

**WALLINGFORD BOARD OF EDUCATION  
INSTRUCTIONAL COMMITTEE MEETING  
Tuesday – October 13, 2015  
Vo-Ag Community Room  
Lyman Hall High School**

**MINUTES**

**I. CALL TO ORDER**

Vice Chairperson Shortell called the meeting to order at 6:09 p.m.

**BOARD MEMBERS PRESENT**

J.P. Bolat, K. Hlavac, J. Marrone, R. McKay, C. Shortell, M. Votto

**STAFF MEMBERS PRESENT**

R. Arciero, J. Corso, D. Dayo, N. DaPonte, G. Dirkson, R. Duthie, J. Foss, K. Friend, S. Govin, S. Hudson, C. LaTorre, R. Mancusi, J. Marciano, S. Menzo, B. McCully, R. Napoli, S. Parkhurst, J. Piacentini, V. Reed, T. Snyder

**II. ACCEPTANCE OF MINUTES**

Instructional Committee Meeting minutes of May 11, 2015, August 17, 2015 and September 8, 2015 were accepted with corrections.

**III. DISCUSSION**

**A. Approval of Lyman Hall H.S. Ski Trip to Loon Mountain in Lincoln, NH – March 18-20, 2016**

Shawn Parkhurst, Assistant Superintendent for Curriculum and Instruction, stated this request comes before the Board for the approval of a Lyman Hall High School ski/snowboard club trip to Loon Mountain in Lincoln, NH from March 18 to 20, 2016. Thirty students will be chaperoned by three Lyman Hall faculty members and all required documentation will be completed prior to the departure date.

The unanimous consensus of the Board was to send the proposed Lyman Hall H.S. Ski Trip to Loon Mountain in Lincoln, NH – March 18-20, 2016 to the Board of Education for action at its next meeting.

**B. Approval of Lyman Hall H.S. Band Trip to Virginia Beach, VA – March 31, 2016 to April 3, 2016**

Mr. Parkhurst stated this request comes before the Board for the approval of a Lyman Hall High School Band trip to Virginia Beach, VA from March 31 to April 3, 2016. One hundred eighty students will be chaperoned by nineteen Lyman Hall faculty members and all required documentation will be completed prior to the departure date. This group includes students from the Lyman Hall performing ensembles – band, chorus and string ensemble.

The unanimous consensus of the Board was to send the proposed Lyman Hall H.S. Band Trip to Virginia Beach, VA – March 31, 2016 to April 3, 2016 to the Board of Education for action at its next meeting.

**C. Approval of Lyman Hall H.S. Trip to France and Italy – April 8-17, 2016**

Mr. Parkhurst stated this field trip request comes before the Board for the approval of a Lyman Hall High School trip to France and Italy from April 8 to 17, 2016. Thirty students will be chaperoned by

three Lyman Hall faculty members and all required documentation will be completed prior to the departure date. This group includes students from French, Italian, Latin and Spanish classes.

The unanimous consensus of the Board was to send the proposed Lyman Hall H.S Trip to France and Italy – April 8-17, 2016 to the Board of Education for action at its next meeting.

#### **D. Approval of Lyman Hall H.S. and Sheehan H.S. Trip to Quebec City, Canada – March 11-14, 2016**

Mr. Parkhurst stated this request comes before the Board for the approval of a Lyman Hall High School and Sheehan High School trip to Quebec City, Canada from March 11 to 14, 2016. Thirty students will be chaperoned by six faculty members from both high schools and all required documentation will be completed prior to the departure date. This group includes students from French classes.

The unanimous consensus of the Board was to send the proposed Lyman Hall H.S. and Sheehan H.S. Trip to Quebec City, Canada – March 11 to 14, 2016 to the Board of Education for action at its next meeting.

### **IV. PRESENTATION**

#### **A. Presentation of 2015-2016 PreK-12 School Improvement Plans**

Mr. Parkhurst stated the Smarter Balanced Assessment was administered in the spring of 2015 to students in Grades 3-8 and in Grade 11 in the area of English/Language Arts and Mathematics. A national consortium including Connecticut collaborated on the development of new assessments to measure student progress towards college and career readiness. The spring of 2015 marked the first administration of the Smarter Balanced Assessment in our district and in Connecticut. The SBAC replaced the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) in the areas of English/Language Arts and Mathematics. The CMT and CAPT were timed tests administered with pencil and paper – the SBAC is an untimed computer adaptive test. The standards used for measurement are the Common Core State Standards. Achievement levels for CMT and CAPT were below basic, basic, proficient, goal and advanced and now testing scores are scored in only the following four categories: Student does not meet achievement level, is approaching achievement level, meets achievement level or exceeds achievement level. Achievement levels have no relationship to the CMT or CAPT levels used previously. Correlations made would not be valid or reliable.

Mr. Parkhurst informed the Board the SBAC score reports are only one indicator of a student's progress. These scores represent a baseline and may not accurately reflect a student's overall ability. Scores on multiple measures will continue to be used to identify areas of strength and opportunities for growth as the district moves towards a mastery-based learning system. Student success cannot be based on a single test representing one moment in time. Baseline scores on SBAC are nearly identical to the baseline scores on the 2006 CMT and CAPT tests and SBAC baseline scores are expected to increase over time.

Students will demonstrate academic growth or maintain the highest level of performance in English/Language Arts & Mathematics as measured by the following indicators. At the elementary and middle school level STAR assessment is used in reading and mathematics and IRLA is used for reading assessment along with the utilization of district performance tasks. At the high school level STAR assessment is used in reading and mathematics and marking periods assessments are given along with performance tasks.

Mr. Parkhurst noted the next steps for the district are to review, revise and implement best instructional practices, strive for increased rigor and student engagement and to continue to develop and implement a mastery-based system consisting of clear and consistent expectations for student learning. In addition there must be clear and consistent criteria for assessing student achievement, clear and consistent criteria for communicating student learning to students and parents, and maintain local control over what students need to know and be able to do to graduate.

The K-2 principals, Kristine Friend, Vicki Reed, and Rob Arciero spoke about the foundations of early learning in the K-2 elementary schools using a power point presentation. Mr. Arciero stated early learning experiences for children in these grades support students to be creative, inquisitive, flexible, critical thinkers, risk takers, purposeful and reflective, and social learners. The Connecticut Early Learning & Development Standards are centered on four areas: cognition, social & emotional development, physical development & health, and language & literacy.

Ms. Reed stated students in Grades K-2 have learning standards in mathematics which center on counting & cardinality, describing relationships to solve problems, understanding attributes and properties of objects and understanding shapes and spatial relationships. Learning standards in science center on applying scientific practices, engaging in the process of engineering, understanding patterns/relationship of living things and an understanding of physical science. Learning standards in social studies center on developing an understanding of self, family and community, people and environment, and economic systems and resources. STAR screening data was reviewed.

Mrs. Friend and Mr. Arciero stated school improvement initiatives in mathematics for Grades K-2 include the use of exemplars to provide models of performance task indicators, use of mathematics strategies and materials from Kim Sutton (math consultant), continuation of *Moving with Math Program* for students receiving intervention, and the use of district performance tasks to monitor progress and inform instruction. School improvement initiatives in language arts for Grades K-2 include the use of the IRLA assessment system to personalize learning needs and set individualized power goals, the creation of opportunities for literacy coaching and a co-teaching model in K-2 classrooms. In addition, the continued use of revised district performance tasks will aid in tracking progress and inform instruction along with the continued use of a tiered intervention model to provide supplemental instruction for identified students.

The 3-5 principals, Deborah Dayo, Danielle Bellizzi, Carrie LaTorre and Richard Napoli spoke about their schools improvement plans. Mrs. LaTorre stated the reading goal is for students to demonstrate growth or maintain the highest level of performance in reading through the use of formal and informal assessments, the use of common formative assessments, small group instruction, flexible grouping and the use of literacy coaches. The mathematics goal is for students to demonstrate growth or maintain the highest level of performance in mathematics through the use of formal and informal assessments, the use of common formative assessments, small group instruction, flexible grouping and the use of math coaches to provide teacher assistance with instruction. The social/emotional competencies goal is for students to demonstrate growth through the use of small group services provided by the school social worker, the use of continued professional development in Responsive Classroom for all staff, communication on a regular basis with parents, and to provide expanded opportunities for parents to engage within the school community.

The middle school principals, Sashi Govin and Joseph Piacentini and assistant principals, Julie Foss and Nicholas DaPonte spoke about their schools improvement plans. Mrs. Govin stated the reading goal is for students to demonstrate growth or maintain the highest level of performance in reading through teachers working in data teams and within their departments toward this goal, having administrators work with data teams directly as needed and providing time for all teachers to meet with an administrator at the midpoint in the school year to discuss student progress toward these goals. Mr. Piacentini stated the mathematics goal is for students to demonstrate growth or maintain the highest level of performance in mathematics through teachers working in data teams and within their departments towards these goals, having administrators work with data teams directly as needed, and provide midpoint conferences to discuss student progress toward these goals. Mr. DaPonte and Mrs. Foss stated the social/emotional competencies goal is for students to demonstrate growth through guidance lessons on bullying, empathy and conflict resolution, daily "something to think about" readings, a state trooper presentation on internet safety/cyber bullying, Wallingford Police Department lessons on law and justice system/rights, the development of a "Kindness Squad", and to work with teachers and staff to align building practices and instructional strategies which teach and measure these skills in students.

The high school principals, Rosemary Duthie and Joseph Corso spoke about their school improvement plans. Mrs. Duthie stated the reading goal is for students to demonstrate growth or maintain the highest level of performance in reading by having English teachers work with the building interventionist and each subject area data team will provide instruction aimed at improving reading comprehension and closing the gap for those students below grade level. Teachers will utilize district performance tasks and common formative assessments to monitor student performance and utilize data teams to focus instructional practices on specific areas. Common planning time will be used by teachers to analyze assessment information to inform instruction, progress will be discussed at department and cabinet meetings, and teacher mid-year conferences will be scheduled with an administrator to discuss progress. Mr. Corso stated the mathematics goal is for students to demonstrate growth or maintain the highest level of performance in mathematics through teachers utilizing district performance tasks to monitor student performance and utilize data teams to focus instructional practices on specific areas. Teachers will work with the building interventionist to target specific instruction to close the gap for those students below grade level. Teachers will also utilize district performance tasks to monitor student performance and utilize data teams to focus instructional practices on specific areas of need. Common planning time will be used by teachers to analyze assessment information to inform instruction, progress will be discussed at department and cabinet meetings, and teacher mid-year conferences will be scheduled with an administrator to discuss progress.

Mr. Corso and Mrs. Duthie stated students will demonstrate growth in social/emotional competencies through the implementation of year three of PBIS (Positive Behavioral Intervention & Supports). A series of school-based planned activities will help to increase student awareness relative to student life (including behavior, academics, and athletics). Grade level lesson plans will be written to address bullying prevention. Designed activities will also address school climate with faculty and staff.

There being no further business, Vice Chairperson Shortell adjourned the meeting at 8:05 p.m.

Respectfully submitted,  
Betsy McCully  
Assistant Superintendent's Secretary