

Approved
Milford Board of Education

Committee of the Whole Meeting Minutes
April 25, 2016

Board members present:

Claire Casey
Michael DeGrego
Suzanne DiBiase
Jennifer Federico
Susan Glennon, Chair
Dr. Jess Gregory
Walter Hagedorn
Tom Jagodzinski
Susan Krushinsky
Earl Whiskeyman

Administration present:

Dr. Elizabeth Feser
Jeffrey Burt
James Richetelli

I. CALL TO ORDER

Ms. Glennon called the meeting to order at 7:00 p.m. with the reciting of the Pledge of Allegiance.

II. CAREER PATHWAYS UPDATE

Dr. Feser provided the Board with background on how Milford Public Schools began the implementation of a career pathway. As part of the Board's Long Range Plan, the Board directed the Administration to develop two career pathways. The pathways were to begin in middle school and continue through high school. She then turned the meeting over to Mr. Burt.

Mr. Burt, assisted by Ms. LaSala, narrated a PowerPoint presentation (on file). A Computer Science Pathway has been developed for implementation in the 2016-17 school year, using current staff and current courses. Two new courses have also been added to the high school program of studies. There are 193 students enrolled in those courses for the 2016-17 school year. Most of the funding has been through grants or from free applications. Middle school schedules have not yet been finalized. Mr. Burt noted the middle school pathway course will be considered part of humanities. Core subjects will not be affected.

Ms. LaSala explained the next step is to determine options for a second pathway. The district will elicit feedback from different constituencies using various methods. A Community Conversation is planned for May. The goal is to determine the strengths and resources of the community, to determine the needs of the community and potential partnerships with businesses and community organizations. Administration sought input from the City's Community Development office to build a list of key participants. The group would be kept to no more than 30 participants to allow for a specific targeted discussion. Members from local businesses, civic leaders, school community, community service organizations and parents will be a part of the conversation. The outcome of the conversation should give administration a consensus of "what makes sense for the community." Administration will synthesize the information gathered from all sources and will present a potential pathway option to the Board in late summer-early fall. The pathway will be implemented in the 2017-18 school year.

III. PROPOSED MPS DISTRICT PRIORITIES AND GOALS 2016-2020

Dr. Feser provided the Board with an explanation of what has occurred at the state level that led to the delay of the development of long term goals. While goals are usually set for three years, in the 2013-14 school year the Board set one-year goals due to the major changes in state testing. Goals are tied to student performance, which is gauged by testing scores. In the spring of 2013 the state eliminated CMT and CAPT, except in Science. The Smarter Balanced Assessment was then field tested in 2014 and implemented in 2015. In 2016 SBA was eliminated in grade 11 and the new SAT assessment was administered. This flux at the state level and lack of data provided to school districts proved to be a challenge.

To date, administration has met with the Board twice to collaborate and establish new priorities and goals. Four priorities were determined. Some mirrored the existing priorities. They are:

- 1) Our schools will be safe, orderly and caring places that support and promote student learning and positive relationships.
- 2) All students will have access to and engage in rigorous learning in every classroom. Instruction and curriculum will be aligned to the Connecticut Common Core and other content area standards, and will be measured by internal and external assessments as well as by the MPS Instructional Framework. Imbedded in student learning is the expectation that Milford Public School graduates will acquire knowledge and skills in the core academic disciplines* to enable them to do the following:
 - Think critically and reason, i.e., synthesize, interpret, analyze, evaluate and apply information.
 - Communicate, i.e., employ oral, written, non-verbal skills and/or tools in multiple contexts to articulate ideas for a range of purposes.
 - Problem solve, i.e., analyze data, use various types of reasoning, and utilize appropriate tools to find solutions to a variety of problems.
 - Collaborate, i.e., participate effectively in group tasks and provide meaningful feedback to help both the group and individuals solve problems and accomplish their goals.
 - Receive and Give Feedback, i.e., utilize and/or provide feedback – teacher to student, peer to peer – that leads to further understanding and extends thinking and learning.
- 3) Teaching and learning will be supported by leaders focused on instruction, sound professional development, professional learning communities grounded in best practices, and appropriate and high quality instructional resources.
- 4) Parent, community and business relationships will be built and supported recognizing that they contribute to increased learning for all students.

Dr. Feser reviewed the goals, all of which are tied to the priorities. All goals have two components within each of them. The first will be specific to learning in the earlier grades; the second will encompass the next level of learning, all of which are centered around the primary goal. The proposed goals are below.

Goal #1: Improve student achievement in the area of literacy.

Goal #1a: All students will be able to read accurately and fluently, and interpret and respond to grade level texts by the end of 3rd grade (PK-3).

Goal #1b: All students will be able to identify valuable information, research across multiple varied texts, synthesize information, and present it in a well-constructed, evidence based response by the end of 7th grade (4-7).

Goal #2: Improve student achievement in the area of numeracy.

Goal #2a: All students will formulate, select and apply mathematical practices in solving complex, grade level problems by the end of 3rd grade (PK-3).

Goal #2b: All students will be able to problem solve, use reasoning, make connections, and represent mathematical ideas by the end of 7th grade (4-7).

Goal #3: Improve students' ability to solve problems and take a critical stance based on evidence and research.

Goal #3a: All students will be able to analyze grade level texts and construct viable arguments by the end of 11th grade (8-11).

Goal #3b: All students will be able to solve complex problems effectively through analyzing data, posing questions, and examining different solutions by the end of 11th grade (PK-11).

The goals build on one another beginning in early learning through high school with the intent of producing critically thinking students. It is not intended to limit them to excel in one subject area i.e. Math or English, but all areas. Specific assessment targets will be developed as measurable data emerges.

The Board indicated a desire to have administration consider extending the year to grade 12 in Goal 3 to ensure concentration on the student through their entire high school experience.

Dr. Feser will bring the priorities and goals back to the Board for a second reading and approval at its May business meeting.

IV. PUBLIC COMMENT

None.

V. ADJOURNMENT

Being no further business, Ms. Glennon asked for a motion to adjourn.

Ms. DiBiase made a motion to adjourn. Mrs. Federico seconded. The motion passed unanimously.

The meeting adjourned at 8:25 p.m.

Recording Secretary: _____
Mrs. Pam Griffin

Corresponding Secretary: _____
Ms. Suzanne DiBiase