

**WALLINGFORD BOARD OF EDUCATION  
INSTRUCTIONAL COMMITTEE MEETING  
Thursday - April 8, 2010  
Board of Education Conference Room**

**7:00 P.M.**

**MINUTES**

**I. CALL TO ORDER**

Chairperson Cei called the meeting to order at 7:02 p.m.

**BOARD MEMBERS PRESENT**

K. Castelli, J. Cei, V. Ford, T. Hennessey, J. Marrone, R. McKay, C. Miller, M. Votto

**STAFF MEMBERS PRESENT**

E. Buccilli, S. Craig, R. Cyr, S. Menzo, B. McCully, M. Taylor

**II. ACCEPTANCE OF MINUTES**

The minutes of the March 1, 2010 Instructional Committee meeting were accepted as presented.

**III. CURRICULUM**

**A. Report by Middle School Principals on their SMART Goals**

The Middle School Principals provided an interim report on the status of their respective SMART Goals. The principals discussed both their goals and the various strategies they have employed throughout the school year. Mr. Cyr and Mr. Buccilli presented an overview of their reading, writing and mathematics goals.

Mr. Cyr began his presentation reviewing Moran Middle School's math goals. The SMART Goals now include a mid-year progress area. Their first team SMART Goal was to focus on customary and metric measures and increase student performance by 10% in Strand 16 for all three grade levels. At mid-year all three grade levels (6, 7 & 8) had increased their strand averages by 10%, 20% and 20% respectively. Grade 6 went from 56% at mastery to 66%. Grade 7 went from 52% at mastery to 72% and Grade 8 went from 52% at mastery to 72%. The second team SMART Goal was to focus on statistics and data analysis and increase student performance by 10% in Strand 20 for grade levels 7 & 8. At mid-year Grade 7 went from 33% at mastery to 73% and Grade 8 went from 58% at mastery to 75%.

Four Compensatory Education teachers have completed the AIMSweb training and are using the program with identified students who scored at level 1 and level 2 on the CMT (Connecticut Mastery Test) in either reading, math or in both areas. All math teachers have completed Scantron training and are currently using the data to help drive future instruction. Mr. Cyr noted that grades 7 & 8 used their professional development to learn how to use the data from common assessment and used that data to design and create the January common assessment. Future plans include the formation and implementation of data teams to work together to utilize data and improve instruction.

Mr. Hennessey questioned when the district will receive validation for the CMT scores. Mr. Cyr stated last year he received the scores by mid-July. Mrs. McKay asked Mr. Cyr what changed to create such wonderful results in the assessment scores. Mr. Cyr replied it was the direct focus on those two goals (strands 16 and 20) – not only teaching them as separate entities but also infusing them into the other units of math.

Mr. Cyr continued his presentation reviewing Moran Middle School's language arts goals. The first SMART Goal was to increase reading comprehension as measured by an increase in CMT DRP scores by 10% and an increase in student performance on Strand 3 of the CMT by 10%. The 2009 CMT Reading DRP scores were Grade 6 at 67% mastery, Grade 7 at 69.2% mastery and Grade 8 at 65% mastery. In Strand 3 – Making Reader Text Connections – Grade 6 was at 62% mastery, Grade 7 was at 32% mastery and Grade 8 was at 65% mastery.

The second Smart Goal was to focus on composing and revising and increase student performance by 10%. The 2009 CMT Writing Strand 1 – Composing and Revising - Grade 6 was at 70% mastery, grade 7 was at 60% mastery and grade 8 was at 66% mastery.

Progress towards achieving these two goals by March 2010 includes the following: An informal survey indicated need for DRP software, testing, and instructional materials; common assessments; and ongoing PD. All Social Studies and Language Arts teachers attended a Professional Development workshop on instructions for making connections. Also implemented were school wide data teams. All Social Studies teachers and Language Arts teachers have been trained in acquiring information from Scantron. The common assessment for the DRA (Direct Reading Assessment) has been administered twice – September and January. DRA results show the percentage of students who improved their comprehension piloted by scores. Grade 8: 92%, Grade 7: 82% and Grade 9: 72%. DRP common assessment has been created and will be piloted by one team in grade 6, 7 and 8. Mr. Cyr stated all Compensatory Education teachers have been trained in AIMSweb and are using it in their instruction. There continues to be ongoing instruction across curriculum and individual SMART Goals for Language Arts and Social Studies teachers include a goal of completing our school-based on SMART Goals.

Mr. Buccilli began his presentation by stating since November 2009 he has been meeting with all the core academic teams as well as Unified Arts, Physical Education, Music, World Language, Compensatory Education, STEP and Library Media. The district assessments have been very useful in helping to identify where the weak areas are and where improvement is needed.

The first SMART Goal (writing) was to focus on two strands: composing/revising and editing and to increase at or above goal performance 15% by 2012. The 2009 CMT performance in writing at or above goal scores were Grade 6: 61%, Grade 7: 76% and Grade 8: 74%. Progress towards achieving this goal includes the following: Teachers continually revisit weak areas using strategies and action steps to improve student's skills. Focus on SMART Goals and strategies by other content area teachers are yielding positive results based on evidence of skill level improvement. Special Education and support staff have developed individualized lessons which are yielding visible growth in performance.

Mr. Buccilli noted the World Language teachers are maintaining writing folders for the students. The STEP teachers are working on editing and revising the school newspaper. The Library-Media and IT teachers provided students with lots of tools to develop a final draft when completing an assignment. Speech, ESL and Compensatory Education teachers are also involved with AIMSweb and universal screening.

The second SMART Goal (reading) was to focus on Reading Comprehension – Developing Interpretation strand and increase at or above goal performance 14% by 2012. Students and Special Education and Hispanic sub-groups increase proficiency performance 15% by 2012. Progress towards achieving this goal includes the following: Teachers are utilizing strategies and action steps with success based on student classroom performance. Teachers continually revisit weak areas thus improving student's skills. Focus on SMART Goals and strategies by other content area teachers are yielding positive results based on evidence of skill level improvement. Special education and support staff developing individualized lessons is yielding visible growth in performance.

Any student who scored 1, 2 or 3 on the reading portion of the CMT were assessed via the DRA. In Grade 6 63% of the students have shown very good growth from October to January in reading comprehension. In Grade 7 – 77% of the students have shown very good growth from October to January in reading comprehension. In Grade 8 – 82% of the students have shown very good growth from October to January in reading comprehension.

The third SMART Goal (math) was a team SMART Goal for Grades 6, 7 & 8 focusing on Fractions/Decimals, Percents, Estimation/Approximation, Metric Measures, Probability/Statistics and Math Application. All grades increase at or above goal performance 15% by 2012. Students in the Special Education subgroup increase proficiency performance by 15% by 2012.

Mr. Buccilli stated for Grade 6 students in the area of fractions, decimals, percent and estimation there were a multitude of questions in both the October and January assessment and students made significant strides. From October to January average growth/improvement was 18% - from 64% to 82% - meeting grade level expectations. In the area of Metric Measurement 71% of the students met grade level expectations and in the area of Probability and Statistics 90% of the students met grade level expectations.

For Grade 7 students in the area of fractions, decimals, percent and estimation 88% of the students met grade level expectations. In the area of Metric Measurement 72% of the students met grade level expectations. In the area of Probability and Statistics 93% of the students met grade level expectations.

For Grade 8 students in the area of fractions, decimals, percents and estimation 86% of the students met grade level expectations. Probability/Statistics had a significant number of questions in both the October and January assessment and students made a dramatic growth from 70% meeting grade level expectations to 95% meeting grade level expectations – a jump of 25%. In the area of Metric Measurement 71% of the students met grade level expectations. Fractions and Metric Measurement also received attention in the Unified Arts classes and their informal assessments were encouraging regarding growth from October to January.

#### **IV. CALENDAR**

##### **A. Report on Revised District Calendar for SY 2010-2011**

The Education Council (which consists of Board Members, Union Leadership and Central Office staff) met on March 15<sup>th</sup> and agreed on some revisions to the calendar for school year 2010-2011. As a result of these changes the district will offer seven professional development days for teachers next year as compared to only four days this year. This offers us the opportunity to provide a broad program of CALI-based (Connecticut Accountability and Learning Initiative) in-service training. The budget, as approved by the Board, already reflects the financial savings (\$145,396) to the district in the transportation and salary accounts with this revision.

Dr. Menzo stated there are 181 school days for students in 2010-2011. Mr. Miller stated there is a potential problem with having schools open on Monday, November 1, 2010; which is the day before Election Day. On Election Day schools used for voting would then be occupied with our staff attending professional development. On Saturday, October 30, 2010 all schools used for voting will have people setting up voting machines and telephone lines. In some of the schools voting is done in the cafeteria and in other schools it is done in the gymnasium. Mr. Miller added there is also a special telephone line dedicated to help the handicap; which is required by state voting legislation. These arrangements could be compromised if the schools were open. A revised calendar will be presented to the Board at the May Instructional Committee Meeting.

##### **B. High School Graduation**

Dr. Menzo stated he would like to make a recommendation to the Board to take consensus to move the high school graduation date for both high schools to Monday, June 21, 2010.

The unanimous consensus of the Board was to send the proposed high school graduation date of Monday, June 21, 2010 to the Board of Education for action at its next meeting.

## **V. PERSONNEL**

### **A. Discussion of Central Office Realignment**

The Board of Education discussed a possible reconfiguration within central office. There are two proposed models for two central office positions (curriculum and personnel.) In one model there are two assistant superintendents while in the second model there is one assistant superintendent along with one director. Traditionally, Wallingford has had two assistant superintendents but this was altered last year. The question before the Board is should we return to the two assistant superintendents' model or should we retain the current model with one assistant superintendent and one director.

Furthermore, if we retain the current model, there are some proposed changes in the existing positions. Essentially, the Assistant Superintendent would incorporate the personnel and policy responsibilities (in addition to many others) while the Director would assume curriculum and instruction (along with additional duties.) In effect, Jan Guarino-Rhone would become Assistant Superintendent (personnel and policy) and a new hire would become the Director of Curriculum and Instruction. Drafts of each job description under both models are attached.

To summarize, the two models of central office reconfiguration under discussion are as follows:

1. Director of Curriculum and Assistant Superintendent
2. Assistant Superintendent for Curriculum, Instruction and Policy and Assistant Superintendent for Personnel

A discussion on the composition of the district management team was held. After a lengthy discussion, a motion was made by Board member Mrs. McKay to end the discussion at the Instructional Committee meeting and to schedule an executive session to continue the discussion of central office realignment on Monday, April 12, 2010 at 6:00 p.m.

## **VI. ADJOURNMENT**

There being no further business, Chairperson Cei adjourned the meeting at 9:01 p.m.

Respectfully submitted,  
Betsy McCully  
Assistant Superintendent's Secretary