F.O.I. Compliance – Subject to BOE approval at a future meeting

<u>Chester BOE</u>	<u>Administration</u>
David Fitzgibbons	Brian White
Ken Rice	Tyson Stoddard
Jan Taigen	Bob Grissom
Dale Bernardoni	
Rebecca Greenberg-Ellis	
Stuart Johnson (7:04pm Arrival)	
Maria Scherber	
Absent: Faith Spriggs	
Other Attendees: Kelley Frazier, Clerk	

CALL TO ORDER
The meeting was called to order by Mr. White at 7:00p.m**.**

VERBAL ROLL CALL FOR BOE MEMBERS

ELECTION OF OFFICERS
Mr. White opened the floor for the nominations for the office of chairman.

A motion was made by Maria Scherber to nominate David Fitzgibbons as the Chairman of the Chester Elementary Board of Education. Jan Taigen seconded the motion. The motion passed unanimously.

Chairman Fitzgibbons opened the floor for the following nominations:
A motion made by David Fitzgibbons to nominate Dale Bernardoni as the Vice Chair of the Chester Elementary Board of Education. Maria Scherber seconded the motion. The motion passed unanimously.

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

The Supervision District representative will be Rebecca Greenberg-Ellis and Dale Bernardoni along with Mr. Fitzgibbons. Committee assignments were discussed.

Mr. Fitzgibbons read a thank you letter for the Board's commitment to the school and for the donation of the bench for the annual gift.

Mr. Fitzgibbons asked for input from the Board regarding in person with the option to be remote. Members agreed that hybrid is the preferred option for budget and regular meetings.

CONSENT AGENDA

Upon a motion duly made and seconded the Chester Board of Education unanimously **VOTED** to approve the minutes from the regular meeting on September 22, 2022 and the Accounts Payable report as written.

PUBLIC COMMENT

No Comment.

REPORTS and OTHER ITEMS

Superintendent's Report

District Update

Mr. White gave a brief update. Union contracts are being negotiated. Additional contracts for para educators and net techs will be negotiated in the Spring.

Information and Communication

No Additional Report

Assistant Superintendent's Report

General Update

No Update

Financial Status Updates

Current Year to Date Financial Status Update

Mr. Grissom gave an update on the financial status. All financial obligations are expected to be met.

Cafeteria Fund Update

There have been over 6,548 meals served. Smart funds were received from the state to extend the meal program. Free meals will be served until December 31, 2022. Families who are eligible are still able to apply for free lunch. Surplus funds were discussed. A policy will be developed by the Finance Committee to deal with the surplus.

Medical Reserve Tracking

Net favorable results have been realized last year. The reserve is funded adequately. Research is being done in how to manage the reserves. Mr. Grissom and Mr. White will meet with the insurance consultant to discuss how to manage this account and to discuss how to budget for next year.

Grants

No Update

ADM Calculation Methodology

Mr. Grissom discussed how ADM is measured. There have been no changes in the methodology. He discussed the allocations for each town.

Discussion and Possible VOTE to Approve Transfers as Requested

Upon a motion made by Jan Taigen and seconded by Maria Scherber the Chester Board of Education unanimously **VOTED** to approve the transfers as requested and presented by the Business Manager (encl #7).

Principal's Update
No Update

Student Achievement Data
Mr. White discussed student achievement data for Chester Elementary. Ms. Brzozowy was not present but will be available to answer questions if needed. A plan of action was discussed. Budgetary consideration was discussed.

Enrollment Projections and Section Analysis
A high level overview was presented. Class sizes are within policy guidelines. Staffing is expected to stay at the current level.

Presentation of Proposed Strategic Priorities
Mr. White discussed the Strategic Priorities developed at the Joint Board retreat. Please contact Mr. White if you have questions or comments. Discussion held regarding next steps for the process. This will be adopted at the Joint Board of Education.

Presentation of 2020-21 Performance Profile Reports for CES
Mr. White highlighted the data.

Committee Reports
Finance
The audit is ongoing. A policy or regulation will be developed for the reserves. Substitute teacher pay was discussed. This will continue to be discussed in the Joint Board meeting. The gifts, grants and bequests policy is also being discussed.

Curriculum
No Report.

Policy
Policies are being reviewed with small changes suggested.

Supervision District:
Cameras are on buses. An APP will be available for parents to track buses. A Calendar adjustment will be done. This will be discussed in a special meeting.

LEARN
A team has been assigned to assist districts with technology and resolving issues with children with social/emotional needs and academic needs. A study is being done for all of buildings needs. Consolidation and closing of schools is being considered due to enrollment changes.

PUBLIC COMMENT
No Comment

EXECUTIVE SESSION
Upon a motion duly made and seconded the Chester Elementary Board of Education unanimously **VOTED** to go into Executive Session at 8:41pm. Mr. White was invited to attend.

Executive Session ended at 9:29pm.

Upon a vote my by Rebecca Greenberg-Ellis and seconded by Maria Scherber the Chester Board of Education unanimously **VOTED** to appoint Lorraine Connelly to fill a vacancy on the Chester Board of Education for a term to last until November 2023 at which the position returns to the ballot as a full term 4 year vacancy.

FUTURE AGENDA ITEMS
10.1Joint BOE Meeting December 1, 2022 @ 7:00pm
10.2Joint BOE Retreat – Saturday, January 21, 2023 from 9:00am – Noon @JWMS
10.3Chester BOE Regular Meeting January 26, 2023 @ 7:00pm

ADJOURNMENT
On motion duly made and seconded the Board unanimously **VOTED** to adjourn at 9:30pm.
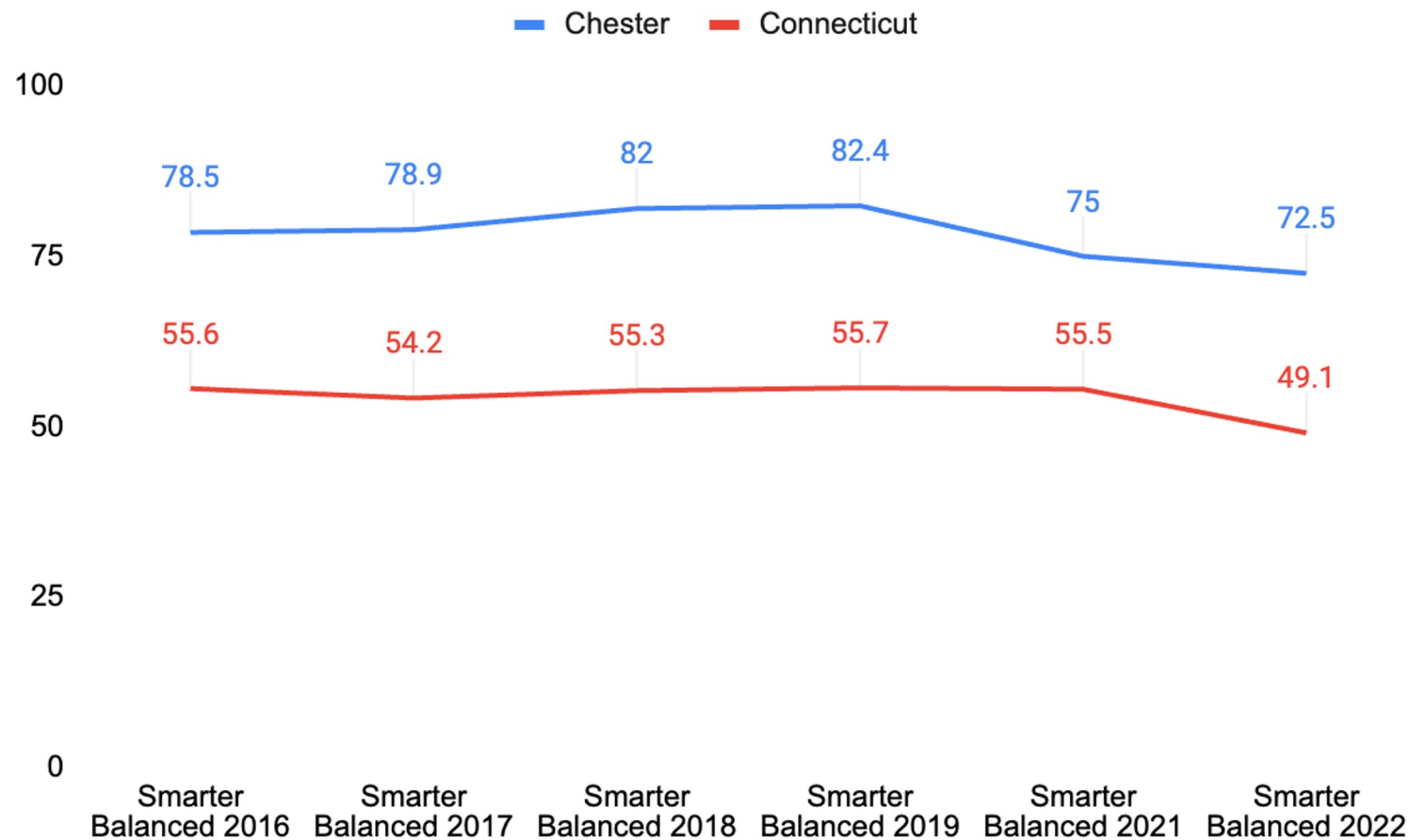
Respectfully Submitted,

Kelley Frazier, Secretary

Chester Elementary School

Chester Elementary- ELA Performance vs CT

Chester Elementary- ELA Performance by Grade Level

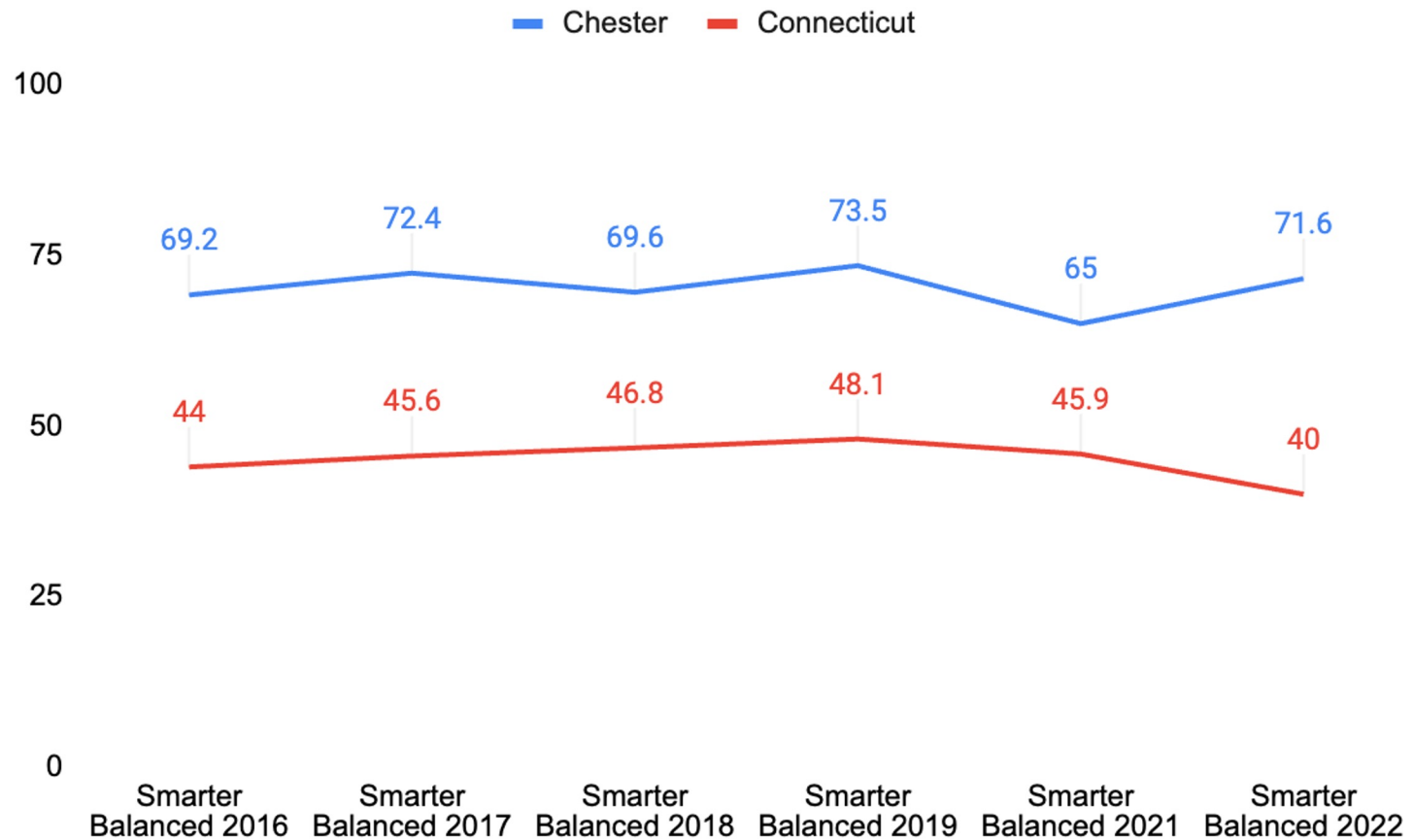|	Smarter Balanced 2016	Smarter Balanced 2017	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2021	Smarter Balanced 2022
Grade 3	77.8%		80.8%		71.0%	78.0%
Grade 4	67.9%	79.3%	76.9%	76.9%	69.0%	83.0%
Grade 5	77.1%	82.8%	82.8%	84.0%	86.0%	64.0%
Grade 6		89.2%	86.7%		80.0%	63.0%
School	78.5%	78.9%	82.0%	82.4%	75.0%	72.5%

Chester Elementary- Math Performance vs CT

Chester Elementary- Math Performance by Grade Level

	Smarter Balanced 2016	Smarter Balanced 2017	Smarter Balanced 2018	Smarter Balanced 2019	Smarter Balanced 2021	Smarter Balanced 2022
Grade 3	81.5%	60.7%	80.8%	*%	58.0%	74.0%
Grade 4	67.9%	79.3%	76.9%	76.9%	79.0%	76.0%
Grade 5	77.1%%	82.8%	82.8%	84.0%	48.0%	78.0%
Grade 6	*%	81.1%	*%	*%	70.0%	50.0%
School	69.2%	72.4%	69.6%	73.5%	65.0%	71.6%

Next Generation Science Standards Performance

NGSS	2019	2021*	2022
Chester	*%	67%	74%
Deep River	*%	83%	66%
Essex	75%	82%	79%
JW	74%	43%	48%
Valley	55%	54%	56%

2023-2024 Teaching and Learning Budgeting Themes

- Tier I instruction: New ELA texts and resources
- Academic Intervention: EL Supports
- Academic Intervention: Assessment Audit and Screener
- Social Emotional Support: Staff
- Professional Development for Staff

Thank You

Enrollment Analysis
Chester– Deep River– Essex– Region 4

Board of Education Policy 6116.11: Class Size Guidelines

Class size guidelines for the schools of Chester, Deep River, Essex, and Region 4 are anchored in educational research and best practices. The research overwhelmingly demonstrates the long-term benefit of smaller class sizes, especially in kindergarten through grade three. Best practice supports progressively larger class sizes in grades four through twelve. In addition, other factors leading to positive student outcomes include sound instructional strategies, positive school climate, excellent student/teacher/parent relationships, and quality teacher professional development.

Historical K-12 Enrollment (10 Years)

Year	Chester	Deep River	Essex	John Winthrop	Valley Regional	Total Enrollment
2014-2015	219	312	407	333	630	1901
2015-2016	211	304	362	316	599	1792
2016-2017	206	285	334	333	607	1765
2017-2018	205	276	313	327	609	1730
2018-2019	194	242	299	289	608	1632
2019-2020	186	235	298	257	582	1558
2020-2021	201	221	279	244	595	1538
2021-2022	209	208	269	244	545	1495
2022-2023	222	192	263	236	489	1413
2023-2024*	216	189	272	228	492	1397
Change	-3	-123	-135	-105	-138	-504

*Projected

Elementary Schools

Elementary Schools

Elementary School	Class Size
Grades K-3	14-16
Grades 4-5	16-18
Grade 6	16-20

Elementary class size may vary from the above guidelines by two students as dictated by the needs of the students and the considerations listed previously.

Elementary Classroom Teacher Staffing

	Chester		Deep River		Essex	
	Enrollment	Classroom Teachers	Enrollment	Classroom Teachers	Enrollment	Classroom Teachers
2017-2018	205	19.5	276	23.6	313	26.9
2018-2019	194	17.5	242	20.5	299	25.3
2019-2020	186	17.5	235	20.0	298	25.3
2020-2021	201	16.5	221	20.0	279	24.3
2021-2022	209	16.5	208	18.5	269	24.8
2022-2023	222	16.5	192	18.5	263	24.8
Change	-17	-3	-84	-5.1	-50	-2.1

*Projected

Class Size Analysis (October 1 Reporting):

	Chester		Deep River		Essex	
	Enrollment	Average Class Size	Enrollment	Average Class Size	Enrollment	Average Class Size
Pre-K	0	NA	0	NA	32	11
Kindergarten	32	16	27	13.5	37	12
Grade 1	33	16.5	30	15	35	17
Grade 2	27	13.5	26	13	35	12
Grade 3	38	19	27	13.5	41	14
Grade 4	26	13	24	12	42	14
Grade 5	37	18.5	22	11	37	12
Grade 6	29	14.5	36	18	41	14
School	222	15.8	192	13.7	300	13

Questions?

Development Timeline

- Winter 2022 - Joint BOE Retreat
- Spring 2022 - Stakeholder Feedback Gathered (DLT, Faculty Meetings, Stakeholder Surveys, Stakeholder Focus Groups)
- Fall 2022
  - Joint BOE Retreat
  - Individual BOE Meeting Presentations

Strategic Planning Considerations

- The BOE strategic priorities should recognize and honor the current work and strengths of our districts.
- The strategic priorities should build on existing efforts ensuring continuity in teaching and learning practices for students and faculty.
- Strategic priorities should support increased coherence among individual districts.
- Strategic priorities should provide clear throughlines for district initiatives, while providing autonomy at the school level to address local needs and concerns.

Strategic Priority Development

Identified Strategic Priorities

**Teaching
and
Learning**

**Climate and
Culture**

**Finance
and
Operations**

Strategic Priority #1: Teaching and Learning

To provide each student with high quality classroom instruction to promote successful student outcomes.

High Leverage Strategies

- Provide a standards aligned curriculum in all grades Pre-K - 12
- Operationalize a unified focus – Pre-K - 12 – on critical and creative thinking for solving difficult problems and to focus and align the districts' goal setting processes with these priorities across towns, building and grades.
- Utilize school, district, and state data to create meaningful instructional opportunities for each learner.
- Ensure equal access to intervention and enrichment opportunities for all students.

Strategic Priority #1: Teaching and Learning

To provide each student with high quality classroom instruction to promote successful student outcomes.

High Leverage Strategies

- Develop district-wide approach to implementing best instructional practices for all grades Pre-K -12.
- Implement a universal screening assessment for Mathematics, Literacy, and Social Emotional Learning K-12).
- Develop and implement multi-tiered systems of academic support and intervention.
- Conduct and complete an audit of curriculum, instruction, and assessment practices for each grade level and content area, Pre-K -12.
- Develop and implement a 5 year curriculum cycle review.
- Develop a plan of professional development for all teachers Pre-K -12 to support best instructional practices.

Strategic Priority #1: Teaching and Learning

To provide each student high quality classroom instruction to promote successful student outcomes.

Measures of Success

- SBAC (Grades 3-8)
- SAT (Grades 11)
- AP Exams
- IB Exams
- Internal Academic Assessments
- College/Career Readiness
- High School Graduation Rate

Strategic Priority #2: Culture and Climate

To partner with students, staff, and families to maintain a positive learning environment where every child is successful.

High Leverage Strategies

- Develop Communication Plan
- Celebrate all student accomplishments in all areas of education including academic, athletics, and the arts.
- Implement social emotional programming through instruction, curriculum model, instruction, and supports to ensure the safety and engagement of all students
- Engage faculty, staff, students, and families in accessible, frequent, and friendly communication
- Promote the importance of daily school attendance
- Revise and refine the Teacher Evaluation system to promote focused growth opportunities and leverage professional expertise across schools and the districts
- Develop and implement Professional Development opportunities to promote growth and expertise
- PreK -12 Behavioral Intervention Model

Strategic Priority #2: Culture and Climate

To partner with students, staff, and families to maintain a positive learning environment where every child is successful.

- Stakeholder surveys
- Discipline data
- Attendance data/ Chronic Absenteeism Rate
- Participation Rate for Student Recognition Programs
- Participation rates for extra-curricular sports, clubs and activities.

Strategic Priority #3: Finance and Operations

Develop and implement practices to ensure effective long-range, strategic financial and operational planning.

High Leverage Strategies

- Promote efficiency, eliminate operational silos, and enhance collaborative systems across schools and boards of education.
- Develop electronic, paperless systems for central office administrative processes.
- Develop a Facilities Master Plan for all schools across our districts.
- Develop multi-year capital plans for each district to implement recommendations of 2022 building study.

Strategic Priority #3: Finance and Operations

Develop and implement practices to ensure effective long-range, strategic financial and operational planning.

Measures of Success

- TBD

Next Steps for Our Strategic Planning Process

- Review Draft Strategic Priorities with all BOEs for Feedback (Nov)
- Present Finalized Strategic Priorities to Joint BOE for Approval (Dec 1st)
- Joint BOE Retreat to Discuss Performance Measure and Building– Based, Continuous Improvement Planning (January 21st)
- Develop Building– Based Goals and Plans (Spring 2023)

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020–21

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Chester School District

Mr. Brian White, Superintendent • 860-526-2417 • http://www.reg4.k12.ct.us

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	201
Per Pupil Expenditures[1]	$24,492
Total Expenditures[1]	$4,800,366

[1] *Expenditure data reflect the 2019-20 school year.*
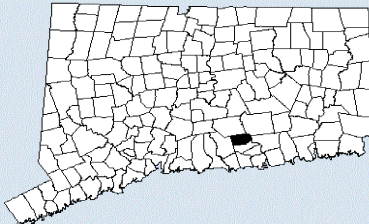
Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Contents

Notes

Unless otherwise noted, all data are for 2020-21 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit https://edsight.ct.gov

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2020 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	103	51.2	51.5
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	0	0.0	12.7
Hispanic or Latino of any race	16	8.0	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.0
White	173	86.1	49.9
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	56	27.9	42.7
Students with Disabilities[3]	25	12.4	16.3

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

[2] This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

[3] Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/Expulsion[5] Count	Suspension/Expulsion[5] Rate (%)
Female	6	5.8	0	0.0
Male	7	6.8	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	0	*
White	9	4.9	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	6	11.5	0	0.0
Students with Disabilities	*	*	0	0.0
District	13	6.3	*	*
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 0

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	16.5
Paraprofessional Instructional Assistants	3.4
Special Education	
Teachers and Instructors	3.7
Paraprofessional Instructional Assistants	6.1
Administrators, Coordinators and Department Chairs	
District Central Office	0.8
School Level	1.0
Library/Media	
Specialists (Certified)	0.7
Support Staff	0.2
Instructional Specialists Who Support Teachers	2.9
Counselors, Social Workers and School Psychologists	1.5
School Nurses	0.9
Other Staff Providing Non-Instructional Services/Support	14.5

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	1	2.9	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	33	97.1	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	7.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	10	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	17	85.0
State		67.9

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.1
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	10	5.0	5.8
Other Health Impairment	*	*	3.3
Other Disabilities	*	*	1.2
Speech/Language Impairment	*	*	1.9
All Disabilities	23	11.6	15.9

[1] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	N/A	N/A	4.8

[2] This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures[3]: 2019-20

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$2,835,891	$14,469	$11,205
Support services - students	$316,701	$1,703	$1,346
Support services - instruction	$74,388	$400	$698
Support services - general administration	$379,859	$2,042	$464
Support services - school based administration	$466,909	$2,510	$1,037
Central and other support services	$112,677	$606	$691
Operation and maintenance of plant	$421,342	$2,265	$1,692
Student transportation services	$135,706	$726	$1,159
Food services	$56,893	$306	$21
Enterprise operations	.	.	$151
Total	$4,800,366	$24,492	$17,838

[3] Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2019-20

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$203,114	28.5	29.6
Instructional Aide Salaries	$255,343	35.8	11.1
Other Salaries	$64,251	9.0	9.5
Employee Benefits	$146,992	20.6	13.5
Purchased Services Other Than Transportation	$2,363	0.3	5.4
Special Education Tuition	$12,296	1.7	22.5
Supplies	$4,971	0.7	0.5
Property Services	$412	0.1	0.3
Purchased Services For Transportation	$22,608	3.2	7.2
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	$712,350	100.0	100.0
Percent of Total Expenditures Used for Special Education		14.8	25.1

Expenditures by Revenue Source[4]: 2019-20

	Percent of Total (%) Excluding School Construction
Local	90.8
State	7.3
Federal	1.8
Tuition & Other	.

[4] Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	6.3%	<=5%	19.0%
	High Needs Students	12.1%	<=5%	30.2%
Preparation for CCR	% Taking Courses	.	75%	80.6%
	% Passing Exams	N/A	75%	36.0%
On-track to High School Graduation		.	94%	84.5%
4-year Graduation All Students (2020 Cohort)		.	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		.	94%	85.2%
Postsecondary Entrance (Class of 2020)		.	75%	67.4%
Arts Access		.	60%	50.7%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev[2]	Is Gap an Outlier?[2]
Graduation Rate Gap	.	.	.	.	

[1] If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

[2] If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

Narratives

School District Improvement Plans and Parental Outreach Activities

Chester Elementary School continues to focus to ensure that all of our students are continuing to make progress and achieving at high levels. Our School Improvement Planning team consists of classroom teachers, a special education teacher, a specialist, and the principal. The team meets on a monthly basis to review and analyze data to ensure we are meeting the needs of our faculty and students. The School Improvement Plan provides the focus for our staff in developing SMART goals in the areas of reading, writing, critical and creative problem solving, and math. All certified staff develop SMART goals that are aligned to the school and district goals. The SMART goals include instructional strategies, action steps to achieve the goals, and progress monitoring strategies to measure student growth and progress throughout the school year. For the 2020-2021 school year, a primary focus was in the area of Social Emotional Learning. The principal presents and updates the public on progress being made at Board of Education and PTO meetings.

Scientific Research Based Intervention (SRBI) meetings are held on a weekly basis to analyze student data and monitor student progress. Decisions are made in a timely manner to review referrals for students making limited instructional progress or exhibiting behavioral concerns. Students in Tier II and Tier III are discussed on an ongoing basis in order to make educationally appropriate decisions as their progress is continually being reviewed. Students with attendance issues are monitored through the SRBI process. The team consists of the school psychologist, counselor, SLP, ELA consultant, math coach, and principal who meet with teachers to brainstorm interventions for students. Baseline data is collected, and a review date is established to revisit the case and analyze new data. Teachers have been trained to identify needed areas of concern and to develop instructional strategies to improve students' performance. Students that receive special education services are supported through inclusion and co-teaching in order to meet individual student needs.

At Chester Elementary School, parent communication is extremely important and occurs at the district level, school level, and individual classroom level. Communication efforts take on many forms, which include, but are not limited to, informal conferences held during the year or through our planned parent/teacher conferences in October and March. Our September Curriculum Night is designed for parents to meet their child's teacher and receive information about the curriculum. All incoming kindergarten parents participate in an informational evening orientation and visitation program. Each year, our parents complete many hours of service through chaperoning field trips and volunteering in the classroom. Parents and community members are important partners in our school. Parents are part of the Social Development Team and the PTO. Additionally, our website is updated on an on-going basis, a weekly school newsletter is emailed to each family, and classroom teachers provide weekly or monthly newsletters. The website provides parents with information on District Goals, Board of Education minutes, mission statement, Board Policies, and a calendar of events. Our School Calendar and Parent Handbook is another vehicle to increase parent/school contact.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Chester Elementary School's Social Development program is in its twenty third year. Its goal states that Chester Elementary School is a learning and caring community. Our Social Emotional Learning Focus (SELF) curriculum teaches awareness and expression of feelings, emotional control, understanding interpersonal relationships, empathy, caring, and social problem-solving skills. Our service learning projects provide the opportunity for our students to experience the value of helping others who are less fortunate than they are.

The PTO provides cultural arts and other enrichment programs for all students in grades K-6. Students participate in assemblies or work with artists that provide programs featuring music of the world and stories of other cultures. Our Book of the Month program embeds our core values into the general curriculum in each classroom as part of our schoolwide Social Development Program. Students in grades 3-6 receive Spanish instruction as part of our Foreign Language in the Elementary Schools (FLES) program, which includes the study of Hispanic culture around the world.

Second grade students studied the peoples of the world through social studies. Third graders studied the cultural diversity of the regions of the United States. Our fourth graders participated in a Diversity Unit that focused on African Americans' contributions to our society. Grade five class meetings are a forum for discussing tolerance and appreciation of the differences of people. Our literature based reading program (K-6) presents stories of people from different ethnic backgrounds.

Equitable Allocation of Resources among District Schools

The Chester School District consists only of the Chester Elementary School. Teachers and staff within the building work with building administration and district administration on an annual basis to determine the academic and physical plan needs within the school building. Administration then meets with the Chester Board of Education to develop our annual budget to provide for the resources and academic programming provided at the school. The school's budget is then presented to the town of Chester and voted on through a referendum by the local community. The approved budget is then utilized accordingly within Chester Elementary School to ensure that student needs are addressed.