

# **SOUTHINGTON BOARD OF EDUCATION**

## **SOUTHINGTON, CONNECTICUT**

### **REGULAR MEETING**

**OCTOBER 27, 2011**

The regular meeting of the Southington Board of Education was held on Thursday, October 27, 2011 in the John F. Kennedy Middle School cafeteria, 1071 South Main Street, Plantsville, Connecticut.

At 7:15 p.m., Dr. Erardi recognized the distinguished retirees from 2010-2011 and gave a brief history of each of the retirees in attendance. Mr. Brian Goralski, Chairperson, and Mrs. Terri Carmody, Vice Chairperson presented them with a clock and a box of Fascia chocolates. The retirees in attendance were:

Name	Facility	Position	Yrs. of Service
Sharon Alia	SHS	School Year Secretary	24
Diana Boorjian	SHS	English Teacher	42
Dorothy Drechsler	KES	Grade 1 Teacher	26
Janet Galati	SHS	Special Education Teacher	25
Frances Haag	Central Office	Senior Sp. Ed. Coord.	12
Patricia Landry	KES	Kindergarten Teacher	21
Nancy LeBlanc	SES	Kindergarten Teacher	35
Ronald Marut	PES	Head Custodian	17
Beverly Mazur	HES	Grade 2 Teacher	34
Dawn Naples	SHS	Guidance Counselor	38
Mary Beth Noto	Central Office	Special Education Coord.	12
Theresa O'Connor	SHS	Special Education Teacher	20
John Ryan	SES	Head Custodian	15
Patricia Salerno	DES	Grade 5 Teacher	29
Beverly Skinnon	PES	Grade 1 Teacher	25

Retirees unable to attend:

Name	Facility	Position	Yrs. of Service
John Bores	SHS	English Teacher	39
Carol Mannello	SHS	Family & Consumer Science	12
Diana McDonald	SEES	Grade 5 Teacher	34
Patricia Rottler	JFK	Literacy Specialist	22
Kathryn Sokolowski	FES	Grade 3 Teacher	35
Eleanor Vesentin	Ag-Science	Ag-Science Secretary	21

Mr. Goralski recognized his fellow Board members who were not running for re-election and would not be returning to the Board after the November elections. He thanked them for their

outstanding leadership and dedication to the Southington Board of Education and the students of Southington. They were Mrs. Rosemarie Micacci Fischer, who served on the Board from 2003 to 2011, and Mrs. Kathleen Rickard, who served on the Board from 2001 to 2011. They were presented with a plaque and Fascia chocolates.

# **1. CALL TO ORDER**

The meeting was called to order at 7:50 p.m. by Chairperson, Mr. Brian Goralski. Board members present were Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen and Mrs. Kathleen Rickard.

Present from the administration were Dr. Joseph Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Frederick Cox, Director of Operations, and Mrs. Perri Murdica, Senior Special Education Coordinator.

Student Representative present was Leon Peschel.

There were approximately 40 individuals in the audience.

# **2. PLEDGE OF ALLEGIANCE**

Leon Peschel led the Pledge of Allegiance.

# **3. APPROVAL OF MINUTES ~ October 13, 2011**

**MOTION:** by Mrs. Notar-Francesco, seconded by Mrs. Carmody:

**“Move to approve the minutes of October 13, 2011.”**

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mr. Derynoski, Mrs. Fischer, Mrs. Queen, Mrs. Johnson, Mrs. Notar-Francesco, Mrs. Rickard, Mr. Goralski. **Motion carried unanimously.**

# **4. COMMUNICATIONS**

## **a. Communications from Audience**

There was no public communication.

## **b. Communications from Board Members and Administration**

### **Communication from the Board Members:**

Mrs. Carmody complimented Thalberg School for their wonderful Grandparents’ Day that was held last week. She noted that the Book Fair was on the same day and she was certain that the grandparents bought a lot of books.

Mr. Derynoski thanked Mrs. Rickard and Mrs. Fischer for their dedication to the Board for many years and stated that they would be truly missed.

Mrs. Notar-Francesco expressed that the one thing that she has admired about Mrs. Fischer and Mrs. Rickard was their ability to always ask the tough questions in ways that were very difficult to do. They addressed issues that were very important for the Board and school district, and were able to work through them. She stated that their service has been greatly appreciated.

Mr. Goralski noted that he already had the opportunity to speak to both Mrs. Fischer and Mrs. Rickard. He thanked them for their service to the town, the Board of Education, and to him. In his opinion, they taught him the best way to serve this community and this Board.

Mr. Goralski announced that AFSCME requested him to conduct a grievance hearing. He explained that, because this was their last meeting as a Board, they needed to take care of this before Election Day. He asked the AFSCME Negotiating Team (Mrs. Carmody, Mrs. Notar-Francesco and Mrs. Queen) to hear the grievance.

#### **Communication from Administration:**

Dr. Erardi distributed the Administration Report to the Board (*Attachment #1*). He stated that he was remiss with the agenda and asked if someone on the Board could make the motion to add "Personnel" to the Executive Session at the end of his report.

1. Safety Forum: Dr. Erardi thanked the Board members, community members and parents who attended the Safety Forum over a week ago. The committee reconvened yesterday and they are going to continue to work as a K-12 Committee with two focus areas: 1) There is a need to investigate the actions of students to / from school on the bus. 2) Consistency: They are going to look through the K-12 lens regarding consistency and look at three different focus areas. They thought that it was important to create a consistent approach to how students and parents report an incident and remain anonymous. They do that in most, if not all, of the buildings; however, how it is done is not alike. They are looking to create something that looks and feels the same through a district lens on or before January 1. They are also looking at the length of investigation. It was a focus point from last Monday, and they will have that conversation with the administrative team. The last thing that they are going to look at is that they have about six programs that are presently in place in either some, or most, of the buildings; however, they are not consistent with programming in a K-5 block, 6-8 block, and a 9-12 block. That work will continue beyond the policy because it is a practice and part of the guidelines that they are going to bring forward for July 2012.
2. Informational Brochure: Dr. Erardi reported that, thanks to Mrs. Karen Smith and the Early Childhood Collaborative, there has been a lot of work for a lengthy period of time. They are compiling a guide for the incoming Kindergarten

parents. He hoped that the Board looks at the “Guide to Transitioning into Kindergarten” and offers additional feedback before it goes to production.

3. Paperless Board of Education RFP: Dr. Erardi reported that on November 8 he expects to receive the proposals for the paperless Board of Education. He will keep everybody informed.
4. Aspiring Administrators: Dr. Erardi reported this was just a sample of the work that is taking place with the Administrative Aspirants. He was pleased that one of the aspirants, within the 500 hours that they will be offering to the district, was starting a pilot Spanish Program at Kelley Elementary School. They have another aspirant at the middle school level working to develop a Chamber of Commerce Mentorship Partner Program.
5. Two-Year Reflection – Thank you: Dr. Erardi shared what he believed was the body of work of this Board of Education. He broke down the different areas into three separate and distinct focus areas.
  - a) Facilities: The Board accomplished the closing out of the Ag Science Center, successfully completed the Renovate-to-New Plantsville Elementary School, and built a brand new South End Elementary School. This past summer, the Board successfully built a brand new World Language Lab, and consolidated the infrastructure of the School Board by closing Beecher Street in just a few months. The Board also collaborated with the Town to open up the North Center School, which is a work in progress, and for the first time forming a joint partnership with School Board and Town officials. Most importantly, at the top of the facility initiative, the Board was able to bring forward for referendum on November 8 the middle school Renovate-to-New project. This has been a conversation in this community for a long time.
  - b) Programming: Without using tax dollars, the Board funded a Grade K-5 district Family Resource Center. Without tax dollars, the Board supported a Grade K-12 Breakfast Program. Under the Board’s leadership, they offer authentic learning starting this year in the science program at Sloper’s in partnership with the YMCA and the Southington Education Foundation. The Board allowed administration to centralize registration of students and begin a residency protocol. The Board allowed administration to pilot an Extended Day Kindergarten Program. The Board allowed the administration to go forward with a paperless application process for the first time this school year. The Board reconstituted middle school unified arts and enhanced advance placement opportunities at the high school. The Board reconstituted the K-8 Literacy Block with Columbia University and the high school with course selections for all students.
  - c) Collaboration: The Board grew the partnership with the Southington Education Foundation. They enhanced parent partnerships with the Parent Portal and the ability to do an “all call” to all parents. The Board partnered with private donors and graciously accepted \$400,000 of gift giving in the

past two years. The Board enhanced partnership with safety officials by ensuring a safe school environment. They partnered with the Chamber of Commerce with Authentic Learning at the high school. The Board partnered with the Central Connecticut State University to offer the aspiring administrators the opportunity to become certified. The Board renewed partnerships with all PTOs through the Adopt-a-School Program. The Board created strong working relationships with bargaining groups illustrated by the SAA, SEA, Nurses-AFSCME and the unaffiliated staff who willingly agreed to a zero-percent increase. Most important, in the past four years, the Board watched student achievement improve incrementally each year through the public report card. This School Board never lost sight of children.

Mr. Goralski stated that Dr. Erardi often talks about his cabinet and his team being the reason for success. On behalf of the Board, he thanked Dr. Erardi. He stated that none of those initiatives would have been accomplished or possible without the teamwork that exists between this Board, administration, the cabinet, the principals, and the staff of the Southington public schools.

Mr. Goralski stated that it was an honor to serve with all the Board members. Except for the two retirees, the Board members have the opportunity to potentially return and continue that work that Dr. Erardi just spoke about. He wished all the Board members the best in their endeavors to return to the Board of Education.

### **Communication from Student Representative:**

Mr. Peschel noted that Whitney could not attend the meeting because she had to catch up on homework. He reported that the first quarter was coming to an end next week, which was probably why there was so much homework. It is also the first college deadlines for many of the seniors. A lot of the early action / early decision programs require that applications be submitted by November 1. The Guidance Department has been bustling with students. He reported that last Saturday, the Student Council hosted a Cystic Fibrosis Run, which was very successful; they raised almost \$300 for the cause. Students and anyone who wanted to participate paid a \$5 entry fee and could run around the Southington High School track; there was also a bake sale to support research for the cause. He noted that Senior Days for athletes have started. He explained that the athletic teams celebrate their seniors at the end of each season by having a celebration for them. The teammates wear t-shirts with the seniors' pictures on them, get them food, and make them breakfast. It is a lot of fun for the athletes and really shows some school spirit. Mr. Peschel reported that the Music of the Knight was scheduled for Saturday, but that might be a problem with the weather because it was already snowing. He noted that, if there were weather problems, they still would have the competition, but it would be held inside the gym. Mr. Peschel noted that on November 7 there would be a presentation for all students and parents interested in applying for financial aid for college. It is about the process, what forms to complete, the difference between merit-based and need-based scholarships and is very informative. It has been held in past years and is well attended. He stated that Ms. Wysocki, head of the Guidance Department, has been diligently advertising it as well and putting ads in the newspapers.

Mr. Goralski told Mr. Peschel to tell Ms. Wysocki or Dr. Semmel to make sure they utilize the phone bank system because it is less than one week away. He thought that it would be a great addition to what they have already done to advertise it.

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

**“Move to add Personnel to the Executive Session.”**

**Motion was carried by voice vote.**

## **5. OLD BUSINESS**

### **a. Town Government Communications**

Mr. Goralski thanked Mrs. Albaitis [Executive Assistant to Dr. Erardi] for sending out the last minute announcement that they changed the 9/11 presentation to the Town Council. He noted that she informed everyone that it was postponed. Mr. Goralski confirmed that Mr. Fortunato sent an e-mail to him and Dr. Erardi that the 9/11 presentation was going to be moved to November 14, 2011, which is the first Town Council meeting after election. It would also be an opportunity to see the new Town Council members sworn in.

### **b. Construction Update**

Mr. Cox reported that the Plantsville Energy Management Server installation will be finished and programmed by the end of the month. For the South End project, they are just waiting for the grass to grow.

### **c. North Center School Update**

Dr. Erardi reported that last week they sat with the sub-contractor regarding furniture, fixtures and equipment. They are addressing some of the things that will be inside the building. He stated that Mr. Cox continues to represent the School Board every two weeks. The project is moving forward.

Mr. Goralski noted that a few of the Board members are guaranteed to be back after Election Day. He would like to make sure that, whenever the opening of that building occurs, they invite Mrs. Rickard and Mrs. Fischer; they were integral in moving that idea forward to the other branches of government to make it a reality.

### **d. Middle School Feasibility Study**

Dr. Erardi reported that it was a real pleasure representing the School Board over the last few weeks, meeting with faculty, PTOs and different civic groups throughout the community. They finish their “meet and greets” next week and conclude on Sunday, November 6, standing in front of Queen Street businesses and with a door-to-door campaign of a continued common message: “Please vote.”

Mr. Goralski thanked all the Board members who are attending those functions with Dr. Erardi. He noted that he cannot keep up with Dr. Erardi, he is exhausted. Dr. Erardi pointed out that next week he did not have an evening meeting.

**e. Kindergarten Extended Day Program Update**

Mrs. Smith shared the opening days of Extended Day Kindergarten at South End and Derynoski Elementary Schools with the Board. In many conversations with Mrs. Verderame and Mrs. Kamerbeek she was told that all signs point to wonderful openings. She felt that the best way to tell the Board about the progress of the Extended Day Kindergarten was to give some quotes from students who are in the program. Students, Noah and Ryan, told her what they like best about Extended Day Kindergarten were that 1) they get to go to two schools, and 2) they like writing, because when she observed them they were writing, and 3) they get to ride the bus many times. Mrs. Smith noted that what the adults thought would be a negative has turned out to be a positive for some of the students in Extended Day Kindergarten. Mrs. Smith explained that she, Dr. Erardi, and other members of the administrative team have visited the Extended Day Kindergarten sessions in the morning and afternoon multiple times. On all occasions, the feedback was that they have seen happy children, staff who are excited and enthusiastic, and a lot of learning that is going on already. She invited Board members and members of the public, who would be interested in watching the evolution of this new initiative, to call the schools and speak with Mrs. Verderame and Mrs. Kamerbeek and to visit to see what can happen in a program that has no more than 15 children, has a full-time teacher and ancillary staff. Thanks to the grant programs from Project Choice and from the dedication of this Board and the community, it is off to a great start.

Mrs. Johnson asked what a typical day would look like for an Extended Day Kindergarten student. Mrs. Smith explained that the extended day is not a full day. It is not a full day because of the time that it takes to end their traditional Kindergarten half day and then to begin their Extended Day Kindergarten. There are children who are attending extended day in the morning session and then are transported to one of the two schools for the afternoon. They will have their lunch at their home school and they will have a recess break at one of the schools (whatever works out best for timing.) When they arrive in their Extended Day Kindergarten program, it is a center-based program that is based on early literacy and numeracy skills. It is different than the Kindergarten program in that it is clearly individually assessment driven. The assessments that determine the membership of those classes form the lesson plans for the groups of children who are participating. The uniqueness of that can be accomplished because of the staffing. The planning that is occurring is extraordinary between both schools and also from input from Open Choice literacy staff, who are working with the teachers' in-district. It is highly personalized.

Mrs. Notar-Francesco asked how much the grant was that the school system received from the state for the Open Choice Program. Mrs. DiNello replied that she did not have all the grant funds yet, but the school district was getting approximately \$31,000 from Open Choice and there is an additional grant because of the extended day. She would e-mail that information to the Board on Friday. It is based on estimates right now, and they are still waiting to fill all of the Open Choice slots. It is driven by the number of students at each school. They get bonus money when certain thresholds are hit. They won't have final calculations until all the slots are filled. Mrs. Notar-Francesco asked how many slots they were waiting for. Mrs. Smith stated that

Derynoski School was waiting for two Open Choice children and South End School was waiting for two, for a total of four additional children. Mrs. Smith added that CREC assured her that they will be coming; it is an issue of when.

Dr. Erardi stated that he met with CREC leadership yesterday; it was a meet and greet because they changed some of their principal leaders in this program. When they asked the question, "What is going well?" they had a lot to talk about that was going well. When they asked the question of "What is the concern?" his answer was consistent throughout the CREC district, which was all about getting the Kindergarten student at the school on day one, not three months later. It remains an issue that Southington still has open seats. CREC does not own it; they are just trying to implement it. Dr. Erardi had some great concern that they are getting into November and they are going to be displacing some child who is five years old from school one to school two only because of timing. Mrs. Notar-Francesco asked how much literacy support that they were receiving from CREC. Mrs. Smith replied that they have the services of a literacy specialist from Project Choice and that literacy specialist also brings with her a literacy tutor, which is shared support between both programs.

## **6. NEW BUSINESS**

### **a. K-8 CMT Presentation**

Mrs. Smith distributed copies of the PowerPoint presentation (*Attachment #2*). She noted that the Board members would see a replication of the data that she submitted to them earlier in the week. She hoped to address any Board members' questions throughout the presentation and, if not, she would research the questions and get back to the Board on Friday with the answers.

Mrs. Smith had the pleasure to present the academic and instructional story as measured by one "tool" and that one "tool" is called the Connecticut Mastery Test (CMT). She says one "tool" because the profile of a district instructionally is composed of more than what happens during two weeks in March. This is the academic learning story as measured by Connecticut Mastery Test for the public schools in Southington in Grades 3 through 8. In the month of November, there will be a presentation on the CAPT scores for Grade 10. She gave many thanks to Betsy Chester and Dale Riedinger who have been doing CMT analysis for many years from the district perspective. She appreciated all of their input, as well as that of the administrators.

Mrs. Smith explained that the CMT assesses essential reading, writing, math and science skills. The results that she is presenting are springtime results from the last school year. This was already old data. It is a criterion-referenced test that identifies the relationship of how well a child does to the subject matter. It is measuring, over time, the progress of the children. She thought that it was dangerous to look at just one year's worth of scores or two years' worth of scores with different children. What tends to be much more meaningful are vertical scores or tracking the progress of children over time. They measure if the student has mastered a specific level or the subject matter by comparing their score to a particular standard, also known as Standards-based Assessment.

Mrs. Smith stated that the CMT has five results in scoring. The Below Basic score, which is equivalent to a one; the Basic, which is a two; the Proficient is a three; Goal is a four;



and Advanced is a five. For the purposes of state reporting, it is the Proficiency rate and above that “counts” for Adequate Yearly Progress. Internally, Southington is using Goal as its benchmark.

Mrs. Smith explained that in 2011 the percentage of students in Grade 3 achieving Goal or above was 84.5% in the area of mathematics. For reporting purposes, it is Proficient of 95.7% that the state is looking at. Southington continues to have a very strong showing in the area of mathematics for Grade 3 over three years. The state advises to basically look at only three years at a time because the test questions will change just enough to say that it is hard to compare “apples to oranges” if they go too far beyond three years. She noted that the same data in the same format was presented in Grades 4, 5, 6, 7 and 8. Mrs. Smith shared that there are students who, because of a disability or special learning need, still took the CMT, and there was 100% participation for the town of Southington. All of the scores count. Years ago, when they had off-level testing, it was not the case. Every child’s score is counted in the percentage. There are many students who are eligible to take a version of the CMT, called the MAS (Modified Assessment System); however, it is not a watered-down test. An example of the MAS in Grade 4 might be testing using a larger font, or there may have been fewer questions around a reading passage, but it was clearly fourth-grade content.

Mrs. Smith addressed the Writing Details. She stated that long-term data is showing them that there are pieces of writing that will be represented as flat scores. There are always peaks and valleys with every data piece analyzed. Mrs. Smith noted that she was also sharing district data. It does not mean that there are not individual schools that need to work a little harder in one area over another. For example, the Board has seen some very top-notch math scores throughout the grades; it does not mean that every school scored at that level, it is an average. Schools individually come up with their own School Improvement Plans based on their individual data pieces.

Mrs. Smith stated that writing scores are comprised of three pieces of information. The first piece is called the Direct Assessment of Writing, sometimes known as the “Prompt Writing” or the “Cold Writing” known as the DAW. A holistic score basically means that the particular score the child has received is on a scale of one to six, but combining two scores for a total score of two to twelve. The goal is to have a score of eight through twelve. She pointed out that over the years in Grades 3 through 8 Southington has done very well in that particular area of writing. Mrs. Smith explained that Prompt Writing is 45 minutes of writing on a cold topic without much preparation at all. It comes from background knowledge, how well students are using both oral and written language, and the ability to transfer that onto paper. Spelling and grammar do not count, as long as it is legible and the ideas are there. It is one piece of writing. Mrs. Smith noted that the district did quite well and she was very proud of that because, many years ago, when CMT first started, it was a struggle area for Southington. Proficient scores were in the area of six and seven; now (with the exception of 2009 when one grade scored 7.9), we have had regularly an eight or above.

Mrs. Smith explained that Composing / Revising form the second section of the three parts of the score for writing. It is called “Strand 1.” For Composing / Revising, the percentage of goal is lower than what we looked at and saw in mathematics and what we are seeing in reading. The district worked very hard on Editing [Strand 2]. There is “Daily Oral Language” in the morning when students come into class; the teacher wrote a sentence or two on the board

with deliberate errors made, and the students orally talk about the errors and how to fix them. This is out of context. They are now taking editing and putting the skill in context, where students have to look at longer passages and edit, which is why it becomes a little more challenging and complex in the upper grades. She was very pleased with the progress in the area of editing; however, it is still a focus area for growth.

Mrs. Smith stated that a closer analysis of writing, based on last spring CMTs, shows that the DAW, Composing / Revising, and Editing represent the three areas of a score. Strand 1 is highlighted to show the percentage of students who achieved the Goal rate. She explained that the data shows that the Proficient rate is quite good. In Editing, the percentage of Goal is higher on average. The average DAW is presented this way, the percent at or above Goal and the percent at Proficient. She pointed out that Proficient is what the state uses to determine if Southington made Adequately Yearly Progress. Composing / Revising has three major sections. These have instructional implications for Southington. Each category states below it what it means to instruction in the area of content, organization, and tone. This does not mean that a third grader is going to be learning extraneous material, but a third grader should be able to look at a piece of writing and say what does not belong. If you start reading a story that is all about trucks and automobiles and a computer is thrown in, then the question is "What does not belong in this piece?" There are some very basic, elementary things that can begin to teach extraneous information or redundancy of ideas. The second part of Composing / Revising that needs to be worked on is the revision status or "Syntax." It is three or more sentences connected by "and," as well as run-ons with semi-colons. It also includes "awkward construction, fragments and sentence combining." The third part is "Word Choice," which consists of redundancy of words and phrases, transition words, generality / specificity, and misplaced modifiers. Mrs. Smith stated that in second grade they talk about "in the beginning," and then, "finally." It is the deliberate way to compose writing in second grade with teaching beginning, middle and end. Throw in many more details and they have a five-paragraph essay, which is the goal in fifth grade. Mrs. Smith pointed out that the Composing / Revising section is the area that they are focusing on the most. Every administrator and every teacher has a professional objective this year in that area. It does not mean that they don't work on all areas, but they are seeing good growth in the areas of capitalization, punctuation, usage, and spelling. She noted that spelling is coming along. The Curriculum and Instruction Committee that will be formed after the election will address spelling and the Sitton Program, which was recently adopted, to see the effect of it and to be able to track word work progress.

Mrs. Smith explained the average vertical scale score in mathematics. There were two lines on the graph. There are three points on the line (green) with the first point indicating the Grade 3 score in mathematics in 2009. The second point is where that same cohort of children were the following year in fourth grade, and then the third point in fifth grade last spring. The second line (blue) represents students who took the CMT who have special education identification. She pulled out that sub-group for the Board to see only because of all the public discussions about closing the achievement gap. The vertical scale score graph shows that both groups of students are showing tremendous growth over three years. They are delighted with that. She noted that there were similar results for Grades 6, 7, and 8. These were the children who were in eighth grade last spring and the graph shows where they began middle school in Grade 6 in mathematics and where they landed. Mrs. Smith showed a graph of the trajectory of improvement of this cohort of children from Grade 3 in 2006, up through Grade 8. She noted that it was great to see the growth.

Mrs. Smith stated that the average vertical scale score in reading followed the same format with Grade 3 in 2009, which is now Grade 5 in 2011. She pointed out that there were 28 vertical growth points for the special education group, and the non-special education group was at 19 growth points. She noted that was an example of closing the gap: where the special education subgroup needs to grow more than the regular education group in order to close that gap. She noted that it was a very pronounced discussion when they are talking about Title I urban districts and closing the gap, even the gender gap. Mrs. Smith explained that there is not a tremendous gender gap in Southington or with other sub-groups. She complimented the staff and teachers because all of the initiatives with Early Intervention, SRBI, co-teaching, modified curriculum as appropriate are beginning to show that the gap is closing. Mrs. Smith explained that for Grades 6, 7 and 8 the average vertical scale score showed the same pattern in reading. The average vertical scale scores from Grade 3 in 2006 through Grade 8 in 2011 continue to show a good growth pattern in reading. Mrs. Smith explained that they were called "Matched Scores." It reflects children who started in Southington in Grade 3 and stayed in Southington through Grade 8; it did not factor in children who may have moved in the district after Grade 3. It is pure data.

Mrs. Smith explained that the DRG is the District Reference Group. The state groups various towns, according to socio-economic status, etc. Southington is in DRG "D" comprised of 25 communities. Mrs. Smith stated that the DRG results for Grades 3-8 on the charts were ranked by order of percent at Goal, not percent at Proficient. Southington was at the top of the DRG in mathematics. Mrs. Smith noted that in past CMT presentations, it has been the same theme with mathematics. She noted that the Board would hear this theme again when they talk about the CAPT results. Mrs. Smith stated that she has been to so many district events recently and folks have asked her, "What are you doing in math? How does that happen in math?" Mrs. Smith replied that it is progress over time and it is with a focused improvement plan that makes sense.

Mrs. Smith explained that looking ahead to 2014-2015 they will be saying "goodbye" to the CMTs. They will be saying "hello" to Computer Adaptive Assessments and Performance Tasks. The new assessment in 2014 will measure student achievement with the Common Core State Standards. By 2014, the state has a goal through CMT of 100% of students in all subgroups reaching the level of proficiency. Unless that changes, none of our schools will make AYP. Schools in more affluent towns will not make AYP. There is a new assessment that will be occurring, and it will be so different from what she just shared with the Board. She stated that they were computer-based assessments with banks of questions that are differentiated that allow children to proceed at their own rate. Within 12 weeks before the end of the school year, classes can filter in and out of computer labs and take this assessment. It is also going to impact instruction. Mrs. Smith noted that Betsy Chester [Language Arts Coordinator], Dale Riedinger [Math/Science Coordinator] and she have been attending CREC meetings to learn about this new assessment system and, more importantly, instructional changes that have to occur to meet the needs of the Common Core State Standards.

Mrs. Carmody thanked Mrs. Smith for the wonderful CMT report. She stated that the Board was proud of the accomplishments of the students. She noted that they need to take the time to thank the teachers for the curriculum and instruction that they are giving our students.

She was very proud to look at that report. She stated that she was very impressed with the math scores and thanked Dale Riedinger.

Mrs. Notar-Francesco commented on the drilling down to the Writing Details, particularly the Composing / Revising Strand 1. She asked if it was based on a scale of 1 to 100. She noted that for 2011 Strand 1 was 54 for Grade 3 and asked what that meant. Mrs. Chester replied that it meant 54% of the students. It is a percentile number. The way it is evaluated, the writing prompt, Direct Assessment of Writing, is weighted 60% of the whole total score and the Editing and Composing / Revising are 40%. Each one of those two strands represents 20% of the students' scores.

Mrs. Notar-Francesco wondered if, particularly in writing in Grade 3, is there research that suggests that it is developmental when students lag in that area. Mrs. Smith replied that it was developmental without a doubt. She stated that third grade is the first time that formal assessments occur. Third graders are sometimes defined as "Prime-mediate." You have primary students and then at a certain point in time within the year they are thought of as "intermediate students." For example, there is stamina of writing; it is the ability to remember and the ability to relate to the importance of a rule or composing a new piece of information. A lot of it has to do with memory as well. The third-grade scores also represent what has happened in Kindergarten, Grade 1 and Grade 2. It is a reflection on a collection of lessons over time. There is gradual improvement in all areas and that does grow with the child.

Mrs. Notar-Francesco wondered what happened in Grade 7 where they also saw dips. Mrs. Smith replied that the middle school staff is looking very closely at it. They are looking at stamina of writing and different kinds of writing. The narrative will become an expository or a persuasive and, if they are writing for a persuasive purpose, it is a different kind of writing than it is for a narrative writer. Many of the young children will choose fiction books and stories, and they will write about their lives; however, writing an opinion in a persuasive way takes a lot of skill, talent and development.

Mrs. Johnson thought that these were fabulous results and noted that it was also the work of the teachers. The staff works so hard every day and it is a grueling, difficult, but rewarding, job. She knows that Mrs. Smith has the information school by school and wanted to know what kind of measures the principals and staff on the School Improvement Team are taking to shore up scores where they should be higher. Mrs. Smith replied that it is called, "Progress Monitoring." The term Progress Monitoring arrived with EIP and SRBI. She noted that Mrs. Perri Murdica was the state expert on SRBI. It means that a child in Grade 3, who is a struggler when it comes to written language, will have a small goal. The small goal may be in the area of grammar. It would be the only focus for 4-5 weeks. So there is a consistent practice and a consistent high expectation that every paper completed is going to grammatically have periods and capitals where they need to be. There is never any excuse for not having a perfect paper in that regard. That is the kind of drilling down that is occurring through the School Action Plans depending upon the data. There are some schools that ended up with a writing score of 60% because they had a DAW average of nine; however, when it came to editing, they may have been in the 37<sup>th</sup> percentile for that year with that group of children. A School Improvement Plan from an administrator can also include and be as specific as working with a brand new teacher who may not have the skill set when it comes to teaching a particular topic in the area of writing. She has seen action plans that are written at every building level and principals have drilled down to

that level that she was discussing, depending upon the need. There are some schools that are even small enough to be able to drill down to the name of the child.

Mr. Goralski looks forward to the day that we do not evaluate our district and our students as groups, and we evaluate them as individuals. He is proud of the one child at a time philosophy in Southington that the administration strongly endorses. This test bothers him because we treat all kids the same and they are all unique. The special education population being given a test in which they can't achieve has always bothered him. He asked Mrs. Smith to speak to the affect it has when looking at language arts versus math. His understanding has always been that even the most challenged students tend to achieve with mathematics, which may explain the high scores, but may also explain the lower scores in the language arts. Mrs. Smith replied that there are some truths in this, and there are some misnomers. She pointed out that they don't score first in the DRG because math is easy. You score first, second and third in the DRG because there has been a focus and attention on what needs to be attended to for multiple years. Southington is in a good DRG because there are towns that value education and have Boards of Education and Finance that value education. She noted that is kind of an equalizer. The fact that we maintain such a high standard over time in that DRG speaks to the instruction that is occurring and the action plan. She thought that language arts were more complex. There are more pieces to the score in language arts. In language arts, you are taking a child from where he/she is and then differentiating to a wide extent. In one room, there are third-grade readers who are reading at a pre-primer level and also students who are capable of reading and comprehending far in excess of that. This is why Southington values the smaller class sizes in elementary because of the wide gap of challenge that appears.

Mr. Goralski noted that Mrs. Smith spoke about 100% participation in our district. He asked if outplaced special education students take their CMTs in their placements and if that was included. Mrs. Murdica replied that was correct; that information would be included and those decisions are made at the outplacement PPTs. All of those placed students were also involved in this year's testing. Mr. Goralski thought that was quite a compliment to the work that is being done with the special education population as well. It bothers him that the outplaced students, especially, are required to take a test that challenges their ability to stay focused for those periods of time. He thought that was the biggest problem with this process. He looked forward to that piece being changed some day.

Mr. Goralski thanked the staff, administration and the two coordinators because the consistency that exists across the district is the direct work of Betsy Chester and Dale Riedinger. He noted that, without their work within the district, these scores would not have been possible. He thanked the coordinators for what that they do on behalf of the Board.

Mrs. Queen questioned the vertical data and how many percentage-point changes are significant because a few questions can make the difference between Proficient and Goal. Mrs. Smith replied that the results that Southington has achieved are defined by the state as significant. It is noteworthy. She learned recently that there are some questions on the fifth and eighth grade science test that count twice. They count for one reason and then they count for another reason. If students answered one question incorrectly, it has double the negativity value. Ms. Riedinger stated that it was an unusual situation and that science is only tested in one day. Because of the limited number of test items, they have five different categories within science that are measured: earth science, life science, physical science, scientific inquiry (numeracy and

literacy) and scientific content. For example, a question may be asked about measuring atmospheric pressure, which is a barometer. She noted that would be counted under earth science because it is an earth science concept, but it would also count on scientific literacy / numeracy inquiry because it is an instrument used to measure science. The items are actually counted twice. She has asked the state for more information about mastery level in each of those five different breakdowns in the science test; they said that they could not give it to us because the test is so small, given only on one day, and some of the questions actually count twice in two different places. She thought that it was quite unfair to the students. She reminded the Board that all the students take science and there is no modified assessment. She was looking forward to 2015 because the new assessment is going to be so much fairer and accurate in measuring the ability of each child. Mr. Goralski was happy because Ms. Riedinger was looking forward to 2015, so that meant she would still be leading the way. Mrs. Smith added that they were also looking statistically at all the subgroups. She just shared those children who have an identified disability and there were other subgroups that they also analyzed. One statistic is that, if you happen to be a large building, you, therefore, have a large subgroup in one particular identified area; you are penalized from the beginning. We have had schools that achieved Safe Harbor and schools that have not achieved Adequate Yearly Progress in a subgroup by 1.3 points. She recently read a statistic that over 220 elementary and middle schools have not met Adequate Yearly Progress this year because of the expectation that so many more points from last year had to be gained. In mathematics, in order to reach AYP, every subgroup had to make approximately 90% proficiency.

**b. July 1, 2011 – June 30, 2014 Southington Board of Education Nurses' Union (AFSCME) / Board of Education Agreement**

**MOTION:** by Mrs. Carmody, seconded by Mrs. Notar-Francesco:

**“Move to recommend approving the tentative agreement between the Southington Nurses' Union (AFSCME, Local 140) and the Board of Education.”**

Mr. Derynoski thanked the committee for their work and all their effort, along with the nurses. He thought that they were a great group and that they made a lot of concessions, which not only helped the town and the Board, but the spirit was there to get this done meaningfully for everybody. Mrs. Notar-Francesco added that this included their agreed upon zero percent increase for next year.

Mr. Goralski explained that he would be abstaining from this vote, not because he did not believe in it, but because he happens to be an AFSCME union leader outside the town of Southington.

**ROLL CALL VOTE:** YES – Mrs. Clark, Mr. Derynoski, Mrs. Fischer, Mrs. Queen, Mrs. Johnson, Mrs. Notar-Francesco, Mrs. Rickard, Mrs. Carmody. **ABSTAIN:** Mr. Goralski.  
**Motion carried with eight in favor and one abstention.**

**c. Anti-Bullying Policy Update**

Dr. Erardi reported that this was awkward with protocol, and every local Board is going through the same drill. There is a very short window from the legislation that took place this

past spring to have it in effect on or before January 1, 2012 for a July 1, 2012 start. Because we will be reconstituting the local Board and the Personnel and Policy Committee, he wanted to give the Board of Education the proposal coming from committee and, once they meet in November, they will talk about a timeline to meet that January deadline. He had a copy (*Attachment #3*) for all Board members, which represents the K-12 Anti-bullying Committee's recommendation for policy. Mr. Goralski noted that there was one meeting in November and that would be on November 10, 2011, which is two days after Election Day. There is one meeting in December. For the Board to pass this Anti-bullying Policy by the January 1, 2012 deadline, they would need to name the Policy and Personnel Committee, have a Policy Committee meeting, and then vote on the policy and waive the Board's policy of requiring two readings. His proposal to this Board and the next Board that follows is that they serve as a committee of the Board on this particular policy. For the first meeting in November, he will have the administration make a presentation to the new Board as an agenda item on their recommended Anti-bullying Policy and it will be part of the packet. After getting sworn-in, the new Board would get a presentation as a Board, rather than having it go to committee. That way, at the December meeting the Board of Education can vote on the policy.

Mr. Derynoski stated that this was not a classified document and suggested that all 12 candidates get a copy of this so they could peruse it in their free time and they would not be coming in cold. Dr. Erardi replied that it would be sent out Friday morning. Mr. Goralski believed that they all should have this in the packet they received for this current meeting. It was in the minutes from the last meeting. Mrs. Notar-Francesco confirmed with Dr. Erardi that there were no changes on what he just distributed from the last time that they received it. Dr. Erardi replied that was correct. Mrs. Notar-Francesco noted that the policy that was just distributed was only three pages and the other piece of this was the regulations. She asked if the Board would also vote on that. Dr. Erardi replied that it was the guidelines, and the established practice is that the School Board takes action on the policy once they are comfortable with the guidelines. He stated that he would send a hard copy and electronic copy of the guidelines to all candidates.

Mrs. Notar-Francesco stated that the policy was presented at the CREC Council meeting as well. However, it was discussed that, with this particular policy, the Council would need to not only vote on the policy, but also on the regulation. Dr. Erardi stated that he would check with legal counsel on that.

Mr. Goralski thanked the Anti-bullying Committee, the parents, teachers, members of the community and the police department. Unlike any policy that has come before this Board, this was created by a group of people from all walks of life that all have benefit and value in it. The Safety Forum was an incredibly eye-opening and informative meeting. He thought that the substance of this reflects that meeting and the community's opinion. He would like the Board to send a thank you as well.

Mr. Goralski thanked the Board members for serving on the Board of Education and wished them all the best of luck. They will miss Mrs. Rickard and Mrs. Fischer.

**7. EXECUTIVE SESSION FOR STUDENT DISCIPLINE AND PERSONNEL MATTERS**

**MOTION:** by Mr. Derynoski, seconded by Mrs. Notar-Francesco:

**“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing a Student Discipline Matter and a Personnel Matter, and upon conclusion reconvene to public session.”**

**Motion carried unanimously by voice vote.**

The meeting adjourned at 9:05 p.m.

Respectfully submitted,

*Linda Blanchard*

Recording Secretary  
Southington Board of Education



**SOUTHINGTON BOARD OF EDUCATION  
SOUTHINGTON, CONNECTICUT**

**EXECUTIVE SESSION  
OCTOBER 27, 2011**

Mr. Brian Goralski, Board Chairperson, called the Executive Session to order at 9:10 p.m.

**Members Present:** Mrs. Terri Carmody, Mrs. Colleen Clark, Mr. David Derynoski, Mrs. Rosemarie Fischer, Mrs. Patricia Johnson, Mrs. Jill Notar-Francesco, Mrs. Patricia Queen, Mrs. Kathleen Rickard, and Mr. Brian Goralski.

**Administration Present:** Dr. Joseph V. Erardi, Jr., Superintendent of Schools; Mrs. Karen Smith, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business and Finance.

**MOTION:** by Mrs. Derynoski, seconded by Mrs. Notar-Francesco:

**“Move that the Board go into Executive Session, excluding the public and the press, for the purpose of discussing a Student Discipline Matter and a Personnel Matter, and upon conclusion reconvene to public session.”**

**Motion carried unanimously by voice vote.**

**MOTION:** by Mr. Derynoski, seconded by Mrs. Carmody:

**“Move that the Board return to public session.”**

**Motion carried unanimously by voice vote.**

*The board reconvened public session at 9:28 p.m.*

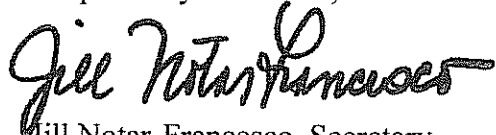
**MOTION:** by Mr. Derynoski, seconded by Mrs. Clark:

**“Move to adjourn.”**

**Motion carried unanimously by voice vote.**

The Board adjourned at 9:28 p.m.

Respectfully submitted,

  
Jill Notar-Francesco, Secretary  
Southington Board of Education

## **Administration: Board of Education Update October 27, 2011**

1. **Safety Forum - Reflection / Recommendation**
2. **Informational Brochure – Incoming K** (Attachment #1)
3. **Paperless BOE RFP – November 8<sup>th</sup>**
4. **Aspiring Administrators**
  - a. **World Language** (Attachment #2)
  - b. **Chamber Mentorship Partner** (Attachment #3)
5. **Two Year Reflection – Thank you**

*Joseph V. Gaudin*  
10/27/11

Dear Parents,

Hola! That's what you'll be hearing from your third grader as they engage in Southington's first Foreign Language in the Elementary Schools (FLES) program. World Language Interns from Central Connecticut State University will teach Spanish to third graders at Kelley School this spring. All the interns have a bachelor's degree in Spanish and are currently working at Southington High to complete their certification requirements. They will come to Kelley one day a week in the afternoon for ten weeks starting in January. Lessons will last 20-30 minutes and lesson content will reflect what students are learning in science. This will be a wonderful experience for Kelley students and our interns and we are very excited about this program. If you have any questions or concerns, please feel free to contact Tina Riccio at [triccio@southingtonschools.org](mailto:triccio@southingtonschools.org) or at 860-621-9148. Thank you in advance for your support of this program.

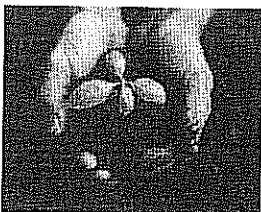
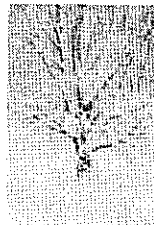
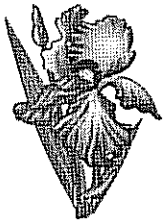
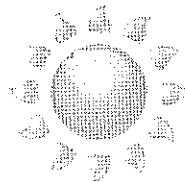
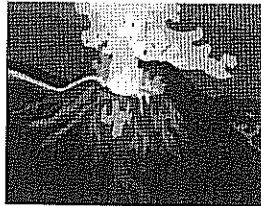
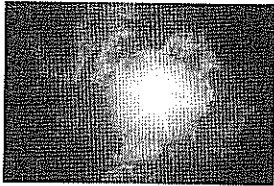
Sincerely,

TinaMarie Riccio

## Colors Assessment

Write the color from the box below with the picture.

Rojo  
Amarillo  
Azul  
Verde  
Violeta  
Café  
Naranja  
Blanco



Spanish Numbers:[http://www.toolsforeducators.com/spaghetstring/numbers\\_trace.php](http://www.toolsforeducators.com/spaghetstring/numbers_trace.php)



**Ocho**



**Cinco**



**Dos**



**Seis**



**Nueve**



**Diez**



**Siete**



**Cuatro**

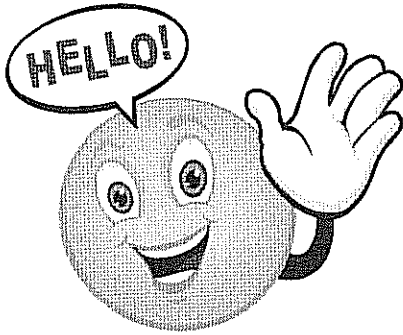


**Tres**



**Uno**

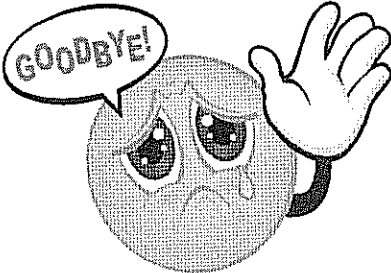
## Greetings



1.

\_\_\_\_\_

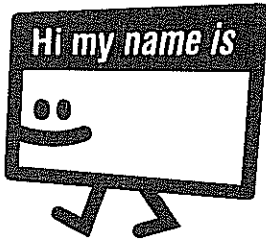
A. Adios



2.

\_\_\_\_\_

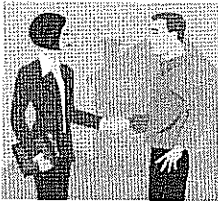
B. Hola



3.

\_\_\_\_\_

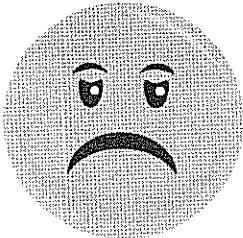
C. Mucho gusto



4.

\_\_\_\_\_

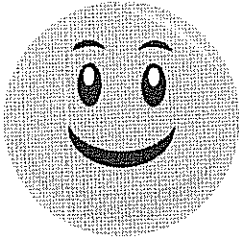
D. Me llamo \_\_\_\_\_



5.

\_\_\_\_\_

E. Bien



6.

\_\_\_\_\_

F. Mal

Put the word according to its category.

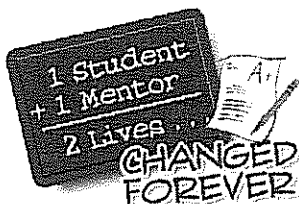
Fruit

Vegetables


Manzana



***DePaolo Middle School Mentorship Program***  
***&***  
***The Greater Southington Chamber of Commerce***



**We are looking for Chamber Members to mentor students  
Identified as most likely to participate in high-risk behaviors**

<b>Developmental Assets Survey Southington Area Schools June 2010</b>		
	<b>Grade 7</b>	<b>Grade 9</b>
Risky Behaviors	7.7%	21%
Feel valued by the community	36%	18%
Feel they have an adult role model	33%	26%

**As students' perception of their value in the community decreases, their  
involvement in risky behaviors increases**

**Let's Reach These Kids BEFORE They Become a 9<sup>th</sup> Grade Statistic**

**YOU Can Make A Difference!**

- Invest just 30 minutes per month
- At DePaolo Middle School with a student at risk
- Hours are FLEXIBLE to meet mentor availability (day and evening)
- Mentor Training/Guidelines Provided

**Are You In?**


**For More Information Contact:**

**Dorothy Potter [dpotter@southingtonschools.org](mailto:dpotter@southingtonschools.org) or  
Kelly Nichols [knichols@southingtonschools.org](mailto:knichols@southingtonschools.org)**






*Southington  
Public  
Schools*



**CMT Results**  
2011  
**Grades 3-4-5-6-7-8**

Karen L. Smith  
Assistant Superintendent of Schools  
Betsy Chester  
Language Arts Coordinator  
Dale Riedinger  
Science/Math Coordinator

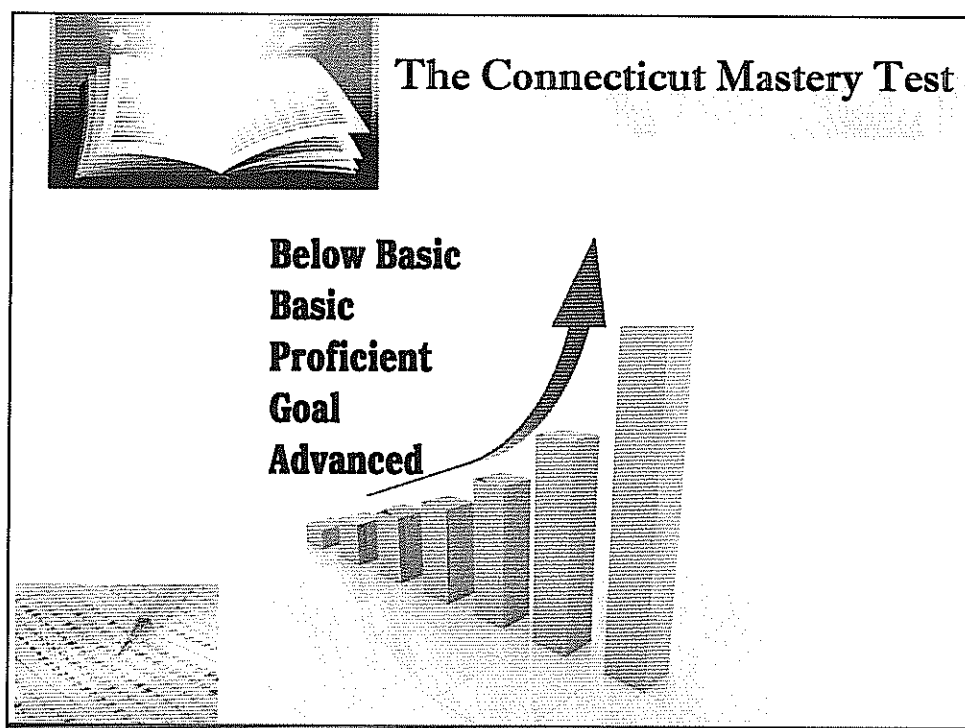


**CMT assesses essential  
reading, writing, math, and  
science skills**

**Spring Results ~ Grades 3 through 8**

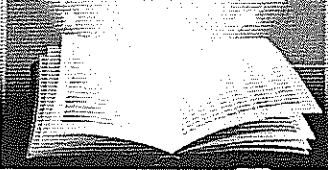
**Criterion-referenced tests**

*Tests that identify the relationship to the subject matter. They measure if the student has mastered a specific level of the subject matter by comparing their score to a standard (AKA = Standards-Based Assessment)*




Southington continues to have a high percentage of students who scored in the proficient range and above on the grade 3, 4, 5, 6, 7, and 8 Connecticut Mastery Test. The percentage of students reaching goal or above status is in the parentheses.

	2011	Proficient	Goal	2010	Proficient	Goal	2009	Proficient	Goal
<b>Grade 3</b>	Math	95.7 %	(84.5)	Math	96.0 %	(85.5)	Math	95.9 %	(85.1)
	Reading	86.1 %	(70.5)	Reading	84.7 %	(70.1)	Reading	82.4 %	(67.6)
	Writing	91.1 %	(76.4)	Writing	86.3 %	(68.0)	Writing	89.9 %	(73.4)
<b>Grade 4</b>	Math	96.3 %	(89.2)	Math	96.1 %	(87.8)	Math	97.2 %	(90.2)
	Reading	87.9 %	(77.5)	Reading	86.7 %	(74.9)	Reading	88.4 %	(74.6)
	Writing	94.3 %	(80.7)	Writing	93.5 %	(76.8)	Writing	93.7 %	(78.6)
<b>Grade 5</b>	Math	97.4 %	(89.5)	Math	97.7 %	(91.3)	Math	97.6 %	(88.5)
	Reading	87.1 %	(71.8)	Reading	86.9 %	(72.8)	Reading	86.5 %	(74.7)
	Writing	92.5 %	(73.3)	Writing	93.1 %	(76.3)	Writing	89.7 %	(68.8)
	Science	94.2 %	(78.2)	Science	95.2 %	(77.5)	Science	93.2 %	(69.0)
<b>Grade 6</b>	Math	97.7 %	(88.6)	Math	97.4 %	(88.8)	Math	96.1 %	(85.7)
	Reading	94.1 %	(85.7)	Reading	90.9 %	(81.1)	Reading	88.9 %	(80.2)
	Writing	90.8 %	(69.8)	Writing	92.9 %	(76.2)	Writing	91.4 %	(76.6)
<b>Grade 7</b>	Math	97.2 %	(87.7)	Math	96.5 %	(85.5)	Math	95.1 %	(84.0)
	Reading	91.7 %	(86.3)	Reading	92.8 %	(86.0)	Reading	91.4 %	(83.9)
	Writing	84.7 %	(61.7)	Writing	87.8 %	(71.8)	Writing	88.9 %	(73.2)
<b>Grade 8</b>	Math	96.3 %	(85.4)	Math	96.9 %	(83.9)	Math	94.8 %	(82.9)
	Reading	91.7 %	(84.6)	Reading	93.1 %	(85.6)	Reading	89.3 %	(74.0)
	Writing	90.5 %	(78.5)	Writing	87.6 %	(72.4)	Writing	88.7 %	(73.8)
	Science	86.6 %	(74.0)	Science	86.0 %	(72.3)	Science	87.5 %	(70.1)



## Writing Details

	Direct Assessment of Writing Average Holistic Score	Composing/Revising Strand 1	Editing Strand 2
<b>Grade 3</b>			
2009	8.2	59	85
2010	8.5	56	81
2011	8.9	54	82
<b>Grade 4</b>			
2009	8.8	72	87
2010	9.0	62	88
2011	9.2	63	87
<b>Grade 5</b>			
2009	7.9	75	74
2010	8.0	78	72
2011	8.3	82	70
<b>Grade 6</b>			
2009	8.3	67	83
2010	8.6	69	76
2011	8.1	70	79
<b>Grade 7</b>			
2009	8.5	68	80
2010	8.2	71	80
2011	8.0	63	79
<b>Grade 8</b>			
2009	8.9	66	66
2010	8.7	73	69
2011	8.6	74	70



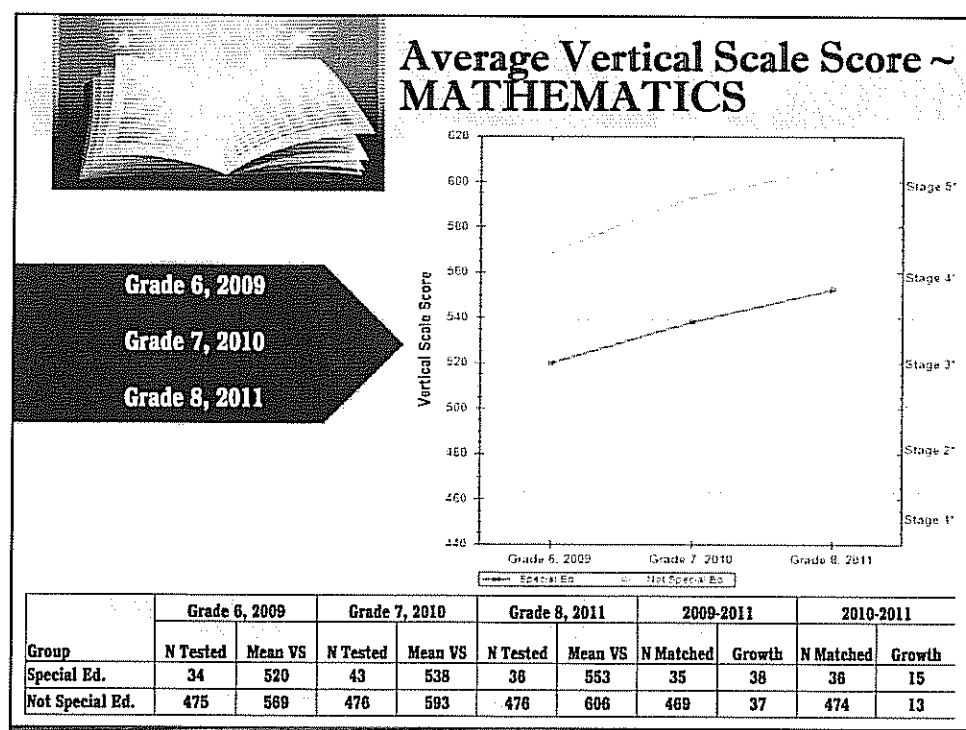
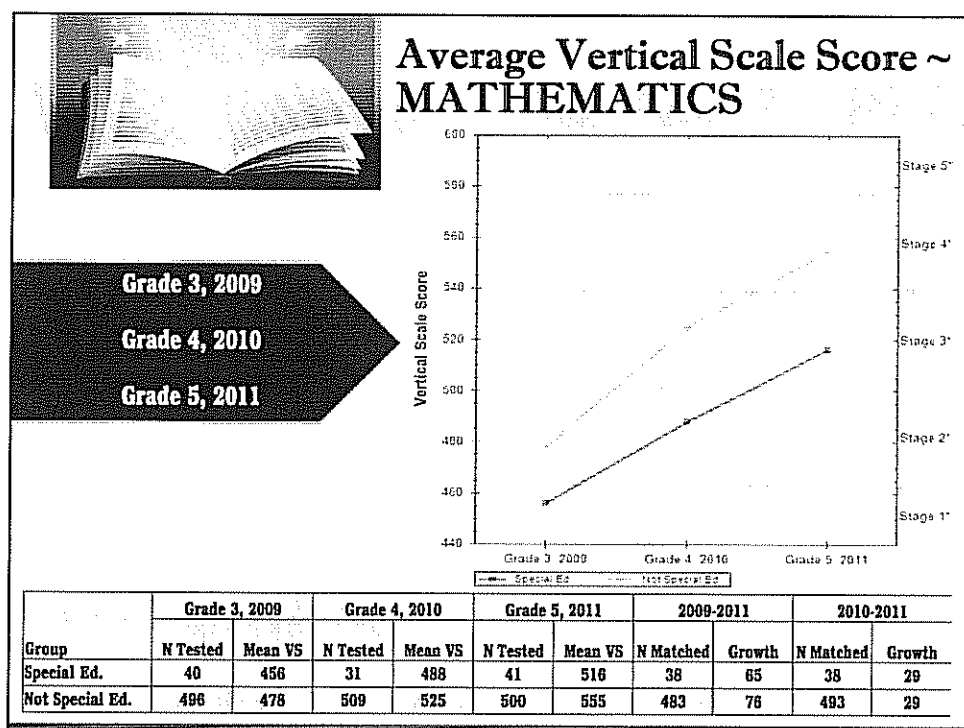
## Writing Analysis ~ CMT 2011

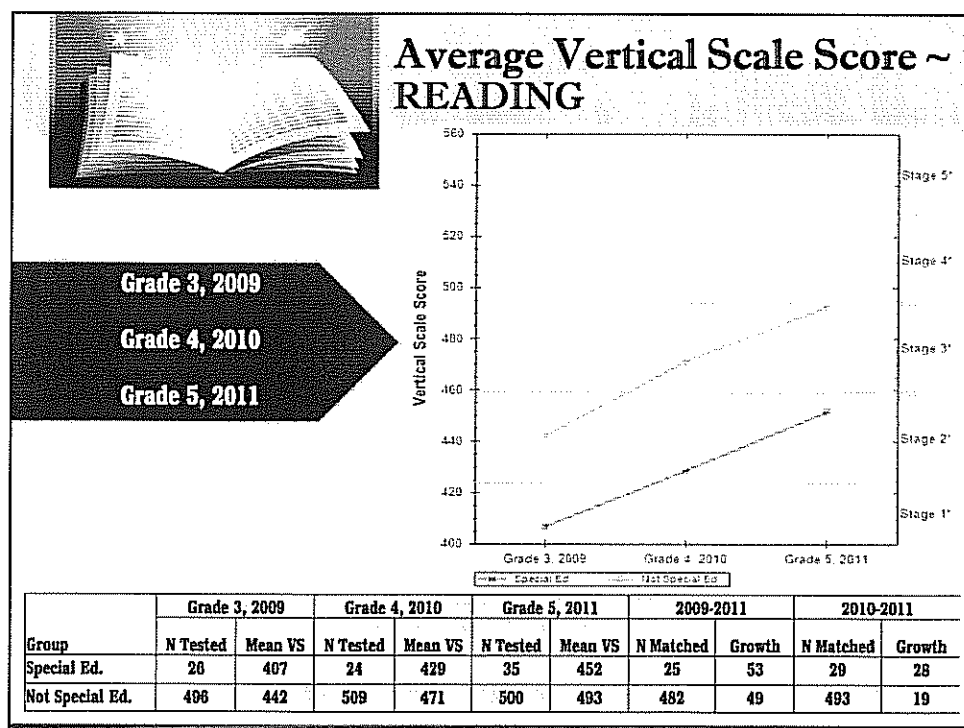
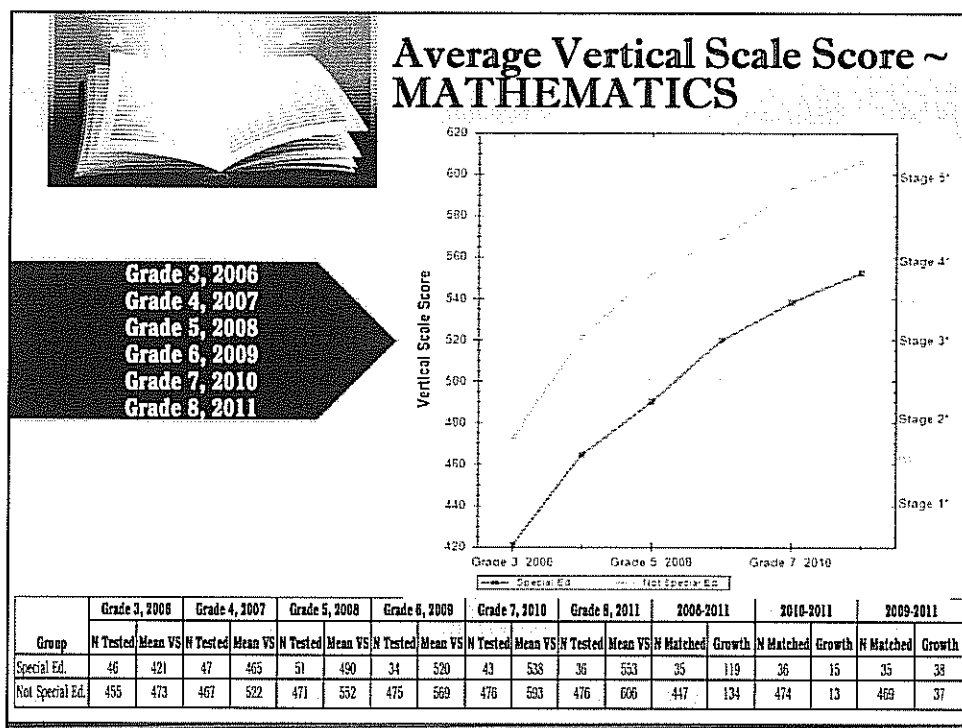
The writing score is comprised of three parts:

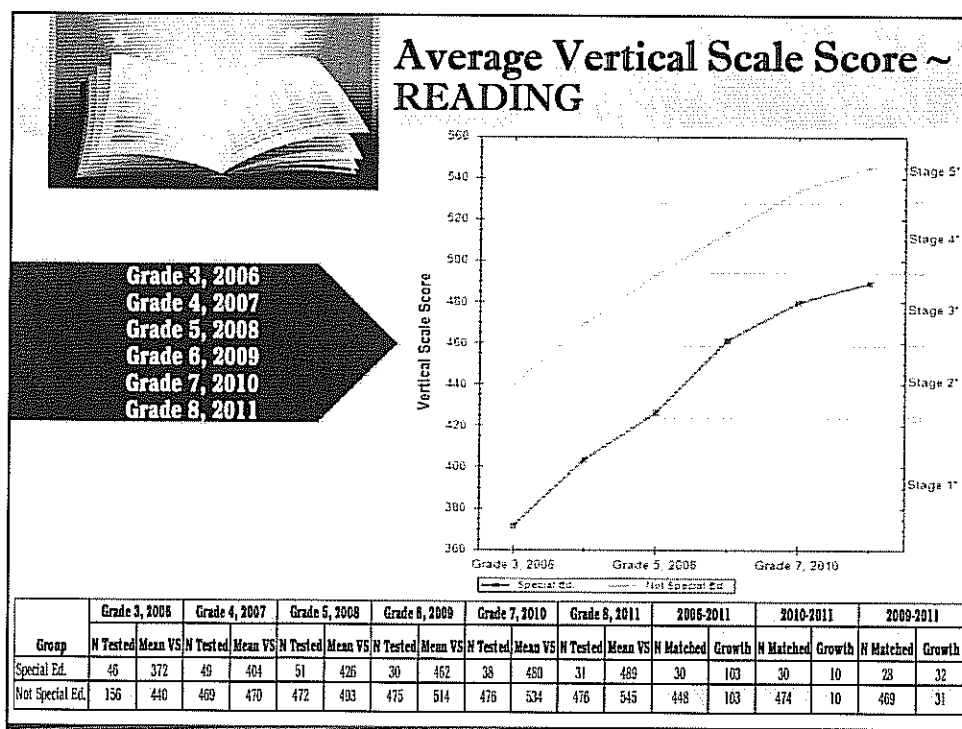
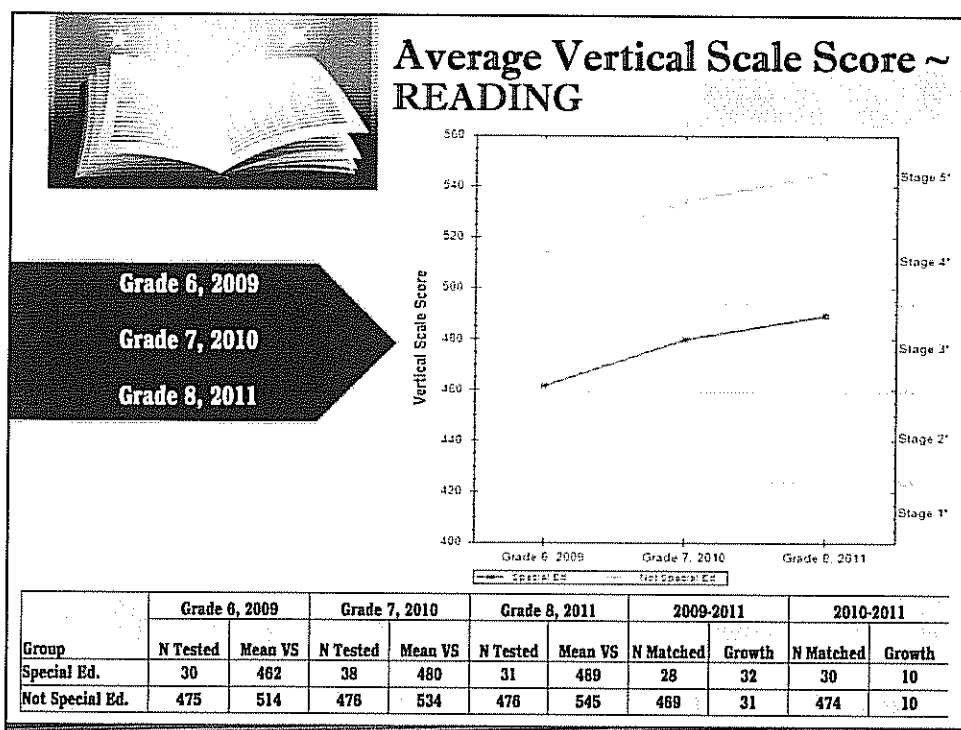
- ≈ Direct Assessment of Writing (DAW) - Prompt Writing
- ≈ Composing / Revising - Strand 1
- ≈ Editing - Strand 2

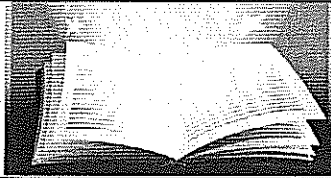
	Strand 1 Composing/Revising % At Goal	Strand 2 Editing % At Goal	Average Prompt DAW	% At/Above Goal	% Proficient
Grade 3	54	82	8.9	76.4	91.1
Grade 4	63	87	9.2	80.7	94.3
Grade 5	82	70	8.3	73.3	92.6
Grade 6	70	79	8.1	69.8	90.8
Grade 7	63	79	8.0	61.7	84.7
Grade 8	74	70	8.6	72.4	90.5

<b>Composing/Revising</b>		
<b>A. Content, Organization, and Tone</b>	<b>B. Revision: Syntax</b>	<b>C. Revision: Word Choice</b>
<ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• Supporting details</li> <li>• Extraneous material</li> <li>• Logical order</li> <li>• Tone</li> <li>• Redundancy of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• "On and On" (3 or more sentences connected by <i>and</i>)</li> <li>• Run-on (semi-colon)</li> <li>• Awkward construction</li> <li>• Fragment</li> <li>• Sentence combining</li> </ul>	<ul style="list-style-type: none"> <li>• Redundancy of word and phrase</li> <li>• Transition words</li> <li>• Generality/specificity</li> <li>• Misplaced modifier</li> </ul>
<b>Editing</b>		
<b>A. Capitalization</b>	<b>B. Punctuation</b>	<b>C. Usage</b>
		<b>D. Spelling</b>





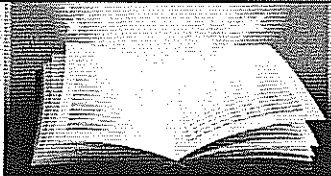




## DRG Results ~ Grade 3

### Grade 3

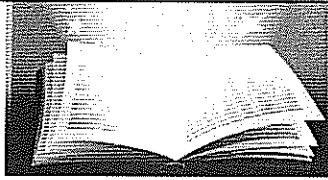
Math			Reading			Writing		
DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof
Bethel	87.3	97.0	East Granby	81.1	90.6	East Granby	83.3	90.7
Southington	84.5	95.7	Bethel	80.0	89.7	Bethel	83.2	93.4
Cromwell	82.6	94.2	East Lyme	79.0	89.0	Old Saybrook	82.9	93.5
East Granby	81.5	94.4	Old Saybrook	74.2	91.7	East Lyme	80.2	93.2
East Lyme	79.2	96.0	Cromwell	73.2	86.2	Cromwell	78.3	91.3
Newington	76.3	93.4	Stonington	73.0	84.5	Waterford	77.9	89.7
Rocky Hill	75.7	91.5	Newington	72.3	84.5	Newington	77.8	95.4
Ledyard	75.0	95.1	Waterford	70.9	82.3	Southington	76.4	91.1
Branford	74.6	92.1	East Hampton	70.6	86.0	North Haven	75.4	90.1
Millford	73.2	94.0	Berlin	70.5	82.5	Clinton	73.8	90.5
Wallingford	71.6	91.2	Southington	70.5	86.0	East Hampton	73.8	86.6
Berlin	70.6	92.5	Rocky Hill	69.4	87.3	Rocky Hill	73.0	90.3
Stonington	70.3	93.1	Millford	68.0	82.0	Berlin	69.3	88.6
Waterford	70.0	87.2	Branford	66.7	82.9	Shelton	68.5	86.8
East Hampton	68.8	90.3	Ledyard	66.0	81.5	Stonington	66.9	86.2
North Haven	68.2	92.5	Shelton	63.7	77.7	Millford	66.2	86.8
Wethersfield	67.3	88.3	Clinton	63.2	78.5	Ledyard	65.3	86.8
Clinton	66.3	85.9	Colchester	62.9	78.1	Wallingford	64.8	86.7
New Milford	65.7	87.0	New Milford	61.8	75.8	Colchester	63.7	83.7
Shelton	65.6	87.0	Wallingford	60.6	79.3	Branford	62.6	79.0
Old Saybrook	62.2	94.1	North Haven	59.8	79.2	Wethersfield	58.7	83.0
Colchester	58.6	85.1	Wethersfield	59.5	73.5	New Milford	57.8	81.3
Watertown	58.2	87.0	Watertown	48.8	69.0	Watertown	54.2	77.4
Windsor	52.8	78.6	Windsor	46.8	64.7	Windsor	43.7	72.4



## DRG Results ~ Grade 4

### Grade 4

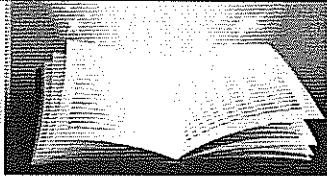
Math			Reading			Writing		
DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof
Southington	89.2	96.3	Old Saybrook	85.4	94.2	Old Saybrook	89.5	97.1
Old Saybrook	85.7	96.2	Southington	77.5	87.9	Berlin	80.8	95.7
East Lyme	85.1	94.0	East Lyme	77.0	85.5	Southington	80.7	94.3
Bethel	84.1	94.4	Berlin	76.5	87.4	Bethel	79.2	96.1
Ledyard	83.7	95.8	Bethel	74.9	86.6	East Lyme	78.9	95.6
Newington	80.1	95.7	Ledyard	73.8	86.0	Ledyard	78.6	95.8
Cromwell	76.7	89.0	Rocky Hill	73.7	81.1	North Haven	78.5	91.9
Berlin	76.0	91.4	Shelton	73.5	84.2	Shelton	77.5	92.3
East Granby	76.0	94.7	East Hampton	72.3	88.5	Rocky Hill	76.2	92.8
Branford	75.7	92.2	Newington	71.8	85.2	Newington	76.1	92.8
Rocky Hill	75.1	94.4	Stonington	71.5	83.1	East Granby	75.0	94.7
Wallingford	74.9	93.8	East Granby	70.7	78.7	Wallingford	73.7	89.8
Clinton	74.7	92.5	Cromwell	70.6	81.3	Colchester	72.6	93.5
North Haven	74.6	90.2	Colchester	69.9	81.7	Cromwell	72.6	89.6
Millford	73.9	91.1	Clinton	68.8	85.4	Clinton	71.4	91.2
East Hampton	73.8	91.3	New Milford	67.4	83.0	Wethersfield	70.2	90.8
Colchester	72.6	93.0	North Haven	67.2	81.1	Millford	69.6	91.0
Wethersfield	71.7	90.3	Wallingford	66.9	79.9	Watertown	68.4	85.5
Shelton	71.5	90.7	Wethersfield	66.1	80.7	Stonington	67.0	87.4
Stonington	66.3	87.1	Millford	66.0	76.9	New Milford	65.6	89.3
Watertown	64.3	85.0	Watertown	64.6	83.0	Branford	64.2	89.7
New Milford	63.1	87.4	Windsor	60.9	72.9	East Hampton	63.0	87.0
Windsor	60.8	85.5	Branford	60.4	83.8	Windsor	61.1	83.3



## DRG Results ~ Grade 5

### Grade 5

Math			Reading			Writing		
DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof
East Granby	92.8	97.1	Berlin	82.8	90.5	Bethel	89.3	98.6
Branford	91.2	97.3	East Lyme	82.0	90.5	Cromwell	87.3	94.9
Cromwell	91.0	98.1	East Granby	81.2	89.9	Old Saybrook	86.6	98.3
East Lyme	90.0	97.5	East Hampton	78.5	92.3	Berlin	82.3	95.4
Southington	89.5	97.4	Bethel	77.0	88.5	East Lyme	82.0	95.6
Old Saybrook	89.1	96.6	Ledyard	76.6	86.2	Rocky Hill	81.7	94.2
Berlin	88.7	97.0	Rocky Hill	76.6	90.2	East Granby	81.4	97.1
Colchester	87.7	94.0	Old Saybrook	75.6	89.9	North Haven	79.9	94.2
Bethel	86.6	96.8	Colchester	74.9	85.1	Colchester	78.4	96.3
Rocky Hill	86.2	96.8	Cromwell	73.5	87.7	East Hampton	78.2	94.0
Ledyard	82.4	94.1	Branford	73.1	86.1	Branford	77.8	92.1
Clinton	81.8	94.6	Clinton	72.8	87.1	Clinton	77.5	91.4
Wethersfield	81.4	93.2	Southington	71.8	87.1	Shelton	74.5	93.3
East Hampton	80.8	95.4	Shelton	68.9	84.7	Southington	73.3	92.6
Shelton	78.8	94.1	Stonington	68.9	82.2	Wethersfield	72.2	90.6
Newington	78.7	92.4	New Milford	66.8	80.8	Ledyard	71.4	91.4
Milford	78.3	91.0	Wallingford	65.9	80.3	Newington	70.3	90.3
Stonington	78.3	91.1	North Haven	65.2	83.4	Stonington	69.7	87.6
Wallingford	77.9	92.7	Milford	64.8	81.1	New Milford	68.5	88.7
North Haven	74.8	91.5	Newington	63.7	79.7	Wallingford	67.5	90.4
New Milford	72.3	87.6	Wethersfield	62.6	77.6	Watertown	66.7	91.3
Windsor	67.4	85.6	Windsor	61.0	74.6	Milford	63.4	90.8
Watertown	66.0	86.3	Watertown	60.5	77.8	Windsor	53.0	82.8

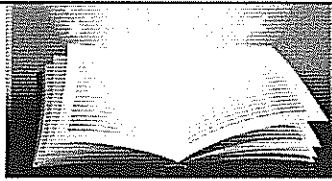


## DRG Results ~ Grade 6

### Grade 6

Math			Reading			Writing		
DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof
Bethel	92.2	97.2	East Lyme	92.6	97.1	Old Saybrook	92.9	98.0
East Lyme	91.3	99.0	Bethel	92.5	95.8	Bethel	87.2	95.0
Rocky Hill	90.4	98.0	Old Saybrook	91.8	97.9	East Lyme	85.6	94.2
Southington	88.6	97.7	Rocky Hill	90.9	96.5	Berlin	82.5	94.9
East Hampton	86.2	96.2	Shelton	89.2	94.1	Ledyard	79.2	96.0
Shelton	86.2	96.5	Newington	88.2	94.3	Newington	79.2	93.8
Ledyard	85.5	97.7	Berlin	87.6	93.8	Shelton	78.8	94.1
Wethersfield	85.0	94.6	Ledyard	87.6	96.4	Colchester	77.2	94.5
Old Saybrook	84.4	96.9	Southington	85.7	94.1	Milford	75.7	93.1
East Granby	81.7	93.3	East Hampton	84.8	94.3	Watertown	74.8	92.5
Newington	81.3	95.1	Colchester	83.1	91.3	East Hampton	73.8	91.5
Berlin	80.4	95.2	Milford	82.9	92.8	Rocky Hill	71.3	94.1
Colchester	79.5	94.5	Clinton	82.4	95.1	Southington	69.8	90.8
Milford	79.1	94.4	Watertown	81.0	92.7	Clinton	69.4	89.8
Wallingford	76.2	94.6	Wallingford	80.9	92.5	East Granby	69.4	91.9
Cromwell	75.2	88.5	Branford	78.7	89.7	North Haven	67.6	90.4
Branford	75.0	94.3	New Milford	78.7	90.6	Wethersfield	66.8	87.3
North Haven	71.8	92.7	East Granby	78.3	93.3	Windsor	66.5	87.2
Stonington	70.1	92.1	Cromwell	78.2	90.3	Branford	64.1	86.7
New Milford	69.9	89.9	Wethersfield	77.5	88.4	Cromwell	63.6	87.9
Windsor	66.9	92.5	North Haven	77.1	90.7	Wallingford	63.3	88.5
Watertown	62.6	89.4	Stonington	75.7	90.4	Stonington	57.3	81.1
Clinton	62.2	91.6	Windsor	72.8	88.9	New Milford	55.5	83.2

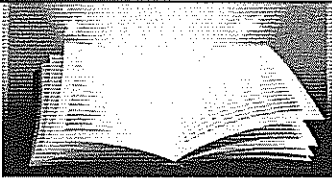




## DRG Results ~ Grade 7

### Grade 7

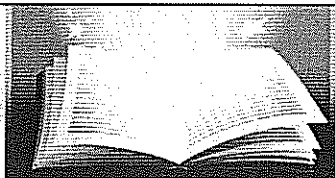
Math			Reading			Writing		
DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof
Southington	87.7	97.2	Rocky Hill	95.4	97.2	Berlin	80.5	92.2
East Granby	87.3	96.2	Cromwell	91.9	96.3	East Hampton	77.1	92.7
Rocky Hill	87.2	98.6	Berlin	91.2	97.6	Cromwell	77.0	93.9
Bethel	86.2	98.7	Bethel	89.6	95.0	Rocky Hill	75.4	93.3
Berlin	84.3	95.6	East Hampton	89.6	95.4	Colchester	75.1	92.8
East Lyme	82.5	95.8	Watertown	89.3	94.3	Clinton	74.8	92.0
Wethersfield	82.2	94.0	Colchester	88.9	94.4	Bethel	72.8	91.2
Ledyard	80.7	95.3	Clinton	88.8	96.3	Watertown	72.2	90.7
Colchester	80.5	95.3	East Granby	88.8	92.5	East Lyme	71.4	88.3
Millford	79.8	94.4	East Lyme	88.6	93.8	Old Saybrook	69.7	90.9
East Hampton	79.2	96.0	Branford	87.8	91.9	Newington	68.8	88.4
Branford	78.9	93.1	Old Saybrook	87.7	91.5	East Granby	65.4	88.9
Wallingford	78.9	95.6	New Milford	87.4	93.3	Wethersfield	64.9	86.3
Stonington	75.2	93.6	Stonington	86.5	91.0	Millford	64.7	84.0
Cromwell	74.1	95.7	Millford	86.3	93.3	New Milford	64.7	84.0
New Milford	73.8	93.6	Wallingford	86.3	93.0	Ledyard	63.8	84.9
Shelton	73.8	93.1	Newington	85.9	91.7	Shelton	63.8	85.6
North Haven	73.4	93.3	Southington	85.4	91.7	North Haven	61.8	81.7
Old Saybrook	71.8	92.4	North Haven	84.3	91.1	Southington	61.7	81.7
Newington	66.8	88.8	Ledyard	84.1	91.0	Branford	54.9	82.7
Clinton	64.2	89.9	Wethersfield	83.6	91.0	Wallingford	52.9	80.8
Windsor	63.5	89.6	Shelton	81.1	88.9	Windsor	51.9	76.7
Watertown	62.6	89.3	Windsor	71.1	81.0	Stonington	51.7	82.6



## DRG Results ~ Grade 8

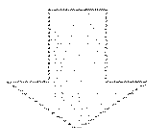
### Grade 8

Math			Reading			Writing		
DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof	DISTRICT	% Goal	% Prof
East Granby	90.9	95.5	East Granby	92.4	95.5	East Granby	86.6	92.5
East Lyme	88.4	98.6	East Lyme	90.9	94.7	East Lyme	85.6	95.7
Southington	85.4	96.3	Rocky Hill	90.8	93.7	East Hampton	83.8	94.4
Cromwell	82.2	92.6	Berlin	90.0	96.5	Rocky Hill	82.5	91.5
Berlin	82.1	95.6	Millford	87.7	93.1	Cromwell	82.1	94.3
Bethel	81.0	96.3	Bethel	87.1	91.2	Bethel	79.9	91.3
Shelton	80.2	95.0	East Hampton	86.4	91.5	Shelton	78.8	92.1
East Hampton	79.6	96.8	Stonington	85.7	92.3	Southington	78.5	90.5
Ledyard	79.3	93.3	Wethersfield	85.7	94.1	Old Saybrook	78.2	88.2
Wethersfield	79.2	96.0	Old Saybrook	84.7	88.1	Watertown	77.3	89.1
Rocky Hill	79.1	97.1	Southington	84.6	91.7	Berlin	76.8	90.3
Stonington	78.3	91.9	Cromwell	84.4	90.4	Stonington	76.5	88.2
Millford	78.0	94.7	Shelton	83.8	91.3	Colchester	75.3	87.2
North Haven	74.9	90.0	Watertown	83.2	91.2	Newington	75.1	87.5
Clinton	74.6	90.4	North Haven	82.9	87.1	Millford	73.7	89.9
Colchester	73.4	94.2	Newington	82.6	90.7	Branford	73.6	88.8
Branford	72.6	90.3	Clinton	80.7	88.1	North Haven	73.1	87.2
Wallingford	72.3	91.6	Branford	80.3	89.4	Ledyard	72.9	87.4
New Milford	71.8	90.9	Ledyard	80.2	90.8	Clinton	70.1	84.7
Old Saybrook	69.5	94.1	Wallingford	79.8	92.4	Wethersfield	68.4	87.8
Newington	68.9	91.6	Colchester	79.7	88.4	Wallingford	64.8	81.6
Watertown	64.6	85.0	New Milford	73.2	84.7	New Milford	61.6	78.3
Windsor	57.6	88.6	Windsor	70.0	83.3	Windsor	59.6	80.9



Looking Ahead...2014-2015

GOODBYE CMT



HELLO...

**Computer Adaptive Assessment  
and Performance Task!!**

The new assessment will measure student achievement  
with the Common Core State Standards.

## BULLYING PREVENTION AND INTERVENTION POLICY

The Southington Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the Board's Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "**Bullying**" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the Southington Board of Education authorizes the Superintendent or his/her designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in

furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

- (1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- (2) enable the parents or guardians of students to file written reports of suspected bullying;
- (3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- (4) require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- (5) require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
- (6) include a prevention and intervention strategy for school employees to deal with bullying;
- (7) provide for the inclusion of language in student codes of conduct concerning bullying;
- (8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- (9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying. Normally, separate meetings shall be held with respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- (10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- (11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- (12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- (13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- (14) require the principal of a school, or the principal's designee, to notify the

appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

- (15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- (16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- (17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Southington Board of Education shall approve the Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

#### Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

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