

**CITY OF NORWALK
BOARD OF EDUCATION
CURRICULUM & INSTRUCTION COMMITTEE
APRIL 10, 2014**

ATTENDANCE: Michael Lyons, Chair; Michael Barbis, Sherelle Harris, Shirley Mosby.

STAFF: Tony Daddona, Deputy Superintendent; Diane Filardo, Talia Negroni; Craig Creller, Curriculum Specialist; Gloria Tenofsky, NEF; District Data Team Representatives: Howard Ziperstein, Maureen Jones, Keisha Sullivan, Russell Smith, Jane Wilkins, Early Literacy Specialist;

Call to Order

Mr. Lyons called the meeting to order at 7:30 p.m. and asked Mr. Daddona to give an update on all of the various initiatives for curriculum in the district for K-5 Language Arts, Math, English, 6-12 and SBAC Testing.

Mr. Daddona gave a status report and an overview of the roles and responsibilities of the Curriculum Specialists and District Data Team members.

There is an Elementary Common Core (CC) Literacy Coach, Danielle D'Andrea who works directly with Early Literacy Instructional Specialists on all matters related to K-5 Literacy; Covers 7 buildings, focused on 14 first and second year teachers in LA subject areas, long term substitutes, and those with changed assignments:

- Supporting teachers and understanding the shifts in instruction with CC ELA
- Coaching teachers on one-on-one in the classroom – imbedded P.D.
- Research and sharing best practices. CC - ELA
- Design and models sample lessons
- Sharing tools for CC instruction
- Meeting individually with teachers during planning time to share progress
- DRA II data and mentoring minds data
- Develop data collection procedure, format & analyze data to add to instructional needs.
- Coordination of elementary literacy committee.

Mentoring Minds – Benchmark Assessment

Ms. Maureen Jones, Assistant Principal at Cranbury School, gave an overview of the benchmark assessments in K-5 Literacy. She explained that there is an assumption that this is beginning in the fall, but they have been doing this for two years already. She stated that they have data now collected for the past year and reviewed the data and assessments.

The following reports were presented:

Status Report on Common Core Implementation, Mathematics and English, K-12

**ENGLISH LANGUAGE ARTS (ELA) DEPARTMENT
UPDATE ON CONNECTICUT CORE STANDARDS IN ELA & LITERACY (CCS-ELA & LITERACY)
GRADES 6-12**

Curriculum:

| MS | HS | Timeline | Action |
|----|----|--------------------|---|
| √ | √ | Sept - Nov 2013 | Pearson Prentice Hall (PPH) curriculum materials were delivered, inventoried, and distributed in the school buildings. |
| √ | √ | Nov 2013 | PPH consultants delivered on-site training to all ELA teachers to demonstrate the components of the materials and their use for instruction and assessment. Digital resources were included. |
| √ | √ | Nov-Dec 2013 | The Unit of Study template used for curriculum writing in Steering Committees was revised to align with the requirements of the NEASC accreditation process. The template applies to K-12, as well. |
| √ | √ | Feb – Nov 2014 | Steering Committees are in the process of writing Units of Study and Pacing Guides that will bundle the standards by unit, prioritize the standards, and identify for each unit the required readings, vocabulary, and assessments. |
| | √ | Apr 2014 – present | High Schools are working through the NEASC process to develop additional curriculum components, such as performance tasks and rubrics. |

Instruction:

| MS | HS | Timeline | Action |
|----|----|--------------------|--|
| √ | √ | Dec 2013 – present | All students have web-based access to instructional materials--such as digital texts and other program resources-- anywhere and anytime they have internet service. Each student has a username and password. |
| √ | √ | Dec 2013 – present | Teachers are working at grade level to implement the new curriculum resources using the publisher's pacing guides provided for each unit. At the same time, the Steering Committee is drafting Units of Study. |
| √ | √ | Dec 2013 – present | All students began using Pearson Prentice Hall anthologies and curriculum resources in their ELA classes to frame daily learning and instruction. |
| √ | √ | Dec 2013 – present | The Instructional Specialist has been supporting launch of the new resources in a variety of ways: Steering Committee Meetings, walkthroughs with principals, meetings with teachers, and/or informal visits to classrooms. |
| √ | √ | Dec 2013 – present | All students are working with appropriately complex texts, as defined by the Common Core Standards, as part of their daily lessons. |
| √ | √ | Dec 2013 – present | All students are being taught close reading skills embedded in each unit's Literary Analysis Workshop using the new Pearson Prentice Hall materials. |
| √ | √ | Dec 2013 – present | All students have been taught fiction and nonfiction units and a short story unit based on the Common Core Standards. Each unit requires close reading skills, text dependent questions, and writing based on text evidence. |
| √ | | Mar 2013 – present | During March PD, middle school teachers were trained more deeply on methods of close reading instruction. Teachers worked with grade level peers to plan close reading lessons using the Pearson Prentice Hall texts. |
| √ | √ | Mar 2013 – present | All ELA teachers were provided with Jim Burke's <i>Common Core ELA Companion</i> to use in Instructional Data Teams (IDTs) and Professional Learning Communities (PLCs) to develop a deeper understanding of CCS. |

Comments and questions were fielded throughout the review of the handouts.

Talia Negroni then gave an update on the Grossman Family Foundation Grant:

Grossman Family Foundation Grant

- **PURPOSE:** To “coordinate a system of Birth to 8 year old early care and education” throughout the City of Norwalk.
 - Parents As Teachers
 - Child FIRST
 - Birth through 3 Early Learning Services
 - mClass Reading 3D Early Literacy Assessment
 - Job-embedded Early Literacy Coaching
 - Foundations in Early Literacy Professional Development
 - Early Literacy Family Dinner Nights
 - Early Literacy Demonstration School Site



mClass includes...

- **Benchmark Assessment BOY, MOY, EOY**
- **Progress Monitoring**
 - Focused on CCSS Early Literacy Foundational Skills
- **Now What Tools**
- **Small Group Advisor**
- **Item Level Advisor**
- **Rtl/SRBI**
- **Home Connect Letters**

Schools using mClass

| Sept. 2011 | Sept. 2012 | Jan. 2013 | Sept. 2013 | Sept. 2014 |
|------------|------------|---------------|--------------|------------|
| Fox Run* | Jefferson* | Brookside*** | Cranbury**** | Kendall |
| Marvin* | | Naramake*** | Columbus**** | Tracey |
| | | Rowayton** | Wolfpit**** | |
| | | Silvermine*** | | |

* Funded through GFF Grant to CSDE
 ** Funded by Alliance
 *** Funded by Grossman Family Foundation
 **** Agreed to Budget Revision that allowed year 2 schools to start up at the beginning of the school year in Sept. 2013 instead of waiting until January 2014.

Ms. Jane Wilkins gave an overview of integrated and differentiated learning approaches in curriculum with Journeys. Assessment reports were reviewed as follows:

How are we doing?

- **Getting good at giving the assessment**
- **Identifying more specific reading areas in need of intervention/Tier II/SRBI**
- **Meeting and exceeding mClass National Growth Comparison data**
- **Using progress monitoring more and more to make changes in instruction**

What are we learning?

| Understanding the Variables of Implementing Change | |
|--|--|
| Fidelity to the Model | Common Understanding of what the change looks like |
| Individuals' Feelings and Perceptions | Stages of Concern |
| Individuals' Behaviors | Levels of Use |
| Leading the Change Process | Leadership Style |
| Professional Development/Coaching | Teacher Knowledge |

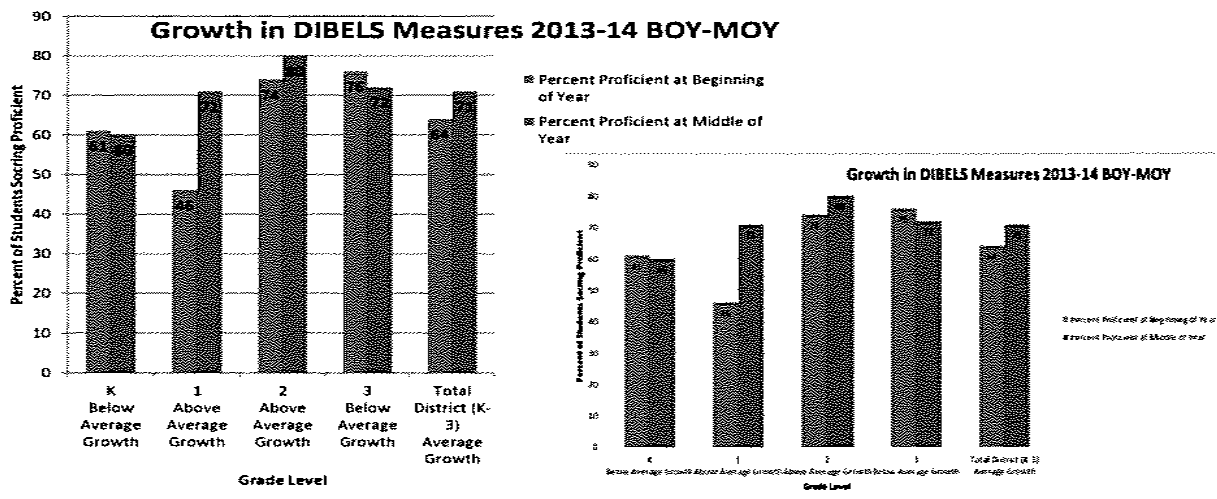
Steps

Teacher Knowledge Survey: Purpose

- A Teacher Knowledge Survey administered to 25 teachers in September.
- The survey tests teachers' pedagogical knowledge of comprehensive literacy has a total of 70 items.
- There are six (6) domains of knowledge included: Comprehension (12 questions); English Language Learners (ELL) (5 questions); Fluency (7 questions); Phonics (30 questions); Phonological Awareness (13 items); and Vocabulary (3 items).
- The graph shows the number of items correct for each subgroup: K-1 teachers (N=11); 2nd and 3rd grade teachers (N=10); and District administrators (N=4).
- As is noted above, the average score for K-1 grade and 2-3 grade was almost equivalent (35 - 50% vs. 36 - 51% respectively) while the District administrators scored higher than both groups (43 - 61%).
- These data will serve as a baseline for those teachers who are attending a series of eight (8) Professional Development workshops to build content and applied knowledge of research-based reading methods.

Ms. Keisha Sullivan spoke about the Middle School Language Arts program for grades 6-8 and reviewed the publishers pacing guide and the benefits of coordination through instruction. She explained that the process established in September is all tests are done at the same time throughout the district to coincide with units of study. Mr. Russell Smith then spoke about the program and how reintegration of novels into the curriculum has had a literacy boost for the program.

National Growth Measures Comparisons



Mr. Craig Creller then provided an update overview of the Go Math curriculum:

Mathematics Updates

BOE Curriculum mtg., 4-10-14

I. Curriculum (Common Core State Standards – CCSS)

* All K-12 curricular documents (Pacing Guides and Curriculum) have been written on the common District template (Rigorous Curriculum Design (RCD)) and include 21st Century Skills, Depth of Knowledge (DOK) and “Standardized Assessment Correlations” to SBAC; and they have been posted on the website for over 2 years.

- Elementary (K-5) - (GO Math!), All 12 elementary schools firmly on the Common Core for the second year (Columbus, Cranbury, Fox Run, Jefferson, Kendall, Tracey) or third year (Marvin, Brookside, WolfPit, Naramake, Rowayton, Silvermine).

- Middle (6-8) – (Big Ideas), Middle schools began on CCSS this Fall.

- High (9-12) – Algebra and Geometry already on CCSS, Algebra II coming soon.

II. Instruction

* equal emphasis on new CCSS content standards, but also the 8 Standards for Mathematical Practice (SMPs) (see packet)

- Elementary (K-5) – Significant and ongoing teacher training. Focus is on Differentiation and using online resources to meet the needs of all learners. NPS developed 20-20-20 model of instruction (see packet).

- Middle (6-8) – 50/50 focus on both direct instruction and inquiry-based activities.

- High (9-12) – Focus is on a “Activities” & “Investigations” that foster both much higher rigor and the SMPs. Comprehensive “Binders” with online resources created by our teachers with assistance from the State of CT and experts.

III. Assessment

* *Significant growth over the last two years with the CCSS (See attached data)*

- Elementary (K-5) – *Benchmarks 3x/year – Recent Middle-of-the-Year (MOY) scores exceed goal by an average of 10% with some grades seeing double-digit growth. Prediction – All grades will meet or exceed goal next year.*
- Middle (6-8) – *First-ever Benchmarks at ALL four schools. Scores are lower than desired, but clearly establish a baseline.*
- High (9-12) – *Continued Benchmarks (3 years for Algebra) and extending to Geometry -Both on CCSS. Same book, same Curriculum, same Pacing Guide, same Tests& Benchmarks for ALL classes.*

* Next Steps:

- How to roll out CCSS State modules.
- Align Algebra II to CCS Standards.
- Choice of Benchmarks? SBAC interims or current?

III. SBAC Testing Update

Ms. Diane Filardo provided the following update:



Claims for the Mathematics Summative Assessment

| |
|--|
| Overall Claim for Grades 3–8 "Students can demonstrate progress toward college and career readiness in mathematics." |
| Overall Claim for Grade 11 "Students can demonstrate college and career readiness in mathematics." |

| |
|--|
| Claim #1 – Concepts & Procedures "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency." |
| Claim #2 – Problem Solving "Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies." |
| Claim #3 – Communicating Reasoning "Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others." |
| Claim #4 – Modeling and Data Analysis "Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems." |

There were discussions of staff training modules and the student centered learning models and parent feedback. Mr. Daddona referred to recent success stories at Brien McMahon High School and national recognition that is upcoming in February 2015.

Mr. Lyons commended all for the efforts and progress made with curriculum development and implementation of the new approach for foundations and fundamental progress.

Mr. Lyons added that the textbooks are a small part of the package as the comprehensive nature of these changes far exceeds past practice with curriculum implementation. He added that most important thing is development of a system and district-wide approach to closing the achievement gap and what was needed for big scale fundamental changes.

Adjournment

**** MR. BARBIS MOVED TO ADJOURN.
** THE MOTION PASSED UNANIMOUSLY.**

The meeting was adjourned at 9:15 p.m.

Respectfully submitted,
Marilyn Knox,
Telesco Secretarial Services