

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Monday – November 4, 2013
Board of Education Conference Room
Hall-Elton Building**

MINUTES

I. CALL TO ORDER

Chairperson Cei called the meeting to order at 7:03 p.m.

BOARD MEMBERS PRESENT

K. Castelli, J. Cei, C. Mansfield, J. Marrone, R. McKay, M. Votto

STAFF MEMBERS PRESENT

N. Brophy, D. Dayo, C. LaTorre, B. McCully, C. McNamara, S. Menzo, L. Moreno, J. Murphy, R. Napoli, S. Parkhurst, R. Pizzonia, P. Pursell, V. Reed

II. ACCEPTANCE OF MINUTES

Instructional Committee Meeting minutes of October 7, 2013 were accepted as presented.

III. PRESENTATION

A. K-5 Health Curriculum

Mr. Cei welcomed Craig Turner from Wallingford Youth and Social Services, Rich Figlewski from Dry Dock and Ken Welch from A Coalition for a Better Wallingford. These individuals, along with Dr. Menzo, have been working together on this health curriculum during the past year. Patty Pursell, PE teacher, spoke about the newly revised elementary coordinated health curriculum. She stated Connecticut is a coordinated health state and we are aligning our curriculum in Wallingford with the state wellness model. The K-5 coordinated health curriculum now includes topics from the classroom teacher, topics from the PE/health teacher, topics from the principal, topics from the nurse and topics concerning interpersonal relationships. Every single topic has written lessons, assessments, and materials available. There was a lengthy discussion involving Mr. Turner, Mr. Figlewski and Mr. Welch regarding drug education and available resources for middle school and high school students.

B. Elementary Schools – School Improvement Plans

The four K-2 elementary principals Rob Arciero, Nick Brophy, Jan Murphy, and Vicki Reed presented student learning objectives for Literacy and Mathematics for grades K-2. Key findings from student achievement and stakeholder survey data was reviewed and then used to develop SLO's (Student Learning Objectives). These findings included K-2 principals functioning as a PLC (Professional Learning Community), aligning leadership practice standards to the Common Core, developing a data collection protocol, review Universal Screening data from 2012-2013, review running record analysis (2012-13 and Fall 2013), review CMT data for district and partner schools, review 2012-13 climate survey data, continue ongoing K-2 principal planning sessions using collaborative data analysis and align Common Core State Standards focus areas based on district and school data.

The first area of focus is literacy and the goal is to increase reading achievement for all students by creating strong foundational literacy skills and improving reading comprehension. The SLO is grade 2 students will reach or exceed the proficiency benchmark of the Level 24 running record.

The next area of focus is mathematics skills and the goal is all students will demonstrate gains in computational fluency. The SLO is for all students to demonstrate gains in computational fluency as measured by performance tasks and AIMSweb data. The last area of focus is academic engagement and the goal is all students will show a growth of 10% or more in their level of academic engagement. The first step is to create a definition and a set of characteristics that describe academic engagement. Next is to develop a tool/process to collect baseline data and then select research based instructional strategies that support academic engagement. Lastly is to review pacing in English Language Arts & Mathematics and support academic engagement for staff through professional development opportunities.

Along with the above goals, leadership standards must tie into performance expectations. Education leaders must ensure the success and achievement of all students by monitoring and continuously improving teaching and learning. They develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies along with the use of assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

The four 3-5 elementary principals Deb Dayo, Carrie LaTorre, Rich Napoli, and Rick Pizzonia presented student learning objectives for Literacy and Mathematics for grades 3-5. Key findings from student achievement and stake holder survey data was reviewed using CMT reading comprehension data. This year's CMT data partly was a byproduct of moving onto the Common Core – not every area was totally aligned as in years past. Comprehension scores were developed using four strands – 1.) Forming a general understanding; 2.) Developing an interpretation; 3.) Making text connections; and 4.) Examining the content and structure. The next area of focus is mathematics – strand 25 from the CMT, which are mathematical applications. Grade 3 students had 40.2% mastery of this strand, grade 4 students had 75.9% mastery, and grade 5 students had 79.1% mastery. The data review process included a review of Universal Screening data from 2012-2013, Fall 2013, a running record analysis (2012-2013 and Fall 2013), CMT data for district (current and past), aligned CMT data to Common Core State Standards, 2012-2013 climate survey data and continuation of ongoing 3-5 principal planning sessions collaborative data analysis.

The focus for literacy and the goal is to increase reading achievement for all students by creating strong foundational literacy skills and reading comprehension. The SLO is students will increase their reading achievement as measured by their independent reading level on the May administration of running records. The next area of focus is mathematics skills and the SLO is all students will demonstrate gains in communication and reasoning as measured by the Wallingford Public Schools Mathematics Performance Task Rubric. The last area of focus is academic engagement. All students will show a growth of 10% or more in their level of academic engagement. Academic engagement includes working collaboratively to define the key characteristics of active engagement, collaborating with district committee to develop a tool/process to collect baseline data, select research-based instructional strategies that support academic engagement, review pacing in English Language Arts & Mathematics, and provide professional development for staff on academic engagement.

C. Wallingford Public Schools Strategic Plan Update

Mr. Parkhurst stated that progress has been made in many areas in the Curriculum and Instruction strategic plan. At the elementary level the shift has focused from looking at competency-based learning to reporting out to parents. Teachers reviewed pacing and what has to be done in terms of pacing and how the assessments align. Mr. McNamara stated his strategic plan area – Community Partnerships – continues to focus on partnering with the community on internships/externships, Capstone, and the Hub Cap project. Dr. Menzo added the District Climate strategic plan has updates in technology – the district now has completed wireless access and more than 500 Chromebooks have been distributed to buildings throughout the district.

IV. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 9:50 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary