

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of the Minutes
  - III.A. November 20, 2014 - Regular
- IV. Approval of the Agenda
- V. Chairman's Report
- VI. Superintendent's Report
- VII. Student Representatives' Report
- VIII. Committees
  - VIII.A. Finance
  - VIII.B. Curriculum
  - VIII.C. Personnel
  - VIII.D. Policy
  - VIII.E. Operations
  - VIII.F. Field Fees
  - VIII.G. Liaison
    - VIII.G.1. Board of Finance
    - VIII.G.2. Magnet School
    - VIII.G.3. Parks and Recreation Committee
    - VIII.G.4. Permanent Building Committee
    - VIII.G.5. Technology
    - VIII.G.6. Safety
    - VIII.G.7. Education Connection
- IX. Information Items
  - IX.A. School Improvement Plan Update
- X. Public Participation - The Board welcomes public participation. Pursuant to our Board Policy, public participation is limited to no more than three (3) minutes per speaker and a total of no more than fifteen (15) minutes. People who wish to speak longer are encouraged to attend . . .
- XI. Action Items
  - XI.A. Personnel Report
  - XI.B. Approval of Grant Application
    - XI.B.1. Professional Learning Mini-Grant – NFMS
  - XI.C. Acceptance of Grants
    - XI.C.1. Cowles Charitable Trust Grant
    - XI.C.2. Professional Learning Mini-Grants – Consolidated School & NFMS
  - XI.D. Ratification of the Agreement between the New Fairfield Board of Education and UE Local 222, CILU/CIPU, CILU #9 Custodians, Maintenance and Groundskeepers - July 1, 2014 – June 30, 2018 (To be voted on after Executive Session)

XII. Other

XIII. EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING  
DOCUMENTS RELATED TO NEGOTIATIONS

XIV. Adjournment

# CONNECTICUT CORE STANDARDS Professional Learning Mini-Grant Cover Page

## GRANT PERIOD

November 1, 2014, to June 30, 2015

Complete all required information below

<b>APPLICANT INFORMATION:</b> <i>Name</i> Debbie Parker for the ELA department	<b>PROGRAM TITLE:</b> The Reading-Writing-Speaking CCS Connections
<i>School Name and Address</i> New Fairfield Middle School 56 Gillotti Rd New Fairfield, CT 06812	<b>GRADE LEVELS/INTENDED AUDIENCE</b> Grades 6-8 all students
<i>Teacher Contact E-mail</i> parker.debra@newfairfieldschools.org	<b>FUNDING AMOUNT REQUESTED:</b> \$1,500
<i>Telephone</i> 203-312-5885	District Mailing Address 3 Brush Hill Road New Fairfield, CT 06812
Principal: Mrs. Christine Baldelli	Email: Baldelli.christine@newfairfieldschools.org
Superintendent Name (or Asst. Sup) Dr. Alicia Roy	Email: roy.alicia@newfairfieldschools.org
Alliance District: Yes <input type="checkbox"/> <u>(No)</u>	District: Urban ___ Suburban <u>X</u> Rural ___

I, Christine Baldelli, the undersigned administrator, submit this proposal on behalf of the applicant(s), and attest that the plan submitted will be used for Connecticut Core Standards implementation. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Signature of administrator

Christine Baldelli

(Christine Baldelli, Principal)

11/11/2014

(Date)

# CONNECTICUT CORE STANDARDS

## Professional Learning Mini-Grant

### Project Description

Please provide a one-page description that demonstrates how your application addresses the CCS instructional shifts, the impact on the depth of student knowledge, and the methods to engage the stakeholders in the process.

New Fairfield Middle School (NFMS) believes that if learners' needs are met at their individual learning levels and opportunities are offered for each learner to consume, interact with, and create information, intrinsic motivation, engagement, and learning will increase. NFMS has been using the CCSS to address curriculum for four years now. The curriculum is revised each summer to better align to the Common Core State Standards and the Smarter Balanced Assessments. In the winter of 2013, the Language Arts and Social Studies teachers, as well as the Literacy Coach, attended a two day workshop where they learned the Shared Inquiry Process through the Great Books Foundation. According to The Great Books Foundation "The Shared Inquiry method centers on interpretive questions—questions about a text that have more than one plausible answer. Discussion leaders employ the Shared Inquiry method to get participants thinking, listening, and responding to questions and answers from others in their discussion groups." Teachers learned to prepare a reading selection, lead discussions, and ask effective follow up questions. The workshop allowed teachers to turn text based discussions over to students as well as work with complex texts through close reading. This process is in direct alignment with the following anchor standards:

- Read closely to determine what the text says explicitly and make logical inferences from it
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- Analyze structure of a text and understand how specific sentences, paragraphs and larger portions of the text relate to each other and the whole
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

To build off of this process, a full day PD workshop will be created with The Great Books Foundation's course 203: The Reading-Writing Connection and time will be provided to create two text based, shared inquiry writing lessons with rubrics for each grade level (six lessons in total). These lessons will be implemented in the spring of 2015. The course will explain to teachers how to link reading and writing as part of Shared Inquiry. The use of interpretive questioning and Shared Inquiry discussion to guide the writing process will be discussed as well as techniques to help students build an essay from the ground up, with the emphasis on generating ideas and supporting them with textual evidence and reasoning. The funds from this grant will allow teachers and the Literacy Coach to continue the attention to the above CCSS standards as well as add the following anchor writing standards:

- Write arguments to support claims and analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

In addition, a Parent Conversation evening will be held where students and parents will go through the Shared Inquiry process in small group discussion to see the Common Core Standards in action. A piece of text will be provided beforehand so that parents may participate in the discussion as well. Students will hold a model conversation and parents will be provided time to ask questions about the process and the Common Core State Standards. Teachers will be present as discussion leaders and to answer parent questions.

The continued training in Shared Inquiry along with encouraging parent involvement in the school are in alignment with NFMS school improvement plan for 2014-2015. The school would like to increase parent involvement by 30%; the Parent Conversation would assist in addressing this. All departments are in the process of curriculum mapping to prepare for curriculum revision and precise alignment with standards in order to begin a standards based grading discussion. There is a plan in place for sustainability through turnkey training for social studies and science by the Literacy Coach as well as additional Great Books foundation training through other sourced funding.

## CONNECTICUT CORE STANDARDS Professional Learning Mini-Grant

### Plan Objectives, Teacher Outcomes or Parent/Community Awareness Outcomes, Timeline

Please briefly describe all plan objectives that will result in teacher outcomes or parent/community awareness outcomes. Include -- as needed -- elements such as CCS curriculum alignment, integration of instructional practices, planning and collaborative time with teachers, professional development events and communication strategies which engage parents and community. Objectives/Outcomes should be measurable and result in observable teacher outcomes or parent/community awareness that impact student understanding of the CCS and stakeholder participation in the process.

Objectives/Outcomes	Strategy	Timeline All activities must be completed by 6/30/15
<ul style="list-style-type: none"> <li>• Teachers will use the Shared Inquiry method to support students through the writing process</li> <li>• Teachers will guide students to develop clear expository and argumentative essays based on their interpretive and evaluative thinking about literature</li> <li>• Teachers will lead students in finding original topics, developing and supporting theses, and responding to other points of view</li> <li>• Teachers will create 2 writing assignments per grade level to be incorporated into the summer curriculum writing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will have a full day professional development workshop with the Great Books Foundation to learn how to link the reading and writing through Shared Inquiry.</li> <li>• During department meetings, teachers will meet after assigning writing assignments to assess together and discuss student learning through Tuning Protocol.</li> <li>• Curriculum mapping will continue monthly for the year. The 2 created writing assignments per grade level will be added.</li> <li>• At curriculum revision shared inquiry and writing assignments will be added for the 2015-2016 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop in January 2015</li> <li>• Tuning Protocol twice between January and May</li> <li>• Curriculum mapping September 2014-June 2015</li> <li>• Curriculum revision June 2015</li> </ul>
<ul style="list-style-type: none"> <li>• Better communication with parents about the CCSS and the student experience with the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>• A Parent Conversation evening will be held where students will model the Shared Inquiry Process at each grade level with a piece of literature. Parents will be provided the piece ahead of time and will be able to participate in the discussion as well. Teachers will explain the process and the connection to the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>• April 2015</li> </ul>
<ul style="list-style-type: none"> <li>• Social studies and science teachers will be provided turnkey training</li> </ul>	<ul style="list-style-type: none"> <li>• The Literacy Coach will create a social studies and science pd workshop with content specific resources</li> </ul>	<ul style="list-style-type: none"> <li>• February/March 2015</li> </ul>

## CONNECTICUT CORE STANDARDS

### Professional Learning Mini-Grant

#### Budget and Budget Narrative

Please enter the amount of funds to be utilized in the categories below, as applicable. Provide a brief description explaining how the funds will be used. If supplies are to be purchased, list the items and related costs.

Category	Description	Amount
Teacher Project Work Stipends		
Substitute Pay	5 substitutes x 80 a day	\$400
Professional Development	The Great Books Foundation- ½ day workshop- <b>The Reading-Writing Connection</b>	\$1,100
Instructional Supplies		
Equipment		
Other		
<b>TOTAL</b>		<b>\$1,500</b>
Note: Grant award checks will be sent directly to district central office.		

#### Sustainability Plan

Please briefly describe below how you plan to extend the professional learning initiated in this proposal. It may include strategies such as: utilization of other funding sources for continued professional development, use of professional learning communities, school-wide or districtwide curriculum revision, board approval for continued improvement, quarterly updates sent to parents and community members, development of website resources, or any other means of continuation.

A permanent sub within our building will be used for one of the substitutes, allowing for all six of our teachers to attend training. There will be a second workshop provided to teachers after The Reading-Writing Connection called Assessing Student Progress. It will focus on assessing students' critical thinking in Shared Inquiry discussion, assessing a short essay based on an interpretive question, and integrating assessment of critical thinking with other reading and writing objectives. This will be paid for through other pd funding. The Literacy Coach will also attend these workshops and will turn key the training to our social studies and science departments. In the Summer of 2015, the ELA department will revise curriculum to reflect the training and writing units created in the full day pd workshop. The Literacy Coach will also be involved in the curriculum writing for ELA, social studies, and science. A transition plan is also in place for the middle school and high school teachers to work together on curriculum and pd in the future, providing an opportunity for this training to be turn keyed to 15 high school ELA teachers as well.

## Submission Process

The original signed grant proposal must be submitted by email (PDF or other) to the address below by 11:59 P.M. on November 12<sup>th</sup>, 2014, to:

Email Address: [ccsminigrant@educationconnection.org](mailto:ccsminigrant@educationconnection.org)

File name: Last Name\_

District\_

CCS minigrant

(Reviewer) Plan Is Eligible Given Professional Learning Mini-Grant Requirements Yes \_\_\_\_\_ No \_\_\_\_\_

CCS Professional Learning Mini-Grant Rubric					
Indicator	0	1	2	3	Point Value
All Application Components are Complete: Cover page, brief project description, plan, objectives, timeline, budget, sustainability plan.	No			Yes	
Alignment of Required Application Components: brief project description, plan, objectives, timeline, budget, sustainability plan.	Components lack clarity. No alignment among components	Minimal clarity within and minimal alignment among components	Components are sufficiently clear and aligned	The application shows outstanding clarity. There is clear alignment among the project description, plan, and objectives, and obvious connection to other existing school initiatives	
Quality of Teacher Objectives Outcomes/Parent Community Outcomes	Objective/ outcomes are unclear, not measurable and unrelated to the purpose of the grant	Objectives/ outcomes are minimally clear, measurable, and related to the purpose of the grant	Objectives/ outcomes are sufficiently clear, measurable, and related to the purpose of the grant	Objectives/ outcomes are clear and measurable, and connected to other existing school initiatives	
Addressing CT Core Standards	The plan does not address increasing understanding of the CCS and does not support teacher mastery of instructional shifts in math and ELA or furthers community understanding of CCS	The plan minimally addresses increasing understanding of the CCS and minimally supports teacher mastery of instructional shifts in math and ELA or furthers community understanding of CCS	The plan sufficiently addresses increasing the understanding of the CCS and supports teacher mastery of instructional shifts in math and ELA, or furthers community understanding of CCS	The plan clearly addresses increasing the understanding of the CCS and supports teacher mastery of instructional shifts in Math and ELA, or furthers community understanding of CCS and is connected to other existing school initiatives	
Sustainability of professional learning	No sustainability plan is provided	There is a minimally viable sustainability plan provided	There is a sufficiently viable sustainability plan provided	Sustainability plan provided is viable and connected to other existing school initiatives	
Parent/Community Engagement	No plans for parent engagement are evident	Plans for parent engagement are minimally evident	Plans for parent engagement are sufficiently evident	Plans for parent engagement are evident and connected to other existing school initiatives	
				<b>Total Points</b>	