

**THESE MINUTES ARE SUBJECT TO BOARD APPROVAL AT THE NEXT
BOARD OF EDUCATION MEETING
CHESTER ELEMENTARY SCHOOL
November 25, 2019 7:00pm**

The regular meeting of the Chester Board of Education was held on Monday, November 25, 2019. In attendance were David Fitzgibbons, Tom Englert, Charlene Fearon, Rob Bibbiani, Rebecca Greenberg-Ellis, Dale Bernardoni and Maria Scherber. Also in attendance were Brian White, Superintendent, Dr. Kristina Martineau, Assistant Superintendent and Tyson Stoddard, Principal. Absent: Kris Pollock

CALL TO ORDER

Mr. White called the meeting to order at 7:00pm.

ELECTION OF OFFICERS

Mr. White opened the floor for the nominations for the office of chairman.

A motion made by Maria Scherber to nominate David Fitzgibbons as the Chairman of the Chester Board of Education. Charlene Fearon seconded the motion. The motion unanimously passed.

Chairman Fitzgibbons opened the floor for the following nominations:

A motion made by David Fitzgibbons to nominate Tom Englert as the Vice Chair of the Chester Elementary Board of Education. Maria Scherber seconded the motion. The motion passed unanimously.

A motion made by Rob Bibbiani to nominate Rebecca Greenberg-Ellis as the Secretary for the Chester Elementary Board of Education. The motion was seconded by David Fitzgibbons. The motion passed unanimously.

Committee Assignments Discussed.

Policy: Dale Bernardoni and Maria Scherber

Curriculum: Charlene Fearon and Rob Bibbiani

Learn: This will be tabled until the next meeting

PTO Representative: Rebecca Greenberg-Ellis

Facilities: Tom Englert

Finance: Tom Englert and Kris Pollock

Ad Hoc School Security Committee: Rebecca Greenberg-Ellis and Rob Bibbiani

CONSENT AGENDA

Upon a motion made by Rob Bibbiani and seconded by Charlene Fearon the Chester Board of Education **VOTED** unanimously to approve the minutes from the September 26, 2019 regular meeting and the Accounts Payable report.

STUDENT REPORT

Four CES students discussed the new social development curriculum which is called Choose Love. Mr. Fitzgibbons thanked the students for presenting.

PUBLIC COMMENT

No comment.

REPORTS AND OTHER ITEMS:

Superintendent's Report

District Update

Mr. White discussed that district wide there were several outstanding Veteran's Day celebrations.

The Chester parent community has had some very thoughtful ALICE training questions and concerns. There will be additional meetings to help answer any questions and concerns.

Information and Communication

Mr. White noted that our Business Manager has resigned.

Assistant Superintendent's Report

Presentation of 2017-18 Performance Profile Report for CES

Ms. Martineau discussed the Performance Profile Report. It is based on 2017-2018 data. Ms. Martineau discussed the Gap Indicators. This will continue to be discussed further in the Joint Board of Education meeting. There is more focus on growth over the course of one school year. Physical Education will be an area to focus.

Director of Pupil Services

Ms. Smalley was not present. She will be present if there is a need. During the budget workshops she will be present.

Financial Status Report

This report held until the next meeting.

Cafeteria Report

This report held until the next meeting.

Discussion and Possible VOTE to Approve Current Year Transfer of Funds

A transfer of funds for unanticipated special education costs was needed.

Upon a motion made by Rob Bibbiani and seconded by Maria Scherber, the Chester Board of Education unanimously **VOTED** to transfer \$3,749.28 from Out of District Placement to Out of District Transportation.

Principal's Update

Mr. Stoddard noted that Chester Elementary has been ranked as the number one elementary school in Middlesex County with an A+ rating.

Mr. Stoddard discussed the activities planned for this month. Tree maintenance has continued. In October students attended an Anti-Bullying Rally. Students are collecting food for the food pantry. They were also able to attend a Veteran's Day parade and observance. The PTO meeting discussed ALICE training. There will be a follow up on January 7th to answer any questions or concerns. Winter band and chorus concerts are coming up in December.

Report on Grants

Ms. Martineau discussed the funding that grants provide for CES. There is a decrease from what has been received in the previous years. This will need to be considered when budgeting for next year. Staffing should be moved into the budget and not funded by grants.

Student Achievement Assessment Data

Ms. Martineau discussed the Student Balanced Achievement Assessment data. How the data is collected and analyzed was also discussed. Mr. Stoddard discussed the Action Plan and Strategies. The Math coach has been beneficial. The data points will be important for future planning. This data does identify areas where professional development would be beneficial. English Language Arts data was discussed. Mr. Stoddard discussed the action plan and strategies to improve instruction for additional student growth. Ms. Martineau discussed the next steps for Professional Development, Instructional Support and Assessments. Grade level standards do change year to year and become more difficult.

Committee Reports

Finance – RFP for Asset Management Services to do an asset management inventory and to maintain this inventory.

Curriculum – K-6 presentation for World Language. Spanish 4 Text book review and approval. Data for the importance of K-6 world language will be used for budgeting purposes. The need for Spanish I will be discussed.

Policy – Policy and Finance will be a joint meeting. There was a brief discussion about the Suspension and expulsion policy. It was decided to include pepper spray in this policy. The Capital fund policy and the online course policy was also discussed.

Supervision District

The next Supervision District meeting is the first week of December and then Budget workshops will be starting. Curriculum will now meet in the afternoon.

LEARN

No report available.

Other Committee Reports

Ad hoc School Security Advisory Committee

A presentation and discussion at the Chester PTO discussing the ALICE implementation. There is concern how ALICE will be implemented at each grade level. The district will continue to be communitive with parents to keep them informed.

Discussion regarding and Pending Policies

The first reading of this policy were held at Oct. 3rd Joint BOE meetings – the second reading and possible VOTE to approve will be at the December 7th Joint BOE Meeting

Policy #5114 Suspension/Due Process

This policy was briefly discussed.

PUBLIC COMMENT

No Comment.

There is a vacant seat on the CES Board of Education. A candidate will be recommended to the Board by the Republican Town Committee.

FUTURE AGENDA ITEMS

- Next Joint BOE meeting December 5, 2019 at 7:00pm
- New BOE Member Orientation is Thurs. December 19, 2019 at 6:00 in Central Office
- Next CES BOE Meeting is January 23, 2020 @ 7:00pm
- CES Budget Workshop I is Thursday, Jan 30, 2020 @ 6:00pm in the CES Media Center
- CES Budget Workshop II is Tuesday, February 11, 2020 @ 6:00pm in the CES Media Center
- CES Budget Workshop III is Tuesday, March 3, 2020 @ 6:00pm in the CES Media Center
- BOE Self-evaluation (TBD)

ADJOURNMENT

On motion duly made and seconded the Board unanimously **VOTED** to adjourn at 8:39p.m.

Respectfully Submitted,

Kelley Frazier, Secretary



Spring 2019 Assessment Results

Grades 3-6

Chester Board of Education Meeting
November 25, 2019

Smarter Balanced Assessment Overview

<p>English Language Arts</p>	<p>Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Claim #2 Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>Claim #3 Writing and Research/Inquiry: Students can strengthen writing by revising, editing, and rewriting a range of text. Students can also analyze and integrate evidence-based information to support analysis and research.</p>
<p>Mathematics</p>	<p>Claim #1 Concepts and Procedures: Students can explain mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p> <p>Claim #2 Problem Solving, Modeling, and Data Analysis: Student can solve a range of complex, well-posed problems in pure and applied mathematics, making use of problem-solving strategies. They can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</p> <p>Claim #3 Communicating Reasoning: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>

English Language Arts

Performance Level

Scale Score

ELA Claims Performance:

Reading

Listening

Writing and Research/Inquiry

 CONNECTICUT STATE DEPARTMENT OF EDUCATION

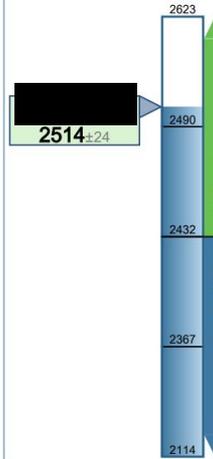
Individual Student Report

How did my student perform on the ELA/Literacy test?
Test: Smarter Summative ELA/Literacy Grade 3
Year: 2018-2019
Name: [REDACTED]

Overall Performance on the Smarter Summative ELA/Literacy Grade 3 Test:

Name	SSID	Scale Score	Achievement Level	Reported Lexile® Measure
[REDACTED]	[REDACTED]	2514±24	Level 4	840L

Scale Score and Performance on the Smarter Summative ELA/Literacy Grade 3 Test:



Level 4: Exceeds the Achievement Standard - The student has exceeded the achievement standard for English language arts and literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

Level 3: Meets the Achievement Standard - The student has met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.

Level 2: Approaching the Achievement Standard - The student has nearly met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level require further development toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.

Level 1: Does Not Meet the Achievement Standard - The student has not yet met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level require substantial improvement toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.

Average Scale Scores on the Smarter Summative ELA/Literacy Grade 3 Test:

Name	Average Scale Score
[REDACTED] School District	2486±13
[REDACTED] (1)	2486±13

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Performance on the Smarter Summative ELA/Literacy Grade 3 Test, by Claim:

Claim	Claim Performance	Claim Description
Reading	 	Above Standard Student can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening	 	Above Standard Student can employ effective listening skills for a range of purposes and audiences.
Writing and Research/Inquiry	 	Above Standard Student can produce effective and well-grounded writing for a range of purposes and audiences. Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

ELA Grades 3-6

Achievement Score: percentage of students in grade 3-6 who “Met Goal” (Level 3 or Level 4)

	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Grade 3	77.8%	61%	80.8%	80%
Grade 4	67.9%	79.3%	76.9%	76.9%
Grade 5	77.1%	82.8%	82.8%	84%
Grade 6	88%	89.2%	86.7%	87%

Grades 3-6: English Language Arts

Achievement Score: percentage of students in grades 3-6 **combined** at each performance level.

	Spring 2018	Spring 2019
Level 4 (Exceeds)	52.3%	45.1%
Level 3 (Meets)	29.7%	37.3%
Level 2 (Approaching)	9%	11.8%
Level 1 (Not Met)	9%	5.9%

Grade 3 Middlesex County Comparison: Achievement Results

ELA: Spring 2019

Essex	86%
Chester	80%
Westbrook	78.1%
Deep River	71.1%
Region 17	69%
Cromwell	68.7%
East Hampton	66.7%
Region 13	64.3%
Portland	62.9%
Old Saybrook	60.9%
Clinton	53.2%
Middletown	51.1%
East Haddam	Unknown

Grade 4 Middlesex County Comparison: Achievement Results

ELA: Spring 2019

Region 17	79.1%
Chester	77%
Deep River	76%
Essex	75%
Old Saybrook	73%
Region 13	72.6%
East Haddam	69.1%
East Hampton	61.5%
Portland	58.6%
Westbrook	55.8%
Clinton	54.6%
Cromwell	54.5%
Middletown	49.7%

Grade 5 Middlesex County Comparison: Achievement Results

ELA: Spring 2019

Essex	87%
Deep River	85%
Chester	84%
Region 17	75.6%
Region 13	75.2%
East Hampton	73.2%
Westbrook	72.9%
Old Saybrook	72.9%
East Haddam	70.3%
Clinton	67.6%
Cromwell	64.6%
Portland	58.8%
Middletown	56.7%

Grade 6 Middlesex County Comparison: Achievement Results

ELA: Spring 2019

Chester	87%
Essex	77%
Old Saybrook	76.7%
Westbrook	75.5%
Cromwell	71.6%
East Haddam	70.7%
Region 13	68.6%
Clinton	60.9%
East Hampton	58.9%
Region 17	58.7%
Portland	58.1%
Deep River	56%
Middletown	51.6%

English Language Arts Highlights

- 82.4% of students 3-6 Grade who met Goal (Level 3 & 4)
- 3rd Grade 17th in State
- 5th Grade 18th in State
- 6th Grade 2nd in State

Action Plan and Strategies~ELA Grades 3-6

- Focus on building concrete writing strategies for communicating reasoning.
- Embed listening and notetaking into regular instruction.
- Continued use of Interim Assessment Blocks to build familiarity with testing language.
- Prompted Writing and Short Response practice.
- Building “note-taking” strategies prior to responding.
- Read aloud modeling and understanding of inferences and determining importance.
- Building students’ abilities to generalize writing abilities across all content areas.
- Individual conferring sessions with students to meet their specific needs.
- Analyzing growth rates, especially with high needs population.

Mathematics

Performance Level

Scale Score

Math Claims Performance:

Concepts and Procedures
Problem Solving and Modeling & Data Analysis
Communicating Reasoning

Individual Student Report

How did my student perform on the Mathematics test?

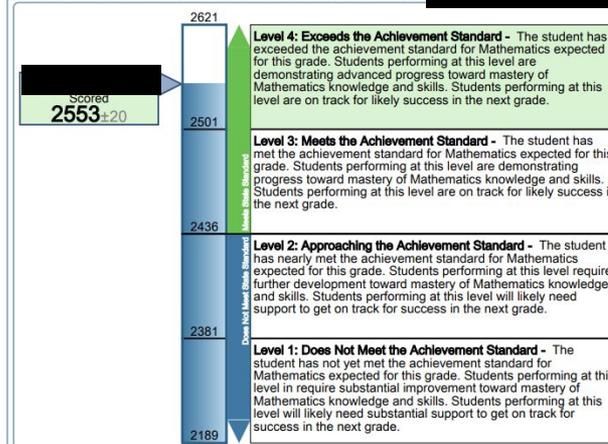
Test: Smarter Summative Mathematics Grade 3

Year: 2018-2019

Name: [REDACTED]

Name	SSID	Scale Score	Achievement Level	Reported Quantile® Measure
[REDACTED]	9445046389	2553:20	Level 4	945Q

Scale Score and Performance on the Smarter Summative Mathematics Grade 3 Test



Average Scale Scores on the Smarter Summative Mathematics Grade 3 Test and Comparison Groups, 2018-2019

Name	Average Scale Score
[REDACTED] School District	2509:15
[REDACTED] Elementary School	2509:15

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

Performance on the Smarter Summative Mathematics Grade 3 Test, by Claim:

Claim	Claim Performance	Claim Description
Concepts and Procedures	 ✓	Above Standard Student can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving and Modeling & Data Analysis	 ✓	Above Standard Student can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Student can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
Communicating Reasoning	 ✓	Above Standard Student can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Math Grades 3-6

Achievement Score: percentage of students in grade 3-6 who “Met Goal” (Level 3 or Level 4)

	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Grade 3	81.5%	60.7%	85%	85%
Grade 4	67.9%	75.9%	61.5%	80.8%
Grade 5	65.7%	69%	55.2%	60%
Grade 6	65%	81.1%	76.7%	71%

Mathematics

Grades 3-6

Achievement Score: percentage of students in grades 3-6 **combined** at each performance level.

	Spring 2018	Spring 2019
Level 4	42.9%	48%
Level 3	26.8%	25.5%
Level 2	20.5%	19.6%
Level 1	9.8%	6.9%

Grade 3 Middlesex County Comparison: Achievement Results

MATH: Spring 2019

Deep River	86.8%
Essex	86%
Chester	85%
Westbrook	75%
Region 17	74.3%
Cromwell	70.1%
East Haddam	68.4%
East Hampton	68%
Portland	66.7%
Region 13	64.3%
Old Saybrook	62.3%
Clinton	51.4%
Middletown	52.3%

Grade 4 Middlesex County Comparison: Achievement Results

MATH: Spring 2019

Deep River	86%
Westbrook	83.7%
Chester	81%
Region 17	71.9%
Essex	70%
East Haddam	69.1%
Region 13	67%
Old Saybrook	66%
East Hampton	63.8%
Clinton	56.5%
Cromwell	56.4%
Middletown	47.6%
Portland	44.8%

Grade 5 Middlesex County Comparison: Achievement Results

MATH: Spring 2019

Deep River	76%
Essex	69%
Region 17	66.9%
Chester	60%
Region 13	59%
East Hampton	55.6
Clinton	55.4
Cromwell	52.8%
Portland	52%
East Haddam	49.3%
Middletown	41.4%
Westbrook	unknown
Old Saybrook	unknown

Grade 6 Middlesex County Comparison: Achievement Results

MATH: Spring 2019

Chester	71%
Old Saybrook	70.9%
Portland	66.7%
Region 13	65%
Essex	64%
Westbrook	57.1%
Cromwell	54.2%
Region 17	54%
Deep River	51%
Clinton	47.7%
East Hampton	44.3%
East Haddam	42.7%
Middletown	33.8%

Math Highlights

- 73.5% of students 3-6 Grade who met Goal (Level 3 & 4)
- 3rd Grade 11th in State
- 4th Grade 19th in State
- 6th Grade 20th in State

Action Plan and Strategies~Math Grades 3-6

- Ongoing implementation of the Workshop Model in Mathematics to meet small group and individual student needs.
- Written response instruction for communicating reasoning in mathematics.
- Oral rehearsal prior to written response in mathematics.
- Building “note-taking” strategies prior to responding.
- Continued use of Interim Assessment Blocks to build familiarity with testing language.
- Continued monitoring scope and sequence as well as pacing of instruction related to the Smarter Balanced Assessment.
- Analyzing growth rates, especially with high needs population.
- Coaching regularly focused on instructing “Writing In Math”.
- Coaches have aligned “SBA-Like” practice problems in Bridges.