are submitted to the Board of Education every year for the board's review.

Background: The Superintendent's Goals are presented for Board approval.

Alternative Strategies: Suggestions for modifications or revisions.

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: 2017-2018 School Year

Ending Date of Program or Project: June 2018

Recommendation or Comment: Board approval of the Superintendent's 2017-2018 Goals is requested.

Title of Attachment(s)

1. Proposed Superintendent's Goals 2017-2018

Timothy J. Connellan

Signature of Superintendent of Schools



SOUTHINGTON PUBLIC SCHOOLS

*Mr. Timothy F. Connellan
Superintendent of Schools*

TF

MEMO

To: Board of Education Members
Date: October 23, 2017
Re: Superintendent's Goals 2017-2018

Attached you will find for your review, a draft copy of my goals for the current school year. I retained the format of separating the work into the five categories of **Teaching and Learning; Facilities; Technology; School Safety and Security and Budget-Fiscal.**

Teaching and Learning

As you may recall from previous discussions, we are engaged in a multi-year process of transforming the teaching and learning process. The focus on 21st Century Skills and Personalized Learning will continue to be a major focus of our work in Southington for many years to come.

In addition, we have come to believe that there are better methods that can be used to provide support and feedback to staff. We hope to incorporate the work of the Administrative Leadership Team and the District Professional Development and Evaluation Committee in reviewing and researching a new methodology that will be more effective and efficient.

Facilities

The focus on Facilities is three-pronged this year. Of critical importance to this community is the ongoing work with Milone and McBroom. The data provided in the Phase I report was quite comprehensive and provided a multi-faceted view of the variables effecting student population moving forward. Phase II will focus on the real time use of the elementary facilities versus what is indicated on floor plans. As you know, the individual building needs for classroom space often vary by year. I am sure we are all looking forward to the next "piece of puzzle" that will result from the work conducted from now until early spring.

Technology

Instructional Technology and Information Technology are the two terms that we have started to use to describe the use of technology in the classroom and the use of technology for other purposes including technology infrastructure. Clearly, we are continuing our work on the infrastructure side, but there is a more structured focus on the instructional technology side than in previous years.

School Safety and Security

School safety and security is an ongoing focus. The fiscal issues facing the state have slowed the district in efforts to upgrade the camera system at the high school. Perhaps by the end of the month, a budget will be in place that will precipitate the release of the funds necessary to move forward with the camera system upgrade. In the meantime, work will continue in the other areas identified. The state did extend the School Safety and Security Reimbursement Grant for another fiscal year. Mr. Romano has devised a plan to use the reimbursed funds from one or more projects to address additional security needs. Hopefully, both local capital expenditure funds and state grant reimbursement funds will become available. In the meantime, we continue to work with our Town partners, specifically the Southington Police and Fire Departments to make sure our safety plans are fine-tuned.

Budget-Fiscal

Preparing a budget for fiscal year 2018-2019 will be one of the biggest challenges the administration and the Board will face this year. Regardless of the funding that ultimately will be available, it will be necessary to maintain our focus on incremental improvement of professional practice. Over the past several years, we have reallocated resources and used existing staff to create more effective and efficient programs and services for students. The 2018-2019 budget will continue to support best practices and continue to support the improvement of teaching and learning in all areas.

SUPERINTENDENT'S GOALS SCHOOL YEAR 2017 – 2018

Proposed October 26, 2017

SOUTHINGTON PUBLIC SCHOOL DISTRICT

Office of the Superintendent

I. Teaching and Learning

A. Education for 21st Century Skills / Personalized Learning

1. Extend and continue to build the capacity of administrators, teachers and staff to facilitate the introduction and implementation of 21st Century Skills in the classroom, including personalized learning, mastery-based learning and mastery of competencies in all areas identified as components of the Southington Vision of a Graduate.

- a) Continue to engage the Administrative Leadership Team, faculty and staff in didactic and reflective professional development regarding 21st Century Skills, including personalized student learning, anywhere, anytime learning, mastery based learning and student competencies.
- b) Specific professional development opportunities will be reviewed and coordinated through the Southington Professional Development and Evaluation Committee.
- c) Engage the Board of Education and the Curriculum and Instruction Committee of the Board in active discussions regarding 21st Century Skills and Southington's Vision of the Graduate.
- d) Engage members of Southington's professional staff through the Southington Education Association in active discussions regarding 21st Century Skills and Southington's Vision of the Graduate.
- e) Extend the discussions regarding 21st Century Skills and Southington's Vision of the Graduate to the community at large.
 - 1) Initial Community engagement activity
 - 2) Student organizations and student leaders
 - 3) Parent Teacher Organizations
 - 4) Community agency leaders
 - 5) Community elected officials
 - 6) Community business and philanthropic organization leaders
 - 7) Board of Education adoption of Southington's Vision of a Graduate

B. Introduce and explore alternative methods to offer feedback and support within the Teacher and Administrator Evaluation Process

1. Implement professional development for the Administrative Leadership Team and the District Professional Development and Evaluation Committee.
2. Continue discussion and work with PDEC regarding changes necessary to the existing Evaluation and Support Plan.
3. Create a revised version of the required Evaluation and Support Plan

SUPERINTENDENT'S GOALS SCHOOL YEAR 2017 – 2018

Proposed October 26, 2017

4. Submit the revised Evaluation and Support Plan to the Board of Education for review and approval.
5. Submit the revised Evaluation and Support Plan to the State Department of Education for review and approval.

II. Facilities

- A. In collaboration with Milone and McBroom, complete both Phase I and Phase II of the comprehensive school enrollment study.
 1. Disseminate the results of Phase I of the comprehensive school enrollment study to parents, Town Officials and other members of the community.
 2. Prepare information regarding actual facility use, e.g. classroom spaces, for use by Milone and McBroom in Phase II of the study.
 3. Disseminate the results of Phase II of the comprehensive school enrollment study to parents, Town Officials and other members of the community.
- B. Continue to collaborate with Town officials on the further development of the Town of Southington Capital Improvement Plan.
- C. Reconvene the Civil Rights Committee to review responses from the State Department of Education regarding the issues raised by the State Department of Education relative to the Title IX of Southington High School.
 1. Review completed and accepted actions.
 2. Create a plan for the next steps in addressing issues that have not yet been resolved.

III. Technology

- A. Facilitate the work of the District-wide Technology Committee and Technology Department.
 1. Continue work on an evolving vision for the use of technology in the district, in concert with the Vision of the Graduate, e.g. consideration of implementing 1:1 student devices and the infrastructure necessary to support that effort.
 2. Research and recommend the most appropriate Learning Management System for the district.
 3. Research and recommend an appropriate alternative to the current district database, given the choice of Learning Management System.

IV. School Safety and Security

- A. Southington High School Security Camera System
 1. As appropriate, update the cost analysis of the school security camera system at Southington High School.
 2. Upgrade the school security camera system at Southington High School within available Capital Expenditure appropriations.

SUPERINTENDENT'S GOALS SCHOOL YEAR 2017 – 2018

Proposed October 26, 2017

B. School Safety and Security Plan

- 1.Reconvene the District School Safety Committee to review adjustments, if any to the School Safety and Security Plans.
- 2.Review and discuss necessary adjustments with appropriate Town partners.
- 3.Report on adjustments to Board of Education by December 14, 2017.
- 4.Submit required components of the School Safety and Security Reimbursement Grant

V. Budget – Fiscal

- A. In collaboration with the Administrative Leadership Team develop a budget proposal that will support the continued improvement of all programs and services under the jurisdiction of the Southington Public School System.
 - 1.By November 18, 2017, meet with all members of the Administrative Leadership Team to review submitted budget requests.
 - 2.By December 14, 2017, establish the funding priorities for ongoing and proposed programs and services.
 - 3.On or before January 3, 2018 prepare the Superintendent's Proposed Budget for review and discussion at the Board of Education Budget Workshops.

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date October 26, 2017

Decision Requested X

Agenda Code 10 d

AGENDA REPORTING FORM

Agenda Topic: Textbook Adoption ~ Print Reading for Industry

Summary of Issue: Textbook selection is part of our curriculum design process. Included are the supporting documents for the *Print Reading for Industry* text that is required by Middlesex Community College to be used for this Technology Education course. The Perkins Grant supports the cost of the textbooks. The Board of Education's Curriculum and Instruction Committee reviewed the request at their October 17, 2017 meeting and recommended the text be brought to the full Board for approval.

Background: New textbooks have traditionally been ordered in the spring and summer for the coming year and approval from the Board of Education is required. There was a delay in getting a copy of the text from MxCC in the spring; therefore, this text is being presented in the fall.

Alternative Strategies: N/A

Cost (if applicable): See Attached Forms for Costs **Funding Source:** Perkins Grant

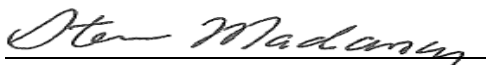
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the adoption of the new textbook, *Print Reading for Industry*, as recommended by the Curriculum and Instruction Committee.

Titles of Attachments:

1. Recommended Textbook Form


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

**Southington Public Schools
Southington, CT**

TEXTBOOK ADOPTION FORM – PART A

Date: 6/15/2017

1. Curriculum Committee or department submitting change: Technology & Engineering Education (High S.)
2. Grade levels and high school course(s) in which text will be used: Juniors/Seniors – MxCC Engineering Drawings and Autodesk Inventor
3. Proposed Text
- | | |
|----------------------------------|---|
| a. Title | <u>Print Reading for Industry</u> |
| b. Author(s) full name(s) | <u>Walter C. Brown/Ryan K. Brown</u> |
| c. Publisher (name and location) | <u>Goodheart-Willcox; Tinley Park, IL</u> |
| d. Copyright Date | <u>2016</u> |

4. Cost of recommended text: \$77.65

5. Amount Budgeted: \$1,553

6. Number of student copies to be purchased: 20

7. This text is (check one): A replacement for existing text A new text for new or revised course

8. Rationale for selection of this text (if replacement for current text, be sure to indicate why the text needs to be replaced and the advantages of the proposed new text):

This textbook is a requirement for the new MxCC courses we are offering to students in the 2017-2018 school year. It has an accompanying packet of technical drawings to supplement the textbook readings.

Department or Committee Members: Justin Mirante

Approvals:

Justin Mirante (signature on original)
Department Chair Signature

Brian Stranieri (signature on original)
Principal Signature

THE EVALUATION

- I. What other textbooks were evaluated to the one the committee is recommending? List by title, publisher, and date of publication.

No other textbooks were compared specifically to this one. The reason is that this is the mandated textbook required by MxCC to complete their course curriculum so our students can be dual enrolled and obtain college credit from their institution. Another textbook is recommended for the courses we are offering and it is called Autodesk Inventor 2017. I have elected not to purchase this textbook due to the obsolescence that is built in. Each year the software students need to learn updates so in a year or two I would have to purchase another Autodesk Inventor textbook version. The Print Reading for Industry book will remain relevant for a long period of time.

- II. In summary, explain why the committee is recommending this textbook rather than the others it evaluated. If no other texts were evaluated, explain why not.

In addition to the Autodesk Inventor book being outdated each year, it also had some common content within it that is also covered in the Print Reading for Industry book. The textbook I am recommended provides a more complete explanation of those common concepts.

- III. If the textbook is rated as “weak” on any of the evaluation criteria, explain why the committee is recommending its adoption.

N/A

- IV. Is the readability level of the textbook consistent with the reading ability of the students who will use the text (attach the readability study to this form)? Yes No

If no, please explain why the textbook is being recommended.

N/A

EVALUATION OF PROPOSED TEXT – PART B

Directions: For each question, rate from a low of 1-point to a high of 3-points.

1 = Little or No Extent

2 = To Some Extent

3 = Great Extent

N/A = Not Applicable

OBJECTIVES AND CONTENT

	1	2	3	N/A
1. To what extent are the objectives of the text stated?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent do the objectives of the text correlate with goals and objectives of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. To what extent do the objectives require students to use higher cognitive skills (analysis, synthesis, etc.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To what extent does the content of the text cover the content requirement of the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the content of the text geared to the interests, abilities, and needs of the students using the material?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. To what extent does the content of the text reflect recent scholarship in this subject area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. To what extent does the text clearly and accurately develop and present essential concepts, generalizations, and relationships?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. To what extent does the text present charts, maps, graphs, and tables accurately and clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. To what extent do the text learning aids (pictures, graphs, suggested activities, etc.) focus on the major objectives of the chapter or unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. To what extent are skills and skill development stressed throughout the text?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. To what extent does the text offer practice opportunities to reinforce the skills that are taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. To what extent is this text interesting to read?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. To what extent do the text and supplemental materials reflect current learning theory and principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments: Technical Drawings in and of itself is a dull subject. However, it is crucial and fundamental to any engineering or engineering technology career. The textbook clearly and accurately explains important concepts in a meaningful manner. The textbook is based hugely on the application of knowledge as having the ability to interpret technical drawings is a skill. There is a lot of knowledge that a student needs in order to be able to successfully navigate and interpret a technical drawing. Having this knowledge would then allow students to generate their own technical drawings.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

	1	2	3	N/A
1. To what extent do the authors (or contributors) have background and experience in the subject area and teaching experience to know how to present material to the students who will be using it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. To what extent is the quality and binding sufficient to withstand the wear and tear of student use?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To what extent is the typeface and type size suitable for the students who will be reading it?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the illustrations pleasing, well selected, and well placed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. To what extent is the book effectively organized for maximum student learning?				X

Comments: The textbook is a softcover and there is no version available in hardcover. For this reason, I do not believe the binding is great. I have been investigating ways to bind the books better such as adding our own hardcover or cutting the current binding off, 3-hole punching the pages, and placing in a binder with a hard cover.

TEACHING AIDS

	1	2	3	N/A
1. To what extent does the teacher's manual explain the aims and objectives of individual units and lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. To what extent are up-to-date reference sources listed in an easily used format?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. To what extent does the book have accompanying learning aids (transparencies, videocassettes, CD's, charts, etc.)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To what extent are the workbooks (if included) challenging for students and do they reinforce the text's major concepts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. To what extent are appropriate test materials available for teachers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To what extent are interesting activities suggested that will challenge youngsters to do further research?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. To what extent do the suggested activities and accompanying materials accommodate the range of learning abilities of the students most likely to be using it?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: There are online supplemental resources as well as a packet of C size technical drawings I would look into getting the C-size prints laminated to increase their durability.

TREATMENT OF SENSITIVE AREAS

1 2 3 N/A

- | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 1. | To what extent does the content of the text (both pictorial and written) reflect the pluralistic, multi-ethnic nature of our society, past and present? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. | To what extent is the role of gender and of various racial, ethnic, religious, and socio-economic groups past and present, accurately and fairly presented? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3. | To what extent are all sides of a controversial issue treated fairly and objectively? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments: Technical Drawings has nothing to do with these topics. There is no other point of view or controversial topics covered. Technical drawings are all about industry standards.

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Print Reading for Industry

Author(s): Walter C. Brown/Ryan K. Brown

Copyright: 2016 Publisher: Goodheart-Willcox
MxCC Technical
Drawings and Autodesk

Class: Inventor Grade(s): 11-12

EVALUATION OF TEXT CONTENT

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Meeting Curriculum Demands	Does the content of this text reflect what you feel are the essential concepts in your course?	YES
	Does the content flow in a logical progression appropriate for this content (i.e. from simple to complex, chronological, topical, etc.)?	SOMETIMES
	Is the information up to date?	YES
	Does the content, including illustrations and examples, appropriately present ethnic and gender diversity?	YES

Teacher comments on *Text Content*: The content flow is overall appropriate but since we will be teaching two one-semester MxCC courses as a full year class here at SHS, we will need to jump around the chapters in the textbook from time to time.

PRE-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Activating Background Knowledge	Does the introduction to the chapter help students recall information previously learned about this subject?	YES
	Does the introduction attempt to help students' relate their own life experiences to the chapter topic?	YES
	Does the author build on the students' prior knowledge within the chapter subsections?	YES
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	YES
	Do titles of sections within the chapter indicate the main idea of each section?	YES
	Are section headings specific enough that students can convert them to focus-questions that direct their reading?	YES

Teacher comments on *Pre-reading* aids: Every chapter clearly identifies objectives and technical terms. Each subsection within a chapter has a larger font and different color to identify the new topic being addressed.

ACTIVE READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Identifying the Main Idea	Is the main idea clearly stated for each paragraph?	YES
	Will the main idea be obvious and easy for students to understand?	YES
	Is the main idea (topic sentence) usually located at the beginning of the paragraph?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
Supporting & Reinforcing the Main Idea	Are explanations adequate?	YES
	Are supporting details clear and sufficient in number?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Do charts, pictures, and other graphics support the main ideas?	YES
	Are there special appendices to provide students with additional reference materials?	YES
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES

ACTIVE READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Organizing the Information	Is there a logical arrangement of text so students can easily take notes?	YES
	Are signal words provided to indicate how ideas in the section are related to one another?	YES
	Is the presentation of main ideas and details consistent in each chapter?	YES
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	YES
Vocabulary Development	Are important words/concepts highlighted in the text?	YES
	Are important words/concepts clearly defined or explained within the reading?	YES
	Does the author provide more than just a definition? (e.g. pictures, examples, analogies, counter examples, etc.)	YES
	Is the number of highlighted vocabulary terms appropriate for the concepts being explained? (Avoid too much jargon!)	YES

Teacher comments on *Active Reading* components of text: Topics within each chapter are sequenced appropriately. There are numerous visuals to help students understand the concepts being presented.

POST-READING

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Metacognition	Are there questions within the chapter to help students check their understanding as they read?	YES
	Does the summary accurately reflect the main ideas and key supporting information within the chapter?	YES
	Do the end-of-chapter questions correlate with the chapter objectives?	YES
	Do the questions at the end of the chapter encourage higher order thinking skills?	YES
	Are there questions within or at the end of a chapter to promote class or small group discussion or writing?	YES

Teacher comments on *Post-Reading* components of text: Every chapter has review questions that require students to have an understanding of the concepts discussed within the chapter. Furthermore, each chapter has several review activities, which guide students while they practice what they have read about. Finally, each chapter has Industry Print Exercises that require students to apply their newly acquired knowledge. At the end of the textbook is an Appendix that has additional content and learning exercises that will assist students with their content knowledge and skillset.

Readability Report

Textbook	Print Reading for Industry
Flesch Reading Ease	42.8
Flesch-Kincaid Grade Level	11

Insert text here:

The purpose of a drawing is to show the size and shape of the object. A drawing can also provide certain information about how an object is to be made. Various methods of presentation are available to the designer or drafter. However, the best way to show every feature of an object is to use a multiview drawing, a systematic arrangement of more than one view of an object's features. Multi-view drawings are created using the principles of orthographic projection. Many drafting and print reading texts use the terms orthographic projection and multiview drawing interchangeably. The standard practices for multiview drawings are covered in ASMEY14.3, Orthographic and Pictorial Views. This unit forms the foundation for many other units. This unit explains how views are projected and addresses the abstract ability to visualize geometric shapes and figures.

For more text, please visit:

<https://www.g-wonlinetextbooks.com/print-reading-for-industry-2016/89>

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date October 26, 2017

Decision Requested X

Agenda Code 10 e

AGENDA REPORTING FORM

Agenda Topic: Proposed Course Approvals

1. World Language (Latin) ~ *Classical Languages for English Reading Skills*
2. English ~ *War and Literature*
3. Agriculture Science and Technology ~ *Agricultural Technology and Society* (UConn Early College Experience)

Summary of Issue:

All proposals for high school course program changes have been reviewed by the administration and Curriculum and Instruction Committee. Three new courses are presented with this packet.

Background: As part of the curriculum design process, all proposals for new courses must be presented to the Board for approval. The Curriculum and Instruction Committee reviewed these courses and recommend approval from the full Board.

Alternative Strategies:

1. Accept or modify the proposals as presented.
2. Reject one or more of the proposals.

Cost (if applicable): Textbooks, Resources **Funding Source:** Textbook/Workbook Funds

Beginning Date of Program or Project: August 2018

Ending Date of Program or Project: N/A

Recommendation or Comment:

10 e. 1. ~ The Board of Education approves the World Language course, *Classical Languages for English Reading Skills*, as recommended by the Curriculum and Instruction Committee.

10 e. 2. ~ The Board of Education approves the English course, *War and Literature*, as recommended by the Curriculum and Instruction Committee.

10 e. 3. ~ The Board of Education approves the Agriculture Science and Technology course, *Agricultural technology and Society*, as recommended by the Curriculum and Instruction Committee.

Titles of Attachments:

1. Proposed Course Program Change Forms


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

New Course Proposal

**World Language (Latin) ~ *Classical
Languages for English Reading Skills***

**Southington Public Schools
Southington, Connecticut**

School: Southington High School

Department: World Language

Please check appropriate item:

New Course:

Revised Course:

Course Title: Classical Languages for English Reading Skills

1. Proposed Change – Please give a brief description of proposed new course or revision to existing course.

This proposed course would use the study of Classical Languages (Latin and Ancient Greek) and the expression of ancient cultures to instruct students in language acquisition skills and to increase their English reading comprehension. This class would focus on the interplay between ancient language and culture, specifically on the roots of the English language in these ancient cultures. In the first semester students would look at the oldest of the ancient cultures of western civilization: Egypt, Ethiopia, and Ancient Greece. In addition to the classical art and linguistic history of these cultures, students would take an in-depth look at the Ancient Greek alphabet, roots, and basic Greek vocabulary derivatives into English. In the second semester students would look at the later ancient western civilizations which influenced modern western civilization: the Roman Republic/Empire, Medieval Europe and the emergence of the English language. In addition to the art and linguistic legacy of the Romans to modern-day Europe, students would study the basics of both Latin and Ancient Greek, Latin/Greek roots, basic Latin/Greek grammatical syntax, and Latin/Greek vocabulary derivatives into English.

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

This course is designed to help students improve their English reading and writing skills through the study of vocabulary and grammar, particularly the roots of ancient words found in English words in order to prepare them for success in later World Language classes. The decision to focus primarily on written Classical Latin, secondarily on Attic Greek, and slightly on Ancient Egyptian Hieroglyphs was made because focusing on the ancient languages ensures that all students, regardless of which modern language they are interested in eventually learning, have a solid background in general language syntax. Modern languages are constantly growing and evolving as their speakers live and use the language - adapting to new vocabulary and simplifying syntax. Ancient languages (commonly called "dead" languages) are static and un-changing. The grammatical rules of these languages are fixed and the grammatical syntax which has survived to modern day is the basic, most necessary to know rules and syntax.

Latin in particular has very strong ties to all of the world languages taught at Southington High School. Spanish, Italian, and French are all modern languages derived from Latin. This means that the syntax of these modern languages is similar to Latin and the vocabulary of these languages is either very close to Latin vocabulary or completely unchanged. Even German, though it is not derived from Latin, has the same syntax structure as Latin. Therefore all of the grammatical concepts learned from the study of Latin would apply to the German language as well, even though the vocabulary and the phonetics of the language is different. A student who chooses to take a modern language after this course would find that the modern languages are familiar, and thus would be able to absorb new concepts quickly. Should a student choose to continue in Latin after this course, they will be well prepared to take Honors Latin as they will be familiar with many basic concepts from the language. A student who chooses to take CCP Latin would find themselves almost a semester ahead of the other students in the course, which would give students who struggle with learning language time to adjust to the course and solidify their knowledge of the most basic concepts of the Latin language.

Basic concepts in Classical Attic Greek were chosen for this course because studying Ancient Greek exposes students to a language which still uses alphabetical "letters", as English does, but still uses an entirely different alphabet from the modern English Roman alphabet. Greek syntactically works very similarly to Latin, which makes it easier to adapt to the new characters. In many instances, the Romans stole or modified grammatical

New Course Proposal

English ~ *War and Literature*

**Southington Public Schools
Southington, Connecticut**

School: SHS

Department: English

Please check appropriate item:

New Course:

Revised Course:

Course Title: War and Literature

1. Proposed Change – Please give a brief description of proposed new course or revision to existing course.

In Blood Meridian, author Cormac McCarthy writes: “War was always here. Before man was, war waited for him. The ultimate trade awaiting its ultimate practitioner.” Of the past 3,400 years, humans have been entirely at peace for 268 of them (roughly 8% of recorded history). Armed conflict and war has been the greatest political, social, technological and economic shaping-force the world has seen. Because of its vastness, we often read about these struggles from a distance. We read numbers and statistics, count casualties and miles of captured land. But behind the bullets and bombs, bows and arrows, humans struggled for survival. This course explores war and combat through the eyes of those it most impacts – everyday men and women. We will make connections between the wars for the city of Troy and the streets of Saigon through the works of Homer and Virgil, see the trenches of the First World War in All Quiet on the Western Front, and walk with these men and women on the long, frustrating (and sometimes tragic) process of coming home. This course will look to answer the question: Why does the trauma of war extend beyond the battlefield, effecting not only those who are hit by bullets and shrapnel, but those who escape the physically devastating effects of combat.

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The purpose of this course is to offer another elective to grade 12 students. The subject matter explores a topic of high interest to students, particularly males, and will afford students the opportunity to explore both classic and contemporary literature through a specific lens. That lens will explore conflict and its ramifications to foster empathy and true understanding of war's consequences. Students will also have the opportunity to interact with guest speakers that bring the literature to life.

3. Target Population – Which group of students will be directly affected (grade level, academic level)?

Grade 12 students of all ability levels. The course will be labeled as CCP, but appropriately differentiated so all students will benefit.

4. Evaluation – How do you plan to assess the implementation of the proposed new course or the course change?

Once the course is approved, curriculum will be created and vetted through Curriculum Leadership Team. Student enrollment and student feedback will allow for assessment of student engagement in the course. Assessments including character analyses, persuasive writing and journals will measure student learning.

5. Cost – What are the anticipated costs for staff, textbooks, materials, other?

	YEAR		
	I	II	III
Staff	\$0	\$0	\$0
Textbooks	\$1,000.00	\$0	\$0
Materials	\$0	\$0	\$0
Other	\$0	\$0	\$0
TOTAL	\$1,000.00	\$0	\$0

Comments: _____

Principal: Approved Denied

Brian Stranieri (signature on original)
Signature

New Course Proposal

**Agriculture Science and Technology ~
Agricultural Technology and Society
(UConn Early College Experience)**

**Southington Public Schools
Southington, Connecticut**

School: Southington High School

Department: Agriculture Science and Technology

Please check appropriate item:

New Course:

Revised Course:

Course Title: Agricultural Technology and Society (UConn Early College Experience)

1. Proposed Change – Please give a brief description of proposed new course or revision to existing course.

SPSS 1150 Agricultural Technology and Society is offered as an Early College Experience course through the Sustainable Plant and Soil Systems department in the College of Agriculture, Health and Natural Resources at the University of Connecticut. This course includes the history and changes in agriculture as a result of technological advances and the needs of society. In addition, the course covers issues and ethics in agriculture as well as cultural and political influences on production methods and market demand for agricultural products and services.

2. Rationale – What is the purpose of the proposed new course or course change? To what extent will it benefit the students?

The Agricultural Technology and Society course will be an additional course for college credit in the High School Agriculture Curriculum. The technology, issues and ethics focus of this course will be of interest to students in all of the agricultural content areas. Adding this course will provide an opportunity for students with more diverse interests to earn baccalaureate credit. An additional benefit to students is that SPSS 1150 will fill a General Education requirement at UConn and an elective credit at most colleges.

3. Target Population – Which group of students will be directly affected (grade level, academic level)?

Grade 11 and 12 students enrolled in the Agriculture program. SPSS 1150 will be an additional course offered at the Honor's level.

4. Evaluation – How do you plan to assess the implementation of the proposed new course or the course change?

Our department will assess this new course based on enrollment numbers and through feedback from the students. In addition, there is a course evaluation survey conducted by UConn.

5. Cost – What are the anticipated costs for staff, textbooks, materials, other?

No additional costs for staff. Print reference materials will be purchased through the Agriculture workbook account. Two reference books have been identified for initial implementation. Reference materials will need to be updated as technology changes in the future.

	YEAR		
	I	II	III
Staff	\$	\$	\$
Textbooks	\$	\$	\$
Materials	\$400	\$0	\$300
Other	\$	\$	\$
TOTAL	\$400	\$	\$300

Comments: _____

Principal: Approved Denied

Brian Stranieri (signature on file)
Signature

