

**WALLINGFORD BOARD OF EDUCATION
SPECIAL INSTRUCTIONAL COMMITTEE MEETING
Monday – April 4, 2016
Board of Education Conference Room
100 South Turnpike Road**

MINUTES

I. CALL TO ORDER

Chairperson Cei called the meeting to order at 6:05 p.m.

BOARD MEMBERS PRESENT

M. Brooder, K. Castelli, J. Cei, A. Doerr (arrived @ 6:22) K. Hlavac, P. Reynolds, M. Votto

STAFF MEMBERS PRESENT

A. Buccheri, J. Corso, R. Duthie, J. Hocking-Ferrone, A. Hosmer, C. Laudadio, C. Madancy, R. Mancusi,
B. McCully, S. Parkhurst, P. Pursell, D. Worth

II. PRESENTATION

A. Reading Plans – 2016-2017

Shawn Parkhurst, Assistant Superintendent for Curriculum and Instruction, spoke about the 2016-2017 Reading Action Plans for the district, the elementary level, the middle school level and the high school level. The district goal is for all students to read on grade level at the end of the year. The District Action Plan for professional development is the following: to provide guidelines on how to structure an effective literacy block, conduct lesson studies on Units of Study, continue English Language Learners professional development for all staff on how best to provide instruction and intervention to meet these unique needs, develop professional development on the refinement of an intervention curriculum and to revise ELA curriculum to ensure foundational reading skills and explicit reading strategies which are non-negotiable in all classrooms. The District Action Plan for instruction and assessment is the following: to review and revise special education literacy delivery model, redesign summer school programming, expand high quality extended day programming for students in Grade 2 and expand the use of IRLA throughout the district to increase student outcomes and independent reading.

Carrie Laudadio, Language Arts Curriculum Coordinator, stated the Elementary Action Plan for professional development within the reading plan is the following: to provide staff training on the use of a balanced literacy approach to meet the needs of students, expand instructional coaching sessions in all classrooms, provide SPIRE and WILSON training in collaboration with the special education department, develop training modules for staff that align to the Foundations of Reading Survey personalized to meet the needs of each staff members area of growth, train staff in data analysis and how to use IRLA and STAR to personalize literacy instruction, develop exemplar literacy classrooms in the district and provide professional development through focused visits to these classrooms. The Elementary Action Plan for instruction and assessment within the reading plan is the following: increase the number of leveled texts in classrooms to meet the needs of each student's independent reading level and to review and revise Tier 2 and Tier 3 interventions to meet the needs of the district's neediest students.

Mrs. Laudadio stated the Middle School Action Plan for professional development within the reading plan is the following: to provide training for all staff on how to provide reading instruction across the curriculum, engage staff in training on how to use IRLA as a formative assessment to guide instruction, and to conduct data analysis for staff on how to analyze and use data to drive literacy instruction.

The Middle School Action Plan for instruction and assessment is the following: to increase the number of leveled texts in classrooms to meet the needs of each student's independent reading level, conduct coaching sessions in consultation with local RESC (i.e. ACES) on best literacy instructional strategies at the secondary level, integrate power reading goals for all students into the ELA curriculum and classroom instruction using IRLA and STAR data and provide emphasis on instructional opportunities for students to select reading materials based on their interests and skills as a reader.

Mrs. Laudadio stated the High School Action Plan for professional development within the reading plan is the following: provide high quality professional development on reading and writing teaching strategies, conduct additional staff training in how to dig deeper into STAR Universal Screening data to meet the needs of students, align with special education staff to provide specialized professional development in the SPIRE reading program and redesign curriculum for Grade 9 to embed reading and writing skills and mirror this for Grades 10 and 11. The High School plan for instruction and assessment within the reading plan is the following: increase classroom libraries to meet the needs of student reading levels and to conduct coaching sessions in consultation with local ACES on best literacy instructional strategies at the secondary level.

The next steps are to review action steps outlined by each level administrator(s) with the Curriculum & Instruction Strategic Planning Steering Committee, review and create a robust professional development plan with the district professional development committee, establish a protocol for district policy & procedures for students not reading on grade level by the end of grade three and present these for discussion and consensus at the May 2017 Instructional Committee meeting. In addition wrap-around planning with community based programs to ensure that all students that are not reading on grade level are being provided with some type of summer programming will be conducted and to establish a plan for parent use as an integral part of the development and growth of their student as a reader. This plan will be presented at the May 2017 Instructional Committee meeting.

Mr. Cei stated he feels promoting students who do not read on a proficient level only widens the achievement gap and stunts motivation and student engagement. Today's jobs require students to be knowledgeable workers who at the very least possess a mastery of fundamental learning skills.

B. Mathematics Coaching Presentation

Ashley Hosmer and Dulcey Worth, elementary Math coaches, both spoke about what is instructional coaching. Ms. Hosmer stated coaching is a strategic, systemic approach to improving student learning. In 2015-16 the math focus areas were to develop revised curricular scope & sequence and create units which were aligned to Common Core State Standards. The creation of independent learning stations through the design and implementation of math centers was the second focus area. Through the use of *Number Talks* (a powerful tool for helping students develop computational fluency with the expectation they will use number relationships and the structures of numbers to add, subtract, multiply and divide), the coaches will develop programs and provide training to ensure that all students and staff are successful in their work.

Ms. Hosmer and Ms. Worth conducted grade level and staff meetings on an ongoing basis in addition to facilitating professional development, curriculum workgroups and family math nights at Pond Hill and Yalesville Elementary Schools. In planning for the school year 2016-17 the math coaches will embed *Number Talks* directly into the K-5 curriculum units as lessons that teachers will use to support number sense development of their students, continue to provide job embedded professional development, increase coaching time and resources in all classrooms, complete pre-planning for unit workstations for grades K-3 based on Universal Screen data and the personalized needs of students and to model routine mini-lessons for developing accountable talk, student-centered classrooms and personalized learning opportunities. Both math coaches agreed that schools with a coaching culture build individual and collective capacity.

C. Literacy Coaching Presentation

Angela Buccheri and Jaime Hocking-Ferrone, elementary ELA coaches, both spoke about their roles as instructional coaches. In 2015-16 the ELA focus area was to determine IRLA (Independent Reading Leveled Assessment) levels and set student reading goals. The creation of independent learning stations through the design and implementation of literacy centers was the second focus area. The third focus area was the development of programs, training and professional development to ensure that all students and staff are successful in their work.

Mrs. Buccheri and Mrs. Hocking-Ferrone conducted grade level and staff meetings on an ongoing basis in addition to facilitating professional development and curriculum workgroups. Classroom teachers benefited from learning new strategies from another teacher seeing it being modeled and implemented in their daily learning. In planning for the school year 2016-17 the literacy coaches have been awarded a Wallingford Education Foundation grant which provides funding for intensive training in the teaching of reading. They will continue the effective teaching of comprehension strategies in elementary classrooms using the work of Tanny McGregor as a common thread, incorporate personalized learning approaches into literacy instruction and increase collaboration between all departments within the district in the area of reading.

III. CURRICULUM

A. Proposed Adoption of New H.S. PreCalculus Unit 8 – Polar

Christie Madancy, mathematics Curriculum Coordinator, stated high school students will independently use their learning to explore the polar coordinate system algebraically and graphically and extend it to authentic situations. In this PreCalculus unit students will learn that one can describe the location of points in the polar coordinate plane similarly to describing a point in the Cartesian coordinate plane. The same point can be represented by an infinite number of different polar coordinates and there does exist a relationship between the trigonometric functions in the rectangular coordinate system and the polar coordinate system. Essential questions for students included within the unit are the following: What is the relationship between the rectangular coordinate system and the polar coordinate system? How can the trigonometric skills already learned be applied to the Polar Coordinate system?

The unanimous consensus of the Board was to send the proposed adoption of new H.S. PreCalculus Unit 8 – Polar to the Board of Education for action at its next meeting.

B. Proposed Adoption of New H.S. PreCalculus Unit 9- Sequences

Mrs. Madancy stated high school students will independently use their learning to recognize the use of sequences and series where they occur and apply the mathematics behind them to authentic situations. In this PreCalculus unit students will learn that a sequence is a list of numbers, whereas a series is the sum of the numbers listed. They will understand there is a correlation between an arithmetic sequence and a linear equation and between a geometric sequence and an exponential equation. Essential questions for students included within the unit are the following: What is the difference between a sequence and a series? What are the characteristics that define a sequence and what makes one type of sequence different from another?

The unanimous consensus of the Board was to send the proposed adoption of new H.S. PreCalculus Unit 9 – Sequences to the Board of Education for action at its next meeting.

C. Proposed Modification of H.S. Course: Health

Mr. Parkhurst stated this course is currently offered at the high school as a General level course. To align with the course description the course is proposed to be offered at an Academic level. The current course description states this course equips students with the health literacy skills and knowledge to transition successfully from adolescence to adulthood. Students will learn how to evaluate and use

information from various sources to achieve overall health and well-being. The major learning strands are substance abuse prevention, mental & emotional health and human development & relationships.

The revised course description states this course equips students with the health literacy skills and knowledge to transition successfully from adolescence to adulthood. Students will learn how to implement technology and use 21st century skills in order to evaluate and use information from various sources to achieve overall health and well-being. The major learning strands are substance abuse prevention, mental & emotional health and human development & relationships.

The unanimous consensus of the Board was to send the proposed modification of H.S. course Health to the Board of Education for action at its next meeting.

D. Discussion and Proposed Adoption of Habits of Cross Curricular Standards for Wallingford Public Schools

This item was tabled for a future Instructional Committee Meeting.

E. Discussion and Proposed Adoption of Habits of Work Standards and Performance Indicators

This item was tabled for a future Instructional Committee Meeting.

F. Discussion and Proposed Adoption of New Physical Education Units – Grades Pre-K to 5

Patricia Pursell, retired Wallingford physical education teacher, has been working for the district assisting in the creating and writing of the new Physical Education units – Grades pre-K to 5. Mrs. Pursell stated each of these units target what students should be doing at each grade level. The Pre-K through Grade 5 units are taught in cycles (each cycle has lessons embedded within the cycle). All units are as follows: Unit 1.) cooperative games/challenges and low-organizational games, Unit 2.) jump, rhythms and dance, Unit 3.) manipulative ball handling and dribbling (hand & feet), Unit 4.) manipulative: throwing & catching, Unit 5.) manipulative: striking, Unit 6.) movement concepts: locomotor, non-locomotor, space, pathways, shapes, levels, speed & direction, Unit 7.) physical fitness and nutrition.

The unanimous consensus of the Board was to send the proposed adoption of new Physical Education units – Grades Pre-K to 5 to the Board of Education for action at its next meeting.

G. Presentation and Proposed Adoption of English Language Arts Performance Indicators

Mrs. Laudadio stated the K-12 English Language Arts Performance Indicators were written based on five Graduation Standards. They are as follows: Standard 1.) *Foundational Reading Skills* –students will foster an understanding and working knowledge of concepts of print, the alphabetic principle, phonological awareness, phonics & word recognition and fluency. Standard 2.) *Reading Comprehension, Interpretation and Analysis* – students will read, comprehend, interpret, analyze and evaluate appropriately complex literary and informational texts independently and proficiently. Standard 3.) *Writing* – students will write for a variety of tasks, purposes and audiences. Standard 4.) *The Process of Research* – students will conduct short and sustained research projects based on focused questions and demonstrate an understanding of the subject under investigation. Standard 5.) *Knowledge of Language* – students will apply knowledge of language to understand how it functions in different contexts.

The unanimous consensus of the Board was to send the proposed adoption of English Language Arts Performance Indicators to the Board of Education for action at its next meeting.

H. Presentation and Proposed Adoption of Mathematics Performance Indicators

Mrs. Madancy stated the K-8 Mathematics Performance Indicators were written based on five Graduation Standards. They are as follows: Standard 1.) *Number & Quantity* – students will use and extend properties of complex number systems in order to reason quantitatively when analyzing, representing and solving problems. Standard 2.) *Algebra* – students will create, apply, analyze and justify algebraic models to connect mathematical concepts and properties when solving problems in contextual situations. Standard 3.) *Functions* – student will recognize and investigate patterns, in a variety of contexts, in order to utilize and interpret appropriate mathematical models related to contextual situations. Standard 4.) *Geometry* – students will recognize, analyze and apply properties of shapes, relationships and constructions to solve contextual geometric problems. Standard 5.) *Statistics and Probability* – students will interpret and apply statistical models and rules of probability to analyze data, make inferences and justify conclusions.

The unanimous consensus of the Board was to send the proposed adoption of Mathematics Performance Indicators to the Board of Education for action at its next meeting.

IV. POLICY

A. Proposed Deletion of Policy: IHG – Independent Study

The unanimous consensus of the Board was to send the proposed deletion of Policy: IGH – Independent Study to the Board of Education for action at its next meeting.

B. Proposed Adoption of New Policy: Multiple Pathways – 6146.13

Mr. Parkhurst stated this new policy will provide Wallingford Public School students a variety of learning options to demonstrate mastery on expected graduation standards, earn academic credit and satisfy graduation requirements. Students are encouraged to explore a broad range of learning experiences, including outside-of-school options that allow them to pursue personal interests and career aspirations. Students in grades 6-12 must develop student driven Student Success Plans to increase educational engagement and motivation, while increasing preparation for postsecondary education and careers.

The unanimous consensus of the Board was to send the proposed adoption of new Policy: Multiple Pathways – 6146.13 to the Board of Education for action at its next meeting.

V. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 8:53 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary