

## Board of Education Meeting

Monday, November 25, 2019 7:00 PM

Board of Education Room, [Address], [City], CT [Zip]

1. **CALL TO ORDER**

2. **PLEDGE OF ALLEGIANCE**

3. **ELECTION OF OFFICERS**

4. **APPROVAL OF MINUTES**

1. Draft Minutes of November 11, 2019

5. **AUDIENCE TO CITIZENS/STAFF/STUDENTS**

6. **OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**

7. **CONSENT AGENDA**

1. Warrant of November 25, 2019

2. 2nd Warning of Somers DBS Policy 6142.61 -  
Physical Activity - Recess

3. 2nd Warning of DBS Policy 6146 - Graduation  
Requirements

8. **NEW BUSINESS**

1. Pillars of a Nation Project - Students

2. Approval of Somers High School Field Trip to  
Washington, DC

3. Approval of the HVAC Energy Efficiency Project

4. 1st Warning - New course at Somers High School  
- AP Physics

5. 1st Warning - New course for Somers High School  
- AP Psychology

6. 1st Warning - New course at Somers High School-  
AP World History: Modern.

7. 1st Warning - New course at Somers High School  
- AP Computer Science Principles

8. 1st Warning - New Course at Somers High School  
- Capstone

9. 1st Warning - New textbook for Somers High  
School - "Ways of the World" and "AMSCO AP World  
History: Modern"

10. 1st warning - New textbook proposal for Somers  
High School - "Myers' Psychology" for the AP  
Course.

11. 1st Warning -New textbook for ELA - Vocabulary  
for grades 5 - 10

9. **OLD BUSINESS**

10. **ADMINISTRATIVE REPORTS**

1. District Grant Updates

2. Update of Next Generation Science Standards  
(NGSS)

3. School Improvement Plan - Curriculum and  
Instruction

4. Superintendent Updates

11. **COMMITTEE REPORTS**

1. BUDGET

2. CURRICULUM

3. POLICY

4. PLANNING

12. **CREC UPDATE**

13. **ADJOURNMENT**

**DRAFT Somers Board of Education Meeting Minutes**

November 11, 2019 7:00 PM

Board of Education Chambers

**Attendance Taken at 7:00 PM:**

Present Board Members: Jan Martin, Sarah Bollinger, Bruce Devlin, Rick Lees, Jeremy Anderson, Kate McLellan, Anne Kirkpatrick

Absent Board Members: Barbara Capuano, David Palmer

**1. CALL TO ORDER**

**2. PLEDGE OF ALLEGIANCE**

**3. AWARDS AND RECOGNITIONS**

Discussion: Rick Lees was recognized for his 12 years of service to the Town of Somers Board of Education

**4. APPROVAL OF MINUTES**

**4.1. Draft of October 28, 2019 Board of Education Minutes**

Rationale: The board will review and approve the draft minutes of October 28, 2019.

**Motion Passed:** passed with a motion by Jan Martin and a second by Jeremy Anderson. **7 Yeas - 0 Nays.**

**5. AUDIENCE TO CITIZENS/STAFF/STUDENTS**

Discussion: Gabrielle Tullock and Sophia Carengo gave an update on student activities at the High School. Highlights included sports scores, an update on the Veterans Day activities and fundraising activities.

**6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS**

**Motion Passed:** Motion to add item 8.2 first warning of policy 6146 passed with a motion by Anne Kirkpatrick and a second by Sarah Bollinger.

**7 Yeas - 0 Nays.**

**7. CONSENT AGENDA**

**DRAFT Somers Board of Education Meeting Minutes**

November 11, 2019 7:00 PM

Board of Education Chambers

**Motion Passed:** As presented passed with a motion by Jeremy Anderson and a second by Anne Kirkpatrick. **7 Yeas - 0 Nays.**

**7.1. Warrant of November 11, 2019**

Rationale: Board will review and consent the November 11, 2019 warrant.

**7.2. 2nd Warning of DSB Policy 5131.11**

Rationale: This policy DBS 5131.11 on Student Bullying is to be deleted and has been replaced by 5131.911.

**8. NEW BUSINESS**

**8.1. 1st Warning of Somers DBS Policy 6142.61 - Physical Activity - Recess**

Rationale: 1st Warning of Somers DBS Policy 6142.61 - Physical Activity - Recess. The Board will ask the Policy Committee any question they might have regarding the changes. The Board will review and vote on November 25, 2019.

**8.2. 1<sup>st</sup> Warning of Somers DBS Policy 6146 - Graduate Requirements.**

Rational: 1<sup>st</sup> Warning of Somers DBS Policy 6146 – Graduate Requirements. The Board will ask the Policy Committee any question they might have regarding the changes. The Board will review and vote on November 25, 2019.

**9. OLD BUSINESS**

**10. ADMINISTRATIVE REPORTS**

**10.1. Five Year Technology Plan**

Rationale: Mr. Rob Wilson will present the Board with the Five Year Technology Plan.

Discussion: Rob Wilson presented attached Five Year Technology plan to the BOE.

**10.2. Pupil Services 19-20 School Improvement Plan for Pupil Services**

Rationale: Dr. Messina will present the Board the Pupil Services School Improvement Plan (Pages 8-9)

Discussion: Dr. Messina gave an overview of the attached Pupil Services School Improvement Plan.

**DRAFT Somers Board of Education Meeting Minutes**

November 11, 2019 7:00 PM

Board of Education Chambers

**10.3. Mabelle B. Avery Middle School's 19-20 School Improvement Plan**

Rationale: Mrs. Margot Martello, Principal of MBA will present the Board the 19-20 School Improvement Plan for the middle school. (pages 13-19)

Discussion: Mrs. Margot Martello presented School Improvement plan as attached.

**10.4. Enrollment Report**

Rationale: The Superintendent will discuss enrollment projections.

**10.5. Superintendent's Update**

Rationale: Superintendent will update on the Veteran's Day programs and other events.

**11. COMMITTEE REPORTS**

**11.1. CURRICULUM**

Discussion: Had meeting tonight, many first warning to be presented at upcoming meeting

**11.2. POLICY**

Discussion:

Had meeting tonight, new policies coming

**11.3. SALARY & NEGOTIATION**

**11.4. PLANNING**

**12. CREC UPDATE**

Discussion: Next meeting on 19th

**13. ADJOURNMENT**

**Motion Passed:** passed with a motion by Jan Martin and a second by Sarah Bollinger. **7 Yeas - 0 Nays.**

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Bruce Devlin, Chairperson

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Brian Czapla, Superintendent

# Somers Board of Education General Budget Treasury Warrant

Report # 61423

Check Batch: 30421  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP GB  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by:



Date:

11/21/19

William B. Boutwell, Director of Business Services

30421	17781	11/25/2019	V58674	Administrator, Unemployment Compensation	0.00	1,151.00
	17782	11/25/2019	V60028	Airex Filter Corporation	0.00	161.26
	17783	11/25/2019	V02129	Alarm New England LLC	0.00	32,520.17
	17784	11/25/2019	V60790	Alternative Access Assistive Technology	0.00	5,358.75
	17785	11/25/2019	V52670	SYNCB/AMAZON	0.00	1,265.63
	17787	11/25/2019	V52306	AmeriPride Services, Inc	0.00	358.97
	17788	11/25/2019	V51604	Awards & More	0.00	85.00
	17789	11/25/2019	V52478	Bart Truck Equipment LLC.	0.00	977.56
	17790	11/25/2019	V61521	Battelle for Kids	0.00	7,920.00
	17791	11/25/2019	V61550	CareerStaff Unlimited	0.00	552.00
	17792	11/25/2019	E00053	Castro, Carla	0.00	56.38
	17793	11/25/2019	V54308	Gale/CENGAGE Learning	0.00	2,405.47
	17794	11/25/2019	V61587	Connecticut Explored Inc	0.00	544.00
	17795	11/25/2019	V00204	CREC	0.00	43,723.96
	17796	11/25/2019	V60089	Dime Oil Company LLC	0.00	16,180.81
	17797	11/25/2019	E00096	Duffy, Margaret	0.00	20.88
	17798	11/25/2019	V53643	East Coast Sign & Supply, Inc.	0.00	190.00
	17799	11/25/2019	V00605	Electrical Wholesalers	0.00	265.32
	17800	11/25/2019	V52317	Ellington Board of Education	0.00	17,538.72
	17801	11/25/2019	V61230	ENGIE Resources	0.00	8,154.69

# Somers Board of Education General Budget Treasury Warrant

Report # 61423

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
17802		11/25/2019	V00159	Eversource Energy	0.00	20,755.78
17803		11/25/2019	V54168	First Student, Inc	0.00	93,891.83
17805		11/25/2019	V60968	Fletcher Sewer & Drain, Inc	0.00	505.00
17806		11/25/2019	V60951	Follett School Solutions, Inc	0.00	35.82
17807		11/25/2019	V01830	Gerry's Music Shop, Inc.	0.00	1,412.90
17808		11/25/2019	V54081	Graduate Pest Solutions, Inc.	0.00	166.00
17809		11/25/2019	V00511	Grainger	0.00	502.22
17810		11/25/2019	V53439	Group Dynamic	0.00	22.20
17811		11/25/2019	V53525	H&H Service, LLC	0.00	172.00
17812		11/25/2019	V00564	Hillyard-New England	0.00	259.83
17813		11/25/2019	V54063	HSABank	0.00	173.25
17814		11/25/2019	V52848	Intensive Education Academy, Inc.	0.00	12,569.84
17815		11/25/2019	V60548	Johnson Memorial Hospital	0.00	10,000.00
17816		11/25/2019	V00039	Leonards Auto Parts Co.	0.00	90.35
17817		11/25/2019	V61589	Literacy Resources, Inc	0.00	171.98
17818		11/25/2019	V61483	Maplebrook School Inc.	0.00	4,029.00
17819		11/25/2019	V60294	MHS	0.00	451.00
17820		11/25/2019	V60104	Nixon Company Inc., The	0.00	97.50
17821		11/25/2019	V60983	OMNI Group, The	0.00	24.00
17822		11/25/2019	V60560	Oriental Trading Company, Inc.	0.00	194.24
17823		11/25/2019	V53849	NCS Pearson, Inc.	0.00	3,184.24
17824		11/25/2019	V52686	Plimpton & Hills	0.00	48.12
17825		11/25/2019	V61451	Prime Landscape Services	0.00	10,815.00
17826		11/25/2019	V60864	Pullman & Comley, LLC	0.00	7,863.00
17827		11/25/2019	E00783	Remington, Sharon	0.00	39.99
17828		11/25/2019	V52476	River Valley Lawn Care LLC	0.00	875.19
17829		11/25/2019	V01292	School Specialty, Inc.	0.00	225.27
17830		11/25/2019	V60979	Shanahan, Jim	0.00	150.00
17831		11/25/2019	V60067	Silktown Roofing	0.00	692.10
17832		11/25/2019	V60616	Somers Public Schools	0.00	10,444.93
17833		11/25/2019	V60616	Somers Public Schools	0.00	175.11
17834		11/25/2019	V61373	Somers Star Hardware	0.00	509.93
17836		11/25/2019	V61582	SpeakEasy Communication Therapy, LLC	0.00	480.00
17837		11/25/2019	V00024	Stanton Equipment, Inc	0.00	1,449.11
17838		11/25/2019	V00251	State of Connecticut	0.00	240.00
17839		11/25/2019	V61076	Teachers Synergy, LLC	0.00	172.93
17840		11/25/2019	V53615	Thurston Foods, Inc.	0.00	1,090.28

# Somers Board of Education General Budget Treasury Warrant

Report # 61423

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	17841	11/25/2019	M53099	Tull Brothers, Inc.	0.00	427.50
	17842	11/25/2019	V61590	UMASS Cold Spring Orchard	0.00	455.00
	17843	11/25/2019	V21164	Unum Life Insurance Company of America	0.00	3,721.17
	17844	11/25/2019	V00548	USA Waste and Recycling	0.00	1,294.40
	17845	11/25/2019	V61006	LearningCilty	0.00	2,157.30
	17846	11/25/2019	V53413	W. B. Mason Co., Inc.	0.00	132.63
	17847	11/25/2019	V61445	Willie Ross School of the Deaf, The	0.00	118.00
<b>Totals:</b>					0.00	\$331,716.51

64 Checks Listed.

# Somers Board of Education General Journal Register

Report # 61421  
Batch: 30404  
Transaction: N/A  
Show Summary Only: Yes

Batch #	30404	Control Total	\$331,716.51	Status	Posted	Created By	Ibergamini	Created On	11/18/2019	Last Updated By	Ibergamini	Last Updated On	11/21/2019
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## General Ledger Distribution Summary

Period, Fiscal Year	Account Number	Account Description	DTF	Over	Base	Budget	Debits	Credits
<b>November, 2020</b>								
<b>Generated Distributions</b>								
10-000-0-0-00-000-241-00-0-00000		ENCUMBRANCE CONTROL					323,758.39	0.00
10-000-0-0-00-000-241-00-0-00000		RESERVE FOR ENCUMBRANCE					0.00	323,758.39
		<b>Total Generated Distributions</b>					<b>\$323,758.39</b>	<b>\$323,758.39</b>
<b>User-Entered Distributions</b>								
10-000-0-0-00-000-241-00-0-00000		ACCOUNTS PAYABLE					1,270.71	0.00
10-000-0-0-00-000-241-00-0-00000		ACCOUNTS PAYABLE					0.00	332,987.22
10-100-2-2-00-242-611-01-5-01183		K-5 FIFTH GRADE SUPPLIES					47.01	0.00
10-100-2-2-14-241-611-01-5-00155		K-5 - GENERAL SUPPLIES					138.01	0.00
10-100-2-2-16-242-611-01-5-00722		K-5 - LANGUAGE ARTS SUPPLIES					171.98	0.00
10-100-2-2-16-243-611-01-5-00240		K-5 - LANGUAGE ARTS WORKBOOKS					244.00	0.00
10-100-2-2-20-242-611-01-5-00169		K-5 - MUSIC SUPPLIES					307.79	0.00
10-100-2-2-20-242-611-01-5-00169		K-5 - MUSIC SUPPLIES					0.00	27.63
10-100-2-2-22-242-611-01-5-00193		K-5 - PHYSICAL ED SUPPLIES					225.27	0.00
10-100-2-2-28-242-611-01-5-00202		K-5 - SCIENCE/HEALTH SUPPLIES					455.00	0.00
10-100-2-2-30-242-611-01-5-00208		K-5 - SOCIAL STUDIES SUPPLIES					300.00	0.00
10-100-2-3-14-241-611-01-5-00157		MA - GENERAL SUPPLIES		Yes			132.63	0.00
10-100-2-3-16-242-611-01-5-00184		MA - LANGUAGE ARTS SUPPLIES					83.94	0.00
10-100-2-3-20-242-611-01-5-00172		MA - MUSIC SUPPLIES					849.90	0.00
10-100-2-3-27-242-611-01-5-01682		MA - REMEDIAL READING SUPPLIES					39.99	0.00
10-100-2-4-12-242-611-01-5-00183		HS - TECHNOLOGY ED SUPPLIES					27.87	0.00
10-100-2-4-38-242-611-01-5-00181		HS - QUANTTTY FOODS SUPPLIES					1,090.28	0.00
10-100-8-2-66-910-730-01-5-00603		K-5 CAPITAL OUTLAY					239.25	0.00
10-120-9-9-98-955-330-02-5-01002		SP ED - TESTING					3,635.24	0.00
10-120-9-9-98-955-330-02-5-01142		SPED - CONSULTANT FEES					118.00	0.00
10-120-9-9-98-955-330-02-5-01674		SP ED - CONTRACTED SERVICES		Yes			5,838.75	0.00
10-213-3-5-48-412-112-02-5-00319		SW - NURSE SUBSTITUTE					552.00	0.00
10-214-2-3-56-242-611-07-5-01027		SW - SCHOOL PSYCHOL. SUPPLIES					82.30	0.00
10-221-1-4-50-251-580-05-5-00267		HS - TRAVEL/IN-SERVICE					77.26	0.00
10-221-1-5-50-251-322-05-5-00297		CO - ADMINISTRATION WORKSHOP					7,920.00	0.00
10-221-2-5-50-214-111-05-5-00659		SW - PROF DEVELOPMENT/CEU					250.00	0.00

## Somers Board of Education General Journal Register

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
30404	\$331,716.51	Posted	Ibergamini	11/18/2019	Ibergamini	11/21/2019
10-222-2-3-52-231-642-03-5-00138		MA - LIBRARY BOOKS			35.82	0.00
10-222-2-4-52-231-642-03-5-00139		HS - LIBRARY BOOKS			2,455.47	0.00
10-222-2-4-52-231-642-03-5-00139		HS - LIBRARY BOOKS			0.00	50.00
10-222-2-5-14-233-611-03-5-00150		SW - COMPUTER SOFTWARE			2,157.30	0.00
10-231-1-5-74-134-330-10-5-00045		B.O.E. - OTHER PROF. SERVICES			7,887.00	0.00
10-231-1-5-74-134-330-10-5-00048		B.O.E. - COMMUNITY RELATIONS			85.00	0.00
10-232-1-5-72-258-690-04-5-00042		CO - OFFICE SUPPLIES			235.57	0.00
10-232-1-5-72-258-690-04-5-00044		CO - COMPUTER SUPPLIES			175.11	0.00
10-232-1-5-72-258-690-04-5-00044		CO - COMPUTER SUPPLIES			609.51	0.00
10-232-1-5-72-258-690-04-5-00044		CO - COPIER RENTAL			296.30	0.00
10-232-1-5-72-258-690-04-5-00044		CO - COPIER RENTAL			609.53	0.00
10-240-1-2-40-258-690-04-5-00301		K-5 - OFFICE SUPPLIES			609.53	0.00
10-240-6-2-66-830-440-04-5-00523		K-5 - COPIER RENTAL			609.53	0.00
10-240-6-3-66-830-440-03-5-00527		MA - COPIER RENTAL			609.53	0.00
10-240-6-4-66-830-440-04-5-00763		HS - COPIER RENTAL			59.12	0.00
10-240-6-4-66-830-440-04-5-00763		HS - COPIER RENTAL			59.12	0.00
10-240-6-4-66-830-440-04-5-00763		MAINTENANCE - OFFICE SUPPLIES			762.45	0.00
10-260-1-6-40-258-690-04-5-00306		K-5 BUILDING REPAIRS			563.00	0.00
10-260-5-2-62-722-430-08-5-01141		MA - BAND MAINTENANCE			150.00	0.00
10-260-5-3-20-722-430-01-5-00386		HS - MUSIC MAINTENANCE			358.97	0.00
10-260-5-4-38-722-430-01-5-00396		HS - QUANTITY FOODS MAINT.			259.83	0.00
10-260-5-4-38-722-430-01-5-00393		HS - QUANTITY FOODS MAINT.			259.83	0.00
10-260-5-6-62-722-430-08-5-00430		SW - CUSTODIAL SUPPLIES			433.66	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			27.20	0.00
10-260-5-6-62-722-430-08-5-00430		SW - THERMOSTAT/CONTROLS			4,067.88	0.00
10-260-5-6-62-722-430-08-5-00435		HS - BUILDING MAINTENANCE			2,449.13	0.00
10-260-5-6-62-722-430-08-5-00435		HS - BUILDING MAINTENANCE			6,678.12	0.00
10-260-5-6-62-722-430-08-5-00439		SW - EQUIPMENT REPAIR			692.10	0.00
10-260-5-6-62-722-430-08-5-00440		SW - GROUNDS KEEP			1,294.40	0.00
10-260-5-6-62-722-430-08-5-00442		SW - ROOF REPAIR			582.30	0.00
10-260-5-6-62-722-430-08-5-00443		SW - RUBBISH REMOVAL			0.00	32.35
10-260-5-6-62-722-430-08-5-00444		SW - GENERAL REPAIR			166.00	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			265.32	0.00
10-260-5-6-62-722-430-08-5-00447		SW - EXTERMINATING			48.12	0.00
10-260-5-6-62-722-430-08-5-00801		SW - ELECTRICAL SUPPLIES			32,520.17	0.00
10-260-5-6-62-722-430-08-5-00885		SW - PLUMBING SUPPLIES			6,057.47	0.00
10-260-5-6-62-722-430-08-5-00886		SW - SECURITY			10,123.34	0.00
10-260-5-6-62-722-430-08-5-01646		K-5 - FUEL #2			4,275.12	0.00
10-260-5-6-62-722-430-08-5-00354		HS - FUEL #2			12,479.84	0.00
10-260-5-6-64-630-620-05-5-00356		K-5 - FUEL #2			11,945.38	0.00
10-260-5-6-64-630-620-05-5-00356		HS - ELECTRICITY			210.13	0.00
10-260-5-6-64-641-620-05-5-00358		MA - ELECTRICITY				
10-260-5-6-64-641-620-05-5-00360		HS - ELECTRICITY				
10-260-5-6-64-641-620-05-5-00361		MAINTENANCE - ELECTRICITY				
10-260-5-6-64-641-620-05-5-00362		MAINTENANCE - ELECTRICITY				

# Somers Board of Education General Journal Register

Report # 61421

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
30404	\$331,716.51	Posted	Ibergamini	11/18/2019	Ibergamini	11/21/2019
10-260-5-6-66-722-430-08-5-00657		SW - PLAYGROUND MAINTENANCE			1,850.00	0.00
10-260-6-5-62-722-430-04-5-00452		SW - MAINTENANCE CONTRACTS			240.00	0.00
10-270-4-5-84-521-510-12-5-00325		TRANSPORTATION - ELEMENTARY			26,049.08	0.00
10-270-4-5-84-521-510-12-5-00326		TRANSPORTATION - SECONDARY			31,290.19	0.00
10-270-9-9-84-522-112-12-5-00333		SP ED - TRANSPORTATION AIDE			4,908.80	0.00
10-270-9-9-84-522-112-12-5-00333		SP ED - TRANSPORTATION AIDE			0.00	283.20
10-270-9-9-84-522-510-12-5-00329		SP ED - VANS			20,886.20	0.00
10-270-9-9-84-522-510-12-5-00332		SP ED - ADDITIONAL MILEAGE			5,557.69	0.00
10-270-9-9-84-522-510-12-5-00332		SP ED - ADDITIONAL MILEAGE			0.00	877.53
10-279-4-3-42-530-580-06-5-00336		MA - ATHLETIC TRIPS			1,741.20	0.00
10-279-4-4-42-530-580-06-5-00337		HS - ATHLETIC TRIPS			4,619.40	0.00
10-280-6-5-82-820-200-13-5-00509		SW - FLEXIBLE SPENDING ACCT			22.20	0.00
10-280-6-5-82-820-200-13-5-00513		L.T.D.			3,721.17	0.00
10-280-6-5-82-820-200-13-5-00517		UNEMPLOYMENT INSURANCE			1,151.00	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			173.25	0.00
10-320-7-4-42-860-590-06-5-01006		HS - ATHLETIC TRAINER			10,000.00	0.00
10-320-7-4-42-860-590-06-5-00597		HS - OFFICIALS			8,006.83	0.00
10-320-7-4-42-880-690-06-5-00601		HS - ATHLETIC AWARDS			97.50	0.00
10-613-9-9-88-955-561-14-5-00622		SP ED - CREC RIVER STREET			29,792.56	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			47,818.96	0.00
Total User-Entered Distributions						<u>\$334,257.93</u>
Total for November, 2020						<u>\$658,016.32</u>
<b>Grand Total for Batch # 30404</b>						<u><b>\$658,016.32</b></u>

337 Transactions Listed.

**DBS CODE: 6142.61**

**CZAPLA NOTES: Updates to bring policy into compliance with new statutes.**

**Instruction**

**Physical Activity**

The Board believes every student shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. In addition, staff is encouraged to participate in and model physical activity as a valuable part of daily life.

District schools have a responsibility to help students and staff establish and maintain lifelong habits of being physically active. Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being.

**Recess**

~~Recess in elementary schools provides opportunities for physical activity which helps students stay alert and attentive in class and provides other educational and social benefits.~~ **The Board requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services.** School authorities shall encourage and develop schedules that provide time within every school day for preschool, kindergarten, and elementary school students to enjoy supervised recess. Recess shall complement, not substitute for, physical education classes. ~~Staff shall not deny a student's participation in recess or other physical activity as a form of discipline or punishment, nor should they cancel it for instructional makeup time.~~

**Loss of Recess as a Disciplinary Consequence**

**School employees may not prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school-suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective.**

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of the District students and who fails to comply with the requirement of this policy may be subject to having his/her contract for services suspended by the District.

### **Physical Activity and Discipline**

School employees (teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach, or any other individual working in a District school, who in the performance of his/her duties has regular contact with students and provides services to or on behalf of students enrolled in a District school, pursuant to a contract with the Board of Education) shall not deny a student's participation in the entire time devoted to physical exercise in the regular school day as a form of discipline or punishment, nor should they cancel it for instructional makeup time. In addition, any student in kindergarten through grade twelve shall not be required to engage in physical activity as a form of discipline.

(cf. [6142.10](#) - Health Education Program)

Legal Reference: Connecticut General Statutes

[10-16b](#) Prescribed courses of study.

[10-220](#) Duties of boards of education.

[10-221o](#) Lunch periods. Recess. (as amended by P.A. 12-116, An Act Concerning Educational Reform, P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools and P.A. 19-173 An Act Concerning the Improvement of Child Development Through Play)

PA. 06-44 An Act Promoting the Physical Health Needs of Students

**Policy adopted: September 9, 2013**

**INSTRUCTION:**

**Graduation Requirements/Standards of Proficiency**

The Administration shall submit to the Board of Education through the Superintendent their detailed requirements and standards of proficiency. The faculty will apply both objective and subjective measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation. Such requirements and standards shall be approved by the Board of Education.

Graduation requirements shall be established by the Board of Education. Any change of the requirements shall be submitted to the Board of Education by the Superintendent or his designee for approval.

Graduation may involve awarding to students a Somers High School Diploma or a Certificate of Completion of a Program of Special Studies. The Board of Education shall award a high school diploma to any World War II veteran, veteran of the Korean hostilities, or Vietnam era requesting such diploma who left high school for military service as defined in the statutes.

Graduation shall not be held until 180 days (minimum 900 hours) of actual schoolwork are completed.

**A Capstone Project (1.0 credits) will be required starting with the class of 2023**

**A Personal Finance Course (0.5 credits) will be required starting with the class of 2024.**

**Graduation Requirements:**

**Credit Distribution Requirement (Classes of 2020 and 2021)**

Subject Area	Credits	Description
English	4	
Social Studies	3	1 each in World Cultures, US History/Civics 1 and II or AP

		US History
Science	3	1 each in Freshman Integrated Science, Biology, Electives
Math	3	
Physical Education	1	.5 in grade 9 & .5 in grade 10
Health	.5	.25 credit in grades 11 & 12 and part of PE in grades 9 & 10
Fine Arts	.5	Art or Music
Practical Arts	.5	Practical Arts includes, Food Service, Business, and Technology. (Computer Literacy Requirement also needs to be satisfied. See Course Selection Guide for details)
Electives	6.5	Business, Tech Ed, Family and Consumer Sciences, World Languages: French or Spanish, Arts, etc.
Carnegie Units Total	22	

### **Credit Distribution Requirement (Beginning with the class of 2022)**

Subject Area	Credits	Description
English	4	

Social Studies	3	1 each in World Cultures, US History/Civics 1 and II or AP/UCONN ECE US History
Science	3	1 each in Freshman Integrated Science, Biology, Electives
Math	4	
Physical Education	1	.5 in grade 9 & .5 in grade 10
Health	.5	.25 credit in grades 11 & 12 and part of PE in grades 9 & 10
Fine Arts	.5	Art or Music
Practical Arts	.5	Practical Arts includes, Food Service, Business, and Technology. (Computer Literacy Requirement also needs to be satisfied. See Course Selection Guide for details)
Electives	6.5	Business, Tech Ed, Family and Consumer Sciences, World Languages: French or Spanish, Arts, etc.
Carnegie Units Total	23	

**Credit Distribution Requirement (Beginning with the class of 2023)**

Subject Area	Credits	Description
English	4	
Social Studies	3	1 each in World History, US History/Civics 1 and II or

		AP/UCONN ECE US History
Science	3	1 each in Integrated Science, Biology, Electives
Math	4	
World Language	1	
Physical Education	1	.5 in grade 9 & .5 in grade 10
Health	.5	.25 credit in grades 11 & 12 and part of PE in grades 9 & 10
Fine Arts	.5	Art or Music
Practical Arts	.5	Practical Arts includes, Food Service, Business, and Technology. Computer Literacy requirement also needs to be satisfied see Course Selection Guide for appropriate course.
Electives	6.5	Business, Tech Ed, Family and Consumer Sciences, World Languages, social sciences, arts, etc...
Capstone Project	1	
Carnegie Units Total	25	

Cross Reference: Policy # 5127

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-16(l) Graduation exercises. (As amended by PA 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut and P.A. 11-17, An Act Concerning High School Diplomas to Korean Veterans, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes

10-233(a) Promotion and graduation policies. (as amended by PA 01-166)

**Adopted: September 28, 1981**

**Revised: June 26, 1989**

**May 28, 2002**

**March 5, 2007**

**July 9, 2009**

**January 23, 2012**

**May 26, 2015**

**February 26, 2018**

**Revised October 28, 2019**

4/1/19

**FIELD TRIP REQUEST****(All Overnight trips are subject to Superintendent and Board of Education Approval)**School: Somers High School Date: 11-12-19Requested by: Philip Goduti Department: Social StudiesDestination: Washington, DC Date of trip: 3/21/20 to 3/23/20Departure time: 5:30 am on 3/21/20 from SHS Approx. time of return: 10:00pm on 3/23/20Number of students involved: 37 Number of chaperones: 5

Teachers attending:

<u>Philip Goduti</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<u>Andrew Drummey</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<u>Marc Dzicek</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<u>Kristen Angelica</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day
<u>Tenley Stoltz</u>	Sub Needed: <input type="checkbox"/> None <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Half Day

**Please enter into Frontline Absence Management AFTER your request has been approved.**Type of transportation: Coach Bus (Dattco)Expense to students: \$350.00- \$375.00 Expense to school system: \$0Specific Content/Unit(s) the field trip supports: This trip is attached to the Documentary Film Project in AP / UCONN ECE US History. Please see Atlas for an outline of the assignment.Describe how student learning will be assessed: Students will create a Documentary Film using photos from the trip as part of the evidence - please see assignment on Atlas

Standards addressed (list by number and code – ex. CCSS:MP1):

CT:HS:1: INQ 9–12.1 Explain how a question reflects an enduring issue in the field.

CT:HS:1 INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Written Objectives/Relationship to curriculum: \_\_\_\_\_

Students will be able to debate major moments in the 20th century. Students will know how to utilize editing software and understand the process related to creating an authentic documentary about a major moment in US History.Students will also use inquiry based learning to use sources and images they experienced on the trip in this project.**If approved, both the field trip activity and assessment need to be put into Atlas.**Approved by:  Approved by: \_\_\_\_\_  
Principal's Signature Director of Curriculum**CENTRAL OFFICE USE ONLY**Approved  Disapproved \_\_\_\_\_  
Superintendent or Designee's Signature Date

Rev. 4/1/2019

A copy of this request will be forwarded to the Business Office

Proposed Itinerary Washington DC March 21-23, 2020

5:30 AM	Leave SHS 1 Vision Blvd, Somers CT	6:45AM	Pick up to go to the White. House Breakfast at Hotel	7:30AM	Check out at the Hotel and bring to Arlington (Opens at 8:00am) Breakfast at Hotel
7:00AM	Stop for Breakfast in NJ.	7:00AM	Drop off at the White House Appointment at 7:30am arrive 15 min prior	11:00AM	Pick up at Arlington and bring to Ford's theatre
1:00PM	Lunch at Smithsonian	9:30AM	Pick up at White House - Drop at Lincoln Memorial, Vietnam, and Korea. Pick up at 11:00am to bring to Archives	11:30AM	Ford's Theatre
1:30 PM	Drop off at Smithsonian - American History and Natural History	11:15AM	National Archives	12:30PM	Drop off for Lunch at Gallery of Art, Walk to Air and Space
5:00PM	Pick up at the Smithsonian	1:00PM	Drop off Union Station for Lunch	3:30PM	Pick up at Air and Space for return home
5:30PM	Drop off at WWII Memorial	2:00PM	Walk to Capitol Tour	6:00PM	Dinner on the road
7:00 PM	Dinner at Hard Rock Cafe <b>CONFIRMED</b>	2:50PM	Capitol Tour - After the Tour we will go to the Library of Congress and check out the Supreme Court	11:00PM	Drop off at Somers High School
8:00PM	Drop off at Hotel	5:30 PM	Pentagon Memorial		
	COURTYARD MARRIOTT ALEXANDRIA 4641 Kenmore Avenue Alexandria VA	6:30PM	Dinner at Pentagon City Mall		
		7:45PM	Drop off at MLK memorial (MLK, FDR and Jefferson Memorials Night Tour)		
		8:45PM	Pick up at Jefferson Memorial		
		9:00PM	Drop off at Hotel		



## Board of Education Administrative Report

### Title of Report: HVAC Energy Efficiency Project

Submitted by: Brian P. Czapla

Board Meeting Date: November 25, 2019

Action

Report

Information

Discussion

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### *Executive Summary*

In support of our continuing our energy efficiency initiatives with Secure Energy, Environmental Systems Corporation has submitted a proposal to install various HVAC controls and replace roof-top-units (RTU's) leveraging utility incentives. This project is structured similar to the lighting efficiency project. The main focus of this project is installation of controls (in all three schools) to help regulate energy usage and the replacement of ten RTU's at MBA. It should be noted that the RTU's must be replaced regardless of this initiative due to their end of life usage. We will leverage energy incentives from Eversource to reduce costs to the school system. The resulting energy savings will also help offset project costs during a nine-year payback period.

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### **Systems to be Installed**

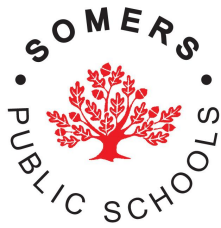
- Somers High School – HVAC controls including demand-based ventilation and dual enthalpy control.
- Somers Elementary School - Hot Water Pump variable frequency drives (VFDs) and energy management systems controls (EMS).
- Mabelle B. Avery Middle School – Replace ten RTU's and add energy savings controls to the current HVAC system.

### **Financial Information**

Total Project Costs	\$673,000
Energy Incentives (from Eversource)	\$218,000
Net Project Costs	\$455,000
Energy Savings (applied to net project costs)	\$342,000
<b>Total Costs to SPS**</b>	<b>\$113,000</b>

\*\* equalized during payback period

Additional lifetime energy cost savings: \$165,000



## Board of Education Administrative Report

### Financial Information Submitted by Environmental Systems Corporation

Measure Name	Electrical Usage Savings (kWh/yr)	Fuel Oil #2 Usage Savings (gals/yr)	Electrical Cost Savings (\$/yr)	Fuel Oil #2 Cost Savings (\$/yr)	Annual Total Cost Savings (\$/yr)	Measure Cost (\$)	Estimated Base Incentive (\$)	Estimated Net Cost (\$)	Lifetime Total Cost Savings (\$)
High School Controls Upgrade	29,874	5,383	\$5,412	\$13,458	\$18,870	\$123,561	\$9,888	\$113,673	\$188,700
Middle School RTU Replacement (10)	20,084	0	\$3,632	\$0	\$3,632	\$342,500	\$3,150	\$339,350	\$54,480
Middle School EMS Controls	116,250	0	\$21,060	\$0	\$21,060	\$179,740	\$28,695	\$151,045	\$210,600
Elementary VFDs & Controls	29,298	0	\$5,326	\$0	\$5,326	\$27,500	\$10,289	\$17,211	\$53,260
<b>(Project w/o Bonus)</b>	<b>195,506</b>	<b>5,383</b>	<b>\$35,430</b>	<b>\$13,458</b>	<b>\$48,888</b>	<b>\$673,301</b>	<b>\$52,022</b>	<b>\$621,279</b>	<b>\$507,040</b>
Project Comprehensive Bonus							\$165,937		
	<b>195,506</b>	<b>5,383</b>	<b>\$35,430</b>	<b>\$13,458</b>	<b>\$48,888</b>	<b>\$673,301</b>	<b>\$217,959</b>	<b>\$455,342</b>	<b>\$507,040</b>

Course Proposal Form

Date: 10/24/2019

Proposed Title: AP Physics

Content Area: Science

Semester(s):2

**(a) What need(s) does this course address?**

This course is adding to current advanced placement science courses offered at Somers High School.

**(b) How was the need identified? What data was considered?**

The rigor of coursework currently offered was analyzed and the need was identified to improve the rigor of the current courses offered. This course will improve the rigor of science coursework offered.

**(c) Who was involved in determining the need?**

The teachers, the administration, and the superintendent determined the need for the course.

**(d) Who designed the course?**

The course is designed through the CollegeBoard. Erin Maynard will create the syllabus for the course, which will be approved by the CollegeBoard.

**(e) What implications does this course have on staffing, other curricular areas, and/or space?**

One honors physics class will be changed to AP physics. This means there will be one Honors Physics course and one AP physics course offered. Otherwise no changes will be made.

**(f) What special background, if any, would the teacher need to have to teach this elective successfully?**

The teacher should be certified to teach physics, have access to CollegeBoard Resources for the AP physics exam, as well as training from at least one AP physics workshop.

**(g) This course is designed for: (circle any or all choices)**

Freshmen

Sophomore

Juniors

Seniors

Middle School

**(h) What prerequisites must the student fulfill to take this course?**

Students need a recommendation from a math and science teacher, an 85 or better in all science and math classes, and need to have taken or be taking pre-calculus concurrently.

**(i) Insert curriculum standards this course will address:**

<b>NGSS Standards</b>	
HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative position of particles (objects)
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.


**(j) How will student learning be assessed?**

Student learning will be assessed through lab write-ups, quizzes, tests, and the AP exam.

**(k) What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.**

Please see attached for new lab materials. Otherwise, current textbooks will be utilized along with AP supplied materials.

(Attach minutes from team meetings in which the course was developed and a budget worksheet.)



Course Department Sign-Off

Proposed Title: AP Physics

Signatures of content area members indicate that the proposal has been discussed and feedback has been elicited on the proposal prior to its completion. Interdisciplinary unit proposals require the signatures of members of all involved content areas/departments.

*Alicia Benin*  
*Susan Cormier*  
*Karen Dey*  
*Michelle Kellaker*  
*Mary Neese*

### Course Budget Sheet

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

**Proposed Title:** AP Physics

**Submitted by:** Erin Maynard

**Date:** 10/24/2019

	First Year	Second Year	Third Year
<b>Staff (if new staff must be hired)</b>	\$0	\$0	\$0
<b>Professional Development</b>	\$1150	\$0	\$0
<b>Additional Space</b>	\$0	\$0	\$0
<b>Contracted Services/Licensing</b>	\$0	\$0	\$0
<b>Textbooks</b>	\$0	\$0	\$0
<b>Consumable Books</b>	\$0	\$0	\$0
<b>Resources/Support Materials</b>	\$0	\$0	\$0
<b>Teacher Resource Books</b>	\$0	\$0	\$0
<b>Journals/Magazines</b>	\$0	\$0	\$0
<b>Consumable Supplies</b>	\$0	\$0	\$0
<b>Equipment under \$200</b>	\$1193.01	\$200	\$200
<b>Software</b>	\$0	\$0	\$0
<b>Field Trips</b>	\$0	\$0	\$0
<b>Speakers</b>	\$0	\$0	\$0
<b>Other:</b>	\$0	\$0	\$0
<b>Other:</b>	\$0	\$0	\$0
<b>20% shipping/handling materials &amp; books</b>	\$238.60	\$40	\$40
<b>TOTAL</b>	<b>\$2581.61</b>	<b>\$240.00</b>	<b>\$240.00</b>

**Signatures of person(s) submitting this proposal:**

Name Erin Maynard

Date 10/24/2019

Name \_\_\_\_\_

Date \_\_\_\_\_

Signature of Principal 

Date 10/24/19

**Print out this proposal and submit to the Curriculum Council, c/o the Director of Curriculum.**

AP Physics Lab Materials

Material	Lab	Quantity	Company	Price	Total Price	
DOWELL 9 Inch Magnetic Box Level Torpedo Level (3PCS)	AP Investigation 1 & 5	2	Amazon	\$12.99	\$25.98	
Slotted mass set (10 g resolution)	AP Investigation 2	3	Pasco	\$75.00	\$225.00	
Mass hangers	AP Investigation 2	3	Pasco	\$10.00	\$30.00	
Daron Flying Skyhawk on a String	AP Investigation 3	3	Amazon	\$11.99	\$35.97	
Daron Sky Fighter Flying Toy on a String	AP Investigation 3	2	Amazon	\$11.99	\$23.98	
Magnetic Hooks 22LBS Heavy Duty Neodymium Rare Earth Magnet Hook (pk of 10)	AP Investigation 3	1	Amazon	\$9.99	\$9.99	
Energizer AA Batteries (24 Count) - Replacements for planes	AP Investigation 3	1	Amazon	\$13.37	\$13.37	
Spring Cart Launchers	AP Investigation 4	6	Pasco	\$55.00	\$330.00	Purchased
End Stops (pack of 2)	AP Investigation 4	6	Pasco	\$30.00	\$180.00	Purchased
Pendulum Clamps	AP Investigation 6	3	Pasco	\$20.00	\$60.00	
Rotational Inertia Set	AP Investigation 7	1	Pasco	\$190.00	\$190.00	Purchased
Spherical Cylinders (3/4" x 24 in PVC)	AP Investigation 7	1	Home Depot	\$1.68	\$1.68	
Solid Cylinders (78 in x1-in dowel)	AP Investigation 7	1	Lowes	\$5.98	\$5.98	
Solid Cylinders (78 in x 2-in dowel)	AP Investigation 7	1	Home Depot	\$6.56	\$6.56	
Sinker 3 pack	AP Investigation 8	1	Amazon	\$12.52	\$12.52	
D-Batteries, pack of 8	AP Investigation 8	2	Amazon	\$11.99	\$23.98	
Batter holders (10 pack)	AP Investigation 9	2	Pasco	\$10.00	\$20.00	
Alligator clips (pack of 10)	AP Investigation 9	2	Arbor Scientific	\$4.50	\$9.00	
<b>Total</b>					<b>\$1,193.01</b>	



## Course Proposal Form

**Date:** 10/4/19

**Proposed Title:** AP Psychology

**Content Area:** Social Studies

**Semester(s):** 1 & 2

**(a) What need(s) does this course address?**

This course will allow students to continue to develop higher ordered thinking skills and improve college readiness.

**(b) How was the need identified? What data was considered?**

There is an effort made by the administration to expand our advanced placement course options for our student body. AP potential results indicated that our students are capable of succeeding at the AP level.

**(c) Who was involved in determining the need?**

The administration indicated that there is a need for more AP options for our students.

**(d) Who designed the course?**

The curriculum is dictated by the College Board

**(e) What implications does this course have on staffing, other curricular areas, and/or space?**

Depending on the popularity/interest of the course, this will have an impact on our elective program. This is a full year course which is different than our semester electives. We are concerned that the class size in our core classes as well as our electives will be impacted by these new full year options. In an effort to not diminish the availability of our course offerings and maintain optimal conditions for learning in core courses (class sizes), we anticipate the need for another staff member in the social studies department at the high school.

**(f) What special background, if any, would the teacher need to have to teach this elective successfully?**

The individual must be a certified teacher within the content area.

**(g) This course is designed for: (circle any or all choices)**

Freshmen

Sophomore

Juniors

Seniors

Middle School

**(h) What prerequisites must the student fulfill to take this course?**

Students should have a cumulative B+ average or higher in World History and U.S. History/Civics I. Completion of Intro to Psychology is strongly encouraged but not required.

**(i) Insert curriculum standards this course will address:**

The college board curriculum is aligned with the CCSS framework.

**(j) How will student learning be assessed?**

The curriculum for this course is aligned with the AP exam which includes multiple choice and free response questions.

**(k) What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.**

*Myers' Psychology for the AP Course-Third Edition*

Cost \$150  
Worth Publishers  
ISBN # 978-1319070502

*Multiple-Choice & Free-Response Questions in Preparation for the AP Psychology Examination-3<sup>rd</sup> edition. Michael Sullivan & Michael Hamilton*

Cost \$17  
D&S Marketing Systems  
ISBN # 978-1934780145

The Myers' book is suggested by the college board as an aligned text that meets the requirements of the curriculum. The multiple-choice and free response questions in preparation for the AP Psychology examination is a highly effective and recommended resource for the students to practice the skills needed to excel on the AP exam.

(Attach minutes from team meetings in which the course was developed and a budget worksheet.)





## Course Budget Sheet

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

**Proposed Title:** \_\_\_\_\_

**Submitted by:** \_\_\_\_\_ **Date** \_\_\_\_\_

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
<b>Staff (if new staff must be hired)</b>	\$	\$	\$
<b>Professional Development</b>	\$	\$	\$
<b>Additional Space</b>	\$	\$	\$
<b>Contracted Services/Licensing</b>	\$	\$	\$
<b>Textbooks</b>	\$	\$	\$
<b>Consumable Books</b>	\$	\$	\$
<b>Resources/Support Materials</b>	\$	\$	\$
<b>Teacher Resource Books</b>	\$	\$	\$
<b>Journals/Magazines</b>	\$	\$	\$
<b>Consumable Supplies</b>	\$	\$	\$
<b>Equipment under \$200</b>	\$	\$	\$
<b>Software</b>	\$	\$	\$
<b>Field Trips</b>	\$	\$	\$
<b>Speakers</b>	\$	\$	\$
<b>Other:</b>	\$	\$	\$
<b>Other:</b>	\$	\$	\$
<b>20% shipping/handling materials &amp; books</b>	\$	\$	\$
<b>TOTAL</b>	\$	\$	\$

**Signatures of person(s) submitting this proposal:**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signature of Principal** \_\_\_\_\_ **Date** \_\_\_\_\_

**Print out this proposal and submit to the Curriculum Council, c/o the Director of Curriculum.**

## Course Proposal Form

**Date:** 10/4/19

**Proposed Title:** AP World History: Modern

**Content Area:** Social Studies

**Semester(s):** 1 + 2

**(a) What need(s) does this course address?**

This course will allow students to continue to develop higher order thinking skills and improve college readiness.

**(b) How was the need identified? What data was considered?**

There is an effort made by the administration to expand our Advanced Placement options for our student body. AP Potential results indicated that our students are capable of succeeding at the AP level.

**(c) Who was involved in determining the need?**

The administration indicated that there is a need for more AP options for our students.

**(d) Who designed the course?**

The curriculum is dictated by the College Board.

**(e) What implications does this course have on staffing, other curricular areas, and/or space?**

Depending on the popularity/interest of the course, there may be an impact on our elective program. This is a full year course, which is different than the majority of our semester electives. We are concerned that the class size in our core courses as well as our electives may be impacted by these new full year options. In an effort to not diminish the availability of our course offerings and maintain optimal conditions for learning in core courses we anticipate the need for another staff member in the Social Studies Department at the high school.

**What special background, if any, would the teacher need to have to teach this elective successfully?**

A teacher would need to be a certified teacher in Social Studies.

**(f) This course is designed for: (circle any or all choices)**

Freshmen

Sophomore

Juniors

Seniors

Middle School

**(g) What prerequisites must the student fulfill to take this course?**

Students need to have successfully completed the three core Social Studies courses (World History, US History/Civics 1 and US History/Civics 2) having earned a B+ cumulative average or better.

**(h) Insert curriculum standards this course will address:**

The College Board curriculum is aligned with the CCSS framework.

**(i) How will student learning be assessed?**

The curriculum is aligned with the AP exam which includes multiple choice and free response questions.

- (j) **What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.**

Ways of the World, Robert W. Strayer. Bedford, Freeman and Worth, 2020. This book is suggested by College Board as an aligned text that meets the requirements of the curriculum. Cost = \$102.84. ISBN:978-1-319-23657-1

AMSCO World History Modern (1200-Present), Perfection Learning, 2020. This book is suggested by College Board as an aligned text that meets the requirements of the curriculum. It also includes sample DBQs, multiple choice questions, and primary sources. Cost = \$35. ISBN:978-1-5311-2916-3

(Attach minutes from team meetings in which the course was developed and a budget worksheet.)





## Course Budget Sheet

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

**Proposed Title: AP World History: Modern (1200-present)**

**Submitted by: Andrew Drummey                      Date. 10/15/19**

	<b>First Year</b>	<b>Second Year</b>	<b>Third Year</b>
<b>Staff (if new staff must be hired)</b>	\$	\$	\$
<b>Professional Development</b>	\$	\$	\$
<b>Additional Space</b>	\$	\$	\$
<b>Contracted Services/Licensing</b>	\$	\$	\$
<b>Textbooks</b>	<b>\$3,446</b>	\$	\$
<b>Consumable Books</b>	\$	\$	\$
<b>Resources/Support Materials</b>	\$	\$	\$
<b>Teacher Resource Books</b>	\$	\$	\$
<b>Journals/Magazines</b>	\$	\$	\$
<b>Consumable Supplies</b>	\$	\$	\$
<b>Equipment under \$200</b>	\$	\$	\$
<b>Software</b>	\$	\$	\$
<b>Field Trips</b>	\$	\$	\$
<b>Speakers</b>	\$	\$	\$
<b>Other:</b>	\$	\$	\$
<b>Other:</b>	\$	\$	\$
<b>20% shipping/handling materials &amp; books</b>	\$	\$	\$
<b>TOTAL</b>	\$	\$	\$

**Signatures of person(s) submitting this proposal:**

Name \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

**Print out this proposal and submit to the Curriculum Council, c/o the Director of Curriculum.**

## Course Proposal Form

**Date:**

**Proposed Title:** AP Computer Science Principles

**Content Area:** Business and Careers

**Semester(s):** 1 semester course

**(a) What need(s) does this course address?**

Additional advanced placement course are need at the HS to offer students the opportunity to take AP classes and earn college credit.

**(b) How was the need identified? What data was considered?**

There is a need to offer a variety of AP courses to those students who would not typically take an AP course. Based on feedback from the Somers HS Vocational Council, there is support to offer a course which teaching the foundational concepts of computer science as it aims to broaden participation in this growing field.

**(c) Who was involved in determining the need?**

Central Office and HS administration

**(d) Who designed the course?**

Designed by College Board

**(e) What implications does this course have on staffing, other curricular areas, and/or space?**

Course offering is dependent on staffing. Possible implementation in the 2021-22 school year.

**(f) What special background, if any, would the teacher need to have to teach this elective successfully?**

Training in AP Computer Science Principles through College Board in the summer

**(g) This course is designed for: (circle any or all choices)**

Freshmen

**Sophomore**

**Juniors**

**Seniors**

Middle School

**(h) What prerequisites must the student fulfill to take this course?**

Successful completion of Algebra I

**(i) Insert curriculum standards this course will address:**

Standards will be decided from the following options based on the course syllabus:

CT: Informational & Technology Literacy

ITEA: Standards for Technological Literacy

ISTE: Educational Technology

**(j) How will student learning be assessed?**

Assessments are through the college board AP assessments along with a two performance tasks given during the course. *See attachment*

**(k) What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.**

Internet accessibility, all curriculum guidelines given by the College Board

(Attach minutes from team meetings in which the course was developed and a budget worksheet.)





## Course Budget Sheet

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

Proposed Title: AP Computer Science Principles

Submitted by: \_\_\_\_\_ Date \_\_\_\_\_

	First Year	Second Year	Third Year
Staff (if new staff must be hired)	\$	\$	\$
Professional Development	<b>\$950</b>	\$	\$
Additional Space	\$	\$	\$
Contracted Services/Licensing	\$	\$	\$
Textbooks	\$	\$	\$
Consumable Books	\$	\$	\$
Resources/Support Materials	\$	\$	\$
Teacher Resource Books	\$	\$	\$
Journals/Magazines	\$	\$	\$
Consumable Supplies	\$	\$	\$
Equipment under \$200	\$	\$	\$
Software	\$	\$	\$
Field Trips	\$	\$	\$
Speakers	\$	\$	\$
Other:	\$	\$	\$
Other:	\$	\$	\$
20% shipping/handling materials & books	\$	\$	\$
<b>TOTAL</b>	<b>\$950</b>	\$	\$

Signatures of person(s) submitting this proposal:

Name \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

Print out this proposal and submit to the Curriculum Council, c/o the Director of Curriculum.

Course Proposal Form

Date:

Proposed Title: Capstone

Content Area: Multiple content areas Semester(s): 2

(a) What need(s) does this course address?

This course will fulfill the state requirement of a mastery based assessment beginning with the class of 2023

(b) How was the need identified? What data was considered?

Mandated by state requirements

(c) Who was involved in determining the need?

Administration of SHS, teachers, and Director of Curriculum

(d) Who designed the course?

A committee designated by SHS administration will design course.

(e) What implications does this course have on staffing, other curricular areas, and/or space?

Course will require an additional 1.0 for staffing.

(f) What special background, if any, would the teacher need to have to teach this elective successfully? No special background is required

(g) This course is designed for: (circle any or all choices)

Freshmen

Sophomore

Juniors

Seniors

Middle School

(h) What prerequisites must the student fulfill to take this course?

It is recommended that students take Personal Finance or Consumer Math prior to this course.

(i) Insert curriculum standards this course will address:

This course will address the 4c's of the Strategic Plan along with various Writing, Speaking and Listening aspects of the Common Core Standards based on the projects that the students choose.

(j) How will student learning be assessed?

Final presentations will be judged by the Capstone rubric that encompasses the 4C's.

(k) What instructional resources are necessary to teach the course? List all books, software, equipment, and materials with rationale and cost.

No resources are needed at this time for this course.

Proposed Title: Capstone Seminar/Presentation

feedback has been elicited on the proposal prior to its completion. Interdisciplinary unit proposals require the signatures of members of all involved content areas/departments.

NAME	CONTENT AREA	DATE
Cathy Cotzian	Principal	11/6/19
Cheryl J.	Asst. Principal	11/6/19
David P.	Director of Curriculum	11/6/19
Tenly Stoltz	Library Media Specialist	11/6/19

**Course Budget Sheet**

Estimate the cost of the proposed elective for a three-year period assuming a maximum student enrollment of 25.

**Proposed Title:** Capstone Seminar/Presentation

Submitted by:	Date		
	First Year	Second Year	Third Year
<b>Staff (if new staff must be hired)</b>	\$	\$	\$
<b>Professional Development</b>	\$	\$	\$
<b>Additional Space</b>	\$	\$	\$
<b>Contracted Services/Licensing</b>	\$	\$	\$
<b>Textbooks</b>	\$	\$	\$
<b>Consumable Books</b>	\$	\$	\$
<b>Resources/Support Materials</b>	\$	\$	\$
<b>Teacher Resource Books</b>	\$	\$	\$
<b>Journals/Magazines</b>	\$	\$	\$
<b>Consumable Supplies</b>	\$	\$	\$
<b>Equipment under \$200</b>	\$	\$	\$
<b>Software</b>	\$	\$	\$
<b>Field Trips</b>	\$	\$	\$
<b>Speakers</b>	\$	\$	\$
<b>Other:</b>	\$	\$	\$
<b>Other:</b>	\$	\$	\$
<b>20% shipping/handling materials &amp; books</b>	\$	\$	\$
<b>TOTAL</b>	\$	\$	\$

**Signatures of person(s) submitting this proposal:**

Name Irene Zytka Date 11/5/19

Name Tenley Stoltz Date 11/5/19

Signature of Principal  Date 11/6/19

**Print out this proposal and submit to the Curriculum Council, c/o the Director of Curriculum.**

## Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

**Date:** 11/4/19

**Person(s) submitting:** Andrew Drummey

**Content Area:** Social Studies      **Grade(s) 12 Course:** World History: Modern

**Recommended Purchase:** Ways of the World AND AMSCO AP World History: Modern

**Title or Name of Resource:** Ways of the World AND AMSCO AP World History: Modern

**Type of Resource:** textbook and supplemental text      ISBN#: 978-1-319-23657-1

**Copyright:** 2020    **Vendor:** Bedford, Freeman and Worth

**Address:** 75 Arlington Street, Boston, MA 02116

**1. Does the text address the content of the curriculum at the appropriate grade level?**

Yes  No

**Process used to select this curriculum resource:** These books are from the suggested resource list provided by the College Board

**Is this the only curriculum resource for this course?** Yes  No

**If no, what other resource(s) will be used?** AMSCO Advanced Placement edition World History: Modern ISBN: 978-1-5311-2916-3

**How was this resource evaluated in terms of providing adequate instructional support for the curriculum?** The text is aligned with the College Board curriculum and provides resources that prepare the students for the AP exam in May.

*Please use the standard budget sheet below to detail the purchase costs.*

## Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

**Proposed Title:** AP World History: Modern

**Submitted by:** Andrew Drummey

**Textbook/Novel/Resource Name:** Ways of the World

**Consumable?** Yes  No

**Amount of Funds Needed:** \$3,446

**Vendor Name:** Bedford, Freeman and Worth

**Contact Person:** Jess Cipperly

**Address:**

**Phone:** (518)795-8918

**Fax:**

**Email Address:** jcipperly@bfpwpub.com



## Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

**Date:** 11/4/19

**Person(s) submitting:** Marc Dzicek

**Content Area:** Social Studies      **Grade(s)** 11&12      **Course:** AP Psychology

**Recommended Purchase:** Myers' Psychology for the AP Course AND Multiple-Choice & Free-Response Questions in Preparation for the AP Psychology Examination

**Title or Name of Resource:** Myers' Psychology for the AP Course  
AND Multiple-Choice & Free-Response Questions in Preparation for the AP  
Psychology Examination

**Type of Resource:** textbook and supplemental text      ISBN#: 978-  
1-319-07050-2

**Copyright:** 2018      **Vendor:** BFW/Worth Publishers

**Address:** One New York Plaza Suit 4500. New York, NY. 10004-1562

**1. Does the text address the content of the curriculum at the appropriate grade level?**

Yes  No

**Process used to select this curriculum resource:** This book was from the suggested resource list provided by College Board

**Is this the only curriculum resource for this course?** Yes  No

**If no, what other resource(s) will be used?** Multiple-Choice & Free-Response Questions in Preparation for the AP Psychology Examination      ISBN# 1-934780-14-6

**How was this resource evaluated in terms of providing adequate instructional support for the curriculum?** The text is aligned with the college board curriculum and provides resources that prepare the students for the AP exam in May.

*Please use the standard budget sheet below to detail the purchase costs.*

## Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

**Proposed Title:** AP Psychology

**Submitted by:** Marc Dzicek

**Textbook/Novel/Resource Name:** Myers' Psychology for the AP Course

**Consumable?**    Yes     No

**Amount of Funds Needed:** \$8350

**Vendor Name:** BFW Publishers

**Contact Person:** Jess Cipperly

**Address:**

**Phone:** (518) 795-8918

**Fax:**

**Email Address:** jcipperly@bfpub.com

Revised: June 27, 20-19

## Textbook Proposal Form

Use this form to propose the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

**Date:** 11/4/2019

**Person(s) submitting:** Irene Zytka

**Content Area:** ELA      **Grade(s)** 5-10      **Course:** ELA

**Recommended Purchase:** Saidler Vocabulary

**Title or Name of Resource:**

**Type of Resource:** Additional resource textbook  
84.5-2,6625-1,1605-3,8406-9

**ISBN#:**

**Copyright:** 2019    **Vendor:** Sadlier

**Address:** 9 Pine st. NY,NY USA

**1. Does the text address the content of the curriculum at the appropriate grade level?**

Yes  No

**Process used to select this curriculum resource:** Used in the 5<sup>th</sup> grade as a resource book. Vetted and piloted by grades 6-10 this year

**Is this the only curriculum resource for this course?** Yes  No

**If no, what other resource(s) will be used?** For some grade educational technology namely Vocabulafry/Spelling city will be used.

**How was this resource evaluated in terms of providing adequate instructional support for the curriculum?** Piloted by grade 6-10 used for the last 3 years by grade 5

*Please use the standard budget sheet below to detail the purchase costs.*

## Standard Budget Sheet

Use this form to detail the purchase of new textbooks, software, or other major instructional resources for a new course, grade, or multiple grades.

**Proposed Title:** Vocabulary Workshop Achieve

**Submitted by:** Irene Zytka

**Textbook/Novel/Resource Name:** Vocabulary Workshop Achieve

**Consumable?**    Yes     No

**Amount of Funds Needed:** \$10,250

**Vendor Name:** William H. Sadier

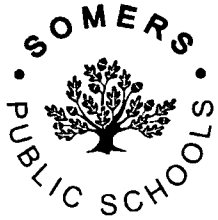
**Contact Person:** Nicole Stephen

**Address:** 9 Pine st. NY,NY USA

**Phone:**

**Fax:**

**Email Address:**



**Board of Education  
Administrative Report**

Title of Report: District Grants Update

Board Meeting Date: 11/25/19

Action

Report

Information

Discussion

Submitted by: Bill Boutwell

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***Executive Summary***

Attached please find two reports, Current Grants and Grant History, for the annual district grants update.

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***Report***

The Current Grants report identifies grants the district has access to during the 2019-20 fiscal year. A number of the grants span two fiscal years, 2018-20 and 2019-21. The majority of the funds in the 2018-20 grants were used in fiscal year 2019 while the 2019-21 grants are being used this year. The report also includes 1-year grants for 2019-20.

The Grant History report provides 10 years of data. I would like to bring five items in this report to your attention.

**Top Section (Two Year Grants)**

- The 2019-21 Title grants are \$4,000 higher than last year.
- The 2019-21 IDEA grants are \$5,000 lower than last year.

**Middle Section (One Year Grants)**

- Participation in the CHOICE program will provide an estimated grant of \$54,000, \$8,000 lower than last year.
- We are in the third year of the five year \$75,000 Smart Start full day preschool operations grant.

**Bottom Section (Town of Somers Education Grants)**

- The 2019-20 Education Cost Sharing (ECS) grant is \$60,000 lower than last year. ECS is scheduled to decrease \$60,000/year for a 10-year period.

**SOMERS BOARD OF EDUCATION -- CURRENT GRANTS  
November 25, 2019**

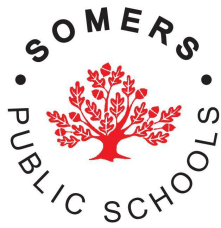
<u>Grant Period</u>	<u>Grant Amount</u>	<u>Description</u>
2019-2021	\$293,982	IDEA Part B, 611 - Individuals with Disabilities
2019-2021	\$46,908	Title I - Basic Programs
2019-2021	\$19,846	Title II - Teacher Professional Development Program
2019-2021	\$10,000	Title IV - Student Support & Academic Enrichment
2019-2021	\$9,830	IDEA Part B, 619 - Preschool Grants Program
2019-2021	\$948	Title III - ELL
	\$381,514	
2018-2020	\$298,774	IDEA Part B, 611 - Individuals with Disabilities
2018-2020	\$42,966	Title I - Basic Programs
2018-2020	\$20,760	Title II - Teacher Professional Development Program
2018-2020	\$10,000	Title IV - Student Support & Academic Enrichment
2018-2020	\$9,646	IDEA Part B, 619 - Preschool Grants Program
2018-2020	\$260	Title III - ELL
	\$382,406	
2019-2020	\$75,000	Smart Start (Operations)
2018-2019	\$54,000	Open Choice Program
2018-2019	\$25,425	Sheff Settlement - Academic Support
2018-2019	\$20,000	Primary Mental Health
2018-2019	\$11,272	Adult Education Cooperative
2018-2019	\$10,744	PACT/Perkins
	\$196,441	
<b>TOTAL</b>	<b>\$960,361</b>	

**SOMERS BOARD OF EDUCATION -- GRANT HISTORY**  
**11/25/2019**

	<b>TWO YEAR GRANTS</b>									
	<u>10-12</u>	<u>11-13</u>	<u>12-14</u>	<u>13-15</u>	<u>14-16</u>	<u>15-17</u>	<u>16-18</u>	<u>17-19</u>	<u>18-20</u>	<u>19-21</u>
Title I	44,898	44,542	45,149	71,302	50,296	72,557	50,975	43,251	42,966	46,908
Title II	23,010	18,965	18,958	18,145	17,888	18,013	17,348	20,340	20,760	19,846
Title III	1,314	1,469	1,784	858	468	299	306	413	260	948
Title IV							10,000	10,000	10,000	10,000
IDEA 611	301,271	295,665	298,369	278,779	279,498	280,649	286,533	289,056	298,774	293,982
IDEA 619	10,345	10,287	10,320	9,727	9,696	9,698	10,074	9,357	9,646	9,830
Smart Start (Capital)								48,000		
Education Jobs Fund	351,179									

	<b>ONE YEAR GRANTS</b>									
	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>
Adult Education	10,239	10,705	10,210	10,488	10,626	10,740	10,983	10,603	10,847	11,273
Choice	45,000	39,000	54,000	59,585	80,391	57,000	51,000	62,521	62,111	54,000
PACT (Perkins)	6,500	6,500	6,500	6,000	4,000	7,960	7,647	7,656	8,941	10,744
Sheff Settlement	16,625	13,925	18,925	18,925	18,525	23,600	21,375	25,000	26,075	25,425
Primary Mental Health					19,600	16,167	19,650	20,000	20,000	20,000
Smart Start (Operations)					3,000	3,000	1,000	75,000	75,000	75,000
Personnel Develop (SES)					3,000	3,000	1,000			
Personnel Develop (SHS)					3,000	3,000				
Technology Infrastructure						31,968				
PEGPETIA				58,220						
ARRA Stabilization Ed Grt	844,382									

	<b>TOWN of SOMERS EDUCATION GRANTS</b>									
	<u>10-11</u>	<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	<u>19-20</u>
Education Cost Sharing	5,074,256	5,918,636	5,975,301	6,002,619	6,024,473	6,068,653	5,929,453	5,142,187	5,839,613	5,779,509
Transportation	99,249	86,612	84,961	78,381	82,285	68,502	0	0	0	0



## Board of Education Administrative Report

Title of Report: NGSS Update

Board Meeting Date: 11/25/19

Action

Report

Information

Discussion

Submitted by: Irene Zytka

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### ***Executive Summary***

The 2018 school year was the first operational year for the Connecticut Science Assessments aligned to the Next Generation Science Standards (NGSS). The Assessments were administered to students in Grades 5, 8 and 11. At this time only grade and individual student results were made available to districts.

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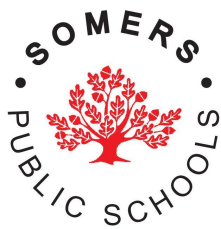
### ***Report***

The Next Generation Science Standards (NGSS) are K–12 science content standards. Standards set the expectations for what students should know and be able to do. The NGSS were developed by states to improve science education for all students. The NGSS call for a three-dimensional approach to K–12 science instruction. This represents a significant transition from previous state standards. That’s why effective implementation demands a great deal of collaboration and patience among states, districts and schools.

#### **Three-Dimensional approach**

*Crosscutting Concepts* help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. When these concepts, such as “cause and effect” are made explicit for students, they can help students develop a coherent and scientifically-based view of the world around them.

*Science and Engineering Practices* describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.



## Board of Education Administrative Report

*Disciplinary Core Ideas (DCIs)* are the key ideas in science that have broad importance within or across multiple science or engineering disciplines.

These core ideas build on each other as students progress through grade levels and are grouped into the following four domains: Physical Science, Life Science, Earth and Space Science, and Engineering.

Below are the overall scores for grades 5, 8 and 11. Similar to SBAC, the overall scores are reported on a level 1-4 scale (1- Does not meet standard, 2- Approaching the standard, 3-Meets the standard, 4-Exceeds the standard)

Grade	Percent of Level 3 or above
5th	67%
8th	63%
11th	41%

In reviewing the scores, one of the major issues at the HS is that not all juniors are in juniors only science classes which makes preparing for their NGSS assessment difficult. We are currently looking at solutions to this issue and reaching out to other districts for their solutions as well.

Teachers are also looking at individual student scores to determine areas of need and alignment to the curriculum. The individual student reports are aggregated into three disciplines of science ( Life, Physical and Earth). Depending on the student performance, the discipline level scores are reported as Above Standard, Approaching Standard, or Below Standard.



# School District Improvement Plan 2019-20

## **Vision:**

The Somers Public Schools strives to be an exceptional and innovative educational community.

## **Mission:**

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society

# Strategic Plan Goals



## Goal 1: Student Achievement

Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.
- B. Build a common understanding of the selected skills.
- C. Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
- D. Continue curriculum development and vertical articulation for all content areas.
- E. Develop K-12 interdisciplinary information literacy curriculum and programming.
- F. Continually assess, update, and implement the five-year technology replacement plan.
- G. Utilize instructional coaches to support the effective use of technology/media in instruction and provide embedded professional development to teachers.
- H. Develop and implement STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- I. Assess the current practices and philosophy of homework, assessment, personalized learning, mastery learning, and the purpose of grades.



## Goal 2: Professional Learning

Develop and implement meaningful and personalized professional development programming that support best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Develop staff understanding of Somers Student Success Skills.
- B. Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.
- C. Identify gaps in current teacher knowledge and practice at each grade and content level, and create a professional learning plan to address the identified gaps.
- D. Implement professional development for each of the identified gaps tailored to needs across the district.
- E. Provide personalized professional development opportunities to support curriculum development.
- F. Provide professional development opportunities to support the development and implementation of STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- G. Utilize instructional coaches to provide embedded professional development opportunities.
- H. Institute an *Instructional Think Tank* to develop district philosophy of assessment and practices that allows students to demonstrate mastery more authentically.



## Goal 3: Accountability

Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.
- B. Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices.
- C. Develop alternative means to gather evidence of teacher practice and student achievement.
- D. Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).
- E. Develop a capstone project for the transition years of 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup>-grade students.

# Superintendent

<b>Strategic Plan Goal:</b> Student Achievement		<b>Focus Area of Improvement:</b> Math and Language Arts		
<b>Goal:</b>				
<ol style="list-style-type: none"> <li>1. Increase language arts content mastery in grades K-5</li> <li>2. Select a grade 1-5 mathematics program for implementation in school year 2020-21</li> <li>3. Assess student critical thinking skills</li> <li>4. Assess learning needs at MBA</li> </ol>				
<b>Metric:</b>				
<ol style="list-style-type: none"> <li>1. Various grade level assessments (NWEA MAP, F&amp; P BAS, SBAC)</li> <li>2. Recommendation from SES Principal based on research</li> <li>3. Critical thinking rubrics</li> <li>4. Recommendations from MBA Principal</li> </ol>				
<b>Action Plan to Accomplish Goal</b>				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<b>Goal 1</b> <ul style="list-style-type: none"> <li>• Provide necessary resources and training to staff in implementation of F&amp;P</li> </ul>	<ul style="list-style-type: none"> <li>• SES Principal</li> <li>• Director of Curriculum and Instruction</li> <li>• Reading Consultant</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of appropriate F&amp;P resources</li> <li>• Professional development funding for onsite F&amp;P consultants</li> </ul>	SY 2019-20	<ul style="list-style-type: none"> <li>• Increase student achievement in various language arts components in the elementary schools</li> </ul>
<b>Goal 2</b> <ul style="list-style-type: none"> <li>• Conduct pilots of leading mathematics programs</li> </ul>	<ul style="list-style-type: none"> <li>• SES Principal</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	Sept – Dec, 2019	<ul style="list-style-type: none"> <li>• Recommendation to the BOE for inclusion in 2020-21 budget</li> </ul>
<b>Goal 3</b> <ul style="list-style-type: none"> <li>• Provide staff training during the school year</li> <li>• Develop systemwide rubric to assess critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Curriculum and Instruction</li> <li>• Building Principals</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• EdLeader21 partnership</li> <li>• Utilization of professional development days</li> </ul>	SY 2019-20	<ul style="list-style-type: none"> <li>• Increase student critical thinking skills</li> <li>• Increase staff capacity to enhance and embed critical thinking activities into instruction</li> <li>• Students begin to be assessed on critical thinking skills</li> </ul>

<p><b>Goal 4</b></p> <ul style="list-style-type: none"> <li>Conduct needs assessment of resources &amp; strategies to increase achievement at MBA</li> </ul>	<ul style="list-style-type: none"> <li>MBA Principal</li> </ul>	<ul style="list-style-type: none"> <li>MBA Principal</li> </ul>	<p>SY 2019-20</p>	<ul style="list-style-type: none"> <li>Recommendations of staffing, resources and organizational needs to be included in future BOE budgets</li> </ul>
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<p><b>Strategic Plan Goal:</b> Professional Learning</p>		<p><b>Focus Area of Improvement:</b> Staff development programming</p>		
<p><b>Goal:</b> Assess current professional development format and programming for future changes to better meet the district professional growth needs.</p>				
<p><b>Metric:</b> Recommendation from the district professional development committee.</p>				
<p><b>Action Plan to Accomplish Goal</b></p>				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>Convene district-wide PD Committee to assess current practices</li> </ul>	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Time to meet</li> </ul>	<p>September 2019 – February 2020</p>	<ul style="list-style-type: none"> <li>Make recommendations for professional development formats and programming</li> </ul>
<ul style="list-style-type: none"> <li>Implement a year-long administrator professional development program</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Director of Curriculum and Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Time to meet as a leadership team</li> <li>Outside speakers depending on topics</li> </ul>	<p>August 2019 – June 2020</p>	<ul style="list-style-type: none"> <li>Administrator will increase professional knowledge on related topics and strategic plan goals</li> </ul>

<b>Strategic Plan Goal:</b> Accountability		<b>Focus Area of Improvement:</b> Teacher Evaluation & Student Assessment		
<b>Goal:</b> 1. Review and revise teacher evaluation plan to better reflect SPS goals and beliefs 2. Evaluate student assessment methodologies to implement best practices for meaningful assessment (multi-year process) <b>Metric:</b> 1. CSDE approval of update teacher evaluation plan 2. Report and recommendations from committee(s) assigned to the task				
<b>Action Plan to Accomplish Goal</b>				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<b>Goal 1</b> <ul style="list-style-type: none"> <li>Convene teacher evaluation committee to review and update teacher evaluation plan</li> </ul>	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>Teacher evaluation committee</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	SY 2019-20	<ul style="list-style-type: none"> <li>Revision to the teacher evaluation program that aligns to state mandates and SPS criteria</li> </ul>
<b>Goal 2</b> <ul style="list-style-type: none"> <li>Convene Assessment Task Force to evaluate current assessment practices and make recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>Instructional Thinktank members</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>	SY 2019-20	<ul style="list-style-type: none"> <li>Recommendation for revisions to current assessment programs</li> </ul>

## Curriculum & Instruction

<b>Strategic Plan Goal:</b> Student Achievement		<b>Focus Area of Improvement:</b> Critical Thinking Higher Education Partnerships Curriculum & Course Development		
<b>Goal:</b> <ol style="list-style-type: none"> <li>1. Develop the Critical Thinking Rubrics for grade PreK-12;</li> <li>2. Develop courses so students can obtain college credit with Asnuntuck Community College;</li> <li>3. Schedule conversation for curriculum meeting around continued development and vertical articulation</li> <li>4. Develop new courses in Financial Literacy and AP Computer Science</li> </ol> <b>Metric:</b> Aligned rubric for grade K-12 with specific indicators of critical thinking embedded into the curriculum; Revised course offerings and HS schedule; Planned agenda and review of Atlas				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>• Coordinating the professional development in Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• EdLeader 21 consultant</li> </ul>	2019-20 school year	<ul style="list-style-type: none"> <li>• Staff understanding of Critical thinking and its impact on student achievement</li> </ul>
<ul style="list-style-type: none"> <li>• Develop &amp; unpack and redesign the critical thinking rubric for SPS</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• EdLeader21 consultant, Administrators</li> </ul>	2019-20 school year	<ul style="list-style-type: none"> <li>• Consistency across grade levels PreK-12</li> </ul>
<ul style="list-style-type: none"> <li>• Develop, identify and/or enhance critical thinking activities in the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Atlas, resources from Critical Thinking PD</li> </ul>	2019-20 school year	<ul style="list-style-type: none"> <li>• Students will understand and internalize the critical thinking components and apply them to real life situations.</li> </ul>
<ul style="list-style-type: none"> <li>• Coordinate with Asnuntuck Community College and SHS courses to enhance our curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• HS Staff, HS Administrator, Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Asnuntuck Community College</li> </ul>	2019-20 school year	<ul style="list-style-type: none"> <li>• Provide students with more options for college credit and develop a partnership with Asnuntuck Community College</li> </ul>
<ul style="list-style-type: none"> <li>• Revise the HS schedule to support early release for students</li> <li>• Create yearlong district agenda regarding curriculum meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Administration of HS</li> <li>• Director of Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a revised schedule</li> <li>• Yearlong district agenda, Atlas</li> </ul>	2019-20 School Year	<ul style="list-style-type: none"> <li>• Devise a schedule that will support the early release of students going to Asnuntuck Community College</li> <li>• Consistent vertical alignment conversation regarding curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Work with teacher and curriculum teams to develop new financial literacy and computer science course offerings at SHS</li> </ul>	<ul style="list-style-type: none"> <li>• Business Ed teachers</li> <li>• Math Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Access to model curriculum</li> <li>• Time to develop curriculum</li> <li>• Instructional resources TBD</li> </ul>	2019-20 and 2020-21 school years	<ul style="list-style-type: none"> <li>• Financial Literacy Course uploaded into Atlas</li> <li>• AP Computer Science course uploaded into Atlas</li> <li>• Courses offered in SHS Program of Studies</li> </ul>

<b>Strategic Plan Goal:</b> Professional Learning		<b>Focus Area of Improvement:</b> Assessment Analysis Professional Development Revision		
<p><b>Goal:</b></p> <ol style="list-style-type: none"> <li>Analyze current assessment practices and make revisions/recommendations to support student learning</li> <li>Engage teachers to revise current professional development practices and calendar</li> </ol> <p><b>Metric:</b> Analysis of PD survey results; creation of professional development calendar and programming; Task Force recommendation for best assessment practices and resources</p>				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>Conduct 3-4 meetings per year with the Professional Development Educator Council (PDEC) regarding the professional development calendar and offerings</li> </ul>	<ul style="list-style-type: none"> <li>Director of Curriculum, PDEC representatives from all schools</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of PDEC survey (spring)</li> </ul>	2019-20 school year	<ul style="list-style-type: none"> <li>Development of the PD calendar based on the Strategic Plan and staff needs</li> </ul>
<ul style="list-style-type: none"> <li>Conduct 3-4 meetings per year with the Assessment Task Force regarding the Assessment calendar and review of current assessments</li> </ul>	<ul style="list-style-type: none"> <li>Director of Curriculum, Assessment Task force representatives from all schools</li> </ul>	<ul style="list-style-type: none"> <li>Review of iReady assessment system</li> </ul>	2019-20 School year	<ul style="list-style-type: none"> <li>Development of district-wide assessment calendar and review of current assessments for effectiveness</li> <li>Recommendations from Task Force on best practices and resources</li> </ul>

<b>Strategic Plan Goal:</b> Accountability		<b>Focus Area of Improvement:</b> Capstone MTSS Teacher Evaluation		
Goal: <ul style="list-style-type: none"> <li>1. Development of a capstone project for grade 12;</li> <li>2. Develop and implement MTSS protocols that best support instructional practices</li> <li>3. Review and revise teacher evaluation program to better support instructional improvement</li> </ul> <b>Metric:</b> Capstone project for grade 12 with targeted rubrics; development of capstone semester course in grades 11 and 12; development and implementation of MTSS liaison protocols				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>• Development of a capstone project for grade 12</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Curriculum, SHS administration and designated HS staff</li> </ul>	<ul style="list-style-type: none"> <li>• EdLeader 21 consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2019-winter 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of a capstone project for 12th grade to be implemented in 2020-2021 school year</li> </ul>
<ul style="list-style-type: none"> <li>• Development of Personal Finance course</li> </ul>	<ul style="list-style-type: none"> <li>• Business teacher, Director of Curriculum, HS Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Review of BOE Curriculum Council</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a mandatory graduation requirement finance course to provide students with the real-world financial skills</li> </ul>
<ul style="list-style-type: none"> <li>• Development of MTSS liaison protocols district-wide</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators, MTSS liaisons, Director of Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled trainings of MTSS liaisons</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Vertical alignment of MTSS practices and procedures</li> </ul>
<ul style="list-style-type: none"> <li>• Use of digital document repository for RTI</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Curriculum, MTSS liaisons, Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• RTI direct webinar on Document Repository</li> <li>• Professional development training</li> </ul>	<ul style="list-style-type: none"> <li>• 2019-20</li> </ul>	<ul style="list-style-type: none"> <li>• Create digital archive of data regarding student intervention plan</li> </ul>
<ul style="list-style-type: none"> <li>• Convene teacher evaluation committee to review and update teacher evaluation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Curriculum and Instruction</li> <li>• Teacher evaluation committee</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• 2019-20</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation for revisions to current assessment programs</li> </ul>

## Pupil Services

Goal 1: Achievement	Develop and implement instructional, <b>digital</b> , and assessment <b>systems</b> that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.
Goal 2: Professional Learning	
Goal 3: Accountability	

<p><b>Goal:</b></p> <p>1A - Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.</p> <p>2D- Implement professional development for each of the identified gaps tailored to needs across the district.</p> <p>3C - Develop alternative means to gather evidence of teacher practice and student achievement.</p> <p>Metric: Transition to digital archive of 504 plan and IEP pertinent documents; Implementation of Frontline Document Repository for IEP and 504 Plans; Case manager and evaluator competency in digital repository of (117) 504 plan and (229) IEP documents (evaluation reports, consent forms).</p>
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<b>Action Plan to Accomplish Goal</b>
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Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>Determine / develop implementation guidance documents.</li> <li>Determine / develop protocol on who, what, when.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Services Administrative Assistants</li> <li>Director of Pupil Services</li> </ul>	<ul style="list-style-type: none"> <li>IEPDirect webinar on Document Repository; Consultation w/ IEPDirect as needed</li> <li>Professional Development / training, coaching, trial, revision</li> </ul>	August / September 2019	<p>Plan for implementation of IEPDirect / 504Direct Digital Archive communicated.</p> <p>Guidance on implementation protocols established for case manager / evaluator understanding of expectations to upload relevant 504 Plan and IEP documents (signed consent forms, evaluation reports) into document repository.</p>
<ul style="list-style-type: none"> <li>Monitoring of uploaded documents</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Services Administrative Assistants</li> <li>Director of Pupil Services</li> </ul>	<ul style="list-style-type: none"> <li>Professional Development / training, coaching, trial, revision</li> <li>Consultation w/ IEPDirect as needed</li> </ul>	September / October 2019	<p>Case manager / evaluator understanding of expectations to upload relevant 504 Plan and IEP documents (signed consent forms, evaluation reports) into document repository.</p> <p>Clarification of protocol.</p>
<ul style="list-style-type: none"> <li>Use of digital archive</li> <li>Upload consent forms</li> <li>Upload evaluation reports, relevant documents</li> </ul>	<ul style="list-style-type: none"> <li>504 Plan Case Managers</li> <li>IEP Case Managers</li> <li>Evaluators (Special Education teachers, Related Providers)</li> </ul>	<ul style="list-style-type: none"> <li>IEPDirect webinar on Document Repository</li> <li>Implementation guidance documents</li> <li>Protocol document (on who what when)</li> <li>Professional Development (training, coaching, trial,</li> </ul>	October 2019 – June 2020	<p>Develop and establish digital archive of 504 plan and IEP evaluation reports, related documents and forms.</p> <p>Case manager and evaluator competency in digital repository of 504 plan and IEP documents.</p> <p>Improved access for staff (teachers and administrators) to relevant 504 Plan and IEP documents (signed consent forms, evaluation reports).</p>

		revision) <ul style="list-style-type: none"> <li>• Individual supervision, monthly department meetings, team leader meetings.</li> <li>• Spot check monitoring.</li> </ul>	Routine implementation of uploaded documents into Frontline digital repository of relevant 504 Plan and IEP documents (signed consent forms, evaluation reports).  Diminish reliance on duplicate pupil service folders.  Reduce storage need for files.
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## Somers Elementary School

<b>Strategic Plan Goal #1:</b> Student Achievement		<b>Focus Area of Improvement:</b> Language Arts		
<p><b>Goal:</b> Increase students reading comprehension, decoding and fluency</p> <p><b>Metric:</b> NWEA MAP Testing (Gr. 1-5), F &amp; P BAS (Grades K-5), SBAC Testing (Grades 3-5), Phonological Screening &amp; Letter Sound ID (K)</p>				
<b>Action Plan to Accomplish Goal</b>				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Implementation of F & P Interactive Read Aloud Grades K-5	Classroom Teachers in Grades K-5	Interactive Read Aloud Books & Teacher Lesson Plan Cards	Sept. 2019- June 2020 (on-going)	Enhance students development as a reader, writer and language user (www.heinemann.com)
Implementation of F & P “Reading Mini-lessons”	Classroom Teachers in Grades K-5	Reading Mini-lesson teacher scope and sequence manual	February 2020 (on-going)	Implementation of short concise inquiry-based lessons with explicit concepts that students apply to their own independent reading. These lessons grow from the IRL and are linked to independent reading. (www.heinemann.com)

<b>Strategic Plan Goal #1:</b> Student Achievement		<b>Focus Area of Improvement:</b> Math		
<p><b>Goal:</b> Select an elementary mathematics program for future implementation.</p> <p><b>Metric:</b> Feedback from grade level teams/team leaders on the three pilot programs.</p>				
<b>Action Plan to Accomplish Goal</b>				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Implementing Pilot Math Materials	Grade level teachers (K-5)	Pilot materials from three programs: enVision2020 Bridges in Mathematics Investigations	2019-2020 school year	To determine which program best meets the academic and instructional needs of students and staff.

<b>Strategic Plan Goal #2:</b> Professional Learning		<b>Focus Area of Improvement:</b> Language Arts		
<b>Goal:</b> Provide teachers with professional tools, learning and feedback to effectively implement Interactive Read Aloud and Reading Mini-Lessons as integral parts of the reading workshop instructional model.				
<b>Metric:</b> Effective application of the newly acquired skills and materials. As evidenced by teacher lesson plans and observation.				
<b>Action Plan to Accomplish Goal</b>				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
F & P Interactive Read Aloud Professional Development	<u>Presenter:</u> Terry Beeler <u>Attending PD:</u> All classroom and special education teachers in grades K-5.	Interactive Read Aloud Materials for teachers attending PD session.	August 2019	Provide teachers with professional tools and learning to effectively implement Interactive Read Aloud as an integral part of the reading workshop instructional model.
F & P Reading Mini-lesson Professional Development	<u>Presenter:</u> Terry Beeler <u>Attending PD:</u> All classroom and special education teachers in grades K-5.	Reading Mini-lesson teacher scope and sequence manual	February 2020	Provide teachers with professional tools and learning to effectively implement Reading Mini-lessons as an integral part of the reading workshop instructional model.

<b>Strategic Plan Goal #2:</b> Professional Learning		<b>Focus Area of Improvement:</b> Math		
<b>Goal:</b> Select an elementary mathematics program for future implementation.				
<b>Metric:</b> Feedback from grade level teams/team leaders on the three pilot programs.				
<b>Action Plan to Accomplish Goal</b>				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Math Program Professional Development	Dr. Irene Zytka (Curr. Director) Dina Senecal (principal) Karen Jones (Math intervention teacher)	Substitutes for teachers	Various times during the 2019-2020 school year	To determine which program best feeds the academic and instructional needs of students and staff. Representative from each program will facilitate in house PD for teachers to answer they questions and clarify information as needed.

<b>Strategic Plan Goal #3: Accountability</b>		<b>Focus Area of Improvement: Math</b>		
<b>Goal:</b> Select an elementary mathematics program for future implementation.				
<b>Metric:</b> Feedback from grade level teams/team leaders on the three pilot programs.				
<b>Action Plan to Accomplish Goal</b>				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Checking in with grade level teams about the implementation of Math Pilot Programs	Dr. Irene Zytka (Curr. Director) Dina Senecal (principal) Karen Jones (Math intervention teacher)	N/A	2019-2020 School year During after school curriculum meetings & grade level collaboration meetings	To determine which program best feeds the academic and instructional needs of students and staff.
Utilize "set" criteria to evaluate each of the programs piloted.	Grade level teams	Universal evaluation questions/rating scales	2019-2020 School year During grade level collaboration meetings	To determine which program best feeds the academic and instructional needs of students and staff.

## Mabelle B. Avery Middle School

<b>Strategic Plan Goal:</b> Goal #1: Student Achievement Goal #2: Professional Learning		<b>Focus Area of Improvement:</b> Somers Student Success Skills - Critical Thinking * Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done. * Build a common understanding of the selected skills. * Create Somers Student Success Skills rubrics for grades 5, 8, & 12.		
<b>Goal:</b> The staff will develop a common understanding of critical thinking and its attributes and create a school-wide rubric aligned with school and district understandings of critical thinking that can be piloted in the 2020-2021 school year.				
<b>Metric:</b> * Completed professional development activities * Completed school-wide analytic rubric for critical thinking and problem solving				
<b>Action Plan to Accomplish Goal</b>				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>Unpack and understand the meaning behind critical thinking and what it looks like in our classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Zytka, Classroom teachers, Building Administration</li> </ul>	<ul style="list-style-type: none"> <li>Professional development facilitator</li> <li>Professional development time and activities to support the development of a vertical and horizontal matrix of critical thinking</li> </ul>	August 2019 - June 2020	<ul style="list-style-type: none"> <li>Completed critical thinking rubric</li> <li>Completed matrix of vertical and horizontal alignment of critical thinking skills at each grade level in each content area</li> </ul>
<ul style="list-style-type: none"> <li>Review critical thinking rubrics and tailor them to fit the needs of MBA students</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers and Building Administration</li> </ul>	<ul style="list-style-type: none"> <li>District-approved template for the Student Success Skills</li> <li>Professional development and Faculty Meeting time</li> </ul>	October 2019 - June 2020	<ul style="list-style-type: none"> <li>Completed critical thinking rubric</li> </ul>
<ul style="list-style-type: none"> <li>Based on the matrices that are created, gaps should be identified for further professional development in order to implement instruction focusing on critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Zytka, Building Administration</li> </ul>	<ul style="list-style-type: none"> <li>Completed critical thinking matrices</li> <li>Support for future professional development</li> </ul>	January 2020 - June 2020	<ul style="list-style-type: none"> <li>Completed needs assessment with specific requests for professional development by grade level team or content area team</li> </ul>

<b>Strategic Plan Goal:</b> Goal #1: Student Achievement	<b>Focus Area of Improvement:</b> School culture improvements that create a safe and comfortable learning environment result in greater opportunities for student growth and achievement.
<b>Goal:</b> Advisory lessons, assemblies, and informal interactions with students and staff will focus on developing a culture of kindness in an effort to reduce student disciplinary issues and improve opportunities for learning.	
<b>Metric:</b> <ul style="list-style-type: none"> <li>* Students will complete 10,000 acts of kindness between September 26 and the last day of school.</li> <li>* 11 of 15 Advisory lessons will focus on kindness, anti-bullying, and acceptance of individual differences.</li> <li>* Results from the School Culture and Climate Survey will reflect improvements in the areas of: <ul style="list-style-type: none"> <li>&gt; There are groups of students in my school who exclude others and make them feel bad for not being part of the group.</li> <li>&gt; Students at this school will try to stop other students from insulting or making fun of other students.</li> <li>&gt; Students in this school respect each other's differences.</li> </ul> </li> </ul>	

**Action Plan to Accomplish Goal**

Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>● Advisory lessons focusing on random acts of kindness, anti-bullying, and acceptance will be implemented in the 2019-2020 school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Advisory Design Team</li> </ul>	<ul style="list-style-type: none"> <li>● Access to Choose Love, Because of You, Second Step, and other emotional intelligence resources/programs</li> <li>● Time for the Advisory Design Team to meet and create lessons tailored to the needs of MBA</li> <li>● Funding for a school-wide assembly that addresses bullying concerns</li> </ul>	2019-2020 school year	<ul style="list-style-type: none"> <li>● Improvements in student-to-student interactions</li> <li>● Reduced disciplinary issues that involve student-to-student conflict</li> </ul>
<ul style="list-style-type: none"> <li>● Communication with parents/guardians to educate them on the goal of building a culture of kindness and encouraging action to achieve the 10,000 acts of kindness goal</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Newsletter and email communication</li> <li>● Parent/Guardian volunteers to assist in posting the 10,000 acts of kindness around the school</li> <li>● Volunteers to help cut out the kindness shapes that students will use to record their contributions.</li> </ul>	2019-2020 school year	<ul style="list-style-type: none"> <li>● Collaborative efforts to build a culture of kindness should yield a greater commitment to the goal of completing 10,000 acts of kindness.</li> <li>● Encouraging discussion about kindness at home will help to reinforce the messages being delivered in the school and strengthen student commitment to respond in this way.</li> </ul>
<ul style="list-style-type: none"> <li>● Administration of the School Climate Survey</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Access to the survey and capability to draw stakeholder responses</li> </ul>	Spring 2020	<ul style="list-style-type: none"> <li>● Improvements in the above listed areas when looking at the results of the 2018-2019 School Climate Survey alongside the 2019-2020 survey.</li> </ul>

<b>Strategic Plan Goal:</b> Goal #1: Student Achievement Goal #2: Professional Learning Goal #3: Accountability		<b>Focus Area of Improvement:</b> Developing a Growth Mindset within students and staff.		
<b>Goal:</b> Feedback given to students will improve from a baseline of 29.3% growth mindset feedback to 50% by the end of the 2019-2020 school year.				
<b>Metric:</b> Peer observations conducted in September, January, and May.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>A peer observation schedule will be completed informing teachers of when they will be completing 10 minute observations of each other in each of the three observation windows.</li> <li>This goal will serve as part of the Teacher Evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Staff teaching schedules</li> <li>Ability to schedule staff so each can observe someone in their content area, in a core area, and in a UA/other area.</li> </ul>	<p>Baseline Observation: September 2019</p> <p>Mid-Point Observation: January 2020</p> <p>End-Point Observation: May 2020</p>	<ul style="list-style-type: none"> <li>Staff will have the opportunity to observe their peers and identify opportunities to incorporate growth mindset feedback when interacting with students.</li> </ul>
<ul style="list-style-type: none"> <li>Professional development will be included in faculty meeting time and Team meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li><i>Growth Mindsets in the Classroom</i> (text)</li> <li>Instruction on the brain and the impact of perseverance and sustained effort on success</li> <li>Professional reading articles</li> </ul>	<p>October 2019 - May 2020</p>	<ul style="list-style-type: none"> <li>Greater individual resilience in students and a more optimistic attitude about their effort, perseverance, and struggles in learning.</li> <li>Development of an “I can” attitude within the student culture.</li> </ul>
<ul style="list-style-type: none"> <li>Advisory lessons focused on goal setting will include growth mindset direct and indirect instruction</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Advisory Design Team</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li><i>Growth Mindsets in the Classroom</i> (text)</li> <li>Instruction on the brain and the impact of perseverance and sustained effort on success</li> </ul>	<p>October 2019 - May 2020</p>	<ul style="list-style-type: none"> <li>Increased student knowledge of the brain and the power of having a growth mindset</li> </ul>
<ul style="list-style-type: none"> <li>Communication with parents regarding growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter and email communication</li> </ul>	<p>October 2019 - May 2020</p>	<ul style="list-style-type: none"> <li>Increased awareness among parents/guardians of growth mindset and its power.</li> <li>Increased parent/guardian efforts to incorporate growth feedback</li> </ul>

<b>Strategic Plan Goal:</b> Goal #1: Student Achievement		<b>Focus Area of Improvement:</b> State Assessment Growth		
<b>Goal:</b> Improve the State Assessments (SBAC, NGSS, and Physical Fitness) results by providing appropriate incentives and stress/anxiety-reducing initiatives during the scheduled time for administration.				
<b>Metric:</b> * SBAC Test scores, NGSS Test scores, and State Physical Fitness Test scores * A plan of action will be developed to determine next steps for furthering growth in the area of achievement on the SBAC, NGSS, and Physical Fitness Test				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>Reduce the daily testing time for SBAC and NGSS to maintain testing stamina</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>New testing schedule which will include more days of testing in shorter bursts</li> </ul>	Spring 2020	<ul style="list-style-type: none"> <li>Some students come into a testing environment with a “Get-it-done: attitude. This will slow those students down and cause them to think about their responses each day.</li> <li>Other students come into a testing environment with a desire to do well but then quickly feel overwhelmed with the length of a test. By shortening the duration and breaking the test into sections/segments, students can rejuvenate their “can-do” desires each day.</li> </ul>
<ul style="list-style-type: none"> <li>Provide stress- relief to students during the testing window</li> </ul>	<ul style="list-style-type: none"> <li>Partnership between the PTO and the Principal</li> </ul>	<ul style="list-style-type: none"> <li>Snack break</li> <li>Corey the Dribbler</li> <li>Other assembly opportunity (i.e., therapy dogs, art therapy, music therapy combination assembly)</li> </ul>	Spring 2020	<ul style="list-style-type: none"> <li>Many students have anxiety related to testing and with the high-stakes nature of the SBAC and NGSS, the anxieties are often increased. Providing opportunities for stress-relief should put them in a more beneficial mindset for testing.</li> </ul>
<ul style="list-style-type: none"> <li>The Administration of MBA will complete the State Physical Fitness Test and challenge the students to meet their level of growth over the course of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>PE Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Time to complete baseline, mid-point, and end-point fitness activities</li> </ul>	October 2019 - May 2020	<ul style="list-style-type: none"> <li>Students often respond to competition, so the healthy competition between the Administration and the students should yield more positive results. The goal is to see an increase in the number of students meeting the Fitness Standard in all four of the State Physical Fitness Tests (sit-and-reach, sit-ups, mile run, and push-ups).</li> </ul>
<ul style="list-style-type: none"> <li>Students will be pushed to their full potential by reflecting on reports generated by the heart rate monitors received by the PE Department.</li> </ul>	<ul style="list-style-type: none"> <li>PE Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Heart Rate Monitors</li> <li>Computer to monitor the data from the Heart Rate Monitors</li> <li>Training on how to use and analyze the data</li> </ul>	Fall 2019 - Spring 2020	<ul style="list-style-type: none"> <li>Students’ self-reports on effort in PE are often subjective in favor of working harder than their true performance. Students can have real-time information about their own heart rates which will inform them if their heart is in a healthy fitness range. This is helpful data when responding to a student who has reported that he/she has run his/her hardest but whose heart rate has not broken 100--suggestive that they have the capability of running harder and putting in more effort..</li> </ul>
<ul style="list-style-type: none"> <li>Provide incentive to students to show</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant</li> </ul>	<ul style="list-style-type: none"> <li>Monies to fund a breakfast to honor</li> </ul>	Spring 2020 - Fall 2021	<ul style="list-style-type: none"> <li>Students and families currently have a mindset that the tests do not matter and therefore mixed efforts are seen. By providing a reason</li> </ul>

<p>growth from their test scores in the 2018-2019 school year.</p>	<p>Principal</p>	<p>students who have shown growth on the tests in the 2019-2020 school year (Breakfast to be held in 2020-2021 school year)</p>		<p>for students to show improvement and do their best, we have the opportunity to give them a reason to do well on the testing. Additionally, this incentive method recognizes all growth whether it is from a score of 1 to 2 or a score of 3 to 4 allowing students of all achievement levels to be acknowledged for their growth.</p>
<ul style="list-style-type: none"> <li>Implementation of the 6th Grade Success Skills classes as well as the double block of Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Curriculum Director</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be supported to maximize their instructional time to address organization, executive functioning, and study skills as well as Language Arts instruction.</li> <li>Materials will be purchased to support the delivery of the articulated curriculum.</li> </ul>	<p>Fall 2019 - Spring 2020</p>	<ul style="list-style-type: none"> <li>Increased instructional time in Language Arts provides students with more opportunities to analyze reading and compose writing pieces that will result in increased abilities to perform well on the SBAC tests.</li> <li>Sixth grade students will benefit from advancing their studying and executive functioning techniques which should help to optimize their learning experiences.</li> </ul>
<ul style="list-style-type: none"> <li>A needs assessment of MBA curricular, staffing, support, and programming will be conducted to determine areas in need of budgetary, professional development, and restructuring support to positively impact student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Team Leaders</li> <li>Curriculum Director</li> <li>Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>Time to complete a review of curriculum</li> <li>Time to complete teacher evaluations</li> <li>Collaborative time to discuss needs with Team Leaders and the Curriculum Director</li> </ul>	<p>Spring 2020</p>	<ul style="list-style-type: none"> <li>While the main focus for change is on student motivation, programming needs need to be analyzed to make informed decisions about how to improve curriculum and instruction moving forward. A needs assessment will provide opportunity to evaluate programming and make well-thought-out requests to improve it in a structured and responsible manner.</li> </ul>

<b>Strategic Plan Goal:</b> Goal #1: Student Achievement Goal #2: Professional Learning		<b>Focus Area of Improvement:</b> 1. Development of a new STEM course 2. Provide professional development opportunities to support the development and implementation of STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School. 3. Develop and implement STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.		
<b>Goal:</b> The Technology Education Teacher will propose changes to the curriculum to include more STEM opportunities in the trimester long class. In addition to the proposed curricular changes, the Technology Education Teacher will provide a proposal for facility upgrades necessary to enact the curricular change.				
<b>Metric:</b> Curriculum Document and Course Needs Proposal				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>Support professional growth opportunities for the Technology Education Teacher to attend a STEM conference and visit schools who have implemented successful STEM courses.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Director of Curriculum</li> <li>Technology Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Substitute coverage</li> <li>Professional development approval</li> </ul>	Professional Development: Fall 2019	<ul style="list-style-type: none"> <li>Inspire creative thinking in the Technology Education Teacher regarding the opportunities for the space in his classroom and how it can be used to improve STEM opportunities for students.</li> </ul>
<ul style="list-style-type: none"> <li>Curricular proposal will be developed and submitted to the Director of Curriculum for review and approval.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Director of Curriculum</li> <li>Technology Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Time to write curriculum in collaboration with colleagues in the district in the Technology Education Department</li> <li>Substitute coverage</li> </ul>	Spring 2020	<ul style="list-style-type: none"> <li>Proposal of a comprehensive STEM course outline and curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>Facilities proposal will be developed and submitted to the Director of Curriculum and Superintendent for review and approval</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Director of Curriculum</li> <li>Technology Education Teacher</li> <li>Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>Time to write facilities proposal</li> </ul>	Spring 2020	<ul style="list-style-type: none"> <li>Proposal of facilities needs to enact the proposed curriculum.</li> </ul>

<b>Strategic Plan Goal:</b> Goal #1: Student Achievement		<b>Focus Area of Improvement:</b> Attendance Rate		
<b>Goal:</b> The chronic absenteeism rate for MBA will reduce from the 2018-19 rate of 14.9%.				
<b>Metric:</b> Data on the Chronic Absenteeism Report generated by the State of Connecticut on EdSight.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> <li>Attendance will be tracked, monitored, and addressed by the administration and the MTSS Team.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal</li> <li>Principal</li> <li>MTSS Team</li> </ul>	<ul style="list-style-type: none"> <li>Reports from PowerSchool to track student attendance data</li> </ul>	Fall 2019 - Spring 2020	<ul style="list-style-type: none"> <li>The tracking should allow a target group of at-risk students to be identified in an effort to provide them with appropriate supports or motivation to be in attendance in school.</li> </ul>
<ul style="list-style-type: none"> <li>Case reviews of students with attendance concerns will help the MTSS Team to identify appropriate strategies to support the student and family with school attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal</li> <li>Principal</li> <li>MTSS Team</li> </ul>	<ul style="list-style-type: none"> <li>Time to meet with the MTSS Team</li> <li>Recommended researched-based strategies to improve school attendance</li> </ul>	Fall 2019 - Spring 2020	<ul style="list-style-type: none"> <li>Targeted interventions and supports should meet the individual needs of students who have a difficult time coming to school for any number of reasons.</li> </ul>
<ul style="list-style-type: none"> <li>Incentives will be generated and awarded to students who experience perfect attendance on a monthly basis</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Budgetary resources to provide appropriate incentives</li> </ul>	Winter 2019 - Spring 2020	<ul style="list-style-type: none"> <li>Perfect attendance incentives should help to motivate students to come to school even when it may be difficult to do so.</li> </ul>

# Somers High School

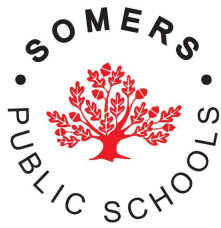
<b>Strategic Plan Goal:</b> Student Achievement		<b>Focus Area of Improvement:</b> PSAT/SAT/AP		
<b>Goal:</b>				
<ol style="list-style-type: none"> <li>1. Increase AP Program Offerings /Increase AP access for more students</li> <li>2. Increase AP Scores through teacher goals and instructional practices</li> <li>3. Assess PSAT areas of focus with goal to improve results. Grades 9-11</li> <li>4. Assess SAT areas of focus with goal to improve score results Grade 11</li> </ol>				
<b>Metric:</b>				
<ol style="list-style-type: none"> <li>1. AP data: Scores, test takers, offerings in current Program of Studies</li> <li>2. PSAT Data from 2017-2019-Cohort data. Grades 9-11</li> <li>3. SAT Data 2017-2019 Grade 11</li> </ol>				
<b>Action Plan to Accomplish Goal</b>				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p><b>Goal 1</b></p> <ul style="list-style-type: none"> <li>• Insure AP offerings are expanded beginning with the 2020-21 school year               <ol style="list-style-type: none"> <li>1. Purchase of appropriate texts and resources</li> <li>2. Professional development for staff teaching AP courses</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Science Department</li> <li>• Social Studies Department</li> <li>• Director of Curriculum</li> <li>• Business Department</li> </ul>	<ul style="list-style-type: none"> <li>• PLC Meetings</li> <li>• Time</li> </ul>	<p>SY 2019-20 Implementation: 2020-21</p>	<ul style="list-style-type: none"> <li>• Increase student opportunities in higher-level classes thus increasing overall program rigor.</li> </ul>
<p><b>Goal 2</b></p> <ul style="list-style-type: none"> <li>• Insure current AP offerings are being taught in the most effective manner of instruction and assessment               <ol style="list-style-type: none"> <li>1. Monthly Meetings</li> <li>2. Individual Meetings as necessary</li> <li>3. Professional development as needed</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• AP Teachers</li> <li>• Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Professional Development Funds (if needed)</li> </ul>	<p>SY 2019-20</p>	<ul style="list-style-type: none"> <li>• Improved student scores on AP exams</li> </ul>

<p><b>Goal 3</b></p> <ul style="list-style-type: none"> <li>Improve PSAT scores as measured from Teacher Goals October 2019-May 2020             <ol style="list-style-type: none"> <li>Monthly Meetings</li> <li>Mid-Year Goal Reviews</li> <li>Observation</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>English Classroom Teachers</li> <li>Math Classroom Teachers</li> <li>Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Student Data</li> <li>Collegeboard</li> <li>Khan Academy</li> </ul>	<p>SY 2019-20</p>	<ul style="list-style-type: none"> <li>Increase student performance on PSAT type problems</li> <li>Improve student math skills</li> <li>Increase RIGOR</li> </ul>
<p><b>Goal 4</b></p> <ul style="list-style-type: none"> <li>Improve SAT scores for juniors as measured from PSAT October 2019 to SAT April 2020.             <ol style="list-style-type: none"> <li>Monthly Meetings</li> <li>Mid-Year Goal Reviews</li> <li>Observations</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>English Classroom Teachers</li> <li>Math Classroom Teachers</li> <li>Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Student Data</li> <li>CollegeBoard</li> <li>Khan Academy</li> </ul>	<p>SY 2019-20</p>	<ul style="list-style-type: none"> <li>Increase student performance on PSAT type problems</li> <li>Improve student math skills</li> <li>Increase RIGOR</li> </ul>

<b>Strategic Plan Goal:</b> Professional Learning		<b>Focus Area of Improvement:</b> Staff Development on Issues of Equity/Equality		
<b>Goal:</b>				
<ol style="list-style-type: none"> <li>1. Improve staff understanding of equity as it relates to student expectations and outcomes</li> <li>2. Improve staff understanding of the issues that confront our minority students and involve them in the process of growth</li> </ol>				
<b>Metric:</b> Year-end staff feedback on issues of equity and equality for all students.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p><b>Goal 1</b></p> <ul style="list-style-type: none"> <li>• Staff development on equality for all students</li> <li>• Professional Development October 24, 2019 (.5 day selected staff and students, .5 day all staff)</li> <li>• Follow-up meetings with selected staff and students</li> <li>• Circles</li> <li>• Celebration of Diversity: (Monthly)</li> <li>• Hispanic Heritage, Native American, Black History, Irish, Asian</li> <li>• Advisory used to support equality issues</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Curriculum and Instruction</li> <li>• CERC</li> <li>• Suzy Williams</li> <li>• Assistant Principal</li> <li>• SSS Group</li> <li>• SHS Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Training</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• SY 2019-20</li> </ul>	<ul style="list-style-type: none"> <li>• Making SHS a more inviting, collaborative community of learners</li> </ul>
<p><b>Goal 2</b></p> <ul style="list-style-type: none"> <li>• Staff Development on equity for all students</li> <li>• Summer Work revision</li> <li>• Equity discussions with staff via faculty meetings and PD days</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Suzy Williams</li> <li>• SHS Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• PLC Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• SY 2019-20</li> </ul>	<ul style="list-style-type: none"> <li>• Staff awareness of inequities that exist amongst our student population</li> <li>• Ensuring all students are successful academically and emotionally</li> </ul>

<b>Strategic Plan Goal:</b> Accountability		<b>Focus Area of Improvement:</b> Capstone, Teacher Goals, Student Attendance		
<b>Goal:</b>				
<ol style="list-style-type: none"> <li>1. Develop a Capstone Project for all Seniors beginning with the class of 2023 or sooner</li> <li>2. Assist teachers in developing goals that align with assessments and/or the district improvement plan</li> </ol>				
<b>Metric:</b>				
<ol style="list-style-type: none"> <li>1. Completion of Capstone module</li> <li>2. Teacher: Student Learning Objectives</li> </ol>				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<p><b>Goal 1</b></p> <ul style="list-style-type: none"> <li>• Develop the framework for the Senior Capstone Project</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Curriculum and Instruction</li> <li>• Principal</li> <li>• Assistant Principal</li> <li>• CREC</li> <li>• Tenley Stoltz (LMS)</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Scheduling</li> <li>• Teacher Assistance</li> </ul>	SY 2019-20	<ul style="list-style-type: none"> <li>• Development of a Senior Capstone that is required by the State</li> </ul>
<p><b>Goal 2</b></p> <p>Technically compliant IEP's. IEP's implemented with fidelity. Student academic success as it relates directly to the IEP.</p> <ul style="list-style-type: none"> <li>• Goal Setting Conferences</li> <li>• Mid-Year Conference</li> <li>• End of Year Analysis</li> <li>• SSI-Student Support Group</li> <li>• Quarterly Meetings with Special Education Teachers to discuss students in need</li> <li>• Conduct two meetings per year with Special Education teachers and paraeducators</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Special Education Teachers/Paraeducators</li> <li>• Director of Pupil Services</li> <li>• Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• Student data</li> <li>• Student Grades</li> <li>• IEP Access</li> </ul>	SY 2019-20	<ul style="list-style-type: none"> <li>• Ensure all special education students meet with academic success</li> <li>• Ensure all IEP's are being followed by all applicable staff</li> </ul>
<p><b>Goal 3</b></p> <p>Reduce student chronic absenteeism</p> <ul style="list-style-type: none"> <li>• Implementation of monthly attendance review meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Social Worker</li> <li>• CCC</li> <li>• Director of Pupil Services</li> <li>• Attendance Secretary</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Student Attendance Data</li> </ul>	SY 2019-20	<ul style="list-style-type: none"> <li>• Overall improvement of chronic absenteeism</li> </ul>

<ul style="list-style-type: none"> <li>● Implementation of Period 10 and more specific coding to account for student's time in the building to create a more accurate profile of how many actual full day absences we are recording each day.</li> <li>● Parent meetings for students of concern - students who are chronically absent and / or whose performance is suffering as a consequence. These meetings involve student, parent, counseling staff, administration, and if necessary SRO.</li> <li>● Protocol for chronic absence and truancy - Parent meeting, home visit, possible SRO visit, DCF referral. Parent referrals to 211 services for non-compliance and school avoidance.</li> <li>● Cheryl to attend state attendance symposium in November</li> <li>● Communicating attendance policies and statutes via handbook, student class meetings at the start of the year, attendance (chronic absenteeism / truancy), and loss of credit warning letters.</li> </ul>				
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**Board of Education  
Administrative Report**

Title of Report: 2020-2021 PD Calendar and committee Update

Board Meeting Date: 11/25/2019

Action

Report

Information

Discussion

Submitted by: Irene Zytka

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***Executive Summary***

This report will serve two purposes: (1) to give an update on the Professional Development and Teacher Evaluation committee and (2) to propose a change in next year's school calendar embedding early release days for professional development.

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***Report***

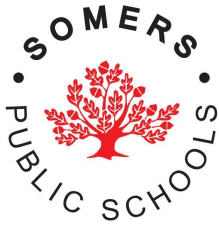
The Professional Development and Teacher evaluation committee (PDEC) has met twice this year. Topics included: a review of the strategic plan's goals for professional development regarding the 4C's, updating the TEAM plan for the state, discussion of other teacher evaluation platforms and discussion regarding a change to next year's calendar embedding early release days for professional development.

**PDEC Update:**

In our review of the professional development calendar and in alignment with the Strategic Plan, a three year plan was developed with EdLeader21 which will be used to help facilitate the roll-out of the Somers Success Skills. The professional development plan will include planning days, onsite professional development, virtual coaching and support in implementation. In addition, the PDEC also discuss other needs in the district including trauma informed classroom strategies, Fountas and Pinnell implementation and training in diversity and equity strategies for teachers.

**TEAM plan:**

Beginning teachers are required to complete five modules in TEAM over two years. The modules include : Planning, Assessment, Classroom Environment, Instruction and Professional Responsibility. The updated TEAM plan includes three requirements for beginning teachers. The first requirement is the reflection paper for the modules of planning and assessment. The second new requirement for modules in classroom environment and instruction include an



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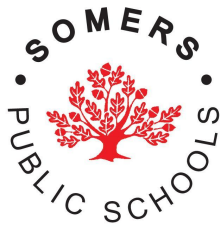
observation project in which teachers visit other classrooms both in and out of their grade level and area of expertise to observe strategies on classroom environment and instruction. These teachers are given guiding questions and develop a short presentation for the TEAM Coordinating Committee (TCC) members at the end of the year. The questions involve what specific strategies they learned, how they will adapt to their current teaching assignment and what results they obtained. The fifth module of Professional Responsibility is done as a group discussion involving specific scenarios which target professional teaching responsibilities. It involves all beginning teachers, their mentors and the Director of Curriculum as facilitator.

### **Evaluation Platforms**

The PDEC committee is currently reviewing alternatives to the EdReflect platform the district uses for teacher and administrator evaluations. We hope to narrow the field of options to three having additional input from administrators. The PDEC is looking at platforms that are customizable, easy to implement and provide direct professional development options for identified areas of need for teachers and administrators.

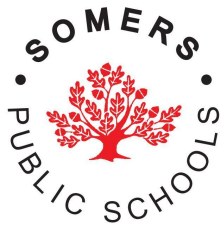
### **Early Release Days**

There has long been a need for developing additional time for teachers and administrators in the area of professional development. With the advent of the new strategic plan and the implementation of new literacy and math programs at SES and MBA, the needs are even more pronounced. (See attached document for Educational Leadership article) Attached to this document are additional needs that both the school and district administrators identified as agenda items for these days. It depicts the wide array of topics that are only able to be discussed on a superficial level and without depth and consistency. In addition to the current full day PD offerings, the PDEC committee is proposing early release days for the 2020-21 school year. These days will be on Wednesdays strategically scheduled and avoiding those months where parent teacher conferences, testing and vacations are already scheduled. Reviewing a report done by Suffield's Assistant Superintendent in 2017-2018, Suffield and Somers were the only the only towns in our area that did not offer early release days. Other towns that offer some type of early release days include Simsbury, Farmington, Granby, Canton, Bolton, Ellington, Tolland and Hebron. Since that report Suffield has adjusted their schedule to include the early release days.



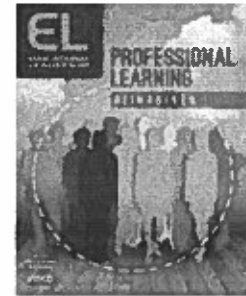
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<u>School/Dept</u>	<u>Agenda Items</u>
<b>SES</b>	<ul style="list-style-type: none"> <li>-Grade level collaboration time for Standards based grading calibration across all subject areas, creating/revising grading rubrics (grade levels-vertical and horizontal), ATLAS/Curriculum Design across all subject areas, data team meetings (grade levels-vertical and horizontal), professional discourse around F &amp; P Classroom, Foundations, NGSS, New Math program, planning service learning activities (cross-grade level)</li> <li>-Departmentalized Meetings (special educ, specialists, etc)</li> <li>-Literacy Council Meetings</li> <li>-Calibration of/revisiting BAS scoring</li> <li>-Foundations support: to ensure consistency between classrooms within a grade</li> <li>-Development of Capstone and Cornerstone projects</li> </ul>
<b>MBA</b>	<ul style="list-style-type: none"> <li>-Content area collaborations focusing on vertical alignment</li> <li>-Calibration of Somers Student Success Skills rubric scoring</li> <li>-Curriculum writing and updating</li> <li>-Grade level team work</li> <li>-Professional development around Growth Mindset</li> <li>-Professional development around new math program</li> <li>-Investigation of Language Arts/Writing programs</li> <li>-Development of Advisory lessons around SEL topics</li> <li>-Training in response to MTSS identified needs (Tier 1 and 2 intervention training; examine Tier 1 instruction)</li> <li>-Collaborations to respond to student needs (time for co-teachers to co-plan; for paraprofessionals, case managers, and classroom teachers to meet)</li> <li>-Discussions around school-wide grading practices</li> <li>-Tuning protocol activities</li> <li>-Professional development on Trauma Informed Practices</li> <li>-Development of Capstone and Cornerstone projects</li> </ul>
<b>SHS</b>	<ul style="list-style-type: none"> <li>-Development of advisory curriculum</li> <li>-Staff training on restorative practice</li> <li>-Training in MTSS implementation and data review</li> <li>-Training in trauma informed practice</li> <li>-Implementation of Capstone project</li> <li>-Department collaboration time</li> <li>-NEASC - 5 year report work</li> <li>-AP coordination</li> <li>-Data analysis - SAT, PSAT, NGSS</li> <li>-General Ed and SPED collaboration</li> <li>-Planning equity initiatives and training in culturally responsive practice</li> </ul>
Pupil Services (Teachers, SLP and paraprofessionals)	<ul style="list-style-type: none"> <li>-Include our paraeducators in important professional conversations and training regarding their roles in supporting student success in our 4 Cs (communication, collaboration, critical thinking and creativity).</li> <li>-Utilize internal resources (BCBA, psychologists, social workers, SpEd teachers) for training /</li> </ul>



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	<p>PD to increase capacity of paraeducator effectiveness in supporting students with social, emotional and behavioral challenges.</p> <ul style="list-style-type: none"> <li>-Time for IEP and 504 case-managers, related service providers and paras to collaborate, review records, improve alignment of services and schedules for students on plans.</li> <li>-Time for IEP and 504 case managers and general education content or grade level teachers to review and consult on student IEP and 504 plan accommodations, modifications, goals and objectives.</li> <li>-Align homework and grading standards with student success skills and the 4 Cs</li> <li>-Facilitated discussions on how to better support classroom teachers with “Bag of Tricks”</li> <li>-Time to develop a list of interventions for teachers to do with struggling students and to fill out the referral form</li> <li>-Discrete Trial Training refresher</li> <li>-Zones of Regulation training</li> </ul>
Tutors	Tutors will be involved in the early release days where appropriate. Primarily when meetings revolve around supporting students with new strategies and data review.
Curriculum Office	<ul style="list-style-type: none"> <li>-Continuing/follow-up work on the 4C’s</li> <li>-Cross grade level teams meeting on Curriculum vertical alignment</li> <li>-MTSS liaisons meeting to support best practices in intervention strategies</li> <li>-Whole group meeting times for Assessment Task force, PDEC</li> <li>-Work on development of grade 5,8 Capstone and Cornerstone projects</li> </ul>
District	<ul style="list-style-type: none"> <li>-On-going support of Strategic Plan</li> <li>-State and Federal mandated professional development</li> <li>-Administrator professional Development on teacher evaluation calibration</li> </ul>



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## Double Take

### Research Alert

#### What Will It Take to Change?

A question for you: What form of professional learning has the most abysmal track record for changing teachers' practice and student achievement? Clue: It's the kind that 90 percent of teachers normally engage in at school.

If you answered, "the workshop-style training session," you're right. Despite its ineffectiveness, it still soldiers on.

In light of the Common Core state standards, changing teachers' practice is crucial. Research shows that most classroom instruction is weak in teaching for critical thinking, a skill that the standards emphasize across the board. Cautions the author of a recent study from the Center for Public Education, "Teachers have to learn new ways to teach, ways to teach they likely never experienced themselves and that they rarely see their colleagues engage in. Creating this type of teacher development is one of the biggest challenges school districts face today" (p. 7).

*Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability* looks at the research and distills five principles of effective professional development:

- **The duration of professional development must be significant and ongoing** to allow time for teachers to learn a new strategy and grapple with implementation problems. Teachers may need as many as 50 hours of practice before mastering a new teaching strategy.
- **A teacher must receive support during implementation.** When professional development describes a skill to teachers, only 10 percent can transfer it to their practice. However, when teachers are coached through the awkward phase of implementation, 95 percent can transfer the skill.
- **Teachers' initial exposure to a concept should not be passive,** but rather should engage teachers through such varied approaches as role-playing, live modeling, and classroom observations so they can actively make sense of the new practice.
- **Modeling is highly effective.** Teachers can best understand how and why to implement a new practice when they see an expert demonstrate it.
- **Professional development is best delivered in the context of the teacher's subject area or grade level.** Training on generic topics is unhelpful.

Authored by Allison Gulamhussein and published by the Center for Public Education,

*Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability.*