

Board of Education Meeting
Monday, November 11, 2019 7:00 PM
Board of Education Room, [Address], [City], CT [Zip]

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. AWARDS AND RECOGNITIONS
4. APPROVAL OF MINUTES
 1. Draft of October 28, 2019 Board of Education Minutes 2
The board will review and approve the draft minutes of October 28, 2019.
5. AUDIENCE TO CITIZENS/STAFF/STUDENTS
6. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS
7. CONSENT AGENDA
 1. Warrant of November 11, 2019 7
Board will review and consent the November 11, 2019 warrant.
 2. 2nd Warning of DSB Policy 5131.11 12
This policy DBS 5131.11 on Student Bullying is to be deleted and has been replaced by 5131.911.
8. NEW BUSINESS
 1. 1st Warning of Somers DBS Policy 6142.61 - Physical Activity - Recess 15
1st Warning of Somers DBS Policy 6142.61 - Physical Activity - Recess. The Board will ask the Policy Committee any question they might have regarding the changes.
9. OLD BUSINESS
10. ADMINISTRATIVE REPORTS
 1. Five Year Technology Plan 17
Mr. Rob Wilson will present the Board with the Five Year Technology Plan.
 2. Pupil Services 19-20 School Improvement Plan for Pupil Services 18
Dr. Messina will present the Board the Pupil Services School Improvement Plan (Pages 8-9)
 3. Mabelle B. Avery Middle School's 19-20 School Improvement Plan 43
Mrs. Margot Martello, Principal of MBA will present the Board the 19-20 School Improvement Plan for the middle school. (pages 13-19)
 4. Enrollment Report 68
The Superintendent will discuss enrollment projections.
 5. Superintendent's Update 69
Superintendent will update on the Veteran's Day programs and other events.
11. COMMITTEE REPORTS
 1. CURRICULUM
 2. POLICY
 3. SALARY & NEGOTIATION
 4. PLANNING
12. CREC UPDATE
13. ADJOURNMENT

Somers Board of Education Meeting
Board of Education Meeting Room
October 28, 2019
7:00 PM

Attendance Taken at 6:59 PM:

Present Board Members: Jan Martin, David Palmer, Bruce Devlin, Rick Lees, Jeremy Anderson

Absent Board Members: Anne Kirkpatrick, Barbara Capuano, Kate McLellan, Sarah Bollinger

Others: Brian Czapla, Dr. Denise Messina, Dr. Irene Zytka, Bill Boutwell, Cheryl Gustafson, Margot Martello, Elizabeth O'Toole, Dina Senecal, Gary Cotzin, Marissa Marks, Jackie Nappo

1. CALL TO ORDER

The regular meeting of the Board of Education was called to order at 7:00 p.m. by Chairman Devlin in the Mabelle B. Avery Board of Education meeting room.

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF MINUTES

3.1. Draft Minutes of October 15, 2019

Rationale: Draft Minutes of October 15, 2019 to be approved.

Motion Passed: Motion to approve the BOE draft minutes from 10/15/19 passed with a motion by Jan Martin and a second by Rick Lees. **5 Yeas - 0 Nays.**

4. AUDIENCE TO CITIZENS/STAFF/STUDENTS

5. OPPORTUNITY TO ADD/DELETE AGENDA ITEMS

Motion Passed: Motion to delete agenda item 6.4 -- 2nd Warning of DBS Policy 5131.11 - Students - Conduct/Bullying passed with a motion by Jan Martin and a second by David Palmer. **5 Yeas - 0 Nays.**

Motion Passed: Motion to add agenda item 7.2 -- Approval of Five-Year Capital Improvement Plan passed with a motion by David Palmer and a second by Jeremy Anderson. **5 Yeas - 0 Nays.**

6. CONSENT AGENDA

Motion Passed: Motion to approve the Consent Agenda in its entirety passed with a motion by David Palmer and a second by Jeremy Anderson. **5 Yeas - 0 Nays.**

6.1. Warrant of October 28, 2019

Rationale: Board to consent to Warrant of October 28, 2019 in the amount of \$221,896.84.

6.2. Resignation of MBA Language Arts Teacher

Rationale: Mr. Mark Maciolek has resigned.

6.3. 2nd Warning - Policy - DBS 5131.911 - Hazing/Bullying

Rationale: The Board is to review and consent to policy 5131.911 on Hazing/Bullying.

6.4. 2nd Warning - DBS 0100 - Mission-Goals-Objectives

Rationale: The Board is to review and consent to policy 0100 - Mission-Goals Objectives.

6.5. 2nd Warning - DBS Policy 6146 - Instruction Requirements/Standards of Proficiency

Rationale: The Board is to review and consent to policy 6146 – Instruction Requirements/Standards of Proficiency.

7. NEW BUSINESS**7.1. Approval of 2020-2021 Budget Process and Calendar**

Rationale: The Board will review and approve the 2020-2021 Budget Process/Calendar.

Motion Passed: Motion to approve the 2020-2021 budget process and calendar passed with a motion by Jeremy Anderson and a second by Jan Martin.

5 Yeas - 0 Nays.

7.2. Approval of Five-Year Capital Improvement Plan

Rationale: The Board will review and approve the five-year CIP.

Motion Passed: Motion to approve the five-year CIP passed with a motion by David Palmer and a second by Rick Lees. **5 Yeas - 0 Nays.**

8. OLD BUSINESS**9. ADMINISTRATIVE REPORTS****9.1. Quarterly Budget Report**

Rationale: Mr. Boutwell will be there to answer questions about the quarterly budget report.

Discussion: Mr. Bill Boutwell, Director of Business Services, updated the BOE on the quarterly budget report for 2019-2020. He stated that it is early in the year and adjustments may need to be done. He reviewed the provided \$23,884,137 budget report with the projected expenses.

9.2. Textbook Long-Range Plan

Rationale: Dr. Zytka will present the textbook long-range plan to the Board.

Discussion: Dr. Irene Zytka, Director of Curriculum, updated the BOE on the long-range textbook plan for all subjects. Dr. Zytka stated she will negotiate the best price for multiyear subscriptions and will look into grant funds. Textbooks are moving towards digital; however, Dr. Zytka recommends a classroom set of textbooks for teachers. Curriculum directors from six or seven districts have met. The next meeting will be hosted in Somers.

9.3. District Diversity and Equity Plan Update

Rationale: Dr. Zytka will be there to give an update on the District's Diversity and Equity Plan.

Discussion: Dr. Irene Zytka, Director of Curriculum, updated the BOE on the district's diversity and equity over the past three years. The Somers Diversity and Equity Council was established in 2017. They devised a purpose statement and is guided by three questions:

- What can the committee do to ensure staff and students understand racial and cultural issues?
- How will staff promote effective teaching and learning of these issues?
- What actions from teachers/staff regarding race and culture may be established in the buildings?

Over the last two years, there have been several initiatives:

- Workshops and diversity/equity training through CREC
- Universal Design for Learning--now part of the Atlas system
- Unity Team established at SHS
- African Workshop at MBA
- Restorative Circles at SHS
- YES Youth Summit for SHS and MBA students

Last Friday, there were two workshops with consultants from SERC who facilitated students and staff in restorative circles regarding conversations of race and equity. Mrs. Cheryl Gustafson, SHS Assistant Principal, stated that there were students who represented different backgrounds in attendance. They learned as a group how to have candid conversations regarding race and noted that it was important to experience discomfort together and to expect and accept non-closure. Mrs. Gustafson stated that there will be a day scheduled at SHS to bring this dialogue to the student body. Jeremy Anderson requested to have students who participate at the YES Youth Summit to speak before the Board on their experiences.

9.4. Music Replacement Plan

Rationale: The Superintendent will present the Music Department replacement plan.

Discussion: Superintendent Czapla reported that the Music Department looked over their inventory and designed a five-year equipment replacement plan which he presented to the BOE.

9.5. School Improvement Plans

Rationale: The Superintendent will present the School Improvement Plans.

Discussion: Superintendent Czapla presented the School Improvement Plans to the BOE about a month ago. These plans were not devised until a Strategic Plan was in place. He has been working with administrators to form improvement plans to include goals, strategies to meet these goals, staff responsible, resources needed, and timelines. He stated that they are on a great path going forward on dealing with some challenges over the next 6-12 months and will look forward to reporting back to the BOE in the spring. BOE members complimented the layout of the improvement plan. Jan Martin would like to see AP expansion in English at SHS in the near future.

9.6. Superintendent Update

Rationale: Superintendent will give the Board an update.

Discussion: Superintendent Czapla reported that he met with the First Selectman, Selectman, and Chris Boucher last Thursday to discuss developing community conversations. The Community Coalition is made up of about 15 people from service organizations and various spiritual organizations to organize and engage the community in difficult conversations and ways in which to develop an action plan to overcome challenges. The initial meeting will be held on 11/18/19.

10. COMMITTEE REPORTS

10.1. CURRICULUM

Discussion: Jan Martin reported that the next Curriculum meeting will be held on 11/11/19 prior to the BOE meeting.

10.2. POLICY

Discussion: Jan Martin reported that the next meeting will be held on 11/11/19 prior to the Curriculum and BOE meeting.

10.3. SALARY & NEGOTIATION

Discussion: Dave Palmer reported that negotiations are underway with SEA. The last meeting was a meet and greet where proposals were exchanged. He requested a non-meeting to brief the Board.

10.4. PLANNING

Discussion: Dave Palmer reported that the next meeting will be held on 11/11/19.

Somers Board of Education General Budget Treasury Warrant

Report # 61121

Check Batch: 30287
 Check Header: (N / A)
 Check Numbers: (First) - (Last)
 Check Dates: (Earliest) - (Latest)
 Cash Account Numbers: (First) - (Last)
 Bank Account Code: (N/A)
 Check Authorization Code: AP GB
 Minimum Check Amount: \$0.00
 Sorted By:
 Include Payable Information: No
 Include Payable Dist Information: No
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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Approved by: WJB RS Date: 11/5/19
William B. Boutwell, Director of Business Services

30287	17726	11/11/2019	V01035	A W Gifford, Inc.	0.00	30.37
	17727	11/11/2019	V60849	Acres Power Equipment Co	0.00	238.99
	17728	11/11/2019	V61397	All-Phase Electric Supply Co.	0.00	117.51
	17729	11/11/2019	V60790	Alternative Access Assistive Technology	0.00	877.50
	17730	11/11/2019	V52670	SYNCB/AMAZON	0.00	2,332.07
	17732	11/11/2019	V60040	Anthem Life Insurance Company	0.00	2,307.68
	17733	11/11/2019	V02141	Apple Inc.	0.00	10,346.00
	17734	11/11/2019	V00045	ASCD	0.00	40.00
	17735	11/11/2019	V54164	Auto Tek LLC	0.00	1,296.33
	17736	11/11/2019	V61182	Automated Building Systems, Inc	0.00	1,880.25
	17737	11/11/2019	V00884	Avery Septic Service	0.00	150.00
	17738	11/11/2019	V61455	ConnectiCare, Inc	0.00	160,785.04
	17739	11/11/2019	V51942	Connecticut Business System LLC	0.00	104.00
	17740	11/11/2019	V61473	COX Business	0.00	194.88
	17741	11/11/2019	V60709	DBS Financial Services LLC	0.00	1,625.28
	17742	11/11/2019	V60089	Dime Oil Company LLC	0.00	2,603.84
	17743	11/11/2019	V00605	Electrical Wholesalers	0.00	1,457.15
	17744	11/11/2019	V61230	ENGIE Resources	0.00	5,920.12
	17745	11/11/2019	V00159	Eversource Energy	0.00	15,094.51
	17746	11/11/2019	V61235	F. W. Webb Company	0.00	1,047.79

Somers Board of Education General Budget Treasury Warrant

Report # 61121

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	17747	11/11/2019	V61586	Flocabulary, Inc	0.00	2,000.00
	17748	11/11/2019	V60951	Follett School Solutions, Inc	0.00	166.99
	17749	11/11/2019	V61236	Gateway Enterprise Corporation	0.00	382.00
	17750	11/11/2019	V61324	Global Site Services	0.00	212.50
	17751	11/11/2019	V00511	Granger	0.00	494.42
	17752	11/11/2019	V53525	H&H Service, LLC	0.00	692.50
	17753	11/11/2019	V01790	Heinemann	0.00	57.00
	17754	11/11/2019	V21177	Home Depot CRC	0.00	125.39
	17755	11/11/2019	V60043	IVEY Industries	0.00	518.04
	17756	11/11/2019	V02625	K & S Distributors	0.00	10,536.05
	17757	11/11/2019	E00178	Nicholas Kosloski	0.00	20.33
	17758	11/11/2019	V61050	Mackin Educational Resources	0.00	47.99
	17759	11/11/2019	V02898	MagnaKleen Services	0.00	193.34
	17760	11/11/2019	E00690	Messina, Denise	0.00	348.70
	17761	11/11/2019	V21005	MSC Industrial Supply Co.	0.00	484.36
	17762	11/11/2019	E00250	Pacosa-McEvoy, Elizabeth	0.00	35.82
	17763	11/11/2019	V60097	Paxton/Patterson LLC	0.00	1,899.00
	17764	11/11/2019	V60803	Prestwick House, Inc	0.00	164.78
	17765	11/11/2019	V60538	School Outfitters	0.00	413.57
	17766	11/11/2019	V02325	Sheffield Pottery, Inc.	0.00	234.36
	17767	11/11/2019	V00886	Somers Lunch Program	0.00	9.90
	17768	11/11/2019	V01591	Town of Somers	0.00	5,838.53
	17769	11/11/2019	V61582	SpeakEasy Communication Therapy, LLC	0.00	720.00
	17770	11/11/2019	V00024	Stanton Equipment, Inc	0.00	81.96
	17771	11/11/2019	V60731	Supertech	0.00	1,001.04
	17772	11/11/2019	V61076	Teachers Synergy, LLC	0.00	61.94
	17773	11/11/2019	M53099	Tull Brothers, Inc.	0.00	160.00
	17774	11/11/2019	V02758	University of Saint Joseph	0.00	10,620.00
	17775	11/11/2019	V54059	Verizon Wireless	0.00	424.16
	17776	11/11/2019	V53413	W. B. Mason Co., Inc.	0.00	195.00
	17777	11/11/2019	V61583	Warren Brothers LLC	0.00	4,443.00
	17778	11/11/2019	V61410	Cardmember Service	0.00	543.59
	17779	11/11/2019	A00036	Zinker, Todd	0.00	89.49
Totals:					0.00	\$251,665.06

53 Checks Listed.

Somers Board of Education General Journal Register

Report # 61120
Batch: 30264
Transaction: N/A
Show Summary Only: Yes

Batch # 30264	Control Total \$251,665.06	Status Posted	Created By Ibergarni	Created On 11/04/2019	Last Updated By Ibergarni	Last Updated On 11/05/2019
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General Ledger Distribution Summary

Period, Fiscal Year Account Number	Account Description	DTF Base	Over Budget	Debits	Credits
November, 2020					
Generated Distributions					
10-000-0-0-00-000-710-00-0-00000	ENCUMBRANCE CONTROL			246,655.81	0.00
10-000-0-0-00-000-720-00-0-00000	RESERVE FOR ENCUMBRANCE			0.00	246,655.81
	Total Generated Distributions			\$246,655.81	\$246,655.81
User-Entered Distributions					
10-000-0-0-00-000-241-00-0-00000	ACCOUNTS PAYABLE			0.00	251,665.06
10-100-2-2-02-242-611-01-5-00161	K-5 - ART SUPPLIES			234.36	0.00
10-100-2-2-14-241-611-01-5-00155	K-5 - GENERAL SUPPLIES			149.82	0.00
10-100-2-2-16-242-611-01-5-00722	K-5 - LANGUAGE ARTS SUPPLIES			57.00	0.00
10-100-2-2-28-242-611-01-5-00202	K-5 - SCIENCE/HEALTH SUPPLIES			413.57	0.00
10-100-2-2-30-242-611-01-5-00208	K-5 - SOCIAL STUDIES SUPPLIES			61.94	0.00
10-100-2-3-12-242-611-01-5-00182	MA - TECHNOLOGY ED SUPPLIES			948.15	0.00
10-100-2-3-14-241-611-01-5-00157	MA - GENERAL SUPPLIES			81.00	0.00
10-100-2-4-04-242-611-01-5-00176	HS - BUSINESS ED SUPPLIES			477.82	0.00
10-100-2-4-12-242-611-01-5-00183	HS - TECHNOLOGY ED SUPPLIES			552.34	0.00
10-100-2-4-26-242-611-01-5-01070	HS - ENGLISH SUPPLIES			386.03	0.00
10-100-8-4-66-910-730-01-5-00965	HS - TECH ED CAPITAL OUTLAY			1,899.00	0.00
10-100-8-5-66-910-730-04-5-00843	SW - CAPITAL OUTLAY TECHNOLOGY			8,746.00	0.00
10-120-9-9-98-251-580-05-5-00273	SP ED - DIRECTOR'S TRAVEL			348.70	0.00
10-120-9-9-98-955-330-02-5-01674	SP ED - CONTRACTED SERVICES		Yes	1,597.50	0.00
10-212-2-3-46-242-611-02-5-00224	MA - GUIDANCE INSTRUCT. SUPPLY			49.35	0.00
10-212-2-4-46-242-611-02-5-00178	HS - GUIDANCE SUPPLY			119.17	0.00
10-213-3-4-48-421-323-02-5-01146	SW HEALTH SUPPLIES			63.84	0.00
10-222-2-3-52-231-642-03-5-00138	MA - LIBRARY BOOKS			166.99	0.00
10-222-2-4-52-231-642-03-5-00139	HS - LIBRARY BOOKS			47.99	0.00
10-222-2-4-52-231-690-03-5-00154	HS - OTHER LIBRARY SUPPLIES			106.99	0.00
10-222-2-5-14-233-611-03-5-00150	SW - COMPUTER SOFTWARE			2,000.00	0.00
10-231-1-5-74-134-690-10-5-00047	B.O.E. - SUPPLIES			71.40	0.00
10-232-1-5-50-137-810-05-5-00057	CO - INSTITUTIONAL DUES			40.00	0.00
10-232-1-5-72-251-580-05-5-00271	CO - TRAVEL/IN-SERVICE			310.00	0.00
10-240-6-4-66-830-440-04-5-01014	HS - COPIER SUPPLIES			104.00	0.00

Somers Board of Education General Journal Register

Report # 61120

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
30264	\$251,665.06	Posted	Ibergamini	11/04/2019	Ibergamini	11/05/2019
10-260-2-5-66-730-730-015-00472		SW - A.V. EQUIP REPLACEMENT			1,600.00	0.00
10-260-5-2-62-722-430-08-5-01141		K-5 BUILDING REPAIRS			6,692.49	0.00
10-260-5-2-64-642-530-04-5-00363		K-5 - TELEPHONE			131.74	0.00
10-260-5-3-64-642-530-04-5-00365		MA - TELEPHONE			115.02	0.00
10-260-5-4-12-722-430-01-5-00395		HS - TECHNOLOGY ED MAINTENANCE			624.79	0.00
10-260-5-4-64-642-530-04-5-00366		HS - TELEPHONE			104.75	0.00
10-260-5-5-64-642-530-04-5-00367		CO - TELEPHONE			267.53	0.00
10-260-5-6-62-650-613-05-5-00377		SW - CUSTODIAL SUPPLIES			11,111.39	0.00
10-260-5-6-62-722-430-08-5-00422		K-5 - SEPTIC TANK			100.00	0.00
10-260-5-6-62-722-430-08-5-00430		MA - BUILDING MAINTENANCE			876.52	0.00
10-260-5-6-62-722-430-08-5-00438		HS - SEPTIC TANK			50.00	0.00
10-260-5-6-62-722-430-08-5-00439		HS - BUILDING MAINTENANCE		Yes	755.09	0.00
10-260-5-6-62-722-430-08-5-00440		SW - EQUIPMENT REPAIR			1,535.32	0.00
10-260-5-6-62-722-430-08-5-00447		SW - GENERAL REPAIR			55.00	0.00
10-260-5-6-62-722-430-08-5-00451		SW - MOWER MAINTENANCE			81.96	0.00
10-260-5-6-62-722-430-08-5-00885		SW - ELECTRICAL SUPPLIES			1,574.66	0.00
10-260-5-6-64-630-620-05-5-00354		K-5 - FUEL #2			2,603.84	0.00
10-260-5-6-64-641-620-05-5-00358		K-5 - ELECTRICITY			6,739.53	0.00
10-260-5-6-64-641-620-05-5-00360		MA - ELECTRICITY			8,437.07	0.00
10-260-5-6-64-641-620-05-5-00361		HS - ELECTRICITY			7,391.32	0.00
10-260-5-6-64-641-620-05-5-00362		MAINTENANCE - ELECTRICITY			71.99	0.00
10-260-6-5-62-722-430-04-5-00452		SW - MAINTENANCE CONTRACTS			1,880.25	0.00
10-270-4-5-84-521-627-12-5-00327		BUS FUEL			5,670.47	0.00
10-279-4-5-84-722-627-12-5-00341		SW - GASOLINE SCHOOL VEHICLES			168.06	0.00
10-280-6-5-82-820-200-13-5-00512		LIFE AND AD&D INSURANCE			2,307.68	0.00
10-280-6-5-82-820-200-13-5-01228		SW - HEALTH SAVINGS ACCOUNT			160,785.04	0.00
10-320-2-4-54-880-690-07-5-00602		HS - ACADEMIC AWARDS			191.10	0.00
10-320-7-3-42-880-590-06-5-00596		MA - OFFICIALS			89.49	0.00
10-613-9-9-88-955-561-14-5-00673		SP ED - TUITION			10,620.00	0.00
Total User-Entered Distributions					\$251,665.06	\$251,665.06
Total for November, 2020					\$498,320.87	\$498,320.87
Grand Total for Batch # 30264					\$498,320.87	\$498,320.87

Somers Board of Education General Journal Register

Report # 61120

Batch #	Control Total	Status	Created By	Created On	Last Updated By	Last Updated On
30264	\$251,665.06	Posted	Ibergamini	11/04/2019	Ibergamini	11/05/2019

237 Transactions Listed.

STUDENTS:

Conduct:

Bullying

The Board of Education promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

Bullying is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student's academic performance or safety in school.

Examples of bullying include, but are not limited to:

1. physical violence and attacks
2. verbal taunts, name-calling and put-downs, including, but not limited to, ethnically-based or gender-based verbal put-downs
3. threats and intimidation
4. extortion or stealing of money and/or possessions
5. exclusion from peer groups within the school

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, while at school, at any school function, or in connection to or with any district-sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion, and/or referral to law enforcement officials.

A comprehensive program, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom, and individual.

The district's program:

1. Permits anonymous reports of bullying by students and written reports of suspected bullying by parents or guardians;
2. Requires teachers and other school staff to notify school administrators of bullying acts they witness and students' reports they receive;
3. Requires school administrators to investigate parents' written reports and review students'

anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

4. Requires each school to maintain a publicly available list of the number of verified bullying acts that occurred there and report such number to the Department of Education annually and in such manner as prescribed by the Commissioner of Education;
5. Requires each school to have a prevention and intervention strategy, as defined by statute, for school staff to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
6. Requires each school to notify parents or guardians of all students involved in a verified act of bullying and invite them to attend at least one meeting. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying.
7. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
8. Requires students to be notified annually of the process by which they may make reports of bullying.
9. Requires the identification of appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint;
10. As required, but not later than February 1, 2009, submit this policy to the Department of Education for its review, analysis, and cooperative assistance; and
11. Inclusion in the District's staff development program for certified staff training pertaining to the prevention of bullying, effective July 1, 2009.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The Principal of each school or his/her designee is responsible for handling all complaints of alleged bullying.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

The District shall implement, as required by C.G.S. 10-221d, as amended, a prevention and intervention strategy which may include, but is not limited to:

Prevention and Intervention Strategy

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. A school survey to determine the prevalence of bullying.
3. Establishment of a bullying prevention coordinating committee with broad representation to review the survey results and implement the strategy.
4. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.

5. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
6. Inclusion of grade-appropriate bullying prevention curricula in kindergarten through high school.
7. Individual interventions with the bully, parents, and school staff; and interventions with the bullied child, parents, and the school staff.
8. School wide training related to safe school climate.
9. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. In addition, the Principal shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. .

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate, that is protected by state or federal law.

Cross Reference: DBS Code 5114: Suspension and Expulsion/Due Process
DBS Code 5131: Conduct
DBS Code 5131.10: Hazing/Initiation
DBS Code 5144: Discipline/Punishment
DBS Code 5145.5: Sexual Harassment
DBS Code 6121: Affirmative Action

Legal Reference: Connecticut General Statutes

10-115b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
10-222d Policy on bullying behavior as amended by PA 08-160.
PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.
PA 08-160 An Act Concerning School Learning Environment

Adopted: December 9, 2002
Revised: October 27, 2008

DBS CODE: 6142.61

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

Instruction

Physical Activity

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

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

Recess

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

Loss of Recess as a Disciplinary Consequence

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

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

Physical Activity and Discipline

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

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

Legal Reference: Connecticut General Statutes

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

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

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

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

Policy adopted: September 9, 2013



**Board of Education
Administrative Report**

Title of Report: : Technology Update - 5 Year Tech Plan

Board Meeting Date: : November 11, 2019

Action
 Report
 Information
 Discussion

Submitted by: : Rob Wilson, Director of Technology and Information Services

Executive Summary

This report is intended to inform the Board of Education of the district's five-year technology replenishment plan. The goal is to keep student, staff, and teacher equipment up to date so all users can continue to use the most up to date software solutions.

Report

Technology Replacement Plan

2019-2020	2020-2021	2021-2022
Grade K-3 iPads SHS Lab 116 Computers SES Staff Computers MBA Support Staff Computers SHS Support Staff Computers Web Filter Application Classroom Projection TOTAL: \$260,000	SES Media Lab Computers MBA Support Staff Computers Grade 9-12 Chromebooks SHS Tech Ed Lab 118 Classroom Projection TOTAL: \$270,000	MBA Teacher Computers Grade 6-8 Chromebooks MBA Media Lab Computers SHS Teacher Computers SHS Business Ed Lab 114 Classroom Projection TOTAL: \$286,000

2022-2023	2023-24
Server Infrastructure Firewall and Switches Wireless Network Classroom Projection TOTAL: \$245,000	SES Teacher Computers SES Staff Computers Grade 4-5 Chromebooks MBA Staff Computers TOTAL: \$293,000



School District Improvement Plan 2019-20

Vision:

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

Mission:

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

Strategic Plan Goals



Goal 1: Student Achievement

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

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



Goal 2: Professional Learning

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

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



Goal 3: Accountability

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

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

Superintendent

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

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

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

Curriculum & Instruction

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

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

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

Pupil Services

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

<p>Goal:</p> <p>1A - Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.</p> <p>2D- Implement professional development for each of the identified gaps tailored to needs across the district.</p> <p>3C - Develop alternative means to gather evidence of teacher practice and student achievement.</p> <p>Metric: Transition to digital archive of 504 plan and IEP pertinent documents; Implementation of Frontline Document Repository for IEP and 504 Plans; Case manager and evaluator competency in digital repository of (117) 504 plan and (229) IEP documents (evaluation reports, consent forms).</p>
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Action Plan to Accomplish Goal

Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> Determine / develop implementation guidance documents. Determine / develop protocol on who, what, when. 	<ul style="list-style-type: none"> Pupil Services Administrative Assistants Director of Pupil Services 	<ul style="list-style-type: none"> IEPDirect webinar on Document Repository; Consultation w/ IEPDirect as needed Professional Development / training, coaching, trial, revision 	August / September 2019	<p>Plan for implementation of IEPDirect / 504Direct Digital Archive communicated.</p> <p>Guidance on implementation protocols established for case manager / evaluator understanding of expectations to upload relevant 504 Plan and IEP documents (signed consent forms, evaluation reports) into document repository.</p>
<ul style="list-style-type: none"> Monitoring of uploaded documents 	<ul style="list-style-type: none"> Pupil Services Administrative Assistants Director of Pupil Services 	<ul style="list-style-type: none"> Professional Development / training, coaching, trial, revision Consultation w/ IEPDirect as needed 	September / October 2019	<p>Case manager / evaluator understanding of expectations to upload relevant 504 Plan and IEP documents (signed consent forms, evaluation reports) into document repository.</p> <p>Clarification of protocol.</p>
<ul style="list-style-type: none"> Use of digital archive Upload consent forms Upload evaluation reports, relevant documents 	<ul style="list-style-type: none"> 504 Plan Case Managers IEP Case Managers Evaluators (Special Education teachers, Related Providers) 	<ul style="list-style-type: none"> IEPDirect webinar on Document Repository Implementation guidance documents Protocol document (on who what when) Professional Development (training, coaching, trial, 	October 2019 – June 2020	<p>Develop and establish digital archive of 504 plan and IEP evaluation reports, related documents and forms.</p> <p>Case manager and evaluator competency in digital repository of 504 plan and IEP documents.</p> <p>Improved access for staff (teachers and administrators) to relevant 504 Plan and IEP documents (signed consent forms, evaluation reports).</p>

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

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

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

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

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

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

Mabelle B. Avery Middle School

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

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

Action Plan to Accomplish Goal

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

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

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

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

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

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

Somers High School

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

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

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

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

<ul style="list-style-type: none"> ● Implementation of Period 10 and more specific coding to account for student's time in the building to create a more accurate profile of how many actual full day absences we are recording each day. ● Parent meetings for students of concern - students who are chronically absent and / or whose performance is suffering as a consequence. These meetings involve student, parent, counseling staff, administration, and if necessary SRO. ● Protocol for chronic absence and truancy - Parent meeting, home visit, possible SRO visit, DCF referral. Parent referrals to 211 services for non-compliance and school avoidance. ● Cheryl to attend state attendance symposium in November ● Communicating attendance policies and statutes via handbook, student class meetings at the start of the year, attendance (chronic absenteeism / truancy), and loss of credit warning letters. 				
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School District Improvement Plan 2019-20

Vision:

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

Mission:

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

Strategic Plan Goals



Goal 1: Student Achievement

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

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



Goal 2: Professional Learning

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

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



Goal 3: Accountability

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

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

Superintendent

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

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

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

Curriculum & Instruction

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

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

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

Pupil Services

<p>Goal 1: Achievement</p> <p>Goal 2: Professional Learning</p> <p>Goal 3: Accountability</p>	<p>Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.</p> <p>Develop and implement meaningful and personalized professional development programming that support best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.</p> <p>Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.</p>
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Goal:

1A - Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.

2D- Implement professional development for each of the identified gaps tailored to needs across the district.

3C - Develop alternative means to gather evidence of teacher practice and student achievement.

Metric: Transition to digital archive of 504 plan and IEP pertinent documents; Implementation of Frontline Document Repository for IEP and 504 Plans; Case manager and evaluator competency in digital repository of (117) 504 plan and (229) IEP documents (evaluation reports, consent forms).

Action Plan to Accomplish Goal

Strategies	Staff Responsible	Resources & Learning Needed	Timeline	Intended Outcomes
<ul style="list-style-type: none"> • Determine / develop implementation guidance documents. • Determine / develop protocol on who, what, when. 	<ul style="list-style-type: none"> • Pupil Services Administrative Assistants • Director of Pupil Services 	<ul style="list-style-type: none"> • IEPDirect webinar on Document Repository; Consultation w/ IEPDirect as needed • Professional Development / training, coaching, trial, revision 	<p>August / September 2019</p>	<p>Plan for implementation of IEPDirect / 504Direct Digital Archive communicated.</p> <p>Guidance on implementation protocols established for case manager / evaluator understanding of expectations to upload relevant 504 Plan and IEP documents (signed consent forms, evaluation reports) into document repository.</p>
<ul style="list-style-type: none"> • Monitoring of uploaded documents 	<ul style="list-style-type: none"> • Pupil Services Administrative Assistants • Director of Pupil Services 	<ul style="list-style-type: none"> • Professional Development / training, coaching, trial, revision • Consultation w/ IEPDirect as needed 	<p>September / October 2019</p>	<p>Case manager / evaluator understanding of expectations to upload relevant 504 Plan and IEP documents (signed consent forms, evaluation reports) into document repository.</p> <p>Clarification of protocol.</p>
<ul style="list-style-type: none"> • Use of digital archive • Upload consent forms • Upload evaluation reports, relevant documents 	<ul style="list-style-type: none"> • 504 Plan Case Managers • IEP Case Managers • Evaluators (Special Education teachers, Related Providers) 	<ul style="list-style-type: none"> • IEPDirect webinar on Document Repository • Implementation guidance documents • Protocol document (on who what when) • Professional Development (training, coaching, trial, 	<p>October 2019 – June 2020</p>	<p>Develop and establish digital archive of 504 plan and IEP evaluation reports, related documents and forms.</p> <p>Case manager and evaluator competency in digital repository of 504 plan and IEP documents.</p> <p>Improved access for staff (teachers and administrators) to relevant 504 Plan and IEP documents (signed consent forms, evaluation reports).</p>

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

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

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

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

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

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

Mabelle B. Avery Middle School

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

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

Action Plan to Accomplish Goal

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

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

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

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

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

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

Somers High School

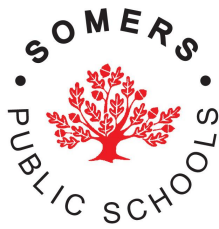
Strategic Plan Goal: Student Achievement		Focus Area of Improvement: PSAT/SAT/AP		
Goal:				
<ol style="list-style-type: none"> 1. Increase AP Program Offerings /Increase AP access for more students 2. Increase AP Scores through teacher goals and instructional practices 3. Assess PSAT areas of focus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

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

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

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

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

Title of Report: Enrollment Projections

Board Meeting Date: 11/11/19

Action
 Report
 Information
 Discussion

Submitted by: Brian P. Czapla

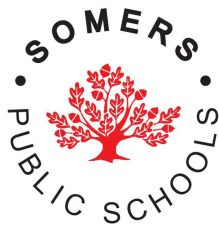
Executive Summary

The enrollment projection table below uses Somers birth rates as well as student enrollment and withdrawal trends to project future enrollments.

Report

	Actual									
	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29
K	91	80	112	87	102	107	112	117	123	129
1	87	95	84	118	91	107	112	117	123	129
2	99	91	100	88	123	95	111	117	122	128
3	96	104	95	104	92	129	100	117	122	128
4	85	97	105	97	106	94	130	101	118	124
5	101	84	96	103	95	104	92	128	99	116
K-5	559	551	592	597	608	634	657	697	708	754
6	81	104	86	98	106	97	107	94	132	102
7	106	81	104	86	98	106	98	107	95	132
8	119	101	77	99	82	93	101	93	101	90
6-8	306	285	267	283	286	297	305	294	328	323
9	107	109	92	71	90	75	86	93	85	93
10	105	107	110	93	71	91	75	86	93	85
11	120	105	108	110	93	71	91	75	86	93
12	103	120	106	108	110	93	71	91	75	86
9-12	435	442	415	381	364	330	323	345	339	358
K-12	1300	1279	1274	1260	1259	1261	1285	1336	1375	1436

=Based on Students already enrolled
 =Based on Children born but not yet enrolled
 =Based on Children not yet born



**Board of Education
Administrative Report**

Title of Report: Veterans' Day Celebrations

Board Meeting Date:

Action

Report

Information

Discussion

Submitted by: Brian P. Czapla

Executive Summary

Students at all school participated in numerous activities honoring our Veterans. Below is a summary of the activities at each school.

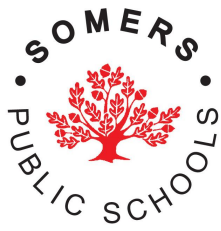
Report

Somers Elementary School

Somers Elementary School is once again excited to host military service members (active, reserve, retired) on Veteran's Day. To honor these heroes, they will be treated to a pre-assembly reception in the Media Center. Here they can socialize with each other while enjoying light refreshments provided by Cathi Smith. After the reception, they will be honored at our school-wide assembly. At the assembly, students will serenade veteran's with patriotic songs and there will be a slide-show video tribute. This year, we will have the Veteran's enter the assembly last so we can give them a standing ovation.

Mabelle B. Avery Middle School

On Veterans Day, MBA students will begin by making cards for veterans at the VA Hospital. We will then move into the gymnasium to enjoy a presentation of the Star Spangled Banner by our 8th Grade Chorus (on video) and a performance from the 102 National Guard Quintet. Following the musical performances, Mrs. Martello will speak about the history of Veterans Day and its significance in our society. Family members of current students who are veterans or active military service members will be introduced and honored. Afterwards to close the ceremony, the students will enjoy a video montage of photographs set to music compiled by student Johna Rasid. We will be encouraging all of our students to wear patriotic colors to support our veterans on November 11.



Board of Education Administrative Report

Somers High School

Student members of the Spartan Chapter of the National Honor Society and Interact Club will partner with the American Legion Buck-Dubiel Post 101 on Monday, November 11th to celebrate the service of our community's veterans. A schoolwide assembly, beginning at 9:30 a.m., will feature the vocal and instrumental talents of the SHS band and choirs. Post Commander Mike Craddy will speak about the importance of service and a panel of veterans who have served throughout the years will speak about their experiences in the military. The program will conclude with a 21-gun salute performed by members of the Post.