

**CITY OF NORWALK  
BOARD OF EDUCATION  
CURRICULUM & INSTRUCTION COMMITTEE  
OCTOBER 2, 2014**

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

STAFF: Dr. Manuel Rivera, Superintendent;  
Tony Daddona, Deputy Superintendent

OTHER: Bruce Mellion, NFT

Call to Order

Mr. Lyons called the meeting to order at 7:30 p.m. and stated that members in attendance were as listed above and there was a quorum present.

Report and Discussion on Instructional Issues

Mr. Lyons stated that the items on the agenda were as requested by Ms. Harris and asked her to present the items. He noted that there would be an open discussion and conversation with no action or votes.

A) Current policy and plans for an updated policy on student/parent complaints

Ms. Harris gave an overview of the rationale for the item, asked for the protocol, who parents should speak to and what is the process to ensure that there is a resolution. She explained her experiences as a parent and spoke about the feelings of not being heard or respected and given a cold response.

Dr. Rivera provided an overview of the district goals for a change in culture and the plan for the structure put in place for student engagement, progress monitoring and values of achievement.

Dr. Rivera spoke about his observations when he walks through the schools and there are drop-in classroom visits by administration. Ms. Harris asked what happens when administration is not there and said that is her primary concern with the climate and culture in the classrooms.

Dr. Rivera explained that part of the culture change is to affect adult actions that impact students, and there should be a focused assistance to remediate lack of progress. He spoke about having the focused assessment with a plan that is monitored, not just a plan that is stagnant.

There was discussion of parent surveys and how this is part of teacher evaluations. Mr. Daddona spoke about the process and the high return rate reported by the survey company.

Ms. Angela Harrison, member of the public, spoke about how surveys are returned to the school not to the company. She noted that she would bring in her survey and envelope to show how the return instructions are not properly done.

## B) Current policy and plans for an updated policy for monitoring student progress

Ms. Harris gave an overview of the rationale for the item, and what said this is a part of the first item. She wanted to go back to the protocol and asked what happens in the chain of complaint process if a parent is afraid of retaliation. Mr. Daddona spoke about how calls often come directly to the Superintendent and said there is a way to block the caller ID to protect someone who wants to make an anonymous complaint. Dr. Rivera noted that while anonymous complaints can be handled, it weakens the ability to respond and follow up with how the complaint was addressed.

Ms. Harris spoke again about being heard and explained that as a parent, she wanted to withdraw her child and had looked into many schools as alternatives to Norwalk Public Schools. She credited Principal of Ponus, Linda Sumpter as one who responded and really gave actionable advice and direction. She added is that the key is having the formal process to ensure that there is a resolution.

There was discussion about having a Customer Service area that can field complaints and direct parents to the proper source and monitor the resolution.

Ms. Harrison explained her experiences as a parent and spoke about the feelings of her children being lost and uncomfortable and really now knowing how to handle high school. She added that she often times was not being heard or respected and given a cold response.

Dr. Rivera reviewed his plan and view of the district goals for a change in culture and the plan for the structure put in place for student engagement, progress monitoring and values of achievement.

## C) Current and planned steps for intervention for student progress.

Ms. Harris gave an overview of the rationale for the item, asked for the methods that are in place for intervention.

Dr. Rivera provided an overview of the student progress monitoring intervention team and stated that there were acronyms such as PBIS but he envisions a Student Dashboard with district goals for student progress monitoring and tracking of key indicators of assessment and achievement.

Ms. Harrison asked about the “h” policy and gave examples of how detrimental this system was to her son who feared college because of this attendance policy. Dr. Rivera spoke about “seat time” and gave illustrations on how achievement can be maintained with alternative attendance options. He added that there are skilled teams that are trained in assessing and advancing the right kind of intervention and strategy to be put into place and monitored for all students. He added that the district needs to form a committee to examine and study this policy and bring it in line with mandates and performance measures.

Mr. Daddona provided the following:

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## Norwalk Public Schools 2014-15 Testing

September 30, 2014

Dates/Window	Assessments	Grades	Required By
Fall, Winter, Spring	Connecticut Preschool Assessment Framework	Pre-K	District*
Fall, Winter, Spring	Preschool Early Literacy Indicator (PELI) - aligned to DIBELS	Pre-K	District*
October, May	<b>Kindergarten Entrance/Exit Inventory</b> Oct. - ALL, May - CSDE Sample collection and District - ELA SRBI	K	CSDE
9/1-10/24, 1/5-2/6, 4/23-5/29	<b>Elementary Reading Assessment (mClass)</b> Beginning of Year (BOY), Mid-Year (MOY), End of Year (EOY) Test Components: TRC and DIBELS	K-3	CSDE
<u>Details Attached</u>	Local ELA Assessments Scope: Universal Screener, Benchmark, Progress Monitoring, Diagnostic	K-5	District
9/29-10/17, 1/5-1/16, 5/26-6/12	CCSS Prentice Hall ELA Benchmark Assessments BOY, MOY, EOY	6-8	District
9/29-10/17, 1/5-1/16, 6/8-6/12	CCSS Prentice Hall ELA Benchmark Assessments BOY, MOY, EOY	9-12	District
9/1-10/24, 1/5-2/6, 4/23-5/29	CCSS Go Math Benchmark Assessments BOY, MOY, EOY	K-5	District
9/1-10/24, 1/5-2/6, 4/23-5/29	CCSS Big Ideas Benchmark Assessments BOY, MOY, EOY	6-8	District
8 unit tests, mid-term & final	CCSS Algebra (developed by CSDE)	7-10	District
7 unit tests, mid-term & final	CCSS Geometry (developed by NPS)	8-11	District
End of Unit	Science Fusion Benchmark Assessments	1-5 6-8 TBD	District
Available November 2014	Smarter Balanced Interim Assessments (District use TBD)	3-11	District
December, April & May	SOI Form CR and DRP (AT candidates)	5-7	District
1/26 through 3/26	<b>NAEP - National Assessment of Educational Progress</b> Selected Schools: Brien McMahon, Norwalk High, Ponus Ridge, West Rocks, Nathan Hale, Silvermine	Grades 4,8,12	USDE/CSDE
1/26 through 3/31	<b>LAS Links</b>	K- 12	CSDE
January	High School Mid-Term Exams	9-12	District
3/2 through 3/23	Structure of Intellect (SOI) Form L & Degrees of Reading Power (DRP)	2	District
3/2 through 3/18	<b>CMT/CAPT Science Skills Checklist</b>	5,8 and 10	CSDE
3/11	<b>Science - CAPT</b>	10 & retesters	CSDE
3/18	<b>Science - CMT</b>	5 & 8	CSDE
3/30 through 5/15	<b>CT Alternate Assessment (CTAA)</b>	3-8 and 11	CSDE
3/23 through 6/12	<b>CCSS Smarter Balanced Testing - ELA &amp; Math</b>	3-8	CSDE
4/27 through 6/5	<b>CCSS Smarter Balanced Testing - ELA &amp; Math</b>	11	CSDE
5/4 through 5/15	AP exams	10-12	elective
mid-June	High School Final Exams	9-12	District

	Assessment	Grade(s)	Purpose	When	Data Entry / Format
READINESS	Kindergarten Survey (State of CT)	K	Required Universal Screener	Mid-October	<ul style="list-style-type: none"> <li>K Teachers</li> <li>State Form</li> </ul>
PAST	<ul style="list-style-type: none"> <li>Phonological Awareness Skills Test</li> </ul>	K (1-5 if indicated by mCLASS)	Universal Screener*/ Benchmark (Grades 1-5 Diagnostic)	BOY MOY EOY	<ul style="list-style-type: none"> <li>Teacher</li> <li>Spreadsheet</li> <li>SchoolNet*</li> </ul>
CORE Phonics	<ul style="list-style-type: none"> <li>CORE Phonics Survey Sections A-D</li> </ul>	K	Universal Screener*/ Benchmark	BOY MOY EOY (until mastered)	<ul style="list-style-type: none"> <li>Teacher</li> <li>Spreadsheet</li> <li>SchoolNet*</li> </ul>
mCLASS	<ul style="list-style-type: none"> <li>First Sound Fluency</li> <li>Letter Naming Fluency</li> <li>Phoneme Segmentation Fluency</li> <li>Nonsense Word Fluency</li> </ul>	K	Universal Screener*/ Benchmark (Progress monitored as indicated by data, except DORF & TRC: see next)	BOY MOY EOY	<ul style="list-style-type: none"> <li>Teacher</li> <li>mCLASS</li> <li>SchoolNet*</li> </ul>
	<ul style="list-style-type: none"> <li>Letter Naming Fluency</li> <li>Phoneme Segmentation Fluency</li> <li>Nonsense Word Fluency</li> <li>DIBELS Oral Reading Fluency (begins MOY)</li> </ul>	1			
	<ul style="list-style-type: none"> <li>Nonsense Word Fluency</li> <li>DIBELS Oral Reading Fluency</li> </ul>	2			
	<ul style="list-style-type: none"> <li>DIBELS Oral Reading Fluency (DORF)</li> <li>DAZE</li> </ul>	3			
	<ul style="list-style-type: none"> <li>TRC</li> </ul>	K-3			
mCLASS	<ul style="list-style-type: none"> <li>DIBELS Oral Reading Fluency Progress Monitoring</li> </ul>	1-3 (Gr. 1 begins in MOY)	Progress Monitoring (for all)	Oct through June (at least monthly)	<ul style="list-style-type: none"> <li>Teacher</li> <li>mCLASS</li> </ul>
	<ul style="list-style-type: none"> <li>TRC</li> </ul>	K-3	Progress Monitoring (for all)	Oct through June (at least monthly)	<ul style="list-style-type: none"> <li>Teacher</li> <li>mCLASS</li> </ul>
DIBELS Next	<ul style="list-style-type: none"> <li>DIBELS Oral Reading Fluency (DORF)</li> <li>DAZE</li> </ul>	4 & 5	Universal Screener*/ Benchmark	BOY MOY EOY	<ul style="list-style-type: none"> <li>Teacher</li> <li>Spreadsheet/DIBELS site TBD</li> <li>SchoolNet*</li> </ul>
DIBELS Next	<ul style="list-style-type: none"> <li>DIBELS Oral Reading Fluency (DORF)</li> </ul>	4 & 5	Progress Monitoring (for all)	Oct through June (at least monthly)	<ul style="list-style-type: none"> <li>Teacher</li> <li>Spreadsheet/DIBELS site TBD</li> <li>SchoolNet*</li> </ul>

Text Reading	<ul style="list-style-type: none"> <li>Journeys Diagnostic Assessment: Text Reading BOY will be on Grade Level Passage 1 MOY will be on Grade Level Passage 2 EOY TBD</li> <li>If student is not at GL, test back to determine level using Journeys Diagnostic Assessment Passages</li> </ul>	4 & 5	Benchmark	BOY MOY EOY* TBD	<ul style="list-style-type: none"> <li>Teacher</li> <li>Spreadsheet</li> <li>SchoolNet*</li> </ul>
CORE DIAGNOSTICS	<ul style="list-style-type: none"> <li>Core Phonics Survey</li> </ul>	K* – 5 as indicated (Not Proficient on Universal Screener) K* All K students are given CORE Phonics Sections A-D as Benchmark- see above)	Diagnostic	As indicated by data	<ul style="list-style-type: none"> <li>Teacher</li> <li>SchoolNet*</li> </ul>
	<ul style="list-style-type: none"> <li>Other CORE Assessments as determined by data <ul style="list-style-type: none"> <li>See CORE Multiple Measures Assessment Book</li> </ul> </li> </ul>				
WRITING PROMPT	<ul style="list-style-type: none"> <li>Writing Prompt from/modified from Journeys with Rubric</li> </ul>	K – 5	Benchmark	BOY MOY EOY	<ul style="list-style-type: none"> <li>Teacher</li> <li>Spreadsheet</li> <li>Student Writing Folder</li> <li>SchoolNet*</li> </ul>
Sight Words	<ul style="list-style-type: none"> <li>TCWRP Sight Word Assessment Grades K, 1, 2</li> </ul>	K-2	Universal Screener/Benchmark	BOY MOY EOY	<ul style="list-style-type: none"> <li>Teacher</li> <li>Spreadsheet</li> <li>Student Writing Folder</li> </ul>
SPELLING	<ul style="list-style-type: none"> <li>Words Their Way Elementary</li> </ul>	K-5 (K begins when RPL is mastered)	Benchmark	BOY MOY EOY	<ul style="list-style-type: none"> <li>Teacher</li> <li>Spreadsheet</li> <li>SchoolNet*</li> </ul>
	<ul style="list-style-type: none"> <li>Representing Phonemes with Letters (RPL)</li> </ul>	K	Universal Screener	BOY, Monthly until at Benchmark	<ul style="list-style-type: none"> <li>Teacher</li> <li>Spreadsheet</li> <li>SchoolNet*</li> </ul>

D) Current and planned consequences for teachers who fail to educate students to NPS standards:

Dr. Rivera explained that part of the culture change is to affect adult actions that impact students, and there should be a focused assistance to remediate lack of progress. He spoke about having the focused assessment with a plan that is monitored, not just a plan that is stagnant. He referred to the evaluations and remedial actions that are in place for those teachers with unsatisfactory evaluations or that are not progressing.

E) Plans for an integrated curriculum

Ms. Harris explained that while she sees integration from grades there is little integration within the grade. She spoke about the lack of common threads within key grade levels such as grade 9.

Dr. Rivera provided an overview of project based learning and hands on environments that are in development for synchronized units and theme-based curriculum within grades. Mr. Daddona spoke about the team approach that is used in the middle schools and the structure put in place for enhanced student engagement.

Mr. Lyons spoke about the transition to Common Core standards and the underlying goals of the major educational reform promotes such integration. There was discussion about P-tech and advance of this new approach to synchronized and hands-on learning. There was discussion about internships, school to career programs and how this can be integrated into high school curriculum.

F) Current and planned steps for behavior intervention, particularly at the elementary school level.

There was a discussion on PBIS – Positive Behavior Intervention, the effectiveness, and how students respond to recognition of positive behaviors.

Mr. Daddona provided the following chart of trends with decreased suspensions:

**Out of School Suspension**

	2010	2011	2012	2013	2014
Nathan Hale	21	11	30	29	17
Ponus	128	95	65	78	28
West Rocks	130	119	81	39	42
Roton	16	7	8	20	14
Norwalk	446	183	167	200	114
McMahon	390	71	104	65	57
Briggs	23	9	51	49	32
	<b>1154</b>	<b>495</b>	<b>506</b>	<b>480</b>	<b>304</b>

Other

Mr. Mellion spoke on the new Wright Tech facility and how it is state of the art with advanced technology curriculum, new tools, and advanced hands on learning. He encouraged all to look at this as it relates to what can be learned for Norwalk Public Schools. He credited the building principals for setting the tone and standards for excellence at each school. He explained that our teachers are the best in the state and he credited staff for the professional manner with which they conduct themselves as dedicated teaching professionals. He asked the Board to look to ways that aides and non-certified personnel can be used more as instructional interventionist and acknowledged Dr. Rivera for providing training. He listed the positive strides that have been made to make Norwalk from a great school system to an exemplar district.

Mr. Lyons noted that on the agenda for the next meeting would be a discussion on high school reform--credit requirements and options; curriculum updates for Social Studies and state mandates.

The meeting was adjourned at 9:35 p.m.

Respectfully submitted, Marilyn Knox  
Telesco Secretarial Services