



Supporting Our Students' Success

April 4, 2023

Committee on Learning

*Ensuring Coherent Programming through Collaboration,
Communication and Careful Planning*



Tonight's Topics

1. Programming and Support for Multi-Language Learners (ELL)
 2. Science of Reading Update
 3. Summer School Update
 4. Other Points of Information
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Multi-Language Learners

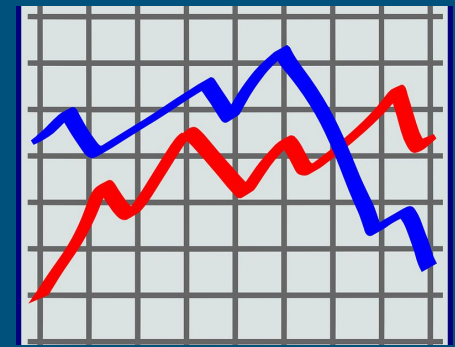


Services, Supports and Professional Learning

Our Why

The mission of the New Milford Public Schools, a **collaborative partnership** of students, educators, family and community, is to **prepare each and every student** to compete and excel in an ever-changing world, embrace challenges with vigor, **respect and appreciate the worth of every human being**, and contribute to society by **providing effective instruction** and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations

Connecticut Data Trends

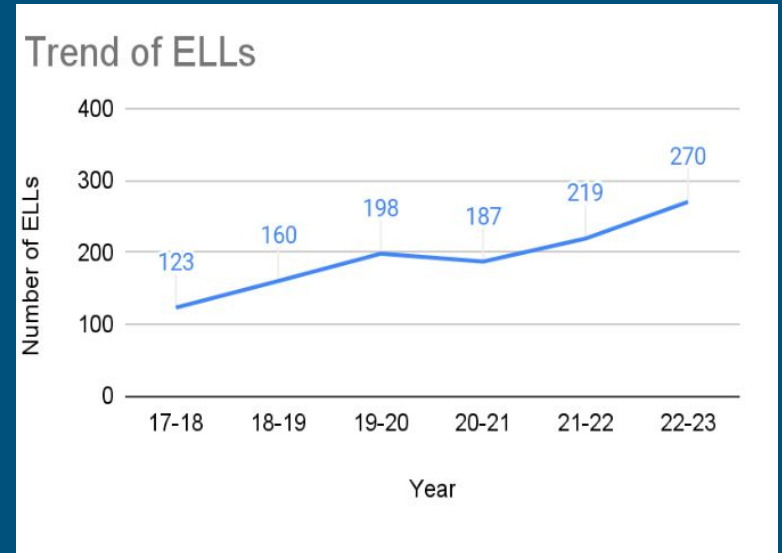


2019-2022

- EL/MLs in CT public schools have grown by approximately 14%
- Largest group in **grades 6-10** (more than **20% growth**)
- **Immigrants** (less than 3 years in CT school) grew by **30%**
- Over **20%** of EL/MLs in CT also have an **IEP**
- **32 %** of all ELs in 2020 were **LONG TERM ELS**-(**longer than 5 years** or more in the program)

New Milford English Language Learner Enrollment

New Milford Enrollment		
Year	Number of ELLs	Percent of ELLs
17-18	123	3.1
18-19	160	4.8
19-20	198	5
20-21	187	5
21-22	219	6
22-23	270	7



Our Current Numbers

October 1, 2022

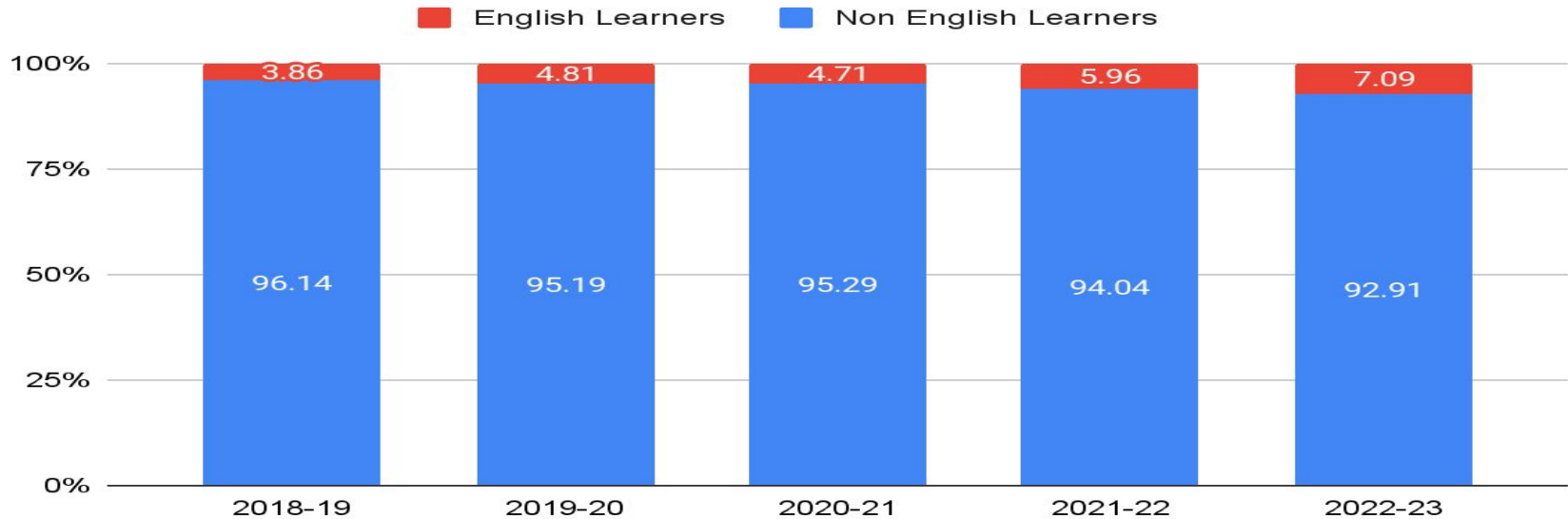
HPS	54
NES	36
SNIS	77
SMS	53
NMHS	40
TOTAL	261

March 27, 2023

HPS	57
NES	42
SNIS	80
SMS	63
NMHS	43
TOTAL	285

English Language Learners

Enrollment Trend



How are we
using our
resources to best
meet the needs
of our English
Learners?

Current Staffing

School	Staff	Serving Number of Students
HPS	1.0 bilingual teacher 1.0 TESOL teacher	57
NES	1.0 TESOL teacher 0.5 tutor	42
SNIS	1.0 bilingual teacher 1.0 TESOL teacher 0.5 TESOL teacher	80
SMS	1.0 EL interventionist 0.5 TESOL teacher	63
NMHS	0.5 coordinator 1.5 TESOL teachers	43

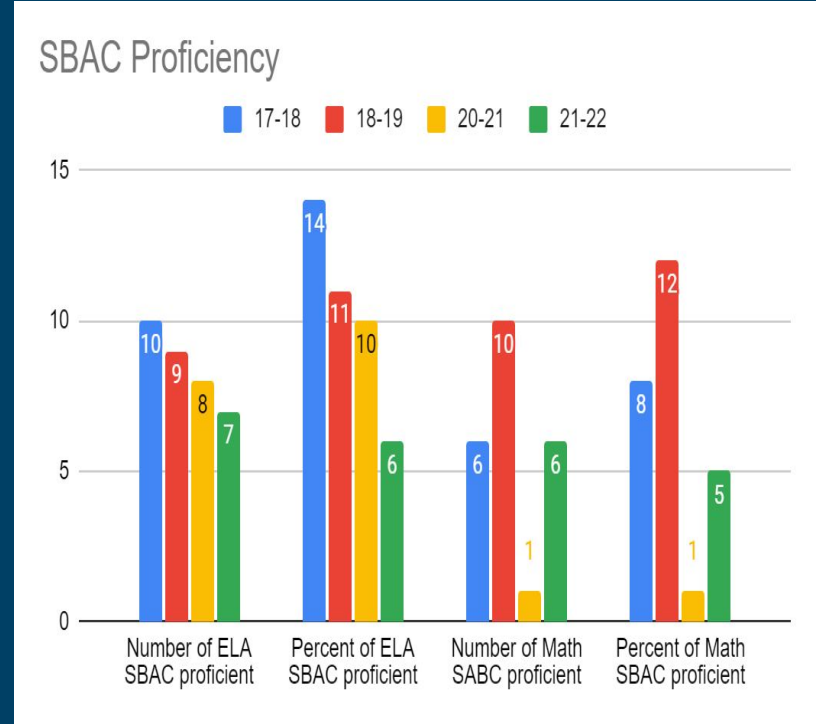
Bi-Lingual Programming vs. ELL Programming

- Separate Programming
 - Native Language vs. English Immersion
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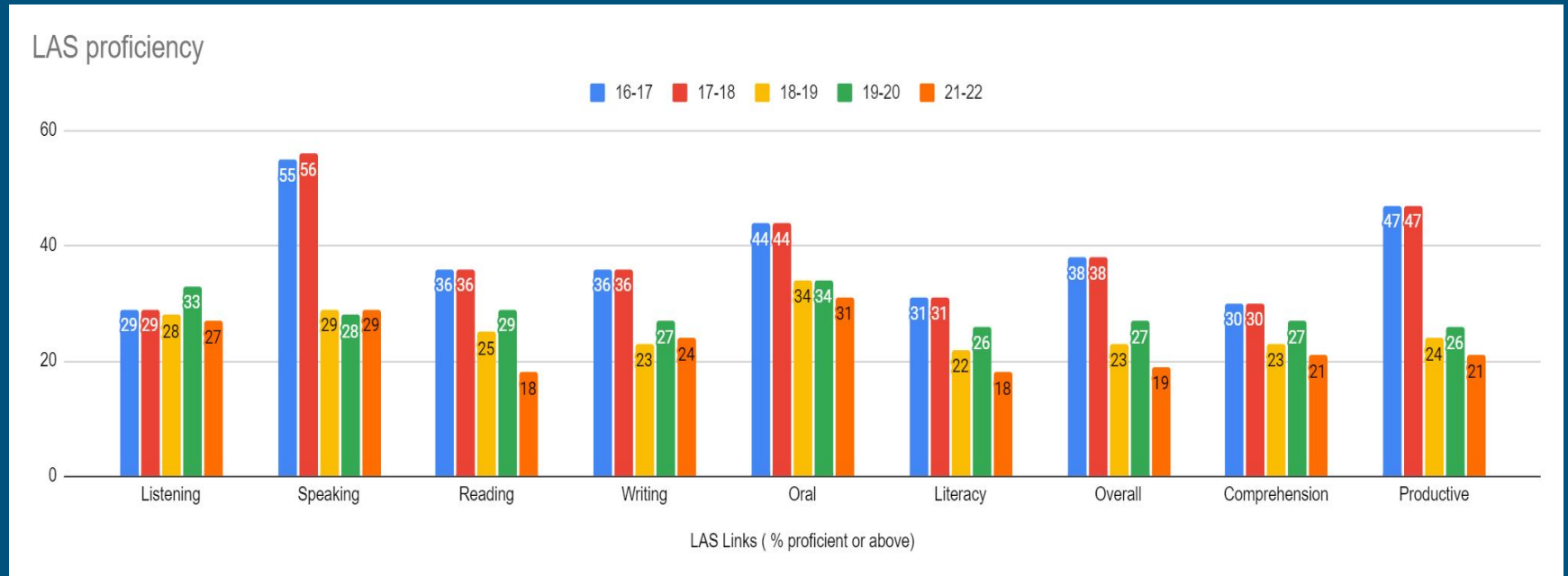
Data Overview

Data allows districts to identify the schools that need more resources versus the schools that may need different programming

SBAC (Levels 3 and 4)				
Year	Number of ELA SBAC proficient	Percent of ELA SBAC proficient	Number of Math SABC proficient	Percent of Math SBAC proficient
21-22	7	6	6	5
20-21	8	10	1	1
19-20	Covid			
18-19	9	11	10	12
17-18	10	14	6	8



LAS Links (Percent of Students Proficient)



i-Ready Achievement

i-Ready District Growth Targets 2023-2024				
*Percent of Grade Level Expectation Achieved				
	Reading-i-Ready (Gr K-8)		Math-i-Ready (Gr K-8)	
	Fall 2022-2023	Winter 2022-2023	Fall 2022-2023	Winter 2022-2023
District	33%	45%	19%	30%
EL **	4.7%	10.3%	3.2%	7.0%
SWD	11.4%	16.8%	4.7%	10.2%



Audit of our Programming

During the fall of 2022, the district began an audit of its current practices, curriculum, and services with the assistance of our RESC, EdAdvance. Areas reviewed included:

- Intake process
- Classroom placement procedures
- Review of curriculum
- Progress monitoring/Intervention systems/Dually identified students
- Data collection and goal setting for current teachers of ELs
- Staffing/program models
- Professional development recommendations

Commentations:

- TESOL/EL staff have a thorough understanding of the population's linguistic, academic, and cultural needs.
- Staff have knowledge of best practices for EL students and are flexible and responsive to changing demographics.
- Evidence of scientific, research-based curriculum that supports the linguistic and cultural needs of EL students at the secondary level.
- Additional support staff are available to provide native language supports (Portuguese and Spanish) for translation when required.
- Tier I support utilizing an individualized pull out model for English language instruction.

Think Tank - January 5, 2023

Diverse Representation - Teachers, Guidance, Department Chairs, Psychologists, Special Education, ELL Teachers and Administrators

Driving Questions:

- Are we meeting the needs of our students?
- Are we focusing on engagement and strong adult relationships within the school community?
- How does a sense of belonging and community increase overall student engagement and success?

Three Goals

1. To build teacher capacity through a sustainable professional learning model.
2. To ensure curriculum coherence in ELL programming
3. To build systems and tools to address and monitor growth aligned to the the LAS Link Assessment.

What needs to
be in place for
our multilingual
learners to
make growth?

Systems...

Support...

Strong Scope and Sequence
(curriculum)

Professional Learning

Core Team Model

Our Model:

The district will identify a professional learning model for supporting teachers.

Starting with two school sites, a model for building capacity will be developed. This includes identifying a core team of teachers who will champion the work and will serve as professional learning leaders for their building.

The core team will engage in professional learning to deepen their understanding. Through this process, the team will develop a professional learning plan that will be shared during the 2023-2024 school year.



Future Considerations

- Additional bilingual teacher at the secondary level.
- Expand the coordinator's role with the increase in students. This would include supporting the in-take of new families for proper identification and supports.

Next Steps

- Develop K-12 Curriculum
 - Intake Support
 - Professional Development
 - Teacher support
 - Progress monitoring
 - Data Collection and Goal Setting
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Questions





Science of Reading Update



State of Affairs

New Milford Curriculum Guide:

“A curriculum guide is a structured document that delineates the philosophy, goals, objectives, learning experiences, instructional resources and assessments that comprise a specific educational program.” -CSDE

Where we are:

Curriculum Audit:

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

What works:

- Phonemic Awareness: Heggerty Phonemic Awareness
- Comprehension: Modified TC Units of Study to align with SOR

Gaps:

- **Phonics: need explicit systematic instruction that follows an appropriate lesson sequence each day**
- Vocabulary: need to include instructional practices
- Fluency: need to include instructional practices

What we've done:

Extensive professional development in the areas of

- Fluency activities
- Vocabulary in Read Alouds
- Phonics training

But Phonics involves way more than can be contained in one training:

- Sequence
- Progression of teaching
- Assessment
- Reteaching

Next Step:
We are investigating programs and will have
recommendations before the end of the
school year.



Summer School Update



Summer Learning Lab

- It is a redesigned offering to support foundational skills
- We used multiple data points to determine who would benefit from this offering.
- The offering is designed to not only to help students meet reading and writing standards but also collaboration and critical thinking skills.
- July 10 - July 27 - 8:30 a.m. - 11:30 a.m.

Credit Recovery

- Focus on core offerings
- Criteria for participation in place to ensure success
- 14 sessions - 7:45 a.m. - 10:45 a.m.
- Content teachers will be available (STEM/Literacy) to support online learning

Items of Information

Juneteenth Legislation

- May 2022 - Public Act 22-128
- Legally recognized starting June 19, 2023
- Legal state holiday - Juneteenth Independence Day
- By law, legal state holidays have closures.
- The decision to close public schools is made by each local school district.
- By law, districts that remain open must hold a suitable educational program in observance of the holiday.

U.S. History Alignment and Legislation

U.S. History will need to be reviewed to meet current legislations.

New standards are being developed.

Teacher leaders from 8th and 11th grade met to create a work plan to address needs.

Note:

- The Model curriculum from the state is not written.
- Revised Social Studies standards revision publication expected June 2023

Adult Education - Update

Current Programming by the Number

46 - ESL Students

40 - Credit Diploma Programming

3 - GED

90 earned Northstar Digital Literacy Certificates



Future Topic

NMHS Career Pathways: Opportunities to Engage and Explore as Students Prepare for Life, Learning and Work Beyond School

