

**WALLINGFORD BOARD OF EDUCATION
INSTRUCTIONAL COMMITTEE MEETING
Wednesday – September 9, 2009
Mark T. Sheehan High School**

7:00 P.M.

MINUTES

I. CALL TO ORDER

Chairperson Cei called the meeting to order at 7:05 p.m.

BOARD MEMBERS PRESENT

K. Castelli, J. Cei, T. Hennessey, T. Laffin, P. Reynolds

STAFF MEMBERS PRESENT

A. Candido, C. Laudadio, B. McCully, S. Menzo, M. Taylor

II. ACCEPTANCE OF MINUTES

The minutes of the June 1, 2009 Instructional Committee meeting were accepted as presented.

III. CURRICULUM

Mr. Taylor requested Chairperson Cei to move agenda item IV – B. Report on Funding for the Boy's and Girl's Club up on the agenda. Chairperson Cei granted the request.

B. Report on Funding for the Boy's and Girl's Club

The Ulbrich Boys and Girls Club of Wallingford has offered to provide mentoring coordination services for the "One to One" elementary mentoring program in the Wallingford Public Schools at the cost of the funding provided in the 2009-2010 budget (\$10,000). Services will include training of mentors, matching of mentors to mentees, and coordination with school principals and site coordinators at all elementary schools to include: *The high school Peer Mentoring program, The QCC Adult Mentoring program and The Choate School Mentoring program.* This program will now be initiated with assistance and guidance being provided by the Connecticut Mentoring Partnership, operated by the Governor's Prevention Partnership to assure all components of successful mentoring will be practiced.

Andy Candido, School-to-Career teacher, stated funding from Big Brothers Big Sisters for the "One to One" Elementary School Mentoring program suddenly became unavailable this past May. However, the Ulbrich Boys and Girls Club have agreed to provide the same services which were provided in the past by Big Brother Big Sisters. Ulbrich will continue to coordinate mentor training, will provide mentor-mentee matching, direct ongoing contact as mentor advisor all year, will provide site visitations all year, conduct year-end evaluation of mentor and mentee along with school based outcomes and will recruit and train new members over the summer. Mentoring services will be provided to the Wallingford Public Schools, to the Quinnipiac Chamber of Commerce Adult mentoring program and to the Choate Community Service peer mentoring program.

Current Board of Education funding of \$10,000 as well as additional funding will come from the Quinnipiac Chamber of Commerce. They recently had a member organization fundraiser and raised \$2,200 to support the Adult mentoring program.

The Quinnipiac Chamber submitted a \$6,000 United Way Grant proposal for funding to support their Adult mentoring program. Additional community funding will be sought to support the efforts of the Ulbrich Boys and Girls Club. When Big Brothers Big Sisters withdrew in May as the Wallingford Public School mentor coordinator, they established the cost to continue all three programs was \$50,000. Mr. Candido noted Wallingford's mentoring program will continue to be aligned with the Governor's Prevention Partnership – Connecticut Mentoring Partnership program.

Mr. Hennessey suggested contacting Choate's headmaster Edward Shanahan to discuss the possibility of Choate helping with some of the expenses needed to operate the peer monitoring program. Mr. Candido praised Mr. Cei and stated he was a critical player in helping to coordinate the transition of the mentoring program to Ulbrich Boys and Girls Club.

A. Proposed Adoption of Revised H.S. Course Outline: Economics

This course explains how and why people and societies make economic choices. Students will examine macroeconomic and microeconomic principles in order to understand the fundamentals of the American and global economic systems. Real world application and examples of economic concepts such as supply and demand, gross domestic product, business functions, inflation, and trade will be explored.

Mrs. Laudadio, Social Studies Resource teacher, stated this is one of the last courses in the department to be revised. It was critical to make the concepts within the content assessable to the broad range of academic students. The outline was expanded into the Understanding by Design (UBD) model and incorporates enduring understandings and essential questions. The course description emphasizes applying concepts to real world applications for students. *Economics* is designed so teachers can continue to keep students aware of current economic conditions through broader concepts. Currently there are 15 students at Lyman Hall High School and 23 students at Sheehan High School enrolled in this course. Newspapers and other publications along with the textbook are incorporated as instructional materials for teaching this course.

The unanimous consensus of the Board was to send the proposed adoption of revised high school course outline: Economics to the Board of Education for action at its next meeting.

B. Proposed Adoption of Revised H.S. Course Outline: Advanced Placement European History

Beginning with the study of European history since 1450, this course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live today. This knowledge provides students with the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

Mrs. Laudadio stated revisions were initiated as a result of an AP audit conducted by the College Board over the past two years. Three teachers from the high schools collaborated along with Mrs. Laudadio in revising this course. Revisions were focused primarily around the guidelines the College Board mandated in the audit. Analytical writing was integrated into the course through the use of document-based question activities. This course was expanded into the UBD model and one of the main focuses was to take all the time periods of European History starting with 1450 and apply some of the events to see how those events have impacted today's world. Currently there are 10 students at Lyman Hall High School enrolled in this course and 4 students at Sheehan High School are taking it as independent study.

Mr. Hennessey questioned if the outline includes a section about the "religious aspect" of this time period. Mr. Taylor stated there is no specific section covering this; however a large section of the course is dedicated to coverage of the 30 Years War.

The unanimous consensus of the Board was to send the proposed adoption of revised high school course outline: Advanced Placement European History to the Board of Education for action at its next meeting.

IV. REPORTS

A. Connecticut Mastery Test and Connecticut Academic Proficiency Test

The results of the 2009 Connecticut Mastery Test (CMT) and the Connecticut Academic Proficiency Test (CAPT) will be presented to the Board of Education. A comprehensive packet of supporting materials was provided in a report binder. Mr. Taylor stated the school-wide population achieved proficiency on the the CMT. There are a number of subgroups that are a concern and have not achieved proficiency. Dag Hammarskjold Middle School did not make AYP (Adequate Yearly Progress) due to a subgroup – students with disabilities. This year is the last year of a three year step where the benchmark for proficiency is set at 80% for CMT scores. Beginning next year it goes to 90%.

Mr. Hennessey is concerned that students in the subgroups who did not make AYP will be given the appropriate CMT exam – either written or oral. Mr. Taylor noted the only alternate CMT test is one designated for students with learning disabilities. There were a small percentage of students allowed to take that test this year.

Dr. Menzo proceeded with a power point presentation that focused on CMT results in reading, writing and in mathematics. Several levels of analysis were presented including longitudinal data, cohort data, subgroup data as well as CMT vertical scale data. Vertical scale scores are designed to measure growth across grades on tests that are different but similar in content. The range of vertical scores is 200 to 700. Changes in mathematics and reading performance can be assessed over a multiple year period. Dr. Menzo stated all data from the CMT results in reading, writing and mathematics was reviewed, analyzed and conclusions from this data include the following.

The reading data summary concluded that vertical scale scores depict growth by all students and subgroups. Consistent areas needing improvement are Reader to Text Connections and the DRP scores are flat. Implications for improvement include a continued implementation of Readers' Workshop with a focus on reader to text connections, implementation of DRP practice for students, implementation of consistent Title I progress monitoring and instruction, and implementation of consistent ELL (English Language Learners) progress monitoring and instruction.

The writing data summary concluded consistent areas needing improvement are composing & revising and editing and holistic scores are flat. Implications for improvement include implementation of a consistent writing prompt, continued implementation of Writers Workshop, implementation of editing and revising assessment, implementation of consistent Title I progress monitoring and instruction, and implementation of consistent ELL progress monitoring and instruction.

The mathematics data summary concluded that vertical scale scores depict growth by all students and subgroups. Implications for improvement include implementation of curriculum based assessments, development and implementation of pacing guides, a review of alignment of curriculum and math programs with state grade level expectations, implementation of consistent Title I progress monitoring and instruction, implementation of consistent ELL progress monitoring and instruction, and continued implementation and review of the Growing with Math program.

V. ADJOURNMENT

There being no further business, Chairperson Cei adjourned the meeting at 9:12 p.m.

Respectfully submitted,
Betsy McCully
Assistant Superintendent's Secretary