

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – October 7, 2013
Board of Education Conference Room
Hall-Elton Building**

MINUTES

I. CALL TO ORDER

Chairperson Cei called the meeting to order at 7:00 p.m.

BOARD MEMBERS PRESENT

M. Brooder, K. Castelli, J. Cei, J. Marrone, R. McKay, C. Miller, P. Reynolds, M. Votto

STAFF MEMBERS PRESENT

D. Bryant, N. DaPonte, R. Duthie, J. Foss, S. Govin, S. Menzo, C. McNamara, S. Parkhurst, J. Piacentini, R. Mancusi, B. McCully

II. ACCEPTANCE OF MINUTES

Instructional Committee Meeting minutes of September 3, 2013 were accepted as presented.

III. PRESENTATION

A. Middle School and High School – School Improvement Plans

Shawn Parkhurst, Assistant Superintendent, stated there are five district focus areas – Reading Comprehension, Mathematics, Range of Writing, Science Achievement and Academic Engagement. He introduced the middle school principals who then summarized their goals, what they are working on currently and how they will measure their success. Sashi Govin, principal at Dag Hammarskjold Middle School, stated just before school started she met with the subject area coordinators and provided them with the CMT data to review. After reviewing the data, this group returned with suggestions, goals and strategies for improvement in reading and in mathematics.

Dag Hammarskjold's *reading goal* is 95% of students will show growth in reading, based on the grade level assessments in the area of CCSS (Common Core State Standards) Craft and Structure as measured on the district rubric. Strategies will include using known shifts in CCSS for ELA (English Language Arts) to develop and implement teaching strategies that promote student understanding of informational texts. There will be a continuation of professional development for teachers in the major shifts in ELA CCSS. School-based targeted strategies will be developed for students with disabilities, economically disadvantaged students, and Hispanic students as well as other subgroups failing to make SPI target. Evidence of success - Students will show growth on the reading Universal Screening from the previous year's spring screening through the current's January screening.

Dag Hammarskjold's *mathematics goal* is 95% of students will show growth in math on district performance tasks and/or pre and post-test based on the district rubric in the area of problem solving. Strategies will include using known shifts in CCSS-mathematics to implement the district 6-8 mathematics curriculum with fidelity, a continuation of professional development for teachers in the major shifts in CCSS mathematics, and develop school-based targeted strategies for students with disabilities, economically disadvantaged students, Hispanic students as well as other subgroups failing to meet the SPI target. Evidence of success – Students will show growth on the math Universal Screening from the previous year's spring screening through the current year's January screening.

Dag Hammarskjold's *academic engagement goal* is to have students actively engaged in the classroom 80% of the time as measured by the district walk-through rubric. Strategies will be to build consensus among staff to develop a school-wide definition of "academic engagement", to review walk-through data to monitor engagement, and at administrative and faculty meetings discuss data and brainstorm instructional shifts necessary to promote engagement. Evidence of success – Administration will conduct classroom walkthroughs to track percent of student engagement based on the district rubric.

To increase parent responses on the District Climate survey by 10% from the previous year, Dag Hammarskjold will provide multiple opportunities to engage parents through email blasts, a bi-monthly school newsletter and postings on the Dag website. There will be multiple opportunities for parents to take the District Climate survey either online or sent home with the student. The school will coordinate with SCOW (Spanish Community of Wallingford) to reach more parents and to also work with the school's PTO/PTAC to encourage parent participation.

Moran's *literacy skills and reading comprehension goal* is to increase reading comprehension of complex, nonfiction tests as measured by common departmental assessments. Strategies will include scheduling common time for data teams during the school day, quarterly reviews of data team protocols with feedback, and ongoing discussions of progress at school cabinet meetings. Evidence of success – By May 15th, 90% of students will increase one performance level or maintain the highest level on common department assessments as measured by a common rubric.

Moran's *mathematics goal* is 95% of students will show growth or maintain the highest level of performance on district performance tasks and/or pre and post-tests as measured by the K-12 district mathematics rubric in the area of communication & reasoning and in the area of problem solving. Strategies used will use known shifts in CCSS mathematics to implement the district 6-8 mathematics curriculum with fidelity, a continuation of professional development for teachers in the major shifts in CCSS mathematics, rubric use and calibration, and to develop targeted mathematical application strategies for all students. Evidence of success – Improved student performance on curricular assessments, improved student performance on district performance tasks, and increased fidelity of scoring with the mathematics department.

Moran's *writing goal* is to increase student performance in the area of argument writing for authentic audiences as demonstrated by having 95% of students show growth or maintain the highest level of performance on district performance tasks as measured by the 6-12 ELA district argument writing rubric. Strategies will be to use known shifts in CCSS for ELA, SS/Science, and the technical subjects to develop and implement teaching strategies that increase student achievement in argument writing, to continue professional development for teachers in the major shifts in CCSS ELA writing standards, rubric use and calibration, and to develop targeted writing strategies for all students. Evidence of success – Improved student performance on curricular assessments, improved student performance on district performance tasks, and increased fidelity of scoring within each identified department.

Moran's *academic engagement goal* is to ensure a minimum of 80% of all students are academically engaged as measured by a district developed walk-through protocol. Strategies will be to have a staff consensus to develop a school-wide definition of "academic engagement", walk-through data to monitor engagement based on definition, use of administrative and faculty meetings to discuss data and brainstorm instructional shifts necessary to promote engagement, and conduct student surveys. Evidence of success – Staff consensus & understanding of school-wide definition of "academic engagement", walk-through data that shows an increase in student engagement over time, an increase in student-centered instructional practices throughout the school year, and student survey results that indicate higher levels of academic engagement.

Sheehan's *literacy and reading comprehension goal* is to increase reading comprehension of complex, nonfiction texts as measured by common departmental assessments. Strategies will include scheduling of common time for data teams during the school day, quarterly reviews of data team protocols with feedback, and ongoing discussions of progress at cabinet meetings. Evidence of success – By May 15th, 90% of students will increase one performance level or maintain the highest level on common department assessments as measured by a common rubric.

Sheehan's *mathematics goal* is to increase achievement in the areas of communicating reasoning and level of independence as measured by common departmental assessments. Strategies will include scheduling common time for data teams during the school day, quarterly reviews of data team protocols with feedback, and ongoing discussions of progress at cabinet meetings. Evidence of success – By May 15th, 90% of students will increase one performance level or maintain the highest level on common department assessments as measured by the mathematics performance task rubric.

Sheehan's *range of writing goal* is to increase achievement in the area of informative/argumentative writing as measured by common departmental assessments. Strategies will include scheduling common time for data teams during the school day, quarterly reviews of data team protocols with feedback, and ongoing discussions of progress at cabinet meetings. Evidence of success – By May 15th, 90% of students will increase one performance level or maintain the highest level on common department assessments as measured by a common rubric.

Sheehan's *parent engagement goal* is to increase communication with all educational stakeholders. Strategies will include communicate school information through multiple formats, use PTAC to network with other parents, and open school computer labs to parents. Evidence of success – To increase communication with parents/guardians as evidenced by a 10% increase in return rate from the 2014 climate survey.

Sheehan's *academic engagement goal* is to increase the graduation rate for class of 2017 and subsequent classes. Strategies will include addressing attendance issues, identifying academically at-risk students for school counselor intervention, referrals to the teacher/student assistance team, and placement in credit recovery program. Evidence of success – 95% of students will complete grade nine with six or more credits.

Lyman Hall's *literacy skills and reading comprehension goal* is to increase reading comprehension of complex, nonfiction texts as measured by common departmental assessments. Strategies will include ensuring adherence to data team protocols through quarterly administrative review and written feedback of English department grade 10 data team minutes, ensure the use of complex, nonfiction texts and content specific vocabulary through teacher evaluation process, provide hardware and software required for reading instruction in ELL program, and conduct biweekly core area department head meetings. Evidence of success – By May 15th, 90% of grade 10 students will increase one basis point or maintain the highest level on common department assessments as measured by a common rubric.

Lyman Hall's *mathematic goal* is to increase achievement by 10% for all students as they apply algebraic and geometric concepts in a variety of mathematical modeling situations as measured by common departmental assessments. Strategies will include ensuring adherence to data team protocols through quarterly administrative review and written feedback, develop co-taught opportunities for identified special needs students in new Algebra program, ensure real world mathematical applications, and biweekly core area department head meetings. Evidence of success – By May 15th, show an increase in achievement by 10% for all students as they apply algebraic and geometric concepts in a variety of mathematical modeling situations as measured by common departmental assessments.

Lyman Hall's *range of writing goal* is to increase writing achievement by 10% for all students in grades 9 and 10 as measured by common departmental assessments.

Strategies will include ensuring adherence to date team protocols through quarterly administrative review and written feedback of grade 9 and 10 data team minutes, ensure the use of specific feedback on student writing through the teacher evaluation process, provide hardware and software for computer based writing instruction for ELL and special education students, and biweekly core area department head meetings. Evidence of success – 90% of students in grades 9 and 10 will increase one basis point or maintain the highest level on common department assessments as measured by common department rubrics.

Lyman Hall's *science goal* is to increase achievement in science for all students by 10% through improvement in reading complex, scientific texts as measured by common departmental assessments. Strategies will include ensuring adherence to data team protocols through quarterly administrative review and written feedback of science department data team minutes, ensure the use of appropriate strategies aimed at improving student facility with graphs and charts and content specific terms through teacher evaluation process, and biweekly core area department head meetings. Evidence of Success – 90% of students will increase one basis point or maintain the highest level on common department assessments as measured by a common rubric.

Lyman Hall's *parent engagement goal* is to increase communication with all educational stakeholders as evidenced by a 10% increase in return rate from 10.5% to 20.5%. Strategies will include providing multiple opportunities for parents to engage with surveys – online, paper, computer stations at school, awards assemblies, music performances, encourage parent participation through email blasts, attend evening meetings at SCOW to administer survey for Spanish speaking parents, and enlist marketing students to develop a campaign that encourages increased parent response rate. Evidence of success – Parent response rate to school surveys will increase by 10%.

Lyman Hall's *academic engagement goal* is to improve promotion rate of the current grade 9 students and passing rate in grade 9 English and math by 10% to ultimately increase the graduation rate. Strategies will include providing credit recovery opportunities to grade 9 students who are failing English and/or mathematics at the mid-year point, develop a protocol requiring that school counselors meet with all grade 9 students who fail English and/or Algebra 1 in the first marking period to provide study strategies and support, and to develop a protocol for teachers to call parents of all students who fail their class in the first marking period to offer support, strategies and dates of extra help sessions.

B. Google Docs/Drive Update

Chairperson Cei stated this item would be tabled this evening. Superintendent Menzo noted there is additional information which is forthcoming and Google Docs/Drive Update will appear on a future Instructional Committee Meeting agenda.

IV. DISCUSSION

A. SEED Update/Changes

Colin McNamara, Assistant Superintendent for Personnel, stated the changes to the SEED teacher and administrator model are included in his handout. The teacher model has four components – 40% of the model is observations of performance and practice, 10% is parent feedback, 45% is student growth and development and 5% is whole-school student learning indicator and/or student feedback. He reviewed all changes which will affect the teaching staff. The SEED administrator model has four components – 40% is observation of leadership practice, 10% is stakeholder feedback, 45% is student learning and 5% is teacher effectiveness outcomes. He reviewed all changes which will affect the administrative staff.

B. Common Core Communication Calendars

A four month Overview of Common Core State Standards calendar for September, October, November and December was reviewed. The calendar was reviewed and is color coded to inform Board members, teachers and administrators and parents of significant dates regarding CCSS.

V. POLICY

A. Proposed Adoption of Revised Regulation – 6153a (IIICA-R) – Field Trips

Mr. Parkhurst stated this regulation is before the Board for added revisions. The Board agreed to the revisions along with an additional revision of eliminating Section III. - Field Trips with a Total Cost Exceeding \$5,000 on page five of the regulation.

The unanimous consensus of the Board was to send the proposed adoption of revised regulation 6153a – Field Trips to the Board of Education for action at its next meeting.

B. Proposed Adoption of New Policy – 4131 – Staff Development

Mr. Parkhurst stated this is a new policy before the Board for review.

The unanimous consensus of the Board was to send the proposed adoption of new policy 4131 – Staff Development to the Board of Education for action at its next meeting.

C. Proposed Adoption of New Policy – 6142.61 – Physical Activity

Mr. Parkhurst stated this is a new policy before the Board for review.

The unanimous consensus of the Board was to send the proposed adoption of new policy 6142.61 – Physical Activity to the Board of Education for action at its next meeting.

VI. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 9:35 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary