

Mansfield Board of Education Meeting

December 13, 2012

Council Chambers 7:30 p.m.

Board Members: Mark LaPlaca, Chair; Shamim Patwa, Vice-Chair; Martha Kelly, Secretary, April Holinko, Holly Matthews, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein, Randy Walikonis

Agenda

- 7:30 Call to Order
- 7:35 Special Presentation
- 7:50 Hearing for Visitors
- 7:55 Communications
- 8:00 Additions to the Present Agenda

Reports:

- 8:05 Committee Reports: Policy Committee
- 8:10 Report of the Superintendent
 - Voting at Vinton School
 - CT Partnership Plan (P. 1)
 - Food Service Grant (P. 7)
 - Waiver-defined School Lists (P. 19)
 - Common Core State Standards
 - CCSS Across the Curriculum PK-4 (P. 35)
 - CCSS Across the Curriculum 5-8 (P. 49)
 - CCSS – Mathematics Professional Development Agenda (P. 63)
 - CAFE Leadership Institute (P. 65)
 - Windham Regional STEM Academy (P. 67)
 - Legislative Breakfasts
 - Rockville High School (P. 71)
 - EASTCONN/URSA (P. 72)
 - Class Size/Enrollment

NEW BUSINESS: (If needed, items from the "Consent Agenda" may be added at this time.)

CONSENT AGENDA: (M) (P. 73)

The following items for the Board of Education December 13, 2012 meeting be approved or received for the record, unless removed by a Board member or the Superintendent of Schools.

That the Mansfield Public Schools Board of Education approves the minutes of the November 8, 2012 Board meeting.
That the Mansfield Public Schools Board of Education approves the request for leave of absence for the 2013-2014 school year from Barbara Hunter, Mansfield Middle School teacher.

- 9:30* Hearing for Visitors
- 9:45 Suggestions for Future Agenda

Adjournment

* Estimate

Mansfield Public Schools

Board of Education Goals – 2012-2013 DRAFT

- I) Help every student to be a confident and successful learner.
 - a) Engage and motivate every student.
 - b) Improve, as appropriate, the mathematics, reading, science, and writing skills of every student.
 - c) Ensure student safety, health, physical, and emotional well-being.
 - d) Preserve and support the full breadth of the District's program.
 - e) Encourage the civic engagement of students.
 - f) Maintain a systematic review of all program offerings.
 - g) Involve and engage a wide variety of parents/guardians in the education of their children.
 - h) Obtain and maintain National Association for the Education of Young Children (NAEYC) accreditation, as well as review, evaluate, and implement an expanded preschool program to address the needs of early learners.
 - i) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).
 - j) Select an anthology which addresses the CCSS and provides a strong pk-6 Language Arts/Reading foundation.
 - k) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
 - l) Explore and develop additional support services for those students in need of community and/or health services.
 - m) Review recommendations from all sources and implement best practices as appropriate.
- II) Attract, hire, support, and retain qualified and motivated professional staff.
 - a) Facilitate and encourage a positive, professional learning community.
 - b) Recognize teacher and staff effort and success regularly.
 - c) Foster a climate of respect at all levels.
 - d) Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite increase and/or decrease in overall enrollment.
 - e) Address school/district leadership issues to maintain and surpass current levels of student achievement.
 - f) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
 - g) Develop with input and collaboration from certified staff, an effective evaluation program which supports the development of confident student learners and encourages the continued growth of all staff.
 - h) Refine our current professional development program to maximize the growth of certified and non-certified staff while addressing state and federal requirements for required training while maximizing student instructional time.
 - i) Review recommendations from all sources and implement best practices as appropriate.
- III) Continue to improve the effectiveness of the Board of Education.
 - a) Invest time and effort in Board members' learning and development.
 - b) Celebrate and acknowledge student achievements at Board meetings and other venues.
 - c) Foster and encourage communication between the Board and the communities it serves.
 - d) Collaborate with community members and organizations that support the District's students.
 - e) Review recommendations from all sources and implement best practices as appropriate.
 - f) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).
- IV) Monitor and regularly assess the District's status and requirements with respect to the quality of facilities, sufficiency of space, level of security, adequacy of maintenance, and reliability of student transportation.
 - a) Stay involved in all aspects of any School Building Project decisions.
 - b) Keep the public informed and involved.
 - c) Reduce energy consumption and minimize the District's environmental impact.
 - d) Pursue practices and develop policies that reduce energy consumption and district costs.
 - e) Incorporate curricula that investigate energy use and environmental issues.
 - f) Implement a long term plan endorsed by Mansfield Town Council and supported by voters to address pk-8 building needs.
- V) Employ Fiscal Planning for Long Term Sustainability
 - a) Transition from a budget which used a series of federal/state funds to support district staff to a predictable and sustainable funding source.
 - b) Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.
 - c) Continue to explore potential partnerships with other groups to maximize program effectiveness while containing costs.

Robert's Rules of Order General Guidelines

As outlined in the MBOE By-Laws, Robert's Rules of Order shall govern the proceedings of the Board unless otherwise provided by the by-laws. Following are some general guidelines from Robert's Rules and the By-Laws that should be followed to ensure efficient meetings and the rights of all members, aid decision-making and allow all to be heard.

1. During any discussion, a member must be recognized by the Chair before speaking.
2. A member will not be allowed to speak a second time until all other members wishing to speak have been allowed to do so.
3. Members should refrain from speaking a second time unless they have a new point to make or need to respond to new information.
4. As a general rule during discussion, comments should be directed through the Chair to the whole Board, rather than to other or individual members. All discussion is with the Board as a whole. Questions of the Superintendent or other non-BOE members making presentations should be directed to that individual.
5. Private conversations can be distracting to those speaking and should be limited.
6. During discussion, the Chair should try to provide equal time to those in favor or against a given topic or motion.
7. A majority is more than half of the votes cast, not a majority of the Board. For example: if only 7 members choose to vote, and the result is 4-3 in favor, the motion is adopted. Members who abstain are "refraining from voting".
8. If discussion on a *motion* is lasting a long time, any member can "move the previous question" or "call the question". They must be recognized by the Chair in order to do so. This is not debatable, and a two-thirds vote is required to pass. If two-thirds vote in favor of ending debate, the Board ends all discussion on a motion and then moves to an immediate vote on that motion.
9. Committee reports that recommend action should be submitted in writing. This allows for clear understanding of recommendations.

TOWN OF MANSFIELD
OFFICE OF THE TOWN MANAGER



Maria E. Capriola, M.P.A.
Assistant Town Manager

AUDREY P. BECK BUILDING
FOUR SOUTH EAGLEVILLE ROAD
MANSFIELD, CT 06268-2599
(860) 429-3336 x5 • Fax: (860) 429-6863

November 7, 2012

Katie Longley
Retirement and Benefits Officer
Connecticut Partnership Plan
55 Elm Street
Hartford, CT 06106

Re: Formal Quote for CT Partnership Plan

Dear Ms. Longley,

I am writing to request a formal quote for the CT Partnership Plan for the Town of Mansfield-Mansfield Board of Education-Regional School District #19. In my position as Assistant Town Manager, I coordinate employee benefits and risk management services for the Town of Mansfield-Mansfield Board of Education-Regional School District #19 (shared service).

The Town of Mansfield manages a self-insured fund that covers the employees of the following entities: Town of Mansfield; Mansfield Board of Education; Region #19 Board of Education; Eastern Highlands Health District; Mansfield Discovery Depot; Mansfield Downtown Partnership; Mansfield Housing Authority; Windham Regional Council of Governments; and the Windham Regional Transit District.

As of September 2012, there are 520 employees and 1,264 covered lives included in the Town's insurance pool. Both PPO and POS plans are offered. Board of Education employees may also select an HSA option, but there are no participants in this plan at this time. Rates for FY12/13 are attached to this letter. Plans that active employees are enrolled in are highlighted in yellow. Plans not highlighted only have retirees enrolled in them.

I look forward to hearing from you and to receiving the formal quote for the CT Partnership Plan for the Town of Mansfield- Mansfield Board of Education-Regional School District #19. If you need additional information, please do not hesitate to contact me. I may be reached at 860-429-3339 or Maria.Capriola@MansfieldCT.org.

Regards,

Maria E. Capriola

Maria E. Capriola, M.P.A.
Assistant Town Manager

C: Matt Hart, Town Manager
Fred Baruzzi, Superintendent, Mansfield Public Schools
Bruce Silva, Superintendent, Regional School District #19
Steve May & Lisa Daley, Milliman

Town of Mansfield
Mansfield Board of Education
Regional School District #19
Medical Insurance Premiums - FY 2012/13

Group ID	Name	Mansfield Monthly Premiums *		
		FY 2012/13		
		1-person	2-person	Family
109	Flex Dental	33.78	67.12	116.63
113	Dental	33.78	67.12	116.63
	Pharmacy	56.51	160.50	192.98
	PPO	571.98	1,141.39	1,448.76
	Medical Total	628.49	1,301.89	1,641.74
116 *	Dental	33.78	67.20	117.95
	Pharmacy	58.95	167.41	201.29
	Region PPO	536.95	1,071.51	1,360.05
	Medical Total	595.90	1,238.92	1,561.33
137	Dental	33.78	67.12	116.63
	Pharmacy	59.82	169.90	204.27
	Century Preferred	571.98	1,141.39	1,448.76
	Medical Total	631.80	1,311.29	1,653.02
138	Dental	33.78	67.12	116.63
	Pharmacy	118.43	336.32	404.38
	Nonunion Blue Care POS	554.82	1,106.50	1,404.52
	Medical Total	673.25	1,442.82	1,808.91
139 *	Dental	33.78	67.20	117.95
	Pharmacy	92.71	263.29	316.57
	Region POS	525.75	1,048.51	1,330.91
	Medical Total	618.46	1,311.80	1,647.48
140	Dental	33.95	67.55	118.54
	Pharmacy	88.34	250.88	301.62
	Blue Care	509.40	1,020.28	1,295.46
	Medical Total	597.74	1,271.16	1,597.07
142	Dental	33.95	67.47	117.23
	Pharmacy	54.93	156.01	187.57
	Century Preferred	539.56	1,079.67	1,371.19
	Medical Total	594.49	1,235.68	1,558.75
144	Dental	33.78	67.12	116.63
	Pharmacy	113.69	322.89	388.23
	Fire/DPW POS	554.82	1,106.50	1,404.52
	Medical Total	668.51	1,429.39	1,792.75
146	Dental	33.78	67.20	117.95
	Pharmacy	58.95	167.41	201.29
	Region Custodians PPO	536.95	1,071.51	1,360.05
	Medical Total	595.90	1,238.92	1,561.33

Town of Mansfield
Mansfield Board of Education
Regional School District #19
Medical Insurance Premiums - FY 2012/13

Group ID	Name	Mansfield Monthly Premiums *		
		FY 2012/13		
		1-person	2-person	Family
147	Dental	33.95	67.47	117.23
	Pharmacy	55.70	158.17	190.16
	Century Preferred	539.56	1,079.67	1,371.19
	Medical Total	595.26	1,237.84	1,561.34
148 OLD	Dental	33.78	67.12	116.63
	Pharmacy	59.82	169.90	204.27
	MBOE PPO	541.77	1,081.14	1,372.27
	Medical Total	601.59	1,251.03	1,576.54
150	Dental	33.78	67.12	116.63
	Pharmacy	59.82	169.90	204.27
	Century Preferred	541.77	1,081.14	1,372.27
	Medical Total	601.59	1,251.03	1,576.54
151 OLD	Dental	33.78	67.12	116.63
	Pharmacy	96.41	273.81	329.23
	Nonunion Blue Care POS	505.63	1,008.41	1,280.03
	Medical Total	602.05	1,282.23	1,609.26
152	Dental	33.95	67.55	118.54
	Pharmacy	59.00	171.28	201.43
	Century Preferred	539.56	1,079.67	1,371.19
	Medical Total	598.57	1,250.95	1,572.62
153	Dental	33.95	67.47	117.23
	Pharmacy	119.14	338.37	406.78
	Blue Care POS	523.39	1,046.63	1,329.27
	Medical Total	642.53	1,385.00	1,736.05
154	Dental	33.78	67.20	117.95
	Pharmacy	92.71	263.29	316.57
	Region POS	525.75	1,048.51	1,330.91
	Medical Total	618.46	1,311.80	1,647.48
155	Dental	33.78	67.12	116.63
	Pharmacy	96.41	273.81	329.23
	Blue Care POS	505.63	1,008.41	1,280.03
	Medical Total	602.05	1,282.23	1,609.26
156	Dental	33.78	67.12	116.63
	Pharmacy	-	-	-
	Board Lumenos HSA	553.66	1,104.17	1,401.49
	Medical Total	553.66	1,104.17	1,401.49

Town of Mansfield
Mansfield Board of Education
Regional School District #19
Medical Insurance Premiums - FY 2012/13

Group ID	Name	Mansfield Monthly Premiums *		
		FY 2012/13		
		1-person	2-person	Family
220	Dental	33.78	67.12	116.63
(old 148)	Pharmacy	54.65	155.20	186.61
	Town PPO	521.79	1,041.29	1,321.70
	Medical Total	576.44	1,196.49	1,508.30
221	Dental	33.78	67.12	116.63
(old 151)	Pharmacy	93.40	265.24	318.91
	Town POS	514.62	1,026.33	1,302.74
	Medical Total	608.02	1,291.57	1,621.65
216	Dental	33.78	67.20	117.95
	Pharmacy	58.95	167.41	201.29
	Region PPO	536.95	1,071.51	1,360.05
	Medical Total	595.90	1,238.92	1,561.33
222	Dental	33.78	67.12	116.63
	Pharmacy	93.40	265.24	318.91
	Blue Care POS	514.62	1,026.33	1,302.74
	Medical Total	608.02	1,291.57	1,621.65
223	Dental	33.78	67.12	116.63
(old 148)	Pharmacy	55.46	157.51	189.37
	MBOE PPO	522.58	1,042.86	1,323.68
	Medical Total	578.04	1,200.37	1,513.06
224	Dental	33.78	67.12	116.63
(old 148)	Pharmacy	55.46	157.51	189.37
	MBOE Cust/Maint PPO	522.58	1,042.86	1,323.68
	Medical Total	578.04	1,200.37	1,513.06
225	Dental	33.78	67.12	116.63
(old 148)	Pharmacy	55.46	157.51	189.37
	MBOE Nurses PPO	522.58	1,042.86	1,323.68
	Medical Total	578.04	1,200.37	1,513.06

* Increase over allocation rates = 4.5%
Town = Town of Mansfield Plan
MBOE = Mansfield Board of Educaiton Plan
Region = Region 19 Plan

Appendix A
RFP #401
Public Act 12-1
August 2012

COVER PAGE
Connecticut State Department of Education
School Nutrition Rating System Pilot Program (2012-13)

This application is for (*check one*):

single applicant (one local or regional board of education)

X group applicant (two or more local or regional boards of education)
Each district in a group application must complete its own cover page.

If group applicant, indicate lead district: Mansfield Public Schools

District Name: Mansfield Public Schools

Sponsor Agreement Number (for the USDA Child Nutrition Programs): 07800

Total Student Enrollment: 1350

Contact Person: Kerah Henebery, RD Title: Nutrition Educator

Address: Mansfield School Food Service, MBOED, 4 South Eagleville Rd.

City: Storrs State: CT Zip: 06268

Phone: (860) 429- 7824 Fax: (860) 429 - 3379

E-mail: Kerah.henebery@gmail.com

Did the district certify "yes" to healthy food certification for 2012-13? X yes no

Will the district certify "yes" to healthy food certification for 2013-14? X yes
no

I, the undersigned authorized chief administrative official of this agency, submit this application on behalf of the participating agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this application, if funded, will comply with all pilot requirements and that the Statement of Assurances and all other assurances made herein will be fully implemented.

Name: Fredrick Baruzzi Title: Superintendent

Authorized Representative

Signature: _____ Date: September 26, 2012

Authorized Representative

Appendix A
RFP #401
Public Act 12-1
August 2012

COVER PAGE
Connecticut State Department of Education
School Nutrition Rating System Pilot Program (2012-13)

This application is for (*check one*):

single applicant (one local or regional board of education)

X group applicant (two or more local or regional boards of education)
Each district in a group application must complete its own cover page.

If group applicant, indicate lead district: Mansfield Public Schools

District Name: Region 19

Sponsor Agreement Number (for the USDA Child Nutrition Programs): 07800

Total Student Enrollment: 1220

Contact Person: Kerah Henebery, RD Title: Nutrition Educator

Address: Mansfield School Food Service, MBOED, 4 South Eagleville Rd.

City: Storrs State: CT Zip: 06268

Phone: (860) 429- 7824 Fax: (860) 429 - 3379

E-mail: Kerah.henebery@gmail.com

Did the district certify "yes" to healthy food certification for 2012-13? X yes no

Will the district certify "yes" to healthy food certification for 2013-14? X yes no

I, the undersigned authorized chief administrative official of this agency, submit this application on behalf of the participating agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this application, if funded, will comply with all pilot requirements and that the Statement of Assurances and all other assurances made herein will be fully implemented.

Name: Bruce Silva Title: Superintendent

Authorized Representative

Signature: _____ Date: September 26, 2012

Authorized Representative

Appendix B
PROPOSAL FORMAT

1. Objectives:

- a. Educate students, parents, teachers and food service staff on the importance of balanced eating and how to interpret the NuVal Nutrition Rating System in order to guide them toward the selection of higher nutritional valued meal options.
- b. Successfully implement the NuVal Rating System into the Mansfield School District by providing information on the nutritional value of food in order to guide more nutritious student food choices at school.
- c. Partner with community organizations familiar with NuVal, like Big Y, in order to engage and educate parents on ways to provide their families with nutritionally sound meals and snacks at home.
- d. Provide results of this pilot study to local and regional boards of education in order to guide food service decisions relating to the procurement of nutritious foods for schools and also to provide a road map for future school systems that wish to implement nutrition rating systems.

2. Participating Schools: SEE APPENDIX C.

3. Pilot Team: SEE APPENDIX D. Nutrition Educator, Kerah Henebery, will serve as the team leader and primary contact person for the other team members. The pilot team will work together as a resource and support system. The goal of this pilot team is to effectively provide feedback to one another and use each other's expertise and knowledge to successfully implement the pilot program.

4. Partnerships:

- a. Mansfield Public Schools: In the event of reduced or no funding in the second year, it would be expected that Mansfield Public Schools would provide enough support to maintain the project and complete the data collection.
- b. Living Well Eating Smart Wellness Team for Big Y: Big Y dietitians, who have become experts on the NuVal system after implementing the nutrition ratings in their grocery stores, will be able to provide nutrition education and community resources for the families of Mansfield to bridge the gap between school meals and the food students are consuming with their families at home.
- c. University of Connecticut: Mansfield Public Schools has built a strong rapport with the Coordinated Dietetic Program at the University over the years by pairing dietetic students with community/school food service nutrition projects in the school district. If awarded this grant, our team will continue to provide opportunities for dietetic students/interns to assist with this project development and implementation.

5. Nutrition Rating System:

- a. The NuVal nutrition rating system (www.nuval.com) is the instrument of choice for the Mansfield pilot. The reasoning behind this selection is it is already used in grocery stores, it has some familiarity to the public (student) consumer and has a reasonable range of options that can be converted to school meals. In Mansfield, we have already had the Big Y Dietitian, Carrie Taylor, as a guest speaker to PTO groups to begin the education process on the NuVal rating system. Since there is already consumer interest in this rating system, it is a logical method to pursue as both an instrument to use as a buying mechanism and an educational tool.
 - i. NuVal Nutrition Scoring System was invented by a team of leading medical, nutrition, and public health experts who were passionate about proving a method for consumers to easily and quickly identify healthy food options in the grocery store. NuVal currently operates in numerous grocery store chains (i.e. Big Y and Price Chopper) and will begin implementation in Derby, CT schools in October 2012. The team has developed an algorithm that uses published scientific evidence, Institute of Medicine's Dietary Reference Intakes and Dietary Guidelines for Americans to quantify the presence of more than 30 nutrients – including vitamins, minerals, fiber, and antioxidants; sugar, salt, trans fat, saturated fat, and cholesterol. NuVal scores food on a scale of 1-100 ($\text{Numerator} \div \text{Denominator} = \text{Score from 1-100}$). The higher the score, the more nutritionally sound the food. Nutrients in the food with generally favorable effects on health are placed in the numerator and increase the overall NuVal score. Numerator values include: fiber, folate, vitamin A, vitamin C, vitamin D, vitamin E, vitamin B12, vitamin B6, potassium, calcium, zinc, omega-3 fatty acids, total bioflavonoids, total carotenoids, magnesium, and iron. Nutrients with unfavorable effects on health are placed in the denominator of the equation and will therefore decrease the overall NuVal score. Denominator values include: saturated fat, trans fat, sodium, sugar, and cholesterol. Also taken into account in the algorithm and effect overall score are protein quality, glycemic load, fat quality, and energy density.
 - ii. Just like in the grocery stores, a NuVal score will be made visible by the food item in the school cafeteria so that the student will be able to make an informed decision about what he/she will choose for their meal that day. All food/beverages being served will be scored.
- b. The rating system will coordinate with Connecticut Nutrition Standards because it will allow a way for students to easily identify nutritionally dense foods that will generate higher NuVal scores like whole grains, fruits, vegetables, low-fat/nonfat dairy products, lean meats, legumes, nuts and seeds and will also highlight foods that contain may contain unwanted saturated fats, sodium and added sugars with a low NuVal score. This way, students are making informed decisions about what they are eating and will hopefully choose foods that have more health benefits. The rating system will also coordinate well with the HealthierUS School Challenge (HUSSC) because it will empower the school district to continuously improve the nutrition quality of their food selections offered and it will also be an

avenue for nutrition education to improve the health of the children in the school system.

- c. The NuVal system algorithm accounts for the type and quality of fat in the food item being assessed. Due to this, nutrient-dense foods that are high in healthy fats (unsaturated fats and omega-3 fatty acids) will help increase the overall score, while foods that have unhealthy fats (saturated fats) will lead to lower overall NuVal scores. Naturally occurring sugars are omitted from the algorithm and do not affect the overall NuVal score. This is why you will see some fruits receiving a score of 99 or 100. Only foods with added sugars are accounted for and will ultimately lower a NuVal score.
- d. Identifying the schedule for implementation: See Timeline (#10).
- e. The results of this pilot study will provide guidance for the CSDE by identifying the types of foods the children are consuming and the nutrition scores of those food items. NuVal has the capacity to score items supplied by suppliers/vendors to food service. When food service staff can compare the scores of different items, they can choose the healthiest options. Eventually districts could share this information to ensure that only the highest scoring foods and ingredients make their way into the school system. This can be communicated to the CSDE by way of a buying guide.

6. Training and Education for School Staff:

- a. Training for school food service staff will begin promptly. The introduction of NuVal and educational material on the rating system will be presented by the nutrition educator to the staff during the November 2012 food service staff monthly meeting. Updates on the implementation of NuVal will occur at food service staff meetings to provide updates on the NuVal implementation and also to allow for open discussions to address any questions/comments/concerns of the staff. In-services will also be given under the direction and guidance of the food service director for both overall nutrition education and for informative sessions about the NuVal system and how it will affect their day-to-day work. Once NuVal scores have been computed by NuVal for each food item served, food service staff will need to be educated on how to display the NuVal scores for each meal. Evaluating the knowledge of the staff will be done through pre and post in-service tests. The nutrition educator will also conduct random audits at each school to monitor NuVal score implementation during school meals.
- b. Training for school personnel will include production of educational materials and handouts for teachers and administrators to be provided at information sessions at PTO meetings, information booths at the schools, and through newsletters. Evaluation can be done through questionnaires and surveys.

7. Nutrition Education for Students and Families:

- a. Nutrition education activities for students and families to include: nutrition information booths at open houses and other school events; NuVal and other nutrition related discussions to occur at least 1 annual PTO meetings per year; quarterly newsletters for the parents to include what NuVal consists of and how their children can use the rating system effectively in schools to choose nutritious meal selections and also how parents can effectively use the NuVal system in local grocery stores to provide more balanced, nutritionally dense meals at home; annual Big Y grocery store tours to assist students and parents choose healthy food items for meal preparation in the home (1-2 hours) geared toward all 3 school-age groups (P-4, 5-8, 9-12); bi-annual cooking demonstrations for students and families of all ages; healthy snack ideas booths at all 3 schools (1-2 hours) with interactive food demonstrations yearly (i.e. make your own nutritious trail mix or parfaits); send home healthy dinner ideas for parents with recipes; National Nutrition Month activities like drawing your favorite fruits and vegetables (elementary school), learning to plant your own vegetables (middle school) and nutrition jeopardy games in the classroom (high school); prizes awarded in the cafeteria for nutritious meal selections (all three schools); nutrition tips on the school website (geared toward high school students and parents); and promotion of active lifestyle and nutritious eating using the NuVal rating system through messages in PE class (all grades). Evaluation will be done through parents and student surveys.
- b. All new curriculum education concepts must come under review of the Mansfield Board of Education. In the second year of the grant, after completely vetting the rating system, the team will prepare a proposal for board consideration to add a component with the rating system in the health curriculum. After the system has been vetted, the Food Service director will make a proposal to the School Wellness Committee asking to add the rating system to the Wellness Policy.

8. Marketing Campaign:

- a. Advertising the implementation in booths at the schools, Kick-off events in the schools with information, games and prizes; NuVal age-appealing and specific posters to post around the schools and in the cafeterias; informational flyers to send home to parents; Big Y promotions of NuVal in the Mansfield community. Evaluating the effectiveness will be accomplished by parent-teacher outreach, teacher/parent surveys and discussions at PTO meetings.

9. Evaluation:

- a. Comparing pre and post food production records to evaluate whether more nutritious and high scored food options were purchased after implementation of the NuVal system with accompanied nutrition education.

Quantitative:

- i. A cycle menu is used. The cycle pre-intervention will be the control. The production records will be used for the documentation of the pre-intervention data.
 - ii. The first cycle menu post-intervention of the rating system will be the first point of evaluation using production records. Any change in participation will be documented.
 - iii. The second cycle menu post-intervention of the rating system will be the second point of evaluation using production records. Any change in participation will be documented.
 - iv. The third cycle menu post-intervention of the rating system will be the third point of evaluation using production records. Any change in participation will be documented.
 - v. To be sure changes were permanent, if intervention does lead to behavioral food selection change, there will be intermittent evaluation of the production records throughout the grant duration.
- b. Comparing pre and post student surveys/questionnaires to determine their overall nutrition and NuVal knowledge prior and after implementation of NuVal in the schools. Surveys will have to be age-specific and representative of the population.

Qualitative:

- i. In November and December of 2012 each participating student body from the pilot schools will be surveyed to assess previous knowledge of how to rate their food choices. Students will be provided with a short survey using a Likert scale or a Youth/Adolescent Questionnaire to grade their nutrition knowledge of existing school food choices.
- ii. Surveys will be tabulated and data will be analyzed to determine the baseline for students' perception of their knowledge of rating nutrition value of school food.
- iii. After implementation of the rating system and students have had training and opportunity to use the rating system a post survey will be administered that is identical to the original survey to compare the knowledge gained by the student participants. It is recognized that students in both pre-and post survey will need to be students who have

at least participated in training for the rating system if not use the school cafeteria.

- iv. After the pre-post survey data is collected it will be analyzed for changes in participation and other variables as assigned.
- c. The impact on food procurement activities will be evaluated by tracking the number of items in each school that rate a below a specific NuVal threshold score (to be determined by the education team). Those items will then be evaluated for opportunities to improve the nutritional content/NuVal score and recommendations will be made for item substitutions in the form of a buying guide.
- d. Statistical Analysis: SPSS software for Windows version 14.0 will be used to carry some statistical analyses. Paired student t- test will be used to assess change of NuVal scores and nutrient profiles from the food frequency questionnaires from baseline. A two- tailed α of less than 0.05 will be considered statistically significant.

10. Timeline:

Date	Activity	Person(s) Responsible
October 2012	1. Finalize plans with NuVal for implementation	Nutrition Educator
	2. Prepare NuVal education materials for food service staff, school personnel and families (i.e. flyers, hand-outs, etc.)	Nutrition Educator
November 2012	1. Initiation of nutrition analysis of all food and beverage items served at the 3 pilot schools	NuVal
	2. Introduce NuVal system to foodservice staff at monthly staff meeting.	Nutrition Educator and Food Service Co-Director
December 2012	1. Train and educate school personnel and teachers in all 3 schools on NuVal through information sessions, educational booths and newsletters. Evaluate training through survey/questionnaires.	Nutrition Educator, Teachers and Superintendents
	2. Introduce and discuss NuVal at PTO meeting.	Nutrition Educator
	3. Collect pre-NuVal food purchasing data by noting food purchases recorded through production records and also administering a survey/questionnaire for the students to gather baseline knowledge of Nu-Val rating system and basic nutrition.	Nutrition Educator, Food Service Co-Director and Teachers
	4. Display NuVal posters through schools and send home NuVal flyers for parents/families	NuVal and Nutrition Educator
	5. Prepare NuVal kick-off event for January.	NuVal, Teachers, Food Service Co-Director and

		Nutrition Educator
January 2013	1. Implement NuVal in all 3 pilot schools.	NuVal and Nutrition Educator
	2. Train/collaborate with managers for food purchasing decisions.	Food Service Directors and Nutrition Educator
	3. Provide NuVal information booths at the schools for all stakeholders: admin, teachers, staff, parents, community	Nutrition Educator
February 2013	1. Collect input from team members (superintendents, teachers, parent, student) to evaluate NuVal implementation.	Nutrition Educator and Food Service Directors
March 2013	1. Nutrition education activities to promote National Nutrition Month at each level; identifying and drawing fruits and vegetables (elementary school), planting seeds to learn about growing vegetables (middle school) and nutrition jeopardy games (high school)	Nutrition Educator
	2. Invite students, parents, staff to cooking demonstrations and/or healthy snack booths with food samples and activities to promote nutrition education	Nutrition Educator and Food Service Directors
April 2013	1. Prepare progress report for April deadline.	Nutrition Educator and Food Service Directors
May 2013	1. Provide nutrition recipe ideas for school staff and parents on how to incorporate seasonal fruits and vegetables into their favorite meals.	Nutrition Educator
	2. Invite Big Y Dietitians to come speak about how to effectively use the NuVal system to provide more nutritious meals for the families.	Big Y Dietitian
June 2013	1. Evaluate collected data for July progress report.	Nutrition Educator
	2. Collaborate with Big Y Dietitians to offer grocery store tours for nutrition education purposes.	Big Y Dietitian and Nutrition Educator
August 2013	1. Collaborate with NuVal to update them on any new menu revisions made for the new school year.	Nutrition Educator, Food Service Directors and NuVal
	2. Prepare NuVal education materials for food service staff, school personnel and families (i.e. flyers, hand-outs, etc.)	Nutrition Educator

September 2013	1. Train and educate school personnel and teachers on NuVal updates through information sessions, educational booths and newsletters.	Nutrition Educator, Teachers and Superintendents
	2. Re-Introduce NuVal system to foodservice staff at monthly staff meeting for newcomers and welcome feedback.	Nutrition Educator and Food Service Co-Director
	3. Evaluate production records for comparison purposes against pre-NuVal production records.	Nutrition Educator and Food Service Co-Director
	4. Prepare October progress report.	Nutrition Educator
October 2013	1. Send home Nu-Val information handouts for students and parents with results from last years pilot.	Nutrition Educator
	2. Collect input/feedback from team members (superintendents, teachers, parent, student) to evaluate NuVal implementation.	Nutrition Educator and Food Service Directors
	3. Provide information sessions for students/families, discuss and obtain feedback from parents/teachers at PTO meeting.	Nutrition Educator
November 2013	1. Collaborate with Big Y Dietitians to provide recipes, Big Y store specials and ways to use Nu-Val in the grocery store to choose more nutritious food items to be served for Thanksgiving dinner.	Nutrition Educator and Big Y Dietitian
	2. Send out first draft of buying guide to team members and food service directors.	Nutrition Educator and Food Service Directors
December 2013	1. Work on second draft of buying guide for food service school procurement.	Nutrition Educator and Food Service Directors
January 2014	1. Submit final draft of buying guide to team members and food service for review.	NuVal and Nutrition Educator
	2. Provide NuVal information booths at the schools for all stakeholders: admin, teachers, staff, parents, community	Nutrition Educator
February 2014	1. Invite Big Y Dietitian to speak about how students/parents can link school NuVal to Big Y NuVal.	Big Y Dietitian
March 2014	1. Nutrition activities to promote National Nutrition Month at each level; identifying and drawing nutritious snacks in classroom (elementary school); interactive booths for making salads fun and colorful (middle school), and interactive booths for how to choose healthy a la carte food items (high school)	Nutrition Educator

	2. Invite students, parents, staff to cooking demonstrations and/or healthy snack booths with food samples.	Nutrition Educator and Food Service Directors
April 2014	1. Nutrition education handouts and interactive booths to promote NuVal. Incorporate nutrition messages into PE class so students realize not only food, but a physically active lifestyle allows for optimal health.	Nutrition Educator and Teachers
May 2014	1. Collect input /feedback from team members (superintendents, teachers, parent, student) for final reports.	Nutrition Educator and Food Service Directors
	2. Provide healthy recipe ideas for school staff and parents on how to incorporate seasonal fruits and vegetables into their favorite meals.	Nutrition Educator
	3. Collaborate with Big Y Dietitians to offer grocery store tours for nutrition education purposes.	Big Y Dietitian and Nutrition Educator
	4. Collect post-NuVal food purchasing data by noting food purchases recorded through production records and also administering a post-NuVal survey/questionnaire for the students.	Nutrition Educator
June/July 2014	1. Evaluate collected data for preparation of July progress report and final report. Final report preparation and End of Pilot	Nutrition Educator and Food Service Directors

11. Budget: SEE APPENDIX E & F.

12. Group Applicant Agreement: SEE APPENDIX G.

13. Statement of Assurances: SEE APPENDIX I.

**Appendix C
PILOT SCHOOLS**

Indicate the name, grade level and number of students (enrollment) for each pilot school in the applicant district. In the last column, indicate the date that each school's HUSSC application was submitted or will be submitted to the CSDE.

	School	Grade Levels	Number of Students (Enrollment)	Date of HUSSC Application
1	Southeast Elementary School	P-4	257	pending
2	Mansfield Middle School	5-8	625	pending
3	E O Smith High (Region 19)	9-12	1220	pending
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Attach additional pages of Appendix C if necessary.



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



TO: Superintendents of Schools
FROM: Mark Day, Director of Performance Management and Strategic Planning
DATE: November 30, 2012
SUBJECT: Waiver-defined school lists

Later today, the State Department of Education (CSDE) will publish school lists as defined in the State's **Elementary and Secondary Education Act flexibility request (or waiver)**. These lists will include Turnaround, Review and Focus Schools as well as Schools of Distinction. The CSDE will also launch a reporting site with School Performance Indexes (SPIs) for all schools next week.

Since the July Superintendent's meeting at Rentschler Field, school lists and underlying calculations have been refined in accordance with U.S. Department of Education guidelines and the waiver; consequently, the CSDE made adjustments to the early lists, and schools' targets may have changed. Districts affected by school classification adjustments have been contacted, so they might plan accordingly. Please see the attached, embargoed documents, which contain finalized versions of the waiver-defined school lists.

Districts with **Focus Schools** are now actively developing interventions for these schools. Such interventions are required to begin during this calendar year. The CSDE will continue to provide guidance and support during the development and implementation of these plans.

The planning process for interventions in **Turnaround and Review Schools** will take place this academic year, with interventions scheduled to begin in 2013-2014 and 2014-2015. The newly constituted Turnaround Office will reach out soon to initiate this process.

Schools of Distinction have achieved State targets for achievement and graduation rates for all students or have made notable progress toward these goals. By creating this list, the CSDE recognizes the commendable work these schools have done and results they have achieved.

The CSDE is firmly committed to high standards for student achievement and believes its approved waiver and new accountability system will support the innovative work being carried out in schools to drive improvement. I encourage you to review the approved waiver at <http://www2.ed.gov/policy/eseaflex/approved-requests/ct.pdf>, to refer to the FAQ section of our website (scheduled for launch today) and to contact me (mark.day@ct.gov) or Lol Fearon (lol.fearon@ct.gov), Bureau Chief of Accountability and Improvement, should you have questions about the waiver, school lists or intervention requirements.



Connecticut's ESEA Flexibility Request/ Waiver: Turnaround Schools



The U.S. Department of Education requires states with approved ESEA waivers to classify at least 5 percent of Title I schools as Turnaround Schools. Recipients of School Improvement Grants (SIG schools) were automatically classified as Turnaround Schools. In order to ensure that the Turnaround list had a representative balance of high schools to elementary/ middle schools in the State, the CSDE filled all remaining spots on the list with non-SIG Title I elementary/ middle schools with the State's lowest overall CMT 2011 School Performance Indexes (SPIs).

Currently, SIG schools are implementing reform models; this work will continue. All other Turnaround Schools will begin implementing significant interventions in 2013-2014 or 2014-2015. The newly constituted Turnaround Office will facilitate this process.

Schools identified as Turnaround Schools will maintain this classification for three years. In order to exit Turnaround status, a school must demonstrate sustained improvement, which means it must meet overall SPI and graduation targets for three consecutive years.

District Name	School Name	Test Administered
Bloomfield School District	Bloomfield High School	CAPT
Bridgeport School District	Barnum School	CMT
Bridgeport School District	Bassick High School	CAPT
Bridgeport School District	Bryant School	CMT
Bridgeport School District	Curiale School	CMT
Bridgeport School District	Harding High School	CAPT
Bridgeport School District	Luis Munoz Marin School	CMT
Bridgeport School District	Roosevelt School	CMT
Hartford School District	Americas Choice at SAND	CMT
Hartford School District	Burns Latino Studies Academy	CMT
Hartford School District	Dr. Ramon E. Betances Early Reading Lab School	CMT

District Name	School Name	Test Administered
Hartford School District	McDonough Expeditionary Learning School	CMT
Hartford School District	Milner Core Knowledge School	CMT
New Britain School District	DiLoreto Magnet School	CMT
New Britain School District	Northend School	CMT
New Britain School District	Pulaski Middle School	CMT
New Britain School District	Roosevelt Middle School	CMT
New Britain School District	Smalley Academy	CMT
New Haven School District	Clemente Leadership Academy	CMT
New Haven School District	Hill Central Music Academy	CMT
New Haven School District	James Hillhouse High School	CAPT
New Haven School District	Katherine Brennan/Clarence Rogers School	CMT
New Haven School District	Wilbur Cross High School	CAPT
New London School District	New London High School	CAPT
Stamford Academy District	Stamford Academy	CAPT
Waterbury School District	Walsh School	CMT
Windham School District	Natchaug School	CMT
Windham School District	Windham High School	CAPT



Connecticut's ESEA Flexibility Request/ Waiver: Review Schools (including Focus)



Review Schools are among Connecticut's lowest performing, irrespective of Title I status. All schools with CMT/ CAPT 2012 participation rates less than 95 percent, four-year cohort graduation rates below 60 percent (for the graduating class of 2011), three-year baseline School Performance Indexes (SPIs) below 64 or identification as Focus Schools were classified as Review Schools.

Review Schools will maintain this classification for up to three years. Schools can exit if they exceed a participation rate of 95 percent and exceed their graduation rate and performance targets for two consecutive years.

The Focus School designation is designed to identify schools with the lowest-performing student subgroups across the State, which to this point, may have been masked by overall student performance. Focus Schools were identified using CMT/ CAPT 2011 data.

The CSDE began by selecting all non-Turnaround, Title I high schools with four-year cohort graduation rates below 60 percent (for the graduating class of 2011). The CSDE then created a 'High Needs' subgroup, which included students with disabilities, English language learners and students eligible for free or reduced price lunch. A minimum SPI was calculated for every non-Turnaround, Title I elementary/ middle school by selecting the lowest value among each school's High Needs, Black and Hispanic indexes (using 2011 CMT data). Black and Hispanic indexes were included as well to ensure that race and ethnic achievement gaps were not ignored. Schools with the lowest performing subgroups were selected such that the total number of elementary/ middle and high schools classified as Focus equaled 10 percent of Title I schools in the State, a U.S. Department of Education requirement.

Focus Schools will maintain this classification for up to three years. Schools can exit if they exceed their graduation rate or subgroup performance targets for two consecutive years.

REVIEW SCHOOLS		
District Name	School Name	Test Administered
Ansonia School District	Ansonia High School	CAPT
Bridgeport School District	Beardsley School	CMT
Bridgeport School District	Blackham School	CMT
Bridgeport School District	Central High School	CAPT
Bridgeport School District	Cross School	CMT
Bridgeport School District	Edison School	CMT
Bridgeport School District	Hallen School	CMT
Bridgeport School District	Hooker School	CMT
Bridgeport School District	Read School	CMT
Bridgeport School District	Waltersville School	CMT
Capitol Region Education Council	CREC - Public Safety Academy Interdistrict Magnet School	CAPT
CT Technical High School System	A. I. Prince Technical High School	CAPT
CT Technical High School System	E. C. Goodwin Technical High School	CAPT
CT Technical High School System	Eli Whitney Technical High School	CAPT
Danbury School District	Alternative Center For Excellence	CAPT
Danbury School District	Danbury High School	CAPT
Derby School District	Derby High School	CAPT
East Hartford School District	Dr. John A. Langford School	CMT
East Hartford School District	East Hartford High School	CAPT
East Hartford School District	East Hartford Middle School	CMT
East Hartford School District	Hockanum School	CMT
East Hartford School District	Stevens Alternate High school	CAPT
EastConn	Quinebaug Middle College	CAPT
Hartford School District	Asian Studies School at Dwight/Belizzi School	CMT
Hartford School District	Batchelder School	CMT
Hartford School District	Breakthrough II	CMT
Hartford School District	Bulkeley High School Lower School	CAPT
Hartford School District	Burr School	CMT
Hartford School District	Dr. Joseph Bellizzi Middle School	CMT

District Name	School Name	Test Administered
Hartford School District	Environmental Sciences Magnet School at Mary M Hooker	CMT
Hartford School District	High School Inc.	CAPT
Hartford School District	HPHS Academy of Engineering and Green Technology	CAPT
Hartford School District	HPHS Nursing Academy	CAPT
Hartford School District	IB Global Communications Academy	CMT
Hartford School District	Journalism and Media High School	CAPT
Hartford School District	Pathways to Technology Magnet School	CAPT
Hartford School District	Sanchez School	CMT
Hartford School District	Sarah J. Rawson Elementary School	CMT
Hartford School District	West Middle School	CMT
LEARN	Connecticut River Academy	CAPT
Meriden School District	Francis T. Maloney High School	CAPT
Meriden School District	Hanover School	CMT
Meriden School District	Orville H. Platt High School	CAPT
Meriden School District	Roger Sherman School	CMT
Meriden School District	Washington Middle School	CMT
New Britain School District	Vance School	CMT
New Haven School District	Barnard Environmental Magnet School	CMT
New Haven School District	Benjamin Jepson Magnet School	CMT
New Haven School District	Bishop Woods Executive Academy	CMT
New Haven School District	Celentano School	CMT
New Haven School District	Christopher Columbus Academy	CMT
New Haven School District	Clinton Avenue School	CMT
New Haven School District	East Rock Community Magnet School	CMT
New Haven School District	Fair Haven School	CMT
New Haven School District	High School In The Community	CAPT
New Haven School District	Hyde Leadership School	CAPT
New Haven School District	King/Robinson Magnet School	CMT
New Haven School District	Lincoln-Bassett School	CMT

District Name	School Name	Test Administered
New Haven School District	Metropolitan Business High School	CAPT
New Haven School District	New Haven Academy	CAPT
New Haven School District	Ross/Woodward School	CMT
New London School District	Bennie Dover Jackson Middle School	CMT
Norwalk School District	Briggs High School	CAPT
Norwich School District	Uncas School	CMT
Norwich School District	Wequonnoc School	CMT
Putnam School District	Putnam High School	CAPT
The Bridge Academy District	The Bridge Academy	CAPT
The Bridge Academy District	The Bridge Academy	CMT
Unified School District #2	Connecticut Juvenile Training School	CAPT
Waterbury School District	Carrington School	CMT
Waterbury School District	Crosby High School	CAPT
Waterbury School District	Driggs School	CMT
Waterbury School District	Duggan School	CMT
Waterbury School District	Gilmartin School	CMT
Waterbury School District	John F. Kennedy High School	CAPT
Waterbury School District	North End Middle School	CMT
Waterbury School District	Sprague School	CMT
Waterbury School District	West Side Middle School	CMT
Waterbury School District	Wilby High School	CAPT
Waterbury School District	Woodrow Wilson School	CMT
West Haven School District	Savin Rock Community School	CMT
West Haven School District	West Haven High School	CAPT
Windham School District	W. B. Sweeney School	CMT
Windham School District	Windham Middle School	CMT

FOCUS SCHOOLS			
District Name	School Name	Test Administered	Focus Area
Amistad Academy District	Amistad Academy	CAPT	Graduation Rate
Bridgeport School District	Black Rock School	CMT	Black
Bridgeport School District	Cesar Batalla School	CMT	Hispanic
Bridgeport School District	Columbus School	CMT	Black
Bridgeport School District	Dunbar School	CMT	Black
Bridgeport School District	Geraldine Johnson School	CMT	Black
Bridgeport School District	Jettie S. Tisdale School	CMT	Black
Derby School District	Irving School	CMT	Black
East Hartford School District	Anna E. Norris School	CMT	High Needs
East Hartford School District	Dr. Franklin H. Mayberry School	CMT	Hispanic
East Hartford School District	Robert J. O'Brien School	CMT	Black
East Hartford School District	Silver Lane School	CMT	Black
East Windsor School District	Broad Brook Elementary School	CMT	Black
Ellington School District	Center School	CMT	High Needs
Explorations District	Explorations	CAPT	Graduation Rate
Groton School District	Catherine Kolnaski Magnet School	CMT	Hispanic
Hartford School District	Clark School	CMT	Hispanic
Hartford School District	Culinary Arts Academy	CAPT	Graduation Rate
Hartford School District	Dr. James H Naylor/CCSU Leadership Academy	CMT	Black
Hartford School District	Expeditionary Learning Academy at Moylan School	CMT	Hispanic
Hartford School District	HPHS Law and Government Academy	CAPT	Graduation Rate
Hartford School District	Kennelly School	CMT	Hispanic
Hartford School District	M. D. Fox Elementary School	CMT	Hispanic
Hartford School District	M. L. King School	CMT	Hispanic
Hartford School District	OPPportunity High School	CAPT	Graduation Rate
Hartford School District	Simpson-Waverly School	CMT	Black
Hartford School District	Wish School	CMT	Hispanic
Integrated Day Charter School District	Integrated Day Charter School	CMT	Black
Meriden School District	John Barry School	CMT	Black
Middletown School District	Bielefield School	CMT	Hispanic

District Name	School Name	Test Administered	Focus Area
New Britain School District	Chamberlain School	CMT	High Needs
New Britain School District	Gaffney School	CMT	High Needs
New Britain School District	Holmes School	CMT	Hispanic
New Britain School District	Jefferson School	CMT	Black
New Britain School District	Lincoln School	CMT	Hispanic
New Britain School District	New Britain High School	CAPT	Graduation Rate
New Britain School District	Slade Middle School	CMT	Hispanic
New Britain School District	Smith School	CMT	Hispanic
New Haven School District	Augusta Lewis Troup School	CMT	Black
New Haven School District	Beecher School	CMT	Black
New Haven School District	John S. Martinez School	CMT	Black
New Haven School District	Microsociety Magnet School	CMT	High Needs
New Haven School District	Truman School	CMT	Black
New Haven School District	Wexler/Grant Community School	CMT	Black
New London School District	Jennings School	CMT	Hispanic
New London School District	Winthrop Elementary Magnet STEM School	CMT	Hispanic
Norwich School District	John B. Stanton School	CMT	Black
Norwich School District	John M. Moriarty School	CMT	Black
Norwich School District	Veterans' Memorial School	CMT	Black
Ridgefield School District	Veterans Park Elementary School	CMT	High Needs
Stamford School District	Davenport Ridge School	CMT	Black
Stamford School District	Roxbury School	CMT	Black
Trailblazers Academy District	Trailblazers Academy	CMT	High Needs
Waterbury School District	Bucks Hill School	CMT	Black
Windham School District	Windham Center School	CMT	Hispanic

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Connecticut's ESEA Flexibility Request/ Waiver: Schools of Distinction



Schools of Distinction will be identified annually. This classification consists of three different groups: 1) 'Highest Performing Subgroup,' 2) 'Highest Progress' and 3) 'Highest Overall Performance.' Schools of Distinction were identified this year using CMT/ CAPT 2011 and 2012 data. Note that schools classified as Turnaround or Review (including Focus) are ineligible for this classification.

Schools identified as 'Highest Performing Subgroup' have the highest index scores in the State for each one of the five traditionally underperforming subgroups on the CMT and the CAPT: 1) students with disabilities, 2) English language learners, 3) Black students, 4) Hispanic students and 5) students eligible for free or reduced price lunch.

Schools identified as 'Highest Progress' are broken into two groups—one that has already met the State's 'all students' target of 88 SPI points and the other, which has not, but has increased overall SPI by more than 3 points from 2011 to 2012. Both are among the top 10 percent of schools making gains in their respective groups, have achievement gaps less than 10 SPI points for the majority of their subgroups and, if they are high schools, have met their respective graduation rate targets.

Schools identified as 'Highest Overall Performance' have SPIs greater than 88 and are performing within the top 10 percent of schools across the State. These schools have achievement gaps less than 10 SPI points for the majority of their subgroups and, if they are high schools, have met their respective graduation rate targets.

HIGHEST PERFORMING SUBGROUP			
District Name	School Name	Test Administered	Subgroup
Bethel School District	Bethel High School	CAPT	Hispanic
Connecticut Technical High School System	W.F. Kaynor	CAPT	Black
Elm City College Preparatory	Elm City College Preparatory	CAPT	Black
Farmington School District	Irving Robbins Middle School	CMT	Hispanic
Granby School District	Kelly Lane Intermediate School	CMT	Students with Disabilities
Greenwich School District	Greenwich High School	CAPT	ELL
Greenwich School District	Eastern Middle School	CMT	ELL
Guilford School District	Guilford High School	CAPT	Reduced Price Meals
Madison School District	Dr. Robert H. Brown Middle School	CMT	Reduced Price Meals
Madison School District	Daniel Hand High School	CAPT	Students with Disabilities
New Britain School District	House of Arts Letters & Science Academy	CMT	Black
New Britain School District	House of Arts Letters & Science Academy	CMT	Reduced Price Meals
Newtown School District	Newtown Middle School	CMT	Hispanic
Newtown School District	Newtown High School	CAPT	Hispanic
Redding School District	John Read Middle School	CMT	Students with Disabilities
Ridgefield School District	Ridgefield High School	CAPT	Reduced Price Meals
Trumbull School District	Hillcrest Middle School	CMT	ELL
Waterford School District	Clark Lane Middle School	CMT	Black
Wilton School District	Wilton High School	CAPT	Students with Disabilities

HIGHEST PROGRESS AMONG SCHOOLS WITH A SCHOOL PERFORMANCE INDEX LESS THAN 88

District Name	School Name	Test Administered
Bridgeport Achievement First District	Achievement First Bridgeport Academy	CMT
Bridgeport School District	Classical Studies Academy	CMT
Capitol Region Education Council	CREC Medical Professions and Teacher Preparation Academy	CMT
Hartford School District	Capital Preparatory Magnet School	CAPT
Hartford School District	Kinsella Magnet School of the Performing Arts	CMT
Manchester School District	Waddell School	CMT
Meriden School District	Casimir Pulaski School	CMT
Middletown School District	Snow School	CMT
New London School District	Nathan Hale School	CMT
New Milford School District	Hill and Plain School	CMT
New Milford School District	Northville Elementary School	CMT
Putnam School District	Putnam Elementary School	CMT
Stamford School District	Hart School	CMT
Stamford School District	Springdale School	CMT
Thomaston School District	Thomaston High School	CAPT
Waterbury School District	Wendell L. Cross School	CMT
West Haven School District	Washington School	CMT

HIGHEST PROGRESS AMONG SCHOOLS WITH A SCHOOL PERFORMANCE INDEX GREATER THAN 88		
District Name	School Name	Test Administered
Branford School District	Mary R. Tisko School	CMT
Colebrook School District	Colebrook Consolidated School	CMT
Ellington School District	Crystal Lake School	CMT
Farmington School District	Union School	CMT
Farmington School District	West District School	CMT
Greenwich School District	Old Greenwich School	CMT
Guilford School District	Calvin Leete School	CMT
Litchfield School District	Center School	CMT
Mansfield School District	Annie E. Vinton School	CMT
Newington School District	Elizabeth Green School	CMT
Newtown School District	Middle Gate Elementary School	CMT
Regional School District 06	Warren Elementary School	CMT
Ridgefield School District	Ridgebury Elementary School	CMT
Westbrook School District	Daisy Ingraham School	CMT
Wolcott School District	Alcott School	CMT

HIGHEST OVERALL PERFORMANCE		
District Name	School Name	Test Administered
Avon School District	Thompson Brook School	CMT
Darien School District	Middlesex Middle School	CMT
East Lyme School District	Niantic Center School	CMT
Easton School District	Helen Keller Middle School	CMT
Ellington School District	Windermere Intermediate School	CMT
Fairfield School District	Sherman School	CMT
Farmington School District	Irving A. Robbins Middle School	CMT
Farmington School District	Union School	CMT
Franklin School District	Franklin Elementary School	CMT
Glastonbury School District	Hebron Avenue School	CMT
Granby School District	Kelly Lane Intermediate School	CMT
Greenwich School District	Eastern Middle School	CMT
Greenwich School District	International School at Dundee	CMT
Greenwich School District	North Street School	CMT
Greenwich School District	Old Greenwich School	CMT
Greenwich School District	Riverside School	CMT
Guilford School District	Calvin Leete School	CMT
Guilford School District	E. C. Adams Middle School	CMT
LEARN	Marine Science Magnet High School of Southeastern Connecticut	CAPT
Madison School District	Dr. Robert H. Brown Middle School	CMT
Madison School District	Island Avenue Elementary School	CMT
Madison School District	Walter C. Polson Upper Middle School	CMT
Monroe School District	Monroe Elementary School	CMT
New Britain School District	House of Arts Letters & Science Academy	CMT
New Canaan School District	Saxe Middle School	CMT
New Canaan School District	West School	CMT
New Hartford School District	Ann Antolini School	CMT
Newtown School District	Middle Gate Elementary School	CMT

HIGHEST OVERALL PERFORMANCE (cont.)		
District Name	School Name	Test Administered
Newtown School District	Newtown Middle School	CMT
Newtown School District	Reed Intermediate School	CMT
Redding School District	John Read Middle School	CMT
Regional School District 06	Wamogo Regional High School	CMT
Regional School District 12	Booth Free School	CMT
Regional School District 17	Haddam-Killingworth Middle School	CMT
Regional School District 18	Lyme Consolidated School	CMT
Ridgefield School District	Branchville Elementary School	CMT
Ridgefield School District	East Ridge Middle School	CMT
Ridgefield School District	Ridgefield High School	CAPT
Ridgefield School District	Scotland Elementary School	CMT
Ridgefield School District	Scotts Ridge Middle School	CMT
Simsbury School District	Henry James Memorial School	CMT
Simsbury School District	Tariffville School	CMT
Trumbull School District	Hillcrest Middle School	CMT
Trumbull School District	Madison Middle School	CMT
West Hartford School District	Bugbee School	CMT
Wolcott School District	Alcott School	CMT

CCSS Across the Curriculum

November 13, 2012

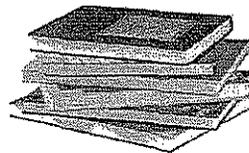
Mansfield Public Schools
K-4

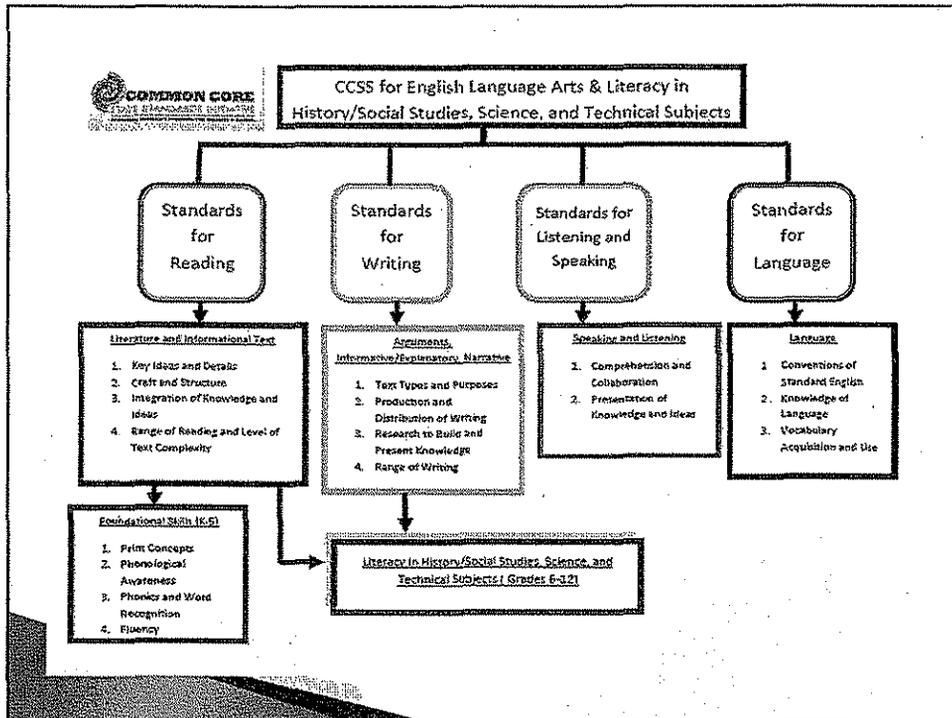
Judith Shay



THE STANDARDS ARE NOT TAUGHT

- ▶ We should be teaching all of the requisite content and skills necessary for students to hit the target – **independently** .
- ▶ The focus should be on student learning with an emphasis on improving our instructional practice.





Higher Rigor

- ▶ Standards identify expectations, not rigor.
- ▶ High expectations do not equate to high rigor.
- ▶ The rigor is not in the standards, it is in the skills the students acquire in their classrooms.



Standards Across the Curriculum

K-5 Page 10, 6-12 page 35, 6-12 technical studies page 60

<http://www.corestandards.org/the-standards>



Staircase of Growing Text Complexity

RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text from Kindergarten through grade 12.

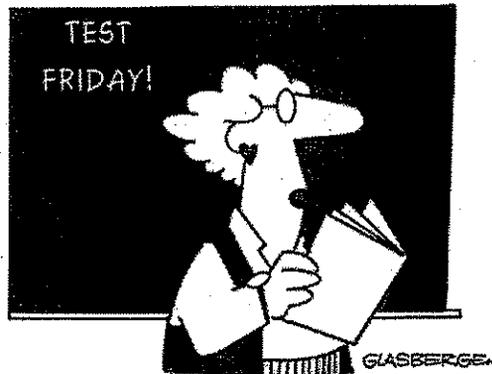
KEY IDEAS AND DETAILS FOR INFORMATIONAL TEXT (grade-specific standards)

Kindergarteners: 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Grade 1 Students: 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Grade 2 Students: 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Grade 3 Students: 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Grade 4 Students: 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Grade 5 Students: 3. Explain the relationships or interactions between two or more individuals, events ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Grade 6 Students: 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Grade 7 Students: 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Grade 8 Students: 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Reading Standards for Informational Text: Key Ideas and Details

Preschool Standards: CT Preschool Curriculum Framework (PCF) CT Preschool Assessment Framework (PAF)	End of Preschool/ Prekindergarten Grade Level Expectations (GLE)	Kindergarten Common Core State Standards
<p>PCF Compare and contrast objects and events. Retell information from a story. Show independent interest in reading-related activities. Attend to a story.</p> <p>PAF COG 5 Compares and orders objects and events. COG 10 Shows understanding of stories.</p>	<p>CT.PK.R.22 Reading Comprehension: During Reading: Ask questions when things do not make sense.</p> <p>CT.PK.R.24 Make connections between text and self.</p> <p>CT.PK.R.26 Reading Comprehension: After Reading: Answer "who," "what," "when," "where," "why" and "how" questions about the characters, setting, plot, theme, conflict, and point of view in a story.</p> <p>CT.PK.R.28 Reading Comprehension: After Reading: Identify the characters in a story.</p> <p>CT.PK.R.29 Draw conclusions after listening to a story.</p>	<p>CC.K.RI.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CC.K.RI.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CC.K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Connecticut Preschool/Kindergarten Standards</p>

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"Class, I've got a lot of material to cover, so to save time I won't be using vowels today. Nw lts bgn, pls trn t pg 122."

UNWRAPPING/DECONSTRUCTING

The purpose of unwrapping/deconstructing is to immediately move to curriculum translation

- ▶ Each of the NOUNS in the standard give examples of **concepts** or content topics that would be addressed in the curriculum.
- ▶ Each of the VERBS give examples of **skills** that would be addressed in the curriculum.



THE DECONSTRUCTION PROCESS

1. Identify nouns and noun phrases to identify key concepts
2. Locate verbs to identify key target(s)
3. Place the targets into one or more Learning Target categories
4. Identify the concepts and skills (securely held content)
5. Clarify terms that may lead to multiple interpretations
6. Construct a list of skills that are essential to become proficient in the identified standard
7. Determine that skills:
 - ▶ Are aligned to the Learning Target categories (Bloom's, DOK)
 - ▶ Have the level of rigor necessary to meet the expectations of the standard
8. Write a learning progression that reflects the sequential steps for introducing, developing, and reinforcing concepts and skills

Adapted from Stiggle



BENEFITS OF DECONSTRUCTING THE STANDARDS

- ▶ Makes learning targets clear for both teachers and students
- ▶ Develops common understanding and expectations for teachers and students
- ▶ Identifies key content and skills needed for instruction
- ▶ Helps to determine the number of learning opportunities needed

Example of a standard that may not need deconstructing:

(2.NBT.8) Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

(4.L.2.a) Conventions of Standard English: Use correct capitalization.

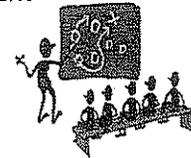
Example of a standard that may require deconstructing:

(3.RI.2) Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.

(2.MD.10) Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Process for Deconstructing within your grade level or learning team

- Read the intended standard to provide an overall context
- Determine the ultimate target type:
knowledge, reasoning, skills/performance, or product
- Look for concepts or skills within the standard
- Determine if there are multiple learning targets within that standard



Don't over analyze each statement—only identify the underlying learning targets you need to teach at this grade level for students to attain the ultimate target.

THE PROCESS

- Locate the nouns and noun phrases to identify key concepts.
- Locate the verbs to identify key targets

Standard 3.RI.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

1. Locate the nouns and noun phrases to identify key concepts in 3.RI.2

- ▶ main idea of a text
- ▶ key details

2. Locate the verbs to identify key targets

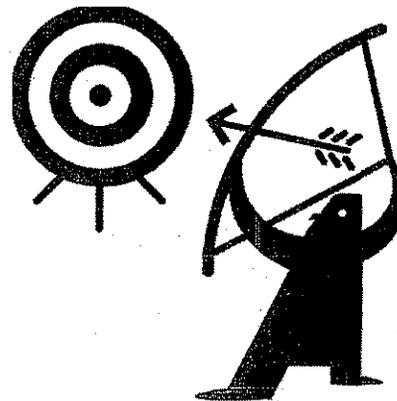
- ▶ determine
- ▶ recount
- ▶ explain
- ▶ support



TARGET TYPES

3. Place the targets in one or more Learning Target categories.

- ▶ KNOWLEDGE
- ▶ REASONING
- ▶ SKILL/PERFORMANCE
- ▶ PRODUCT



Matrix of Learning Target Verbs

Knowledge	Reasoning	Performance	Product
Explain	Predict	Observe	Design
Describe	Infer	Perform	Produce
Identify	Classify	Compose	Make
Define	Compare	Conduct	Write
Recall	Summarize	Speak	Draw
Recognize	Analyze	Operate	Represent
Select	Evaluate	Investigate	Display
List	Generalize	Collect	Model

Targets



Knowledge Targets

- › Represent the factual information, procedural knowledge, and conceptual understanding of each discipline
- › Substantive subject content both knowing and understanding

Reasoning Targets

- › Specify thought processes students are to learn to do well within a range of subjects
- › Use the knowledge and understanding to figure things out and solve problems

Skill Targets

- › Those where a demonstration or physical skill-based performance is at the heart of the learning
- › Showing proficiency of the process is important

Product Targets

- › Describe learning in terms of artifacts where the creation of a product is the learning target
- › Create tangible products that show understanding of content and meet identified standards of quality

Seven (Strategies of Assessment for Learning, Pearson)

Standard/Expectation:			
Type: <input type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			
Learning Targets			
What are the knowledge, reasoning, skill or product targets underpinning this objective?			
Knowledge Targets What must students know?	Reasoning Targets How are students using knowledge to solve a problem, make a decision, etc.?	Performance Skill Targets What must students be able to do? How are they using knowledge and reasoning to perform a task?	Product Targets What are students asked to produce or create?



Discuss the benefits of deconstructing the standards

Benefits

- Makes learning targets clear for both teachers and students
- Develops common understanding and expectations for teachers and students (kid friendly)
- Identifies key content and skills needed for instruction
- Helps to determine the number of learning opportunities needed

Turn and Talk:

- Are there other benefits to deconstructing standards?
- How will deconstructing standards help plan/implement instruction?

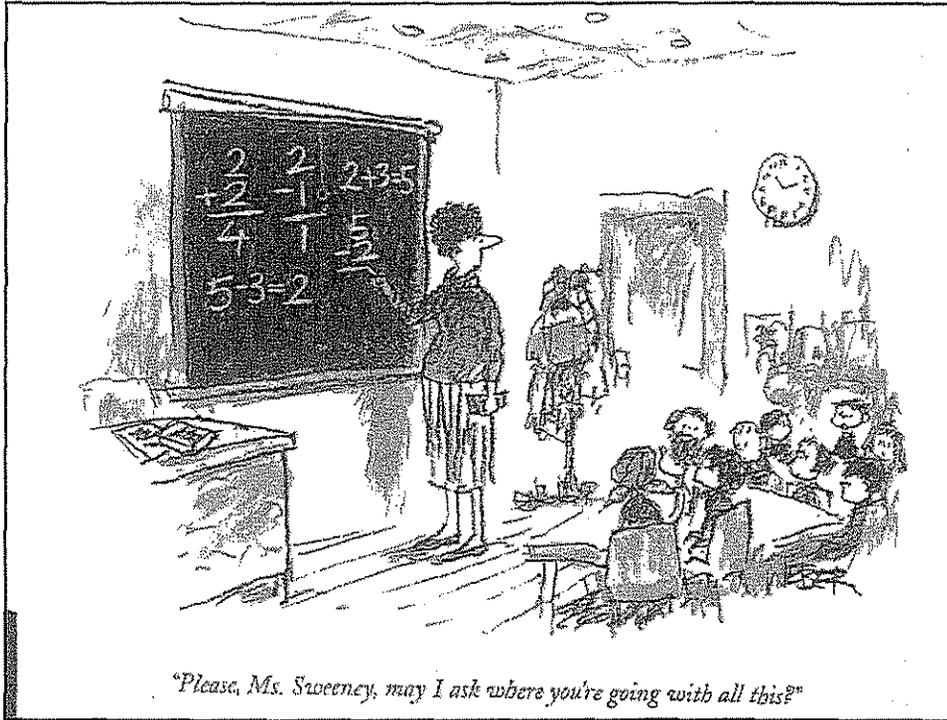
CONCEPTS

- Content represents the concepts and skills that students must master *and hold with them* in order to be fully prepared for the next grade level.
- Terms, concepts, or vocabulary that might have multiple uses or interpretations should be discussed and a common understanding developed to improve consistency.



SKILLS

- Directly relate and support student learning toward the expectations of the standard
- Breaks the standard down into its component parts in order to identify strengths and needs
- Are specific and measurable
- Do not repeat the wording of the standard (use student friendly language)



Common Core Curriculum Maps



- Unit 5 Pilot
- Book lists
- Standards
- Assessment
- Cross Content Connections
- <http://commoncore.org/>

What's next?

- ▶ Select a standard to deconstruct. Refer to slides.
- ▶ Select a standard(s) from CCCM Unit 5 for your grade level.
- ▶ <http://commoncore.org/>
- ▶ Discuss how a standard(s) can be supported/taught across the content areas.
- ▶ <http://www.corestandards.org/the-standards>

CCSS Across the Curriculum

November 13, 2012

Mansfield Public Schools
Grades 5-8



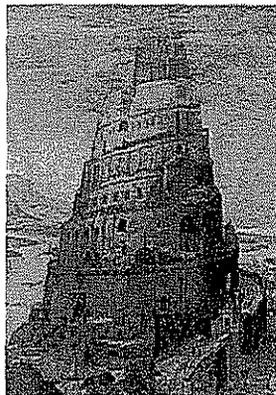
Judith Shay

CCSS IMPLEMENTATION MUST BE A COLLECTIVE EFFORT

No man is an island,
Entire of itself.
Each is a piece of the continent,
A part of the main.

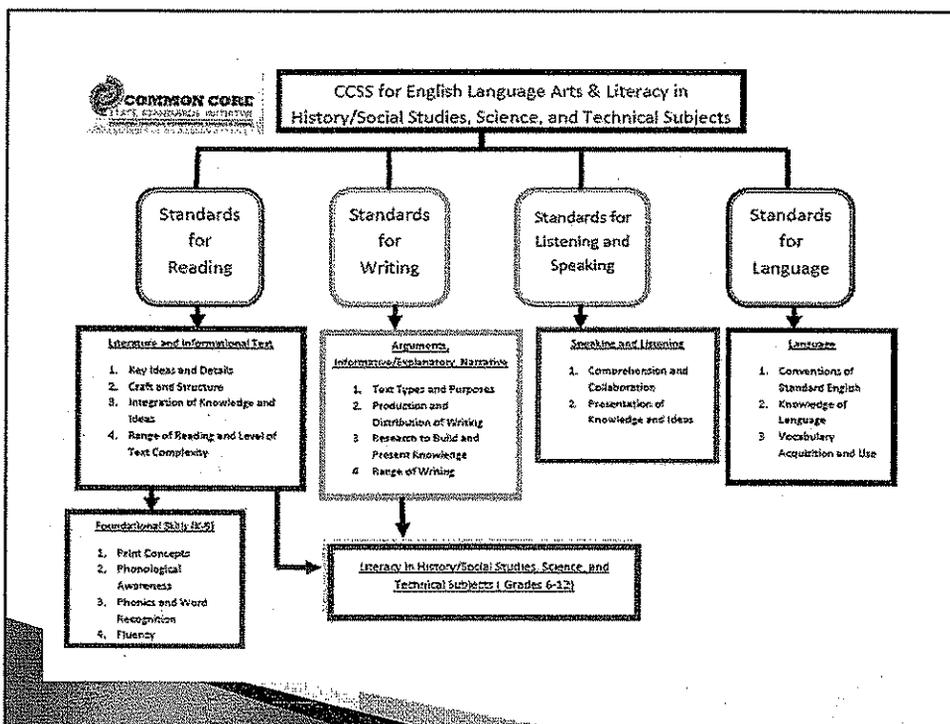
Therefore, send not to know
For whom the bell tolls,
It tolls for thee.

John Donne, 1624



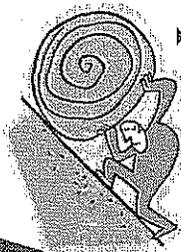
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K-5 Page 10, 6-12 page 35, 6-12 technical studies page 60

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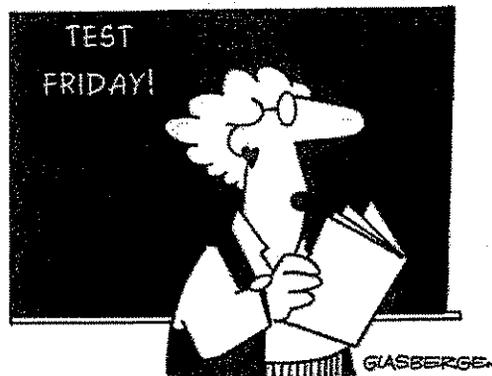
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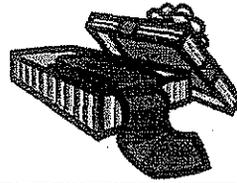


“Class, I’ve got a lot of material to cover, so to save time I won’t be using vowels today.
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adapted from Stiggins



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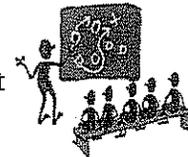
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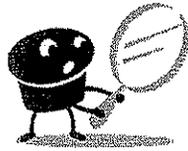


Don't over analyze each statement—only identify the underlying learning targets you need to teach at this grade level for students to attain the ultimate target.

THE PROCESS

1. Locate the nouns and noun phrases to identify key concepts.
2. Locate the verbs to identify key target(s).

8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.



Nouns and Verbs in 8.RI.4

1. Locate the nouns and noun phrases to identify key concepts in meanings of words and phrases

- ▶ figurative, connotative, technical meanings
- ▶ word choices
- ▶ tone, analogies, allusions

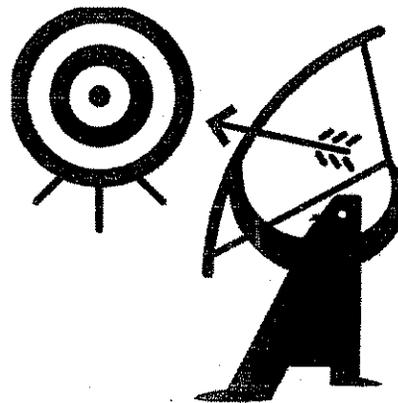
2. Locate the verbs to identify key target(s).

- ▶ determine
- ▶ analyze

TARGET TYPES

3. Place the target verbs in one or more Learning Target categories.

- ▶ KNOWLEDGE
- ▶ REASONING
- ▶ SKILL/PERFORMANCE
- ▶ PRODUCT



Targets



Knowledge Targets

- ▶ Represent the factual information, procedural knowledge, and conceptual understanding of each discipline
- ▶ Substantive subject content both knowing and understanding

Reasoning Targets

- ▶ Specify thought processes students are to learn to do well within a range of subjects
- ▶ Use the knowledge and understanding to figure things out and solve problems

Skill Targets

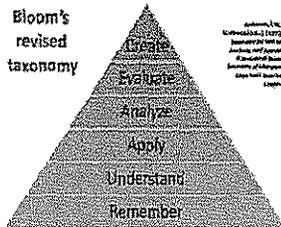
- ▶ Those where a demonstration or physical skill-based performance is at the heart of the learning
- ▶ Showing proficiency of the process is important

Product Targets

- ▶ Describe learning in terms of artifacts where the creation of a product is the learning target
- ▶ Create tangible products that show understanding of content and meet identified standards of quality

Seven (Strategies of Assessment for Learning, Pearson,

Bloom's
revised
taxonomy



Anderson, L. &
Krathwohl, D. (2001). A
Revised Bloom's Taxonomy
of Educational Objectives
Classified by Cognitive
Level.



Matrix of Learning Target Verbs

Knowledge	Reasoning	Performance	Product
Explain	Predict	Observe	Design
Describe	Infer	Perform	Produce
Identify	Classify	Compose	Make
Define	Compare	Conduct	Write
Recall	Summarize	Speak	Draw
Recognize	Analyze	Operate	Represent
Select	Evaluate	Investigate	Display
List	Generalize	Collect	Model

DOK

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, know, identify	<ul style="list-style-type: none"> Recall, recognize, or create materials, objects, events, or signs related to text Read select study in recognized text with fluency & accuracy 			
Understand Construct meaning, clarify, explain, represent, translate, illustrate, give examples, identify, categorize, summarize, speculate, make a logical conclusion, predict, compare/contrast, choose like tasks, explain, compare/contrast	<ul style="list-style-type: none"> Identify or describe literary elements (protagonist, setting, sequence, etc.) Classify appropriate words when intended meaning/intention is readily evident Determine with who, what, where, when, or how Identify main ideas, details, term, principles State simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships, explain why, cause-effect Give how/what/when/where/why Classify, compare, contrast, make Make basic inferences or logical predictions from text or text Identify main ideas or accurate generalizations of text Locate information to support explicit content of text 	<ul style="list-style-type: none"> Explain, generalize, or construct ideas using supporting evidence (quote, example, text references) Identify main inferences about explicit or implicit themes Describe how, how/where, point of view, or bias may affect the reader's interpretation of a text Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Explain how contexts or tasks specifically relate to one's content domain or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation, carry out, follow, use, transfer, apply, use, apply to an, understand, act	<ul style="list-style-type: none"> Use sentence structure (prepositional phrases, relative clauses) to describe events or actions Apply rules of grammar to text Apply basic grammar rules to reconstruct sentences 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Identify and interpret information and key features Develop a text that may be limited to one paragraph Apply simple grammar rules (sentence structure, paragraph, sentence types) to write 	<ul style="list-style-type: none"> Apply concepts in a new context Develop a text for meaning or expression of ideas Write simple compositions of text, organization and structure to communicate a full composition Apply word choice, style of writing, style to report/record/analyze/interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple theories (historical, geographic, social) may be integrated Select or develop an approach using many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate, analyze, compare, contrast, distinguish, locate, select, organize, order, find connections, deconstruct (e.g., for parts of text)	<ul style="list-style-type: none"> Identify where specific information is contained in graphic representations (e.g., map, chart, table, graph, table, diagram) or text features (e.g., headings, subheadings, captions) Decide when text features is appropriate to audience and purpose 	<ul style="list-style-type: none"> Recognize main ideas, events, characters, terms, relationships, events Identify use of literary devices Analyze form, organization, & structure (e.g., logical, words, transitions, rhetorical uses) of different texts Distinguish relevant/irrelevant information; text content Identify connections and relationships between texts, content 	<ul style="list-style-type: none"> Analyze information from text Analyze information, among genres, issues, problems Analyze for structure/author's craft (primary devices, viewpoint, or rhetorical uses) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple works of the same author of similar genre, time period, theme Analyze comparison/contrast, theme, perspective, concepts Compare, analyze, and organize multiple information sources Analyze discourse styles
Evaluate Make judgments about the value of criteria, check, defend, discriminate or justify, weigh, defend			<ul style="list-style-type: none"> Use evidence and develop a thesis, argument for comparison Describe, compare, and contrast related methods Identify reasonableness of research, quality of evidence, synthesized prose 	<ul style="list-style-type: none"> Evaluate evidence, accuracy, & appropriateness of information Apply understanding in a new way, provide argument, justification for the application
Create Represent elements into new patterns, synthesize, perform, hypothesize, design, plan, create	<ul style="list-style-type: none"> Transform ideas, concepts, processes, or perspectives related to a text or concept 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on evidence or text knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one genre or text Develop a complex model for a given situation Develop an acceptable solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Accurately a new view, alternate theme, new knowledge or perspective

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For full article, go to www.aries.org

Matrix of Learning Target Verbs

	Knowledge	Reasoning	Performance	Product
Explain		Predict	Observe	Design
Describe		Infer	Perform	Produce
Identify		Classify	Compose	Make
Define		Compare	Conduct	Write
Recall		Summarize	Speak	Draw
Recognize		Analyze	Operate	Represent
Select		Evaluate	Investigate	Display
List		Generalize	Collect	Model

Standard/Expectation:			
Type: <input type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			
Learning Targets			
What are the knowledge, reasoning, skill or product targets underpinning this objective?			
Knowledge Targets What must students know?	Reasoning Targets How are students using knowledge to solve a problem, make a decision, etc.?	Performance Skill Targets What must students be able to do? How are they using knowledge and reasoning to perform a task?	Product Targets What are students asked to produce or create?



Discuss the benefits of deconstructing the standards

Benefits

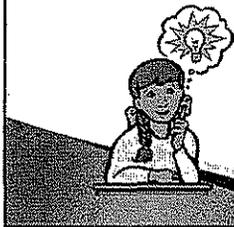
- › Makes learning targets clear for both teachers and students
- › Develops common understanding and expectations for teachers and students (kid friendly)
- › Identifies key content and skills needed for instruction
- › Helps to determine the number of learning opportunities needed

Turn and Talk:

- › Are there other benefits to deconstructing standards?
- › How will deconstructing standards help plan/implement instruction?

Concepts

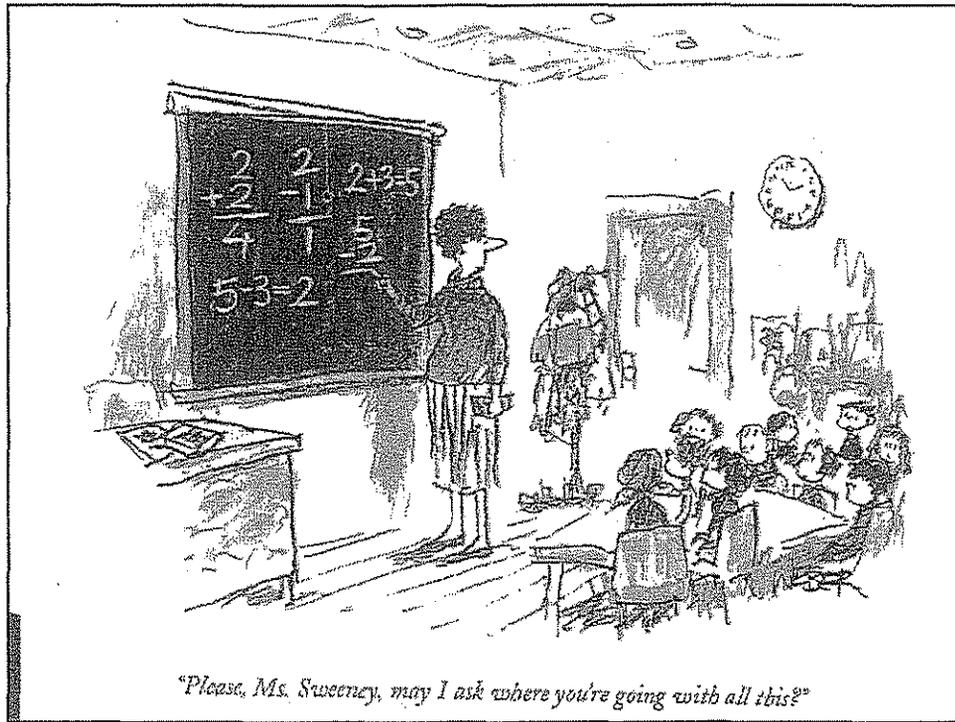
- Content represents the concepts and skills that students must master *and hold with them* in order to be fully prepared for the next grade level.
- Terms, concepts, or vocabulary that might have multiple uses or interpretations should be discussed and a common understanding developed to improve consistency.
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Determine Big Ideas
Write Essential Questions

Skills

- Directly relate and support student learning toward the expectations of the standard
- Break the standard down into its component parts in order to identify strengths and needs
- Are specific and measureable
- Do not repeat the wording of the standard
- Focus on what students need to learn rather than activities
- Establish what students need to know and be able to do
- Not a list of standards, but rather the skills students acquire as they work toward mastery of the standards



What's next?

- ▶ Select a RI standard to deconstruct. Refer to slide 13
- ▶ Select standards from CCCM Unit 5 for your grade level.
- ▶ <http://commoncore.org/>
- ▶ Discuss how a standard(s) can be supported/taught across the content areas.
- ▶ <http://www.corestandards.org/the-standards>

**Math Professional Development
November, 13, 2012**

Agenda

K – 4 Teachers

8:30 – 8:45 Welcome teachers and explain how the morning will work. Mick DiCicco will work with grades 3 and 4, Karen Moylan will work with grades K-2 and is available to grades 3 and 4 if needed.

8:45 – 11:30 Work in upcoming Bridges units to align with the Common Core.

Kindergarten

- Look at the Kindergarten Cumulative Assessment and making revisions to align with CCSSM
- Review current March progress report benchmarks and make changes necessary to align with units being taught

Grade 1

- Look at Number Corner for the rest of the year and make changes to align with CCSSM
- Review current March progress report benchmarks and make changes necessary to align with units being taught

Grade 2

- Review Units 3 and 4 and prepare materials needed to teach these units. This includes looking at the lessons that are now being eliminated and those being added and preparing materials needed for the supplemental lessons added for CCSSM.

Grade 3

- Review pre-and post-assessments for Units 3 and 4. Make changes to accommodate the supplemental lessons being added and eliminate items that are no longer a focus.
- Look at CCSSM alignment for Number Corner

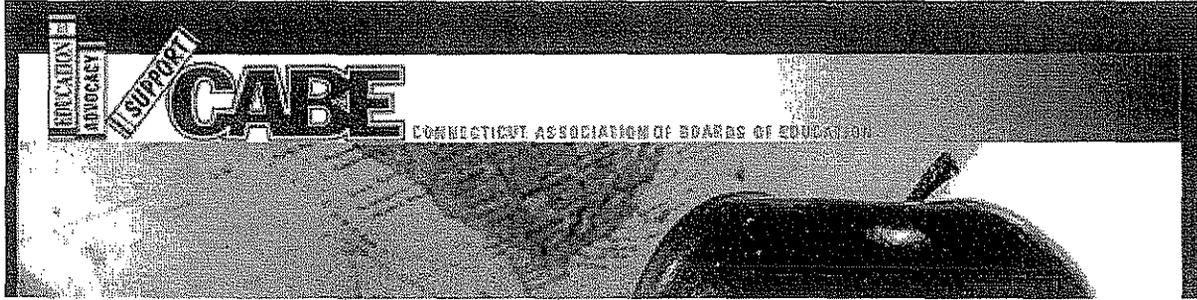
Grade 4

- Look at Unit 5 since this a complete replacement unit. Go through the lessons to ensure that you understand what you will be teaching. Review the assessments and start preparing materials that will be needed.

11:30 – 12:30 Lunch

12:30 – 3:30 Grades 5 – 8

- Pass out unpacked math standards and review as a grade level to review what has been eliminated from the grade level and what has been added due to CCSSM
- Grades 6-8 will look at Units 4 and 5 of CPM to understand what will be taught in those units and what support will be needed
- Grade 5 – Continue looking at the Bridges alignment to CCSSM and make changes to units still to be taught.



9th Annual

CABE Leadership Institute

offered at CABE in Wethersfield

The CABE Leadership Institute is designed to provide school board members with the skills and knowledge they need to be effective advocates and leaders for equity and excellence in student achievement at the local and state level.

Participants in the previous Institutes noted "the CABE Leadership Institute provided an unparalleled opportunity to learn from some of the key educational policy makers in the state of Connecticut."

Talk with Previous Graduates About Their Experience

Leadership Institute graduates include many members of the CABE Board of Directors:

Lydia Tedone
Richard Murray
Beverly Washington
Gary Brochu
Eileen Baker
Ann Gruenberg
Sheila McCreven
John Prins
Bob Mitchell
Becky Tyrrell

Class Schedule

Session 1: January 24, 2013

4:00 - 8:00 PM

Effective Leadership to Promote Student Achievement

Session 2: January 31, 2013

4:00 - 8:00 PM

Public Education in Connecticut - Challenges and Opportunities

Session 3: February 7, 2013

4:00 - 8:00 PM

Getting the Message Out

Session 4: TBA - Via Webinar

Using Data Effectively - The Lighthouse Project

Session 5: February 21, 2013

4:00 - 8:00 PM

Your Leadership Agenda - Charting a Course for Change

Some sessions will be available electronically to accommodate your schedule.

There is NO FEE for this leadership program.

Application DEADLINE: December 17, 2012

Contact Patrice McCarthy at pmccarthy@cabe.org or
call 860 571-7446 for additional information
or to receive an application form.

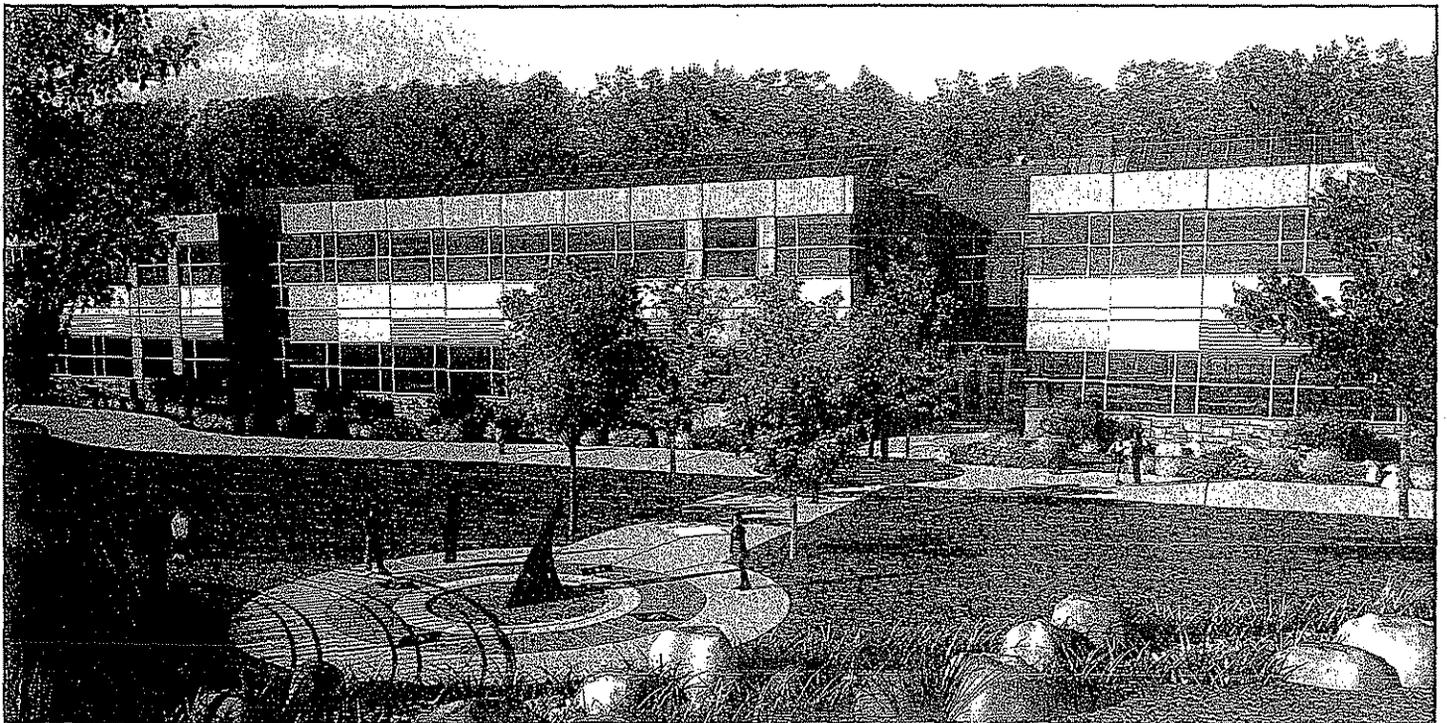
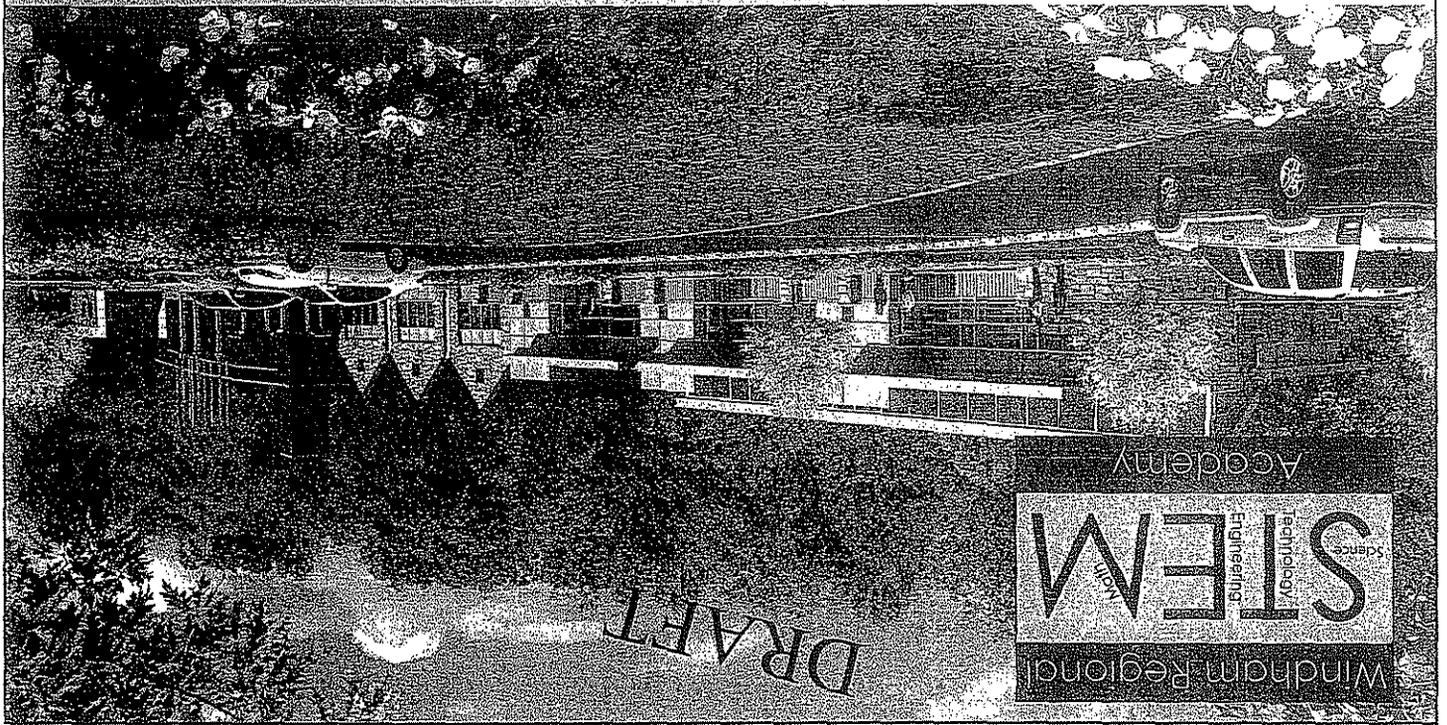
CABE – Connecticut Association of Boards of Education
81 Wolcott Hill Road, Wethersfield, CT 06109
P: (860) 571-7446 F: (860) 571-7452
Email Website Staff:
ncarusoc@cabe.org

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Windham Regional STEM Academy

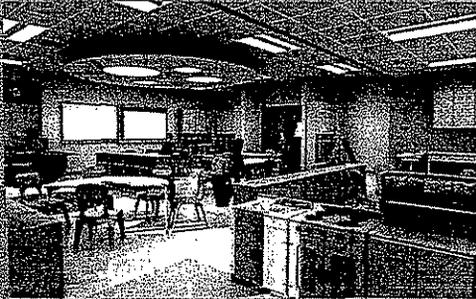


For more information contact Principal Jeff Wihbey,
860-465-2350 or jwihbey@windham.k12.ct.us

Windham Regional STEM Academy



Central Courtyard



PreSchool Classroom



Library



Laboratory

About the STEM Academy

Windham's Regional STEM Academy is the first preK-8 STEM magnet school in northeastern Connecticut. STEM is an acronym for Science, Technology, Engineering and Mathematics. Focusing on these subjects will help students gain important cognitive and academic skills, enhancing their ability to think critically, solve complex problems and work collaboratively.

About the Building & Grounds

The new, state-of-the-art, 33,700-sq-ft school will accommodate 600 students, ranging from full-day pre-kindergarten through 8th grade, and will serve the town of Windham and 10 surrounding towns. The building is sited on a sheltering hillside to take full advantage of solar energy. All carefully designed laboratories, classrooms and interior spaces are set around a center courtyard where rain-water run-off is channeled into a natural bio-filtration swale. The swale mimics a perennial stream bed and serves as an outdoor classroom. Other outdoor study areas include butterfly and vegetation gardens. There is also plenty of room for student recreation, as the site includes athletic fields and a playground.

About the STEM Curriculum

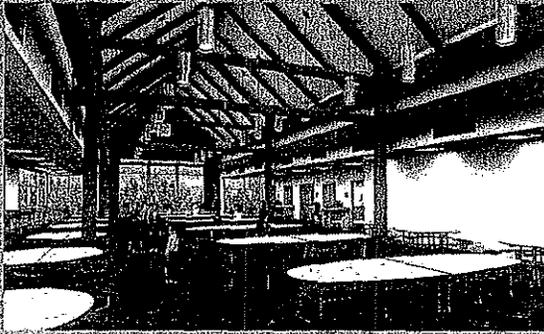
Windham's Regional STEM Academy curriculum uses integrated, inquiry-based learning to build strong foundational knowledge in the disciplines of science, technology, engineering and mathematics (STEM). Students experience hands-on learning, both inside and outside the classroom, which helps expand their understanding of the world around them.

A rigorous, STEM-based education develops confident students who have a deep understanding of the science practices, enabling them to make observations, raise questions, investigate, interpret, collaborate, communicate and problem-solve, using logic, reasoning and technology. STEM-based curricula integrate core subjects like English language arts, world languages and social studies, through a reinvigorated curriculum that breaks down traditional barriers between academic subjects. The curriculum, taught by highly qualified teachers, seeks to prepare intellectually engaged students for success both in college and in an increasingly complex world.

The STEM Experience

Our teaching methods, state-of-the-art technology, laboratories, classrooms and equipment provide students with the tools they need to apply effective, critical thinking skills to any challenge. Hands-on inquiry helps to motivate students as they gain confidence across academic disciplines and develop a broader intellectual and personal understanding of the world around them. Learning becomes more meaningful as personal inquiry stimulates higher-level thinking and students investigate real-world problems in a stimulating and supportive learning environment.

For more information, contact Principal Jeff Wihbey at 860-465-2541, or jwihbey@windham.12.ct.us.



Cafeteria

Buildings & Grounds

- 83,700-sq.-ft. school for 600 students, preschool through 8th grade
- Newly constructed “green” facility
- Learning environment designed to support the STEM experience
- Laboratories, classrooms and interiors surround center courtyard for learning
- State-of-the-art technology, equipment and laboratories, including an oceanography lab, a LEGO/robotics lab and a distance-learning lab
- Outdoor spaces include 2 courtyard “ponds” to collect roof rainwater, a nature path and an outdoor “classroom”
- Other outdoor spaces: vegetable garden, butterfly garden, sensory garden, rain garden and tree nursery bio-infiltration swales
- Athletic fields and a playground
- Sited in a beautiful, rural, 25-acre setting in North Windham, CT

Strategic Partners Extending Opportunities for Learning

- **Connecticut Science Center** — providing field trips, scientist-in-residence and professional development for teachers
- **University of Connecticut** — providing a resident scholar, professional development for teachers, practicums, research and publishing opportunities
- **EASTCONN** — providing professional development for teachers and management support
- **Local Businesses** — providing field trips, guest speakers, mentorships and special projects

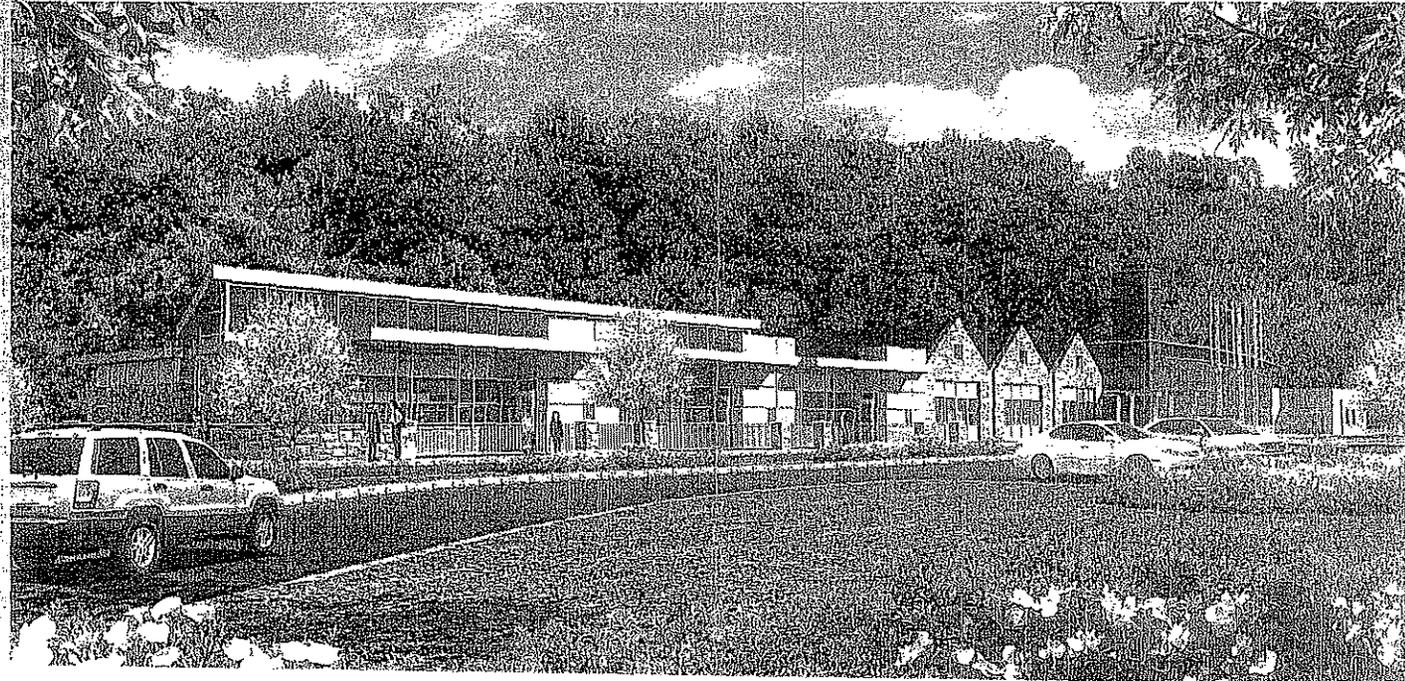
Windham Regional

STEM

Academy

DRAFT

Preparing Students
for Success in the
21st Century



Windham Regional STEM Academy

About the STEM Academy

Windham's Regional STEM (Science, Technology, Engineering and Mathematics) Academy is a new preK-8 magnet school in northeastern Connecticut, enrolling 600 students from the Town of Windham and surrounding communities.

The STEM Experience

Our teaching methods, state-of-the-art technology, laboratories, classrooms and equipment provide students with the tools they need to apply effective, critical-thinking skills to any challenge. Hands-on inquiry helps to motivate students as they gain confidence across academic disciplines and develop a broader intellectual and personal understanding of the world around them. Learning becomes more meaningful as personal inquiry stimulates higher-level thinking and students investigate real-world problems in a stimulating and supportive learning environment.



The Central Courtyard

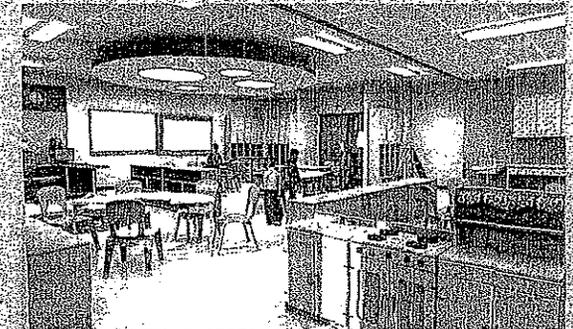


Laboratory Classroom

Educational Features

- A rigorous focus on Science, Technology, Engineering and Mathematics (STEM)
- Students master higher-level thinking skills in a stimulating and supportive learning environment that promotes critical thinking, effective collaboration and the ability to solve complex, real-world problems
- Engineering and science curriculum begins in the earliest grades
- Technology literacy is emphasized through the use of a variety of digital resources, probeware, SMART technology and more
- Students of all ages use laptops and iPads daily; each middle school student is assigned their own iPad
- All students exposed to at least 2 world languages, beginning in Grade 1
- Parents as active partners in the learning process
- Learning Compacts with students, parents and teachers agreeing to academic and behavioral expectations

- Small class/sizes across all grades
- Highly qualified teachers, who participate in extensive professional development
- Full-day kindergarten
- Guest scientists from the Connecticut Science Center, local industry and scholars from universities are partners in the educational process
- Live access to experts from across the globe via the Distance Learning Lab
- Opportunities for field trips, internships and service/research projects in partnership with area businesses
- Full range of extracurricular activities, from sports to community-based service projects
- Modeled after other successful STEM schools in Connecticut and other states



Kindergarten Classroom

For more information,
contact Principal Jeff Wihbey
at 860-465-2541 or
jwihbey@windham.k12.ct.us

LEGISLATIVE BREAKFAST

Legislative Breakfast Agenda

Rockville High School
Vernon, CT

Thursday, November 29, 2012
7:30 a.m. - 9:00 a.m.

7:30 a.m. – 8:00 a.m. **Registration and Breakfast**
* - *Rockville High School Auditorium Lobby*

8:00 a.m. **Welcome & Introduction**
*Dr. Mary P. Conway, Superintendent,
Vernon Public Schools
Mrs. Laura Bush, Area 3 Director
CABE*

8:10 a.m. **Outline of CABE 2013 Legislative Agenda**
*Mrs. Laura Bush, Area 3 Director
CABE*

8:25 a.m. **Responses/Comments from Legislators**
Legislators

8:45 a.m. **Questions/Comments**
Audience

9:00 a.m. **Close/Acknowledgment**
*Mrs. Laura Bush, Area 3 Director
CABE*

NORTHEAST AREA/UNIVERSITY AREA SUPERINTENDENTS
CONNECTICUT STATE SENATORS & REPRESENTATIVES
(SENATE DISTRICTS 4, 18, 19, 29, 33, 35,
HOUSE DISTRICTS 8, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 139)

LEGISLATIVE BREAKFAST
THURSDAY, DECEMBER 6th, 2012
7:00 - 9:00 A.M.

EASTCONN Administrative Offices
Conference Room A
376 Hartford Turnpike (Route 6)
Hampton, CT

AGENDA

- 7:00 Arrival and Breakfast
- 7:45 Welcome and Introductions
- 8:00 Discussion:
- I. New Educator Evaluation legislation and its implication
 - II. ECS Task Force initial recommendations and possible impact on northeastern Connecticut districts
 - III. Special Education excess costs
 - IV. Small Schools Task Force
 - V. Personalized Learning Initiative
- 9:00 Adjourn

DRAFT

**Mansfield Board of Education Meeting
November 8, 2012
Minutes**

Attendees: Mark LaPlaca, Chair, Shamim Patwa, Vice Chair (via phone), Holly Matthews, Jay Rueckl, Carrie Silver-Bernstein, Randy Walikonis, Superintendent Fred Baruzzi, Board Clerk, Celeste Griffin

Absent: Martha Kelly, April Holinko, Katherine Paulhus

The meeting was called to order at 7:30pm by Mr. LaPlaca.

SPECIAL PRESENTATION: MMS Orchestra Teacher, Michael Carbonneau, and the MMS Fiddle students played for the Board and discussed their Fiddlehike Field Trip to New Hampshire.

Mrs. Paulhus arrived at 7:45pm.

HEARING FOR VISITORS: None.

COMMUNICATIONS: None

ADDITIONS TO THE PRESENT AGENDA: None

COMMITTEE REPORTS: Mr. LaPlaca reported that the Goodwin Bequest Committee met and there was nothing new to report.

REPORT OF THE SUPERINTENDENT:

- Shandong Provincial Department of Education: Thanh Nguyen, Middle School Principal, reviewed the Principal Shadowing Program and introduced the guest principals. Mr. LaPlaca, Carole Norrish, MMS Family Consumer Science teacher, and students presented gifts to each of the 4 principals visiting from the Shandong Province. Lou Dezeng, Vice President, Qilu Normal University, presented a gift to Mr. LaPlaca and the Board of Education, which was donated to the Middle School.
 - Quarterly Financials: Mr. Baruzzi reported fiscal year to date results for expenditures and revenues were as expected. MOTION by Mr. Rueckl, seconded by Ms. Patwa, to accept the Town of Mansfield Quarterly Financial Report for the quarter ending September 30, 2012. VOTE Unanimous in favor.
 - Salary Transfers: Mr. Baruzzi reviewed the salary transfer report and answered questions from Board Members. MOTION by Mr. Rueckl, seconded by Mr. Walikonis, to approve the Salary Budget Transfers for fiscal year 2012-2013. VOTE: Unanimous in favor.
 - Food Service Grant: Discussion was postponed until a future meeting.
 - 2012-2013 School Calendar: Mr. Baruzzi reviewed the calendar and the school cancellations to date. Board discussed process of determining school calendar. MOTION by Mr. Rueckl, seconded by Ms. Silver-Bernstein, to refer the discussion to the Policy Committee. VOTE: Unanimous in favor.
 - Common Core State Standards: Mr. Baruzzi shared presentations of the October Professional Development Day.
 - School Climate Surveys: Mr. Baruzzi reviewed the responses of the surveys by parents, staff, and students.
- Ms. Silver-Bernstein left at 8:42
- Class Size Enrollment: Mr. Baruzzi reported no significant change in enrollment in the district.

NEW BUSINESS: None

CONSENT AGENDA: MOTION by Ms. Paulhus, seconded Mr. Rueckl, that the following item for the Board of Education meeting of November 8, 2012 be approved or received for the record: VOTE: Unanimous in favor.
That the Mansfield Public Schools Board of Education approves the minutes of the October 25, 2012 Board meeting.

HEARING FOR VISITORS: None

SUGGESTIONS FOR FUTURE AGENDA: Mr. Walikonis requested a report on the voting at Vinton.

MOTION by Mrs. Paulhus, seconded by Mr. Walikonis, to adjourn at 9:06pm. Vote was unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk

December 5, 2012

Dear Mansfield Board of Education,

I am writing to request another year leave of absence. My husband has been asked to stay in Chile for at least another year and we have decided to take this opportunity. Given that he works for Pratt / Whitney and the fiscal cliff is looming with layoffs pending at Pratt in January, we feel that this placement is the most secure for him. I have been staying involved with the school by tutoring students in sixth and seventh grades at X block via Skype. I will continue to do this for the remainder of the year and hope to next year as well.

We retain our home in Connecticut and will return to our former lives as soon as this adventure ends. I hope that you will consider my request.

Sincerely,

Barbara Hunter