

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS  
Peterborough, New Hampshire**

**CONTOOCOOK VALLEY SCHOOL BOARD**

**Tuesday, November 17, 2009**

**12:00 – 2:00 P.M.**

**EDUCATION COMMITTEE**

**Minutes**

**Present:** Beverly Bacon, Bart Goodeve, Stewart Brock, Richard Bergeron, Kimberly Saunders, Mary Loftis, Lauren Kirkpatrick

**Beverly Bacon called the meeting to order at 12:13 p.m.**

**Impact Statements:**

Beverly Bacon said that Budget Assumptions need to be put in a form that is more understandable to the public and parents.

Bart Goodeve said that B&P wrestled with the assumptions. Prioritization was requested. People want to know how their children will be affected by decisions. This group will create budget impact statements.

Bev said that last night, the PES Principal forum took place. Kimberly explained what RtI is doing and how it affects children. Parents did not know the level of impact.

A list of initiative impact statements was shared (see attachment #1).

Kimberly Saunders said that she is looking for direction on the items on the list as well as others. Ex. RtI and how it affects students.

Bart said that the Board needs to know which budget model to follow. A compelling case for moving forward needs to be established. The number of affected students should be listed.

Stewart further requested that the time impact for students for each of the programs be detailed as well. Let's look at the tradeoff. What will we do with the time if we eliminate a specific initiative?

Kimberly asked if she is a parent, what information do I want to see. Some parents do not want the specifics about test scores but rather what will be done to improve them.

Literacy Coach impact statement was reviewed. Bart asked if a dollar value should be attached. Dick Bergeron said that currently, one coach's salary and benefits is in the budget, the other is proposed to move over from grant to budget.

Bart asked how many ConVal teachers are supported by Literacy Coaches and how many students are impacted.

Dick said that he does not have staff onboard that has the skills that Literacy Coaches possess.

enVision Mathematics impact statement was reviewed. Bart said that the numbers of kids should be detailed.

Dick asked if consumable information should be included. Bart said that the breakdown of the figure should be highlighted to detail the consumable portion and the one-time teacher component.

A statement that this program was adopted by the School Board will be added.

Josh Bond, Monadnock Transcript Ledger, asked about the inability of replacing Literacy Coaches with current staff. Dick explained that teachers can teach to read but do not have the expertise that the Literacy Coaches have. In addition, Dick said that if student workbooks would not be replaced; teachers would be copying causing paper and copy cost increases.

Beverly said that we have adopted the math program and need to support it. Stewart said that the consumable piece is a strong component of this program.

Reading Adoption impact statement was reviewed. Bart said that the piece missing is what the \$250,000 is paying for.

Kimberly said that the teaching of reading is so complex. It is imperative. Dick added that this is a sea change. The deficit should be accentuated. "We need a comprehensive reading program" should be the sentence intro.

Middle School Math Pilot impact statement was reviewed. Dick said that when the five-year curriculum renewal plan was reviewed, numeracy and literacy were two priorities. These are foundational skills.

Bart said that the lack of foundation should be identified as an underlying factor.

Dick said that we are building a stronger foundation from the ground up.

Keys to Literacy impact statement was reviewed next. This is aimed at middle school literacy.

Kimberly spoke about Professional Development (PD). She asked for direction on her identifying the cost of PD over a specific period of time.

Bart said that she should build in the PD model that is consistent with a program.

Stewart added that PD is one of the first things to get shot down. He is a strong component of PD; it costs money but if we don't invest we don't improve.

Kimberly added that it is about sustaining; training new staff as they come on board to continue at a certain level.

Dick asked Beverly to suggest that the Ed Committee is in support of a budget framework.

Bart said that he has concern with the Technology Plan. We need to defend the plan.

Bart also thought that something should be said about the Autism Program. Dick said that this is a legal requirement. We would pay four times as much if we did not have this program.

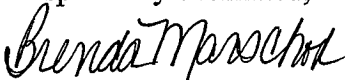
Dick added that we have the first steps to sustaining our curriculum renewal model. Looking down the road it becomes different; we need to prepare.

He needs all of the initiatives to continue on.

Kimberly said that she could not emphasize enough the adoption of the Language Arts piece.

Beverly Bacon adjourned at 1:31 p.m.

Respectfully submitted,



Brenda Marschok

## **LITERACY COACHES**

Our two Literacy Coaches are experienced, highly qualified reading specialists. The coaches are working in conjunction with the Hanson Initiative for Language and Literacy to redesign and promote improvement in reading instruction Grades K-4.

The Literacy Coaches co-plan with teachers, consultants and administration. They offer group and individual Professional Development sessions on research based instructional strategies. The coaches have developed a system of data analysis that informs classroom instruction. The coaches are supporting ConVal teachers in the areas of strategic intervention for students that are identified in need of additional support or instructional extension.

All students and staff Grades K-4 benefit from our Literacy Coaches. The coaches model effective teaching, assist teachers on reflection of practice, and monitor district improvement using performance data.

## **ENVISION MATHEMATICS PROGRAM**

Following a year long (2008-2009) intensive pilot review, enVision Mathematics was selected and recommended as our District's core mathematics instructional program to replace Investigations. In this year of program adoption, professional development offerings from Pearson Learning and District leaders provide needed support for our classroom teachers.

enVision is a research based, comprehensive mathematics program that aligns with state standards, offers outstanding student assessment strands and provides powerful technology integration tools.

We have encountered a steep learning curve associated with this program requiring intensive support training. Students and faculty are expected to employ increased rigor in conceptual understandings, problem-solving, and benchmarked grade level skills. The entire K-5 student is benefiting from this program adoption. We expect student performance, using multiple assessment measures, to rapidly improve.

## READING ADOPTION

Reading proficiency is the single most important instructional responsibility for our elementary schools. Current classroom practice has not been aligned to state framework standards. Our NECAP and NWEA proficiency percentages are unacceptable. NECAP scores since 2005 have ranged from the 50% - 90% levels. Students are entering our middle schools unprepared for academic success because of reading deficiencies.

We are in desperate need of a comprehensive reading program that addresses the wide continuum of student needs represented in our classrooms. We are currently piloting three nationally recognized, research based program in our elementary schools:

- Story Town – Houghton, Mifflin, Harcourt
- Reading Street – Pearson Learning
- Treasures – McMillan/McGraw Hill

We will be recommending one program for District wide K-4 implementation in the Spring. Pilot teachers are responding enthusiastically to the pilot programs. The programs are comprehensive and provide state-of-the-art assessment tools, differentiated instructional materials, and a strong home-school communication link.

## **KEYS TO LITERACY**

Keys is a commercial program aimed at improving literacy skills for middle and high school students. The teacher preparation approach for Keys groups teachers in learning cohorts of fifteen. Each teacher cohort then works with a Keys Trainer learning the program sequence of skills and activities.

Documented evaluations of Keys effectiveness from ConVal staff have been spectacular! Classroom skills that have been shared with our teachers included summarizing, note taking, graphic organizers, and the use of open-ended questioning strategies. The instructional focus of this program is on improvement of comprehension and increasing academic vocabulary. The Keys to Literacy Mission Statement; "Through better training of educators, our goal is to improve literacy skills so students can become more literate, fulfilled, and productive members of society" has provided a perfect match to instructional needs at both the middle and high school levels. This program has been incorporated into our system-wide literacy improvement goals. Each school has designated, trained building-based coaches to continue and sustain this training model.

## **MIDDLE SCHOOL MATH PILOT**

Both Great Brook and South Meadow Schools, grades 6-8, are involved in a year long, comprehensive pilot of two nationally recognized core mathematics programs; Prentice Hall Math and Math Connects published by McMillan/McGraw Hill.

One program will be recommended to replace Connected Mathematics Project (CMP) as our district mathematics program. We believe that a new program aligned to state standards is imperative for performance improvement. NECAP percentages of proficiency since 2005 have ranged from 50-73%. ConVal students can and should perform higher in mathematics. NECAP mathematics proficiency scores plummet in high school to 24-40%. This is identified as a prioritized area of curriculum improvement.