

Southington Board of Education Meeting

Thursday, May 12, 2016 6:30 PM
Municipal Center Public Assembly Room 200 North Main Street
Southington, CT 06489
200 North Main Street
Southington, CT 06489



BOARD OF EDUCATION REGULAR MEETING

1. CALL TO ORDER
2. Executive Session to discuss Para Negotiations, Personnel, Unaffiliated Employees and Safety and Security ~6:30 p.m.
3. Celebration of Excellence ~ Profiles in Professionalism Honorees
4. Reconvene Meeting ~ Regular Session ~ 7:30 p.m.
5. Pledge of Allegiance
6. Approval of Minutes ~ April 28, 2016
7. Communications
 - a. Communications from Audience
 - b. Communications from Board Members
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Report of Superintendent
 - a. Personnel Report
9. Committee Reports
 - a. Curriculum and Instruction Committee Meeting ~ May 3, 2016
10. Old Business
 - a. Town Government Communications
11. New Business
 - a. Textbook Approvals
 - b. Curriculum Approval
 - c. District Data Team Presentation
 - d. Energy Management Policy ~ First Reading
12. Adjournment



SOUTHINGTON PUBLIC SCHOOLS

Press Release

For release: May 2, 2016

Contact: (860) 628-3202

Timothy F. Connellan

Superintendent of Schools

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT FOR
CURRICULUM AND INSTRUCTION

BOARD OF EDUCATION

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PATRICIA A. QUEEN

200 NORTH MAIN ST.
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

Southington Public Schools 2015-2016 Profiles in Professionalism Honorees

The following are the honorees for the **Southington Public Schools 2015-2016 Profiles in Professionalism** who will be recognized at the Board of Education meeting to be held at 7:00 p.m. on Thursday, May 12, 2016 at the Municipal Center, Public Assembly Room, 200 North Main Street, Southington, CT.

Southington High School	Brian Durbin
ALTA	Amy Kosienski
Joseph A. DePaolo Middle School	Bethany Rosin
John F. Kennedy Middle School	Josie Rogala
Derynoski Elementary School	Marianne Sabato
Flanders Elementary School	Nancy Beaulieu
Hatton Elementary School	Brenda Carrier
Kelley Elementary School	Krista Stiebel
Plantsville Elementary School	Regina-Julie Albee
South End Elementary School	Linda Iverson
Strong Elementary School	John DelSanto
Thalberg Elementary School	Melissa Kennedy
Central Office	Catherine Sheldrick
Maintenance	Victor Baldwin

Respectfully,

Timothy F. Connellan
Superintendent of Schools

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

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

APRIL 28, 2016

The regular meeting of the Southington Board of Education was held on Thursday, April 28, 2016 at 7:30 p.m. in the Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut with Executive Session scheduled for 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:34 p.m.

Board members present: Mr. Robert Brown, Mrs. Terri Carmody, Mrs. Juanita Champagne, Mrs. Colleen Clark, Mr. David Derynoski, Mr. Zaya Oshana (*arrived at 6:45 p.m.*), Mrs. Patricia Queen. Absent: Mrs. Terry Lombardi.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; and Mrs. Sherri DiNello, Director of Business and Finance.

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

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student Expulsion, Personnel, Non-Renewals of Interim Teachers and Paraprofessional Negotiations, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

2. EXECUTIVE SESSION TO DISCUSS STUDENT EXPULSION, NON-RENEWALS OF INTERIM TEACHERS AND PARAPROFESSIONAL NEGOTIATIONS

Mr. Goralski declared Executive Session ended at 7:20 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

The regular session was reconvened at 7:33 p.m. by Mr. Goralski, Chairperson.

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

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Stephen Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; Mr. Peter Romano, Director of Operations; and Ms. Margaret Walsh, Director of Pupil Services.

Student Representatives present: Mr. Christopher Iverson, Miss Samantha Martins.

4. PLEDGE OF ALLEGIANCE

The student representatives led in reciting the Pledge of Allegiance.

Mr. Goralski called for a moment of silence in memory of the following people who recently passed away:

- 1) Joseph Cipollini was employed as a secondary science and gifted education teacher by the Southington Public Schools since August 1983 until his passing. He was the Emblem Advisor from August 2011 until January 2011 and Summer School Program science teacher from 2012-2015.
- 2) Mary Wielgosh was a retired food service employee who worked in the cafeteria at the former Milldale School.

5. APPROVAL OF MINUTES ~ March 24, 2016

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

“Move to approve the regular Board of Education minutes of March 24, 2016, as submitted.”

Motion carried unanimously by voice vote.

6. COMMUNICATIONS

a. Communications from Audience

There was no audience communication.

b. Communication from Board Members

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

“Move to move Agenda Item 10.e ‘Curricula Approvals’ to Agenda Item 8.b.1.”

Motion carried unanimously by voice vote.

MOTION: by Mrs. Carmody, seconded by Mr. Oshana:

“Move to move Agenda Item 10.f ‘Textbook Approvals’ to Agenda Item 8.b.2.”

Motion carried unanimously by voice vote.

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

“Move to move Agenda Item 10.h ‘Field Trip Approvals’ to Agenda Item 6.e.”

Motion carried unanimously by voice vote.

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

“Move to add Agenda Item 10.i ‘Student Expulsion 2015-2016-07’ to the agenda.”

Motion carried unanimously by voice vote.

The Board members remarked on the following:

- The excellent way that central office administration and Kennedy School handled the recent passing of teacher, Joe Cipollini.
- The Southington Community Theater will be performing the play “1776” the end of June with several well-known school employees in the cast.
- The South End School students will be performing the “Wizard of Oz” over upcoming weekend.
- Nancy Chiero, a teacher at Southington High School, will be honored Saturday, April 30 by the Chamber of Commerce. Also, the Middle School Building Committee will be honored with the Beautification Award for the Middle Schools.
- The Board congratulated Miss Samantha Martins for her induction into the National Honor Society.

c. Communication from Administration

Administration reported on the following:

1. Professional Development and Evaluation Committee: Mr. Madancy noted that this committee was formerly called “T-Eval.” The committee administered the Standards Assessment Inventory across the district. On Tuesday, April 26 the committee held a full-day retreat that included identifying the initiatives that they would like to address.
2. District-wide Instructional Technology Committee: A Technology Integration Specialist at Kennedy and DePaolo Middle School is doing his internship with Mr. Madancy and, as his leadership project initiative, helping to resurrect this committee that existed several years ago. Mr. Madancy reported on the current accomplishments of this 20-member committee. Mr. Goralski noted that Mrs. Lombardi was designated as the Board of Education representative serving on this committee.
3. Ed Leader 21 East Coast Professional Learning Day: On April 1, 2016, Mr. Connellan and Mr. Madancy brought a team of individuals to the Ed Leader East Coast Professional Learning Day in Boston with the focus on critical thinking. The team is in the process of finding the best way to share this information with the district. Mr. Ken Kay, who was the leader of this professional learning day in Boston, came to Southington on Monday to speak to the district’s Administrative Leadership Team. Mrs. Queen is reading the book The Leader’s Guide to 21st Century Education written by Ken Kay and Valerie Greenhill. She offered to share it with any Board member who would like to read it.

4. BOE / Town Collaboration – Clean Energy Grant: Mr. Romano reported that two energy grants were awarded to the town and designated for work with Titan Energy, which includes heating work at Derynoski. He met with Mrs. Annette Turnquist, Town Engineer, and discussed using the money to buy materials with the Board of Education maintenance staff installing them. They would use the money saved on labor for other energy conservation items. Mrs. Turnquist met with the grant originator to ensure there would be no problems doing this, which was approved. As a result, they will be purchasing products with the grant to complete five other projects. The maintenance staff will be performing these installations during normal working hours.

d. Communications from Student Representatives

Mr. Iverson reported on the following:

- Mr. Brino will be attending the University of Hartford, School of Engineering and Mr. Iverson will be attending Quinnipiac University, School of Business.
- The National Honor Society inducted 53 new members, including Samantha Martins.
- Scholarship information will be available on Friday, April 29.
- Academic Awards Night is Wednesday, May 11.
- Scholarship Night with official presentations is Thursday, May 19.
- The high school will be hosting a Student Art Show on Monday, May 16, 6:00 p.m. through 8:00 p.m.
- Mr. Iverson has senior dismissal, but does not leave school. He stays period 8 to do the bookkeeping for the athletic office. He stated that the athletic office is in dire need of accounting software such as Quickbooks.

Miss Martins reported on the following:

- Mr. Brino put together the “Unlocker Challenge” and Southington High School placed 24 out of 100 schools.
- The field trips abroad were a good opportunity for the students to practice their language skills authentically.
- DECA is currently in Nashville, Tennessee.
- The Robotics Team won the New England Championship and they are now in St. Louis, Missouri.
- Project-Lead-the-Way Senior Night is May 27, 2016.
- Junior Prom is Saturday, May 7, 2016 and Senior Prom is May 21, 2016.
- The Girls Rugby Team won against Cheshire 51 - 7.

e. Field Trip Approvals (*formerly Agenda Item 10.h*)

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

“Move that the Board of Education approves the field trip request for students to travel to Costa Rica, Chile, and New York, as presented by the administration.”

It is understood that all education regulations and policies have been followed during the arrangement of these trips, including the funding that has been handled by the school

comptroller. Additionally, all perspective students who are considering the trip were informed that travel insurance will be required for this trip as the Board continues to have concerns over the continuously changing information being broadcast regarding the Zika virus and its potential impact on tourists. It was recommended that at least one chaperone that is accompanying the student groups on international field trips has an international phone package allowing texting and lines of communication between home and abroad.

Motion carried unanimously by voice vote.

7. REPORT OF THE SUPERINTENDENT

a. Personnel Report

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

“Move to approve the Personnel Report as amended by the Superintendent of Schools.”

The resignation of Mr. Richter had been rescinded.

Motion carried unanimously by voice vote.

8. COMMITTEE REPORTS

a. Policy & Personnel Committee Meeting ~ April 18, 2016

The committee discussed acceptable temperatures and climate in school facilities and reviewed three sample policies of energy management and conservation and selected one for adoption by the full Board on May 12 because Southington does not have such a policy in place. The committee also reviewed and recommended changes to the job descriptions for the Instructional Technology Coordinator and Teacher Leader, which will go before the Board for approval. The committee discussed the CABE policy review and how to manage the work flow to effectively process the large volume of policies for review. They discussed subscribing to the CABE quarterly update service to stay current on policy as state legislation dictates.

b. Curriculum & Instruction Committee Meeting ~ April 19, 2016

The committee reviewed the World Language revised curriculum and discussed the shift and design of the new curriculum and the textbooks to be considered for adoption. They also reviewed the business curriculum documents and discussed the career and technical assessments that will be occurring in May. The committee discussed the proposed field trips to Costa Rica and Chile and concerns regarding the Zika virus. The committee also discussed course enrollment numbers in the elective areas and the impact that the early dismissal option, which is now available to seniors, has on certain course offerings. At the next Curriculum meeting, administration will bring back a three-year history on enrollment in elective courses and the rationale for the change to early dismissal.

b.1 Curricula Approvals (formerly Agenda Item 10.e)

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

“Move that the Board of Education supports the request from the Curriculum and Instruction Committee to approve the revised curricula for Business and World Language.”

Motion carried unanimously by voice vote.

b.2 Textbook Approval (*formerly Agenda Item 10.f*)

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

“Move that the Board of Education approves the purchase of the Spanish, French, and Latin World Language textbooks and eTexts that are endorsed by the Curriculum and Instruction Committee.”

Motion carried unanimously by voice vote.

c. Finance Committee Meeting ~ April 20, 2016

The committee reviewed the Self-Insurance Report, Athletic Training RFP award, Custodial contracts, driver’s education program rental agreement at the high school, the current operating budget projection and the 25% hold on school supply budgets. They also discussed language options for extending contracts on bid awards. Mrs. Lombardi recused herself from discussing and voting on the Athletic Training RFP Award because her employer was one of the bidders.

1. Athletic Training RFP Award

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

“Move to award Select Physical Therapy a three-year contract with the opportunity for extensions.”

Motion carried unanimously by voice vote.

2. Custodial Contracts (SHS & Municipal Center)

The committee requested that Southington High School, Municipal Center, DePaolo and Kennedy Middle School and Derynoski Elementary School be bid for the 2017-2018 school year.

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

“Move to extend the contract for one-year with Performance Environmental per their proposal dated March 25, 2016 for Southington High School and the Municipal Center.”

Motion carried unanimously by voice vote.

3. Custodial Contracts (DePaolo, Kennedy & Derynoski)

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

“Move to extend the contract for one-year with Capitol Cleaners per their proposal dated March 28, 2016 for DePaolo and Kennedy Middle Schools and Derynoski Elementary School.”

Motion carried unanimously by voice vote.

4. Rental – Driver’s Education Program

The Next Street driver’s education program, previously named All-Star Driver, lease agreement will be expiring on June 30, 2016.

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

“Move to approve a new three-year lease agreement with The Next Street driver’s education program at \$1,500 per 30-hour sessions.”

Motion carried unanimously by voice vote.

9. OLD BUSINESS

a. Town Government Communications

Mr. Goralski reminded the Board of the Town Council meeting on May 9, 2016, 7:00 p.m. at the Municipal Center when they adopt all budgets. The Farm Heritage meeting scheduled for April 27 was postponed and moved to Friday, April 29 when they will address the RFPs received for the farm land on Bellevue Avenue. The Facilities Advisory Committee is moving forward with advertising and seeking out potential sponsors.

b. Construction Update

Mr. Romano reported that the Derynoski Fire Alarm upgrade to the components was completed during the April spring break without and problems. The Southington Fire Department and Building Department has approved the work. He expected the closeout documents from the contractor next week.

The Board discussed Greenskies putting solar panels on the Hatton School roof, which is 15 years old with a 20 year life and whether the roof design could take the weight of the solar panels. Hatton’s roof was completed in 2003. Mr. Romano was concerned with placement over the cafetorium and gymnasium. The agreement is that Greenskies will produce a Connecticut stamped PE engineered drawing with the calculations to put the panels on that area, which he will have a local engineer review independently. It has to be made very clear as to who is going to cover the cost if the roof needs to be repaired or replaced.

10. NEW BUSINESS

a. Mid-Year Report on Superintendent’s Objectives

The superintendent’s objectives will be reviewed in September and January moving forward. The Board was pleased with the working document and the detailed cover letter.

b. Southington High School Graduation Date

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

“Move to approve Friday, June 10, 2016 as the date for Southington High School graduation.”

Motion carried unanimously by voice vote.

c. Non-Renewals of Interim Teachers

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

“Move to non-renew the contracts of staff operating under the Elementary Counseling Grant; operating as one-year interim long-term substitutes; operating as substitutes over 40 days; operating as re-employed teachers under the Teacher Retirement Board re-employment rules, as presented by the Superintendent.”

Motion carried unanimously by voice vote.

d. SHS Civil Rights Compliance Review by State Board of Education

Mr. Connellan explained that the State Board of Education does a periodic review at the high school initiated through the department that oversees Career and Technical Education (CTE), which was last reviewed 11 years ago. After the current review, the state issued a report detailing areas of non-compliance regarding certain aspects of civil rights and equity in programs. The administrative team is putting together a voluntary compliance plan to address this and will collaborate with other town administrative and policy making officials. Board members discussed the gifting of items from Booster Clubs that leads to inequity in programs. Mr. Connellan will address the unrealistic timeline with the Commissioner of Education for submitting a compliance plan.

e. Curricula Approvals *(Moved to Agenda Item 8.b.1)*

f. Textbook Approvals *(Moved to Agenda Item 8.b.2)*

g. Job Description Approvals

MOTION: by Mrs. Queen, seconded by Mrs. Clark:

“Move that the Board of Education approve the revised Teacher Leader job description and the proposed Instructional Technology Coordinator position as recommended by the Policy and Personnel Committee.”

Motion carried unanimously by voice vote.

h. Field Trip Approvals (*Moved to Agenda Item 6.e*)

i. Student Expulsion 2015-2016-07

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

“Move to expel student 2015-2016-07 as stipulated by the Superintendent of Schools.”

Motion carried unanimously by voice vote.

11. ADJOURNMENT

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

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:55 p.m.

Respectfully submitted,
Linda Blanchard
Recording Secretary

Board of Education

Administrative Report

May 12, 2016



- 1. School Calendar – adjustment of elementary marking periods and parent conferences**
- 2. Military Luncheon – Tuesday May 24, 2016**
- 3. End of year events between now and next BOE meeting**
 - a. SHS Art Show – Monday May 16, 2016 at 6:00 p.m.**
 - b. World Language Honor Society Induction – Wednesday May 18, 2016 at 5:00 (SHS Atrium)**
 - c. SHS Scholarship Night – Thursday May 19, 2016 at 7:00 p.m.**
 - d. Armed Forces Luncheon – Friday May 20, 2016 (Mr. Stranieri and Mr. Connellan will be guests)**
 - e. Military Luncheon – Tuesday May 24, 2016 at Noon in the MC**
 - f. Top Ten Scholar Luncheon – Wednesday May 25, 2016 at Noon in the Corner Café**
 - g. Visiting Artist Unveiling – Wednesday May 25, 2016 on the Rails to Trails**
 - h. Project Lead The Way Senior Night - Wednesday May 25, 2016 at 6:00 p.m. SHS**
- 4. Legal update**

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date May 12, 2016

Decision Requested X Agenda Code 8. a.

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for 2015 – 2016.

Background: The attached report lists personnel activity from April 1 through April 30, 2016.

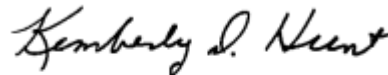
Alternative Strategies: _____

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

Beginning Date of Program or Project: _____ N/A

Ending Date of Program or Project: _____ N/A

Recommendation or Comment: Recommend that the Personnel Report be approved as submitted.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. Personnel Report

Agenda – May 2016

PERSONNEL ACTIVITY REPORT

FOR: May 2016

APPOINTMENTS

Certified

Name	Position	School	FTE If Less Than 1.0	Effective Date	Highest Degree	University / School	Salary
Sparks, Katelyn	Social Studies Teacher	SHS		August 29, 2016	BA	Southern CT State University	\$45,900.00
Osborn, Mary Lynne	Family & Consumer Science Teacher	SHS		August 29, 2016	6 th Year	Central CT State University	\$90,777.00
Richter, Christopher	Social Studies Teacher	SHS		August 29, 2016	MA	Reinstatement	\$54,400.00
Kelly, Jillian	Interim School Psychologist	JFK		August 29, 2016	MA	Fairfield University	\$53,300.00
Kirsche, Sharon	Science Teacher	SHS		August 29,2016	6 th Year	Yale University	\$55,665.00

Classified

Name	Position	School	Hours Per Week	Effective Date	Salary / Hourly Rate
Santone, Sarah	Part-Time Special Ed Paraprofessional	JAD	17.00	To be determined	\$15.36
Heiner, Jaime	Interim Part-Time Special Ed Paraprofessional	JFK	19.50	April 18, 2016	\$10.67
Griffin, Dawn	Nurses Secretary, Class II	SHS	37.50	April 27, 2016	\$21.99
Wilson, Kim	Secretary to Special Education, Class I	Central Office	37.50	May 2, 2016	\$22.83
Bioski, Tanya	Security Attendant	SHS	36.25	May 9, 2016	\$18.14

RESIGNATIONS

Certified

Name	Position	School	Effective Date	Years of Service	Retire
Scafariello, Mellissa	Language Arts Teacher	JAD	April 30, 2016	3 years	No
Narducci, Jamie	Grade 3 Teacher	Thalberg	June 11, 2016	8 months	No
Jarvis, Barbara	Mathematics Teacher	SHS	June 30, 2016	33 years	Yes
Hamel, Allyson	Grade 3 Teacher	South End	June 30, 2016	1 year	No

Classified

Name	Position	School	Effective Date	Years of Service	Retire
Santone, Sarah	Interim ABA Therapist	Hatton	To be determined	1 month	No
Griffin, Dawn	Part-Time Library Paraprofessional	SHS	April 26, 2016	3 years	No
Wilson, Kim	Part-Time Administrative Secretary	Central Office	April 30, 2016	1 year	No
Berthiaume, Susan	ABA Therapist	Hatton	May 15, 2016	1 year	No
Beaulieu, Nancy	ELL Tutor	FES & S. End	June 11, 2016	11 years	No

TRANSFERS

Certified

Name	From Position	From School	To Position	To School	Effective Date
No Certified Transfers in the month of April					

Classified

Name	From Position	From School	To Position	To School	Effective Date
No Classified Transfers in the month of April					

UNPAID LEAVES OF ABSENCE

Name	Position	School	Start Date	End Date	Reason
Jayne, Holly	Business Teacher	SHS	November 30, 2016	December 17, 2016	Childrearing

COACHING / STIPENDS

Appointments

Name	To Position	School	Effective Date	Stipend
Lawson, Daniel	Interim Assistant Coach, Boys Lacrosse	SHS	April 18, 2016	\$2,119.34
Osborn, Mary Lynne	Department Head, Family & Consumer Science	SHS	August 29, 2016	\$4,811.18

Resignations

Name	From Position	School	Effective Date
Zenowitz, Thomas	Assistant Coach, Cross Country	JFK	April 5, 2016
Totonis, Anthony	Assistant Coach, Boys Lacrosse	SHS	April 12, 2016



SOUTHINGTON PUBLIC SCHOOLS

Southington, Connecticut Curriculum and Instruction Committee Meeting May 3, 2016

Committee chairperson, Mrs. Terri Carmody, called the Curriculum and Instruction Committee meeting to order at 10:07 a.m.

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

Administration Present and Faculty Present: Mr. Steven Madancy, Assistant Superintendent; Ms. Dot Fontana (left at 10:35 a.m.), Family Consumer Science Chairperson, Southington High School; Ms. Dale Riedinger (arrived at 10:45 a.m.), District Math Coordinator; Mr. Robert Lasbury (arrived at 10:45 a.m.), Math Department Chairperson, Southington High School; Ms. Colleen Lasky, Math Teacher, Southington High School; Mr. Brian Stranieri (arrived at 11:05 a.m.), Principal, Southington High School.

Curriculum Review ~ Family and Consumer Science, Grades 6-12

The committee recognized and thanked Ms. Fontana for her effort and leadership in the area of family and consumer science. The revised documents for Grades 7-12 reflect integration of technology and shifts towards 21st century skills that align with the global economy. The committee commended the work of the family consumer science department, especially in reference to the essential questions embedded throughout the units. Ideas relative to relevance in current society, cultural aspects of the economy, and ethics were embedded within all units. Students are continuously asked to reflect on the skills in lessons learned that may benefit or impact them beyond the content and material covered in the family and consumer sciences curriculum. Conversation also occurred regarding enrollment trends in the various electives.

Textbook Review ~ Mathematics, Grades 7 & 8 and Algebra I

The faculty and administration presented on the math textbooks. The committee sought information on the integration of technology including an e-book presence and the ability to provide differentiated homework. They discussed the use of formative assessment to prepare students and inform instruction as well as the use of visuals, videos, models, and explanations to assist students with a learning process. The presenters indicated a desire to bring in a representative in the fall to continue to promote understanding of all the resources and opportunities available within this text set.

The committee shared the costs associated with bundling and packaging, as well as the savings being roughly \$12 for choosing the e-book only bundle. Both the faculty and committee members agreed the savings wasn't worth the compromise of not having a hard copy text available.

Lastly, there was conversation regarding the apps available to students that are part of this package. Some of the apps allow students to view solutions to a posted problem, take notes in a dynamic classroom, and view the text of the book in a mobile format.

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF
SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

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200 NORTH MAIN STREET
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FAX
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Other

The committee discussed enrollment in the elective area courses by seniors at the high school. There has been a noted decline in recent years. Mr. Stranieri discussed the history and changes to senior privileges that have occurred over the years. The committee asked for more specific information as to the actual numbers of students leaving early each day. Additionally, the committee discussed seeking information that might better tease-out the root causes to the decreased levels of enrollment in elective courses. Some of the rationale considered and discussed may be because of the current leveling system and the impact an elective course at a certain level may have on a student's GPA and class rank, the relevance of some of the courses being offered, or the fact that many students may have a job or have earned the required amount of credits to be eligible for graduation. It was agreed that this would be a continued discussion at the committee level as we continue to gather information.

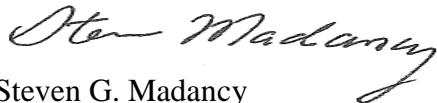
By Mrs. Queen, seconded by Mr. Brown

“Move that the Curriculum and Instruction Committee meeting be adjourned.”

Motion carried unanimously by voice vote.

The meeting was adjourned at 12:06 p.m.

Respectfully Submitted,



Steven G. Madancy
Assistant Superintendent for Curriculum and Instruction

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only Board Meeting Date May 12, 2016

Decision Requested _____ Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

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

Background: N/A

Alternative Strategies: N/A

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

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date May 12, 2016

Decision Requested X

Agenda Code 11 a

AGENDA REPORTING FORM

Agenda Topic: Textbook Approvals

Summary of Issue: Textbook selection is part of our curriculum design process. Money is budgeted for the 2015-2016 and 2016-2017 school years to purchase new/replacement textbooks. Included are supporting documents for the textbooks listed below that are proposed for adoption. The Board of Education's Curriculum and Instruction Committee reviewed the requests at their May 3, 2016 meeting. The Board will be asked to approve the following proposed textbooks and/or eTexts at the May 12, 2016 meeting.

Mathematics

- *Big Ideas Math, Grade 7*
- *Big Ideas Math, Grade 8*
- *Big Ideas Math, Algebra I*

Background: New textbooks have traditionally been ordered in the spring and summer for the coming year and approval from the Board of Education is required.

Alternative Strategies: The Board may reject the textbook/eText recommendations.

Cost (if applicable): See Attached Forms for Costs **Funding Source:** Budget (1617)

Beginning Date of Program or Project: June/July 2016

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education approves the purchase of the Big Ideas Math textbooks that are endorsed by the Curriculum and Instruction Committee.

Titles of Attachments:

1. Recommended Textbook Forms (3)


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools

Mathematics

Big Ideas Math ~ Grade 7

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: 3-16-16

1. Curriculum Committee or department submitting change: MS Math

2. Grade levels and high school course(s) in which text will be used: Gr. 7

3. Proposed Text

- | | |
|----------------------------------|--|
| a. Title | <u>Big Ideas Math</u> |
| b. Author(s) full name(s) | <u>Dr. Ron Larson and Laurie Boswell</u> |
| c. Publisher (name and location) | <u>Big Ideas Learning - Erie, PA</u> |
| d. Copyright Date | <u>2014</u> |

4. Cost of recommended text: \$98.55 (with student journals & 6 yrs.online)

5. Amount Budgeted: \$39,605

6. Number of student copies to be purchased: 405

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

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

Current text: Connected Mathematics Project 2 has a copyright of 2005. This text is much better aligned to the new practice and content standards. Some features not available in the current text: more authentic real -world problem solving including some financial literacy, problems with a step by step process, vocabulary is well developed with examples and visual representations and excellent online resources.

Department or Committee Members: MS Math: M. Kazmierczak, N. Powers-Salamon, T. Hinman, B. Mauri, C. Daponte, L. DiSanto

Approvals:

Dale Riedinger (signature on original)
Department Chair Signature

Frank Pepe and Richard Terino (signatures on originals)
Principal Signature

THE EVALUATION

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

Connected Mathematics Project 3, Pearson, 2013; Glenco Math, McGraw-Hill Publishing, 2013; On Core Mathematics, Houghton Mifflin Harcourt, 2013.

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

This textbook has many components that facilitate student understanding that the other textbooks did not offer. The vocabulary was well developed with pictorial representations and authentic real world problem solving. There are more teacher and student resources and the online formative and summative assessment tools provides data to both immediately. The online access had more to offer and replacement of student workbooks with additional problem solving for 6 years is an added feature. There are lesson tutorials and study help sections with graphic organizers that are easy to follow for students and parents.

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

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

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

EVALUATION OF PROPOSED TEXT – PART B

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

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

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

Comments: Each section begins with the standard, the essential question, key ideas and vocabulary with many illustrated examples that clearly explain the concept. There is an initial exploratory activity. Other exercises include many authentic practice & problem solving opportunities highlighting the math practices such as critical thinking, logic, reasoning, modeling, precision, and error analysis.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

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

Comments: Dr. Ron Larson is considered to be one of the foremost authors of mathematics textbooks in grades 6-12. He and his co-author have written several texts together in the last 12 years. The text is well organized and the illustrations are numerous and well done.

TEACHING AIDS

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

Comments: The text and all of the online resources offer materials that challenge and also accommodate the range of learning abilities. The online assessments provide immediate feedback which will allow the teacher to differentiate instruction.

TREATMENT OF SENSITIVE AREAS

1 2 3 N/A

1. To what extent does the content of the text (both pictorial and
 written) reflect the pluralistic, multi-ethnic nature of our
society, past and present?

2. To what extent is the role of gender and of various racial, ethnic,
religious, and socio-economic groups past and present,
accurately and fairly presented?

3. To what extent are all sides of a controversial issue treated fairly
and objectively?

Comments: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Big Ideas Math
 Author(s): Dr. Ron Larson and Laurie Boswell
 Copyright: 2014 Publisher: Big Ideas Learning
 Class: Grade 7 Math Grade(s): 7

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: the content follows progression of the standards.

PRE-READING

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

PRE-READING (Continued)

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

Teacher comments on *Pre-reading* aids: Essential questions start the lesson and directs the learning.

ACTIVE READING

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

ACTIVE READING (Continued)

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

Teacher comments on *Active Reading* components of text: Key Ideas have explanations & examples. Vocabulary is well defined with clear examples and visual models and they are highlighted in bold font.

POST-READING

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

Teacher comments on *Post-Reading* components of text: Higher order thinking problem solving enables students to challenge & check their understanding. Review sections & quizzes help them monitor their progress also.

Big Ideas Math Gr. 7: Readability

The outside of purple tarps are coated with glue to catch ash borers. You make your own trap in the shape of a rectangular prism with an open top and bottom. What is the surface area that you need to coat with glue? (pg. 358)

- Flesch-Kincaid Grade Level: 4.8
- Flesch- Kincaid Reading Ease : 86
- Flesch-Kincaid Average Grade Level: 5.4

A rectangular room is 10 feet longer than it is wide. One-foot – by –one – foot tiles cover the entire floor. Write an expression that represents the number of tiles along the outside of the room. (pg. 91)

- Flesch-Kincaid Grade Level: 5.2
- Flesch- Kincaid Reading Ease: 79.5
- Flesch-Kincaid Average Grade Level: 6.5

Your class sells boxes of chocolates to raise \$500 for a field trip. You earn \$6.25 for each box of chocolates sold. Write and solve an inequality that represents the number of boxes your class must sell to meet or exceed the fundraising goal. (pg. 152)

- Flesch-Kincaid Grade Level: 4.5
- Flesch- Kincaid Reading Ease 82.6
- Flesch-Kincaid Average Grade Level: 6.5

The measures of two complementary angles have a ratio of 3:2. What is the measure of the larger angle? (pg. 281)

- Flesch-Kincaid Grade Level: 6.6
- Flesch- Kincaid Reading Ease: 65.6
- Flesch-Kincaid Average Grade Level: 6.0

Mathematics

Big Ideas Math ~ Grade 8

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: 3-16-16

1. Curriculum Committee or department submitting change: MS Math

2. Grade levels and high school course(s) in which text will be used: Gr. 8

3. Proposed Text

a. Title	<u>Big Ideas Math</u>
b. Author(s) full name(s)	<u>Dr. Ron Larson and Laurie Boswell</u>
c. Publisher (name and location)	<u>Big Ideas Learning - Erie, PA</u>
d. Copyright Date	<u>2014</u>

4. Cost of recommended text: \$98.55 (with student journals & 6 yrs.online access)

5. Amount Budgeted: \$39,243

6. Number of student copies to be purchased: 402

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

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

Current text: Connected Mathematics Project 2 has a copyright of 2005. This text is much better aligned to the new practice and content standards. Some features not available in the current text: more authentic real -world problem solving including some financial literacy, problems with a step by step process, vocabulary is well developed with examples and visual representations and excellent online resources.

Department or Committee Members: MS Math: T. Hinman, P. Pomposi, B. Jarosz, C. Duke, L. Ratliff, L. DiSanto

Approvals:

Dale Riedinger (signature on original)
Department Chair Signature

Frank Pepe and Richard Terino (signatures on originals)
Principal Signature

THE EVALUATION

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

Connected Mathematics Project 3, Pearson, 2013; Glenco Math, McGraw-Hill Publishing, 2013; On Core Mathematics, Houghton Mifflin Harcourt, 2013.

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

This textbook has many components that facilitate student understanding that the other textbooks did not offer. The vocabulary was well developed with pictorial representations and authentic real world problem solving. There are more teacher and student resources and the online formative and summative assessment tools provides data to both immediately. The online access had more to offer and replacement of student workbooks with additional problem solving for 6 years is an added feature. There are lesson tutorials and study help sections with graphic organizers that are easy to follow for students and parents.

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

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

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

EVALUATION OF PROPOSED TEXT – PART B

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

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

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

Comments: Each section begins with the standard, the essential question, key ideas and vocabulary with many illustrated examples that clearly explain the concept. There is an initial exploratory activity. Other exercises include many authentic practice & problem solving opportunities highlighting the math practices such as critical thinking, logic, reasoning, modeling, precision, and error analysis.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

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

Comments: Dr. Ron Larson is considered to be one of the foremost authors of mathematics textbooks in grades 6-12. He and his co-author have written several texts together in the last 12 years. The text is well organized and the illustrations are numerous and well done.

TEACHING AIDS

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

Comments: The text and all of the online resources offer materials that challenge and also accommodate the range of learning abilities. The online assessments provide immediate feedback which will allow the teacher to differentiate instruction.

TREATMENT OF SENSITIVE AREAS

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

Comments: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Big Ideas Math
 Author(s): Dr. Ron Larson and Laurie Boswell
 Copyright: 2014 Publisher: Big Ideas Learning
 Class: Grade 8 Math Grade(s): 8

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: the content follows progression of the standards.

PRE-READING

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

PRE-READING (Continued)

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

Teacher comments on *Pre-reading* aids: Essential questions start the lesson and directs the learning.

ACTIVE READING

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

ACTIVE READING (Continued)

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

Teacher comments on *Active Reading* components of text: Key Ideas have explanations & examples. Vocabulary is well defined with clear examples and visual models and they are highlighted in bold font.

POST-READING

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

Teacher comments on *Post-Reading* components of text: Higher order thinking problem solving enables students to challenge & check their understanding. Review sections & quizzes help them monitor their progress also.

Big Ideas Math Gr. 8: Readability

The table shows the memory capacities (in gigabytes) and prices of 7-inch tablet computers at a store. Make a scatter plot of the data. Then describe the relationship between the data. Identify any outliers, gaps, or clusters. Explain why you think they exist. (pg. 377)

- Flesch-Kincaid Grade Level: 7.2
- Flesch- Kincaid Reading Ease : 59.5
- Flesch-Kincaid Average Grade Level: 8.2

A dog kennel charges \$30 per night to board your dog and \$6 for each hour of playtime. The amount of money you spend is given by $30x + 6y = 180$, where x is the number of nights and y is the number of hours of playtime. Graph the equation and interpret the intercepts. (pg. 194)

- Flesch-Kincaid Grade Level: 6.4
- Flesch- Kincaid Reading Ease: 82.1
- Flesch-Kincaid Average Grade Level: 6.3

A linear function is a function whose graph is a non-vertical line. A linear function can be written in the form $y=mx+b$, where m is the slope and b is the y -intercept. (pg.258)

- Flesch-Kincaid Grade Level: 6.6
- Flesch- Kincaid Reading Ease : 77.3
- Flesch-Kincaid Average Grade Level: 6.8

You download a digital album for \$10. Then you and your friend download the same number of individual songs for \$0.99 each. Write a system of linear equations that represent this situation. Will you and your friend spend the same amount of money? Explain. (pg. 229)

- Flesch-Kincaid Grade Level: 4.9
- Flesch- Kincaid Reading Ease : 73.3
- Flesch-Kincaid Average Grade Level: 6.2

Mathematics

Big Ideas Math ~ Algebra I

**Southington Public Schools
Southington, CT**

TEXT BOOK ADOPTION FORM – PART A

Date: 2/29/16

1. Curriculum Committee or department submitting change: Southington High School Mathematics Department

2. Grade levels and high school course(s) in which text will be used: Algebra I - all levels (H, CCP, CP)

3. Proposed Text

- | | |
|----------------------------------|--------------------------------------|
| a. Title | <u>Algebra I - Big Ideas Math</u> |
| b. Author(s) full name(s) | <u>Ron Larson and Laurie Boswell</u> |
| c. Publisher (name and location) | <u>Big Ideas Learning -Erie, PA</u> |
| d. Copyright Date | <u>2015</u> |

4. Cost of recommended text: \$98.55 (includes print copy, student resource manual, and 6 year digital access.)

5. Amount Budgeted: \$57,000

6. Number of student copies to be purchased: 515

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

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

Current Algebra I textbook is a 2007 copyright. Therefore it does not reflect the changes found in the CCSS, nor does it have assessment resources that are aligned to the new SAT. Furthermore, many of the current textbooks are in very poor physical condition.

Department or Committee Members: SHS Math Department - Algebra I teachers

Approvals:

Robert Lasbury (signature on original)
Department Chair Signature

Frank Pepe, Richard Terino, and Brian Stranieri (signatures on originals)
Principal Signature

THE EVALUATION

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

Algebra I - Pearson Education - 2013
Algebra I - McGraw Hill - Glencoe - 2014

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

Two teachers have been piloting the Algebra I - Big Ideas textbook at Southington High School. The content is closely aligned with our school curriculum. Furthermore, there are a number of digital resources available for teacher use, including instructional strategies (ex. SmartBoard presentations) and online assessments.

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

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

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

EVALUATION OF PROPOSED TEXT – PART B

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

- 1 = Little or No Extent
 2 = To Some Extent
 3 = Great Extent
 N/A = Not Applicable

OBJECTIVES AND CONTENT

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

Comments: Each section of the text begins with the CCSS being addressed as well as an Essential Question. It provides an Exploration activity for students, and then defines key vocabulary with illustrated examples. Problems for practice offer a diverse range of thinking skills from application to analysis to modeling real world problems using math.

PUBLICATION DATA AND PHYSICAL CHARACTERISTICS

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

Comments: Ron Larson is considered to be one of the foremost authors of Mathematics textbooks. In fact, he was a co-author of the textbook that is being replaced.

TEACHING AIDS

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

Comments: The are a number of teacher resources including both print and digital. In fact, teachers will be able to assign both informal (ex. Homework) and formal (ex. quizzes) online assessments which will allow for immediate feedback on student performance.

TREATMENT OF SENSITIVE AREAS

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

Comments: _____

CONTENT AREA TEXT ASSESSMENT FOR TEACHING & LEARNING - PART C

Name of Text: Algebra I - Big Ideas Math
 Author(s): Ron Larson and Laurie Boswell
 Copyright: 2015 Publisher: Big Ideas Learning
 Class: Algebra I Grade(s): 8 - 9

EVALUATION OF TEXT CONTENT

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

Teacher comments on *Text Content*: The content of the text is closely aligned with our Algebra I curriculum.

PRE-READING

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

PRE-READING (Continued)

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

Teacher comments on *Pre-reading* aids: Each chapter begins with a set of examples for Maintaining Mathematical Proficiency, as well as references to real world relationships connected to the math to be covered. Each section lists the standards to be addressed, objectives to be covered , as well as Essential Questions to help guide their thinking.

ACTIVE READING

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

PRE-READING (Continued)

Skills & Strategies	Criteria: Questions to ask about text	Yes / Sometimes / No
Setting Purpose for Reading	Does the chapter begin with a list of objectives, statements, or questions indicating what students will learn in this chapter?	Yes
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	Do charts, pictures, and other graphics support the main ideas?	Yes
Organizing the Information	Are there special appendices to provide students with additional reference materials?	Yes
	Is there a logical arrangement of text so students can easily take notes?	Yes
	Are signal words provided to indicate how ideas in the section are related to one another?	Yes
	Is the presentation of main ideas and details consistent in each chapter?	Yes
	Does the rest of the paragraph clearly explain the main idea? (Remember the students' limited knowledge base.)	Yes

ACTIVE READING (Continued)

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

Teacher comments on *Active Reading* components of text: Key vocabulary words are highlighted and contain illustrated examples to support understanding.

POST-READING

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

Teacher comments on *Post-Reading* components of text: Each section contains monitoring progress questions. Additionally, between every 2-3 sections of a chapter, there Study Skills quizzes for students to monitor their own progress.

- Passive Sentences – 9%
- Flesch Reading Ease – 65.6
- Flesch-Kincaid Grade Level – 7.9

Write and solve an inequality that represents how many \$20 bills you can withdraw from the account without going below the minimum balance.

p.77

You are ordering a shirt for the math club at your school. Short sleeved shirts cost \$10 each. Long sleeved shirts cost \$12 each. You have a budget of \$300 for the shirts. The equation $10x + 12y = 300$ models the total cost, where x is the number of short sleeved shirts and y is the number of long sleeved shirts.

p.133

Excluding hydropower, U.S. power plants used renewable energy sources to generate 105 million megawatt hours of electricity in 2007. By 2012, the amount of electricity generated had increased to 219 million megawatt hours. Write a linear model that represents the number of megawatt hours generated by non-hydropower renewable energy sources as a function of the number of years since 2007. Use the model to predict the number of megawatt hours that will be generated in 2017.

p.178

You plan to spend less than half of your monthly \$2000 paycheck on housing and savings. You want to spend at least 10% of your paycheck on savings and at most 30% of it on housing. How much money can you spend on savings and housing?

p.279

You know the function that models the height of a falling object and the initial height of an egg. You are asked to find how many seconds it takes the egg to hit the ground when dropped from the initial height. Then you need to describe how a change in the initial height affects how long it takes the egg to hit the ground.

p. 428

You are knitting a rectangular scarf. The pattern results in a scarf that is 60 inches long and 4 inches wide. However, you have enough yarn to knit 396 square inches. You decide to increase the dimensions of the scarf so that you will use all your yarn. The increase in the length is three times the increase in the width. What are the dimensions of your scarf?

p.514

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____

Board Meeting Date May 12, 2016

Decision Requested X

Agenda Code 11 b

AGENDA REPORTING FORM

Agenda Topic: Curricula Approvals

Summary of Issue: All curricula are renewed on a 5-year cycle. The Board of Education Curriculum and Instruction Committee reviewed the revised curriculum for the Family and Consumer Science department. The Curriculum Committee strongly endorses the approval of this curriculum. A copy of the curriculum binder is available for review at central office prior to the meeting.

Background: Curriculum was presented to the Board Curriculum Subcommittee during their May 3, 2016 meeting. Many staff were involved in the writing process and the work was facilitated by an administrator. This curriculum incorporates the latest Common Core State Standards that were approved for the State of Connecticut.

Alternative Strategies: N/A

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

Beginning Date of Program or Project: August 2015

Ending Date of Program or Project: Until next revision cycle (5 years)

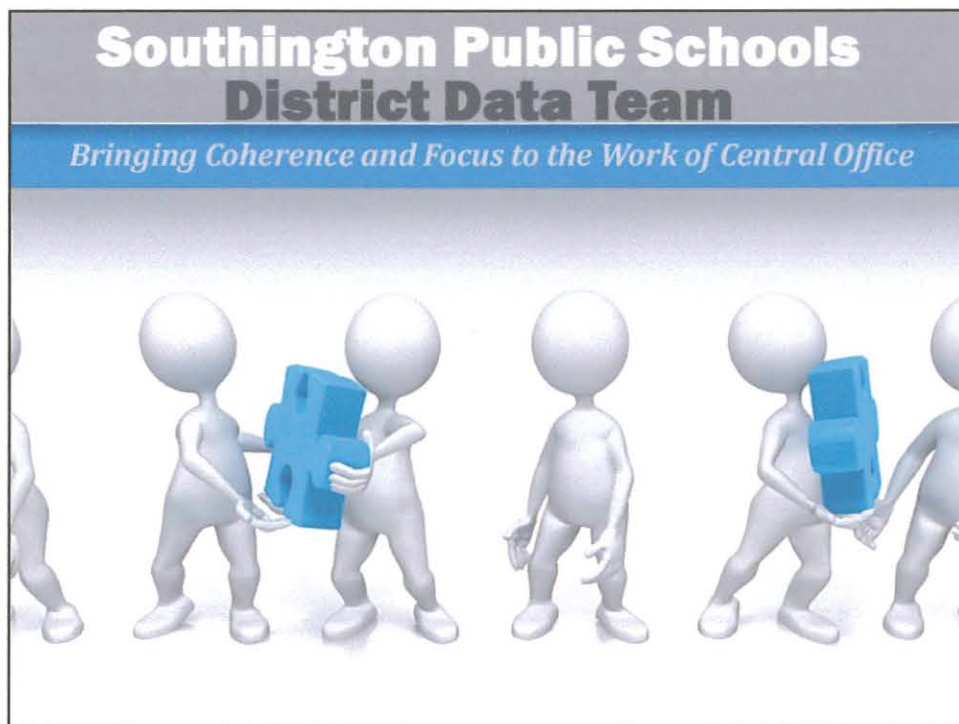
Recommendation or Comment: Move that the Board of Education supports the request from the Curriculum and Instruction Committee to approve the revised curriculum for Family and Consumer Science, Grades 6-12.

Titles of Attachments:

1. _____


Signature of Staff Member Submitting Report


Signature of Superintendent of Schools



Our Members

Mr. Timothy Connellan
Superintendent of Schools

Mr. Steven Madancy
Assistant Superintendent

Ms. Margaret Walsh
Director of Pupil Personnel

Mr. John Duffy
District Science Coordinator

Mrs. Stephanie Lawlor
District Literacy Coordinator

Ms. Dale Riedinger
District Math Coordinator

Mrs. Dianne Holst-Grubbe
Assistant Principal, Southington High School

Mr. Frank Pepe
Principal, DePaolo Middle School

Mrs. Jan Verderame
Principal, Derynoski Elementary School

Mr. Daniel Hart
Bargaining Unit Representative, Southington Education Association



Introduction

Over the years, Southington has taken a fragmented approach to the collection, analysis, and use of data to inform decision-making at the district, school, and classroom level.


Recognizing this, the district has worked with recognized Data Team facilitator Michael Wasta in order to take a more deliberate approach to the use of data in our system.



First Steps

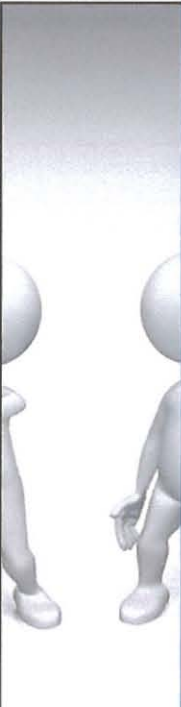
Michael recommended that we start with the following action:

- *Assemble a small team that includes District leadership, building leadership, and bargaining unit representation, to review and identify indicators that represent the priorities of the Southington Public Schools.*

A vertical strip on the left side of the slide contains two white, 3D-rendered human figures. The figure in the foreground is slightly behind and to the left of the second figure, which is holding a white object, possibly a pen or a small tablet.

Other Purposes of the Team

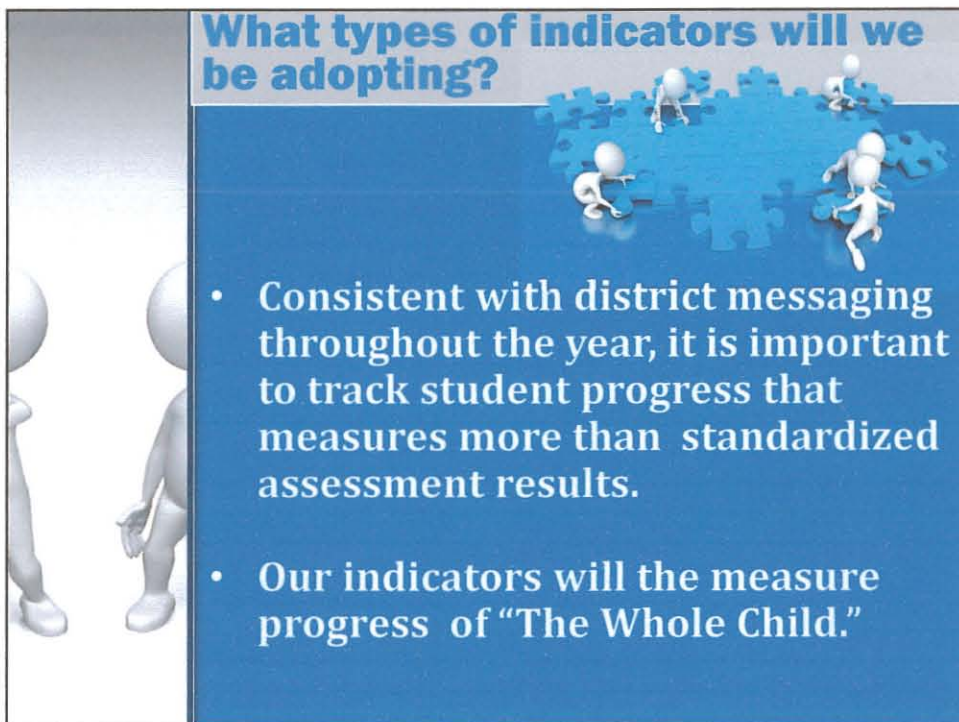
- Ensure coherence
- Help schools and districts make improvements
- Show where support is needed most
- Recognize successes
- Promote transparency
- Satisfy federal and state requirements

A vertical strip on the left side of the slide contains two white, 3D-rendered human figures. The figure in the foreground is slightly behind and to the left of the second figure, which is holding a white object, possibly a pen or a small tablet.

Other Recommendations

Hold as many meetings as possible early on (To date we have met 6 times) to identify, measure and prioritize the indicators that best measure and represent the progress of our students towards the ends articulated within the “Vision of a Graduate”

What types of indicators will we be adopting?



- Consistent with district messaging throughout the year, it is important to track student progress that measures more than standardized assessment results.
- Our indicators will measure the progress of “The Whole Child.”

Categories of Indicators

Academic

- Will include indicators currently monitored at the state level relative to standardized assessments, SRBI, or course offerings.
- Can also include indicators relative to district assessments.

Sample

- Percentage of students demonstrating mastery of grade level standards in ELA and math.
- Percentage of students exceeding mastery of grade level standards in ELA and math.
- Percentage of students demonstrating mastery of grade level standards in ELA and math in subgroups of: Special Ed, EL, Free/Reduced.

Categories of Indicators

Social, Emotional, and Physical

- Will include indicators beyond academic progress including the fitness levels of students, use of counseling for emotional needs, and participation in the arts in extracurricular activities.

Sample

- Percentage of elementary, middle, and high school students attending 90% of the school year.
- Percentage of Grade 4, 6, 8, and 10 students meeting or exceeding the state health standard.
- Number/Percentage in behavioral tiered intervention levels.

Categories of Indicators

21st Century

- Will include indicators that recognize district priorities towards the 21st century skills and knowledge we feel are essential for our graduates.

Samples from our grid

- Percentage of students successfully completing at least one online course prior to graduation.
- Percentage of students demonstrating mastery in a second language.

21st Century Indicators

21st Century

- It's important to note that 21st century indicators identified may not yet have data or even curriculum and structures in place to support student progress. You may find the term "under construction" within these indicators.
- Identification and adoption of these indicators represents a district commitment to the growth and development of these areas. Additionally, these indicators will serve as levers in identifying in maintaining district priorities and deflecting competing initiatives.

Outcome Indicators

How do we focus on so many outcome indicators?

District Team

(Very broad; high leverage)

School Teams

(Tighter focus)

Teacher Teams

(Very tight focus)

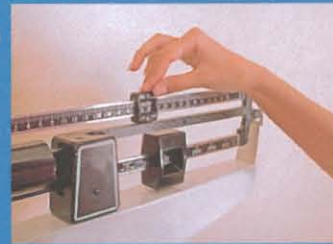
School Data Team

A critical connection
between the work of the
district and the work of the
teachers.

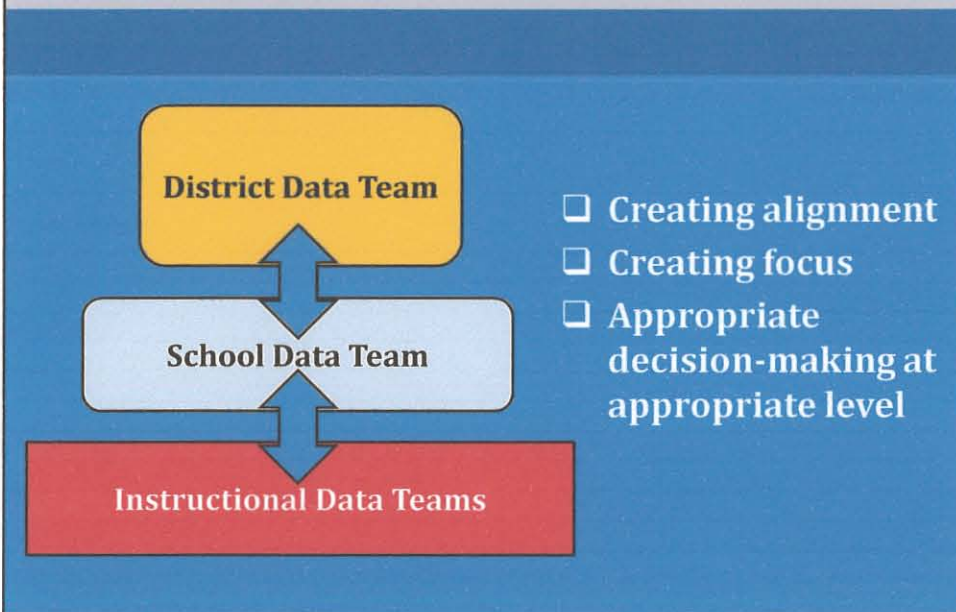


Scaled Approach

Schools will then
monitor indicators
that are relevant to
the content areas
and levels they
service to track
local and overall
district progress of
these indicators.



The “In-Between” Team



School Data Team

ELEMENTARY

Administration, a representative, generally from each grade-level team, related services staff

SECONDARY

Administration, a representative from each department, related services staff

School Data Team

PURPOSE


1. Carry out actions designed by the District Data Team.
2. Design, implement, and monitor a school improvement plan that is aligned with the district's Student Outcome Indicators.
3. Coordinate the work of the grade-level, common-course Data Teams.

School Data Team

- A school must set a target for each Student Outcome Indicator identified by the Task Force appropriate to the level of the school.
- A school may add a student outcome indicator.

Instructional Data Teams

Instructional Data Teams are different from the district and school data teams.



A New Way of Working

Isolated Structure		Team Structure
Grade 5 23 Students	Grade 5 23 Students	Grade 5 95 Students
Grade 5 24 Students	Grade 5 25 Students	

A Secondary Example

English 9
27

English 9
24

English 9
25

English 9
76

Teacher-Centered Data Teams



A powerful structure to allow teachers to solve increasingly difficult instructional problems.

Next Steps for the DDT

- ❖ Finalizing the grid that articulates the adopted indicators, how they are measured, and current baseline levels of progress.
- ❖ Sharing this grid districtwide for feedback and input.
- ❖ Presentation to the Board of Education for adoption.

In Closing

All of our current district work directly aligns with the vision and goals of our district data team.

- ❖ SRBI ~ Developing systems that monitor and assist students across tiers.
- ❖ SchoolNet ~ Tool for monitoring and reporting progress of indicators.
- ❖ 21st Century Skills ~ More may be added after the adoption of the “Vision of a Graduate.”

Southington Public Schools District Data Team

Bringing Coherence and Focus to the Work of Central Office



Our Members

Mr. Timothy Connellan
Superintendent of Schools

Mr. Steven Madancy
Assistant Superintendent

Ms. Margaret Walsh
Director of Pupil Personnel

Mr. John Duffy
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First Steps

Michael recommended that we start with the following action:

- *Assemble a small team that includes District leadership, building leadership, and bargaining unit representation, to review and identify indicators that represent the priorities of the Southington Public Schools.*



Other Purposes of the Team

- **Ensure coherence**
- **Help schools and districts make improvements**
- **Show where support is needed most**
- **Recognize successes**
- **Promote transparency**
- **Satisfy federal and state requirements**



Other Recommendations

Hold as many meetings as possible early on (To date we have met 6 times) to identify, measure and prioritize the indicators that best measure and represent the progress of our students towards the ends articulated within the “Vision of a Graduate”



What types of indicators will we be adopting?



- **Consistent with district messaging throughout the year, it is important to track student progress that measures more than standardized assessment results.**
- **Our indicators will the measure progress of “The Whole Child.”**



Categories of Indicators

Academic

- Will include indicators currently monitored at the state level relative to standardized assessments, SRBI, or course offerings.
- Can also include indicators relative to district assessments.

Sample

- Percentage of students demonstrating mastery of grade level standards in ELA and math.
- Percentage of students exceeding mastery of grade level standards in ELA and math.
- Percentage of students demonstrating mastery of grade level standards in ELA and math in subgroups of: Special Ed, EL, Free/Reduced.

Categories of Indicators

Social, Emotional, and Physical

- Will include indicators beyond academic progress including the fitness levels of students, use of counseling for emotional needs, and participation in the arts in extracurricular activities.

Sample

- Percentage of elementary, middle, and high school students attending 90% of the school year.
- Percentage of Grade 4, 6, 8, and 10 students meeting or exceeding the state health standard.
- Number/Percentage in behavioral tiered intervention levels.

Categories of Indicators

21st Century

- Will include indicators that recognize district priorities towards the 21st century skills and knowledge we feel are essential for our graduates.

Samples from our grid

- Percentage of students successfully completing at least one online course prior to graduation.
- Percentage of students demonstrating mastery in a second language.

21st Century Indicators

21st Century

- It's important to note that 21st century indicators identified may not yet have data or even curriculum and structures in place to support student progress. You may find the term “under construction” within these indicators.
- Identification and adoption of these indicators represents a district commitment to the growth and development of these areas. Additionally, these indicators will serve as levers in identifying in maintaining district priorities and deflecting competing initiatives.

Outcome Indicators

How do we focus on so many outcome indicators?

District Team
(Very broad; high leverage)

School Teams
(Tighter focus)

Teacher Teams
(Very tight focus)

School Data Team

**A critical connection
between the work of the
district and the work of the
teachers.**



Scaled Approach

Schools will then monitor indicators that are relevant to the content areas and levels they service to track local and overall district progress of these indicators.



The “In-Between” Team

District Data Team

School Data Team

Instructional Data Teams

- ❑ **Creating alignment**
- ❑ **Creating focus**
- ❑ **Appropriate decision-making at appropriate level**

School Data Team

ELEMENTARY

Administration, a representative, generally from each grade-level team, related services staff

SECONDARY

Administration, a representative from each department, related services staff

School Data Team

PURPOSE

- 1. Carry out actions designed by the District Data Team.**
- 2. Design, implement, and monitor a school improvement plan that is aligned with the district's Student Outcome Indicators.**
- 3. Coordinate the work of the grade-level, common-course Data Teams.**

School Data Team

- A school must set a target for each Student Outcome Indicator identified by the Task Force appropriate to the level of the school.
- A school may add a student outcome indicator.

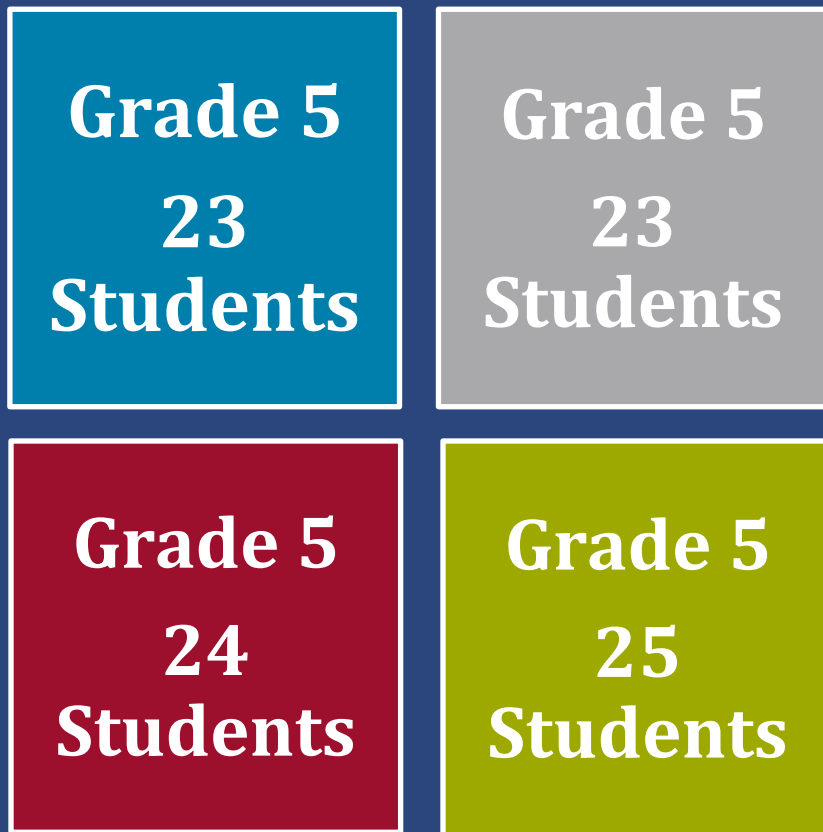
Instructional Data Teams

Instructional Data Teams are different from the district and school data teams.

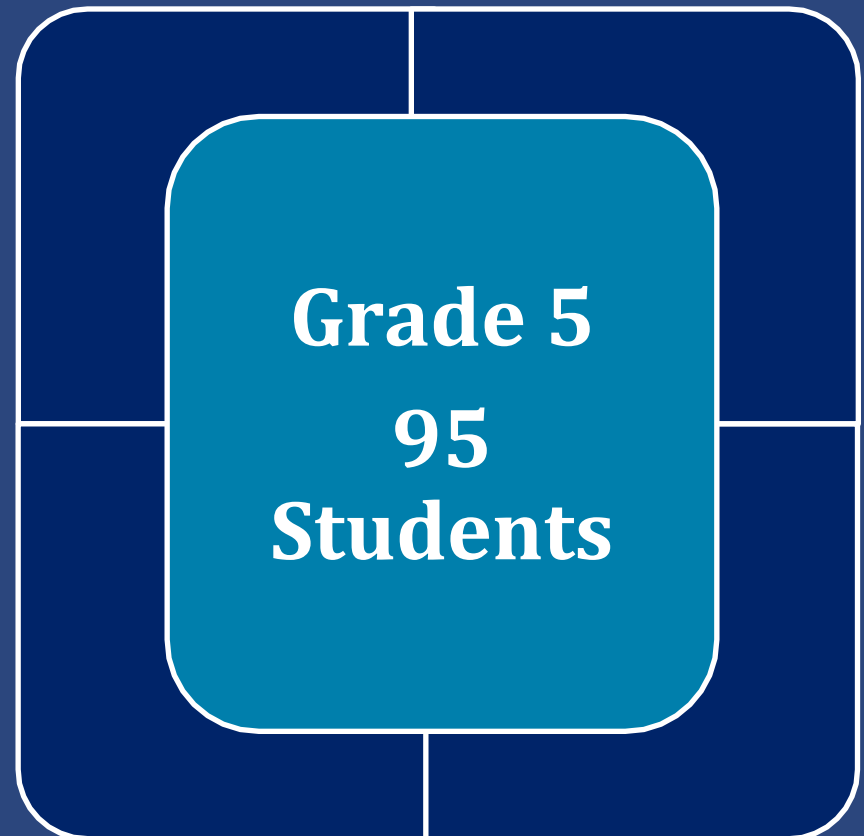


A New Way of Working

Isolated Structure



Team Structure



A Secondary Example

English 9

27

English 9

24

English 9

25

English 9

76

Teacher-Centered Data Teams



A powerful structure to allow teachers to solve increasingly difficult instructional problems.

Next Steps for the DDT

- ❖ Finalizing the grid that articulates the adopted indicators, how they are measured, and current baseline levels of progress.
- ❖ Sharing this grid districtwide for feedback and input.
- ❖ Presentation to the Board of Education for adoption.



In Closing

All of our current district work directly aligns with the vision and goals of our district data team.

- ❖ SRBI ~ Developing systems that monitor and assist students across tiers.
- ❖ SchoolNet ~ Tool for monitoring and reporting progress of indicators.
- ❖ 21st Century Skills ~ More may be added after the adoption of the “Vision of a Graduate.”

DRAFT

Series: 3000

Non-Instructional Operations

Buildings

Energy Management Conservation

The Board of Education encourages and supports an energy conservation and education program to reduce energy usage and costs at all school buildings. Energy conservation regulations and rules will be issued by the superintendent or his/her designee and issued to all school principals, which outlines procedures and practices to be followed during the school year. It will be the responsibility of each school principal to implement, direct, monitor, and ensure that the guidelines established by the superintendent or his/her designee are carried out.

Policy Adopted: May 12, 2016