

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
SPECIAL MEETING NOTICE

DATE:	September 8, 2022
TIME:	7:30 P.M.
PLACE:	Sarah Noble Intermediate School Library Media Center

AGENDA

New Milford Public Schools Mission Statement

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.

- 1. Call to Order**
- 2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. Discussion and Possible Action

- A. Review and Approval of Curriculum
 1. Honors Biology
- B. Five-Year Curriculum Plan (2022-2027)
- C. Teacher and Administrator Evaluation Waiver

4. Items for Information and Discussion

- A. Presentation: Supporting Student Success
 1. Science of Reading K-5
 2. K-12 Math: Ensuring Coherence
 3. Universal Screener: iReady

5. Public Comment

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2022 SEP - 2 A 8: 16
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accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

6. Adjourn

Sub-Committee Members: Tammy McInerney, Chairperson
Brian McCauley
Leslie Sarich
Keith A. Swanhall, Jr.

Alternates: Olga I. Rella
Pete Helmus

New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2022-2027)

Draft September 2022

Subject/Area	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Business & Practical Arts/ Technology	Computer Literacy Sports & Entertainment Business Law Marketing Work Program Projects Unlimited	Arch. Drafting II Arch. Drafting III Intro to Business Technology 6-8 Marketing I Accounting I Web Design II	Website Design I Adv. Auto CAD Machine Drafting Computer Science (SMS) AP Computer Science Principles Personal Finance II	Arch Drafting I Intro to Programming Personal Finance I Accounting II College AP Computer Science A	Basic Auto Cad Business Computer App. Arch. Drafting I Marketing II General Woodworking Intro to Woodworking Freshman Seminar
English/ Language Arts K-12	Children's Literature CP/Honors Modern and Contemporary Poetry World Literature and Culture Divers Voices Writing & Research Workshop'	Creative Writing Advanced Creative Writing Theater Workshop Science Fiction	Any not written 2021-2024 Journalism I Journalism II AP Lit and Composition	English I, II, III CP and Honors Literature and Media Studies Intro to Video Production Public Speaking	AP Lang. & Composition Advance Video Production Sports Literature Graphic Novels Studies

New Milford Public Schools Office of the Assistant Superintendent Five-Year Curriculum Plan (2022-2027)

Draft September 2022

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Fine Arts K-12	Crafts Ceramics I Ceramics II Sculpture AP Studio Art Honors Studio Art	Portfolio Digital Photography Graphic Design	Advertising Art & Design Sculpture	Design Foundations I & II AP Art History Honors AP Art History	K-2 Art 3-5 Art Grade 8 Art Grade 7 Art Grade 6 Art
Library Media K-12		K-2 Library Media 3-5 Library Media 6-8 Library Media '' 9-12 Library Media			
Mathematics K-12	Geometry CP Honors Geometry Algebra III Adv. Algebra & Trig. Introductory Geometry	Alg II CP Grades K-5 (grade level bands) Intro to Alg II Alg II Honors	Calculus Honors AP Calc AB AP Calc BC AP Statistics Pre-Calculus Honors Math SAT Prep	Pre Algebra Algebra I Honors Algebra I CP	Practical Math Percent: Practical Math Statistics: Practical Math Measure: ' Practical Math Probability: Grades 6 Grade 7 Grade 8

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Draft September 2022

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Music K-12	Grades 3-5 Choral Grades 6-8 Choral Music	Grade 6-8 General Music Grade 9-12 Instr. Music	Grades K-2 Gen. Music Grades 3-5 Gen. Music	Advanced Chorus Grades 9-12 Chorus	History of Am. Music Theater Music Appreciation Music Theory Elec. Music Tech. Orchestra Wind Ensemble Honors
Guidance PE Health K-12		Health K-2 Health 3-5 EMT Medical Technology	All in grade bands Guidance 3-5 Guidance 6-8 Guidance 9-12 (grade bands)	Allied Health. Careers Health I Health II Health 6-8 Sports Medicine	PE I PE II PE III & IV K-2 PE 3-5 PE 6-8 PE
Science K-12	AP Environmental Science AP Chemistry Exper. Chemistry CP Chemistry Chemistry Honors Introduction to Engineering Design (PLTW)	Ecology I Fall Ecology II Spring Physics CP & Honors AP Physics I AP Physics II Integrated Science CP & Honors	Digital Electronics (PLTW) Engineering Design & Development (PLTW) Principles of Engineering"(PLTW) Civil Engineering & Architecture (PLTW)	Anat./Phys Honors I Anat./Phys Honors II Forensic Science Plant Science I Plant Science II	Biology CP Biology Honors AP Biology Astronomy

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Draft September 2022

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Social Studies K-12	Modern America Economics Civics AP Microeconomics AP Human Geography	AP Psychology Russian Studies Honors AP Government	Grades K-2 Grades 3-5 Grades 6-8 Sociology Chinese Studies Honors Forensic Psychology AP World History	US History Intellectual History Honors History Through Film Intro to Psychology Middle East Studies	AP US History World History Grade 9 Modern World History Grade 10 World History Honors
World Languages 7-12	French II CP French II Honors French IV CP French IV Honors German II CP German II Honors Spanish II CP Spanish II Honors	French I CP German I CP Spanish I CP French 1a French 1b Spanish 1a Spanish 1b	French IV CP French IV Honors German IV CP German IV Honors Spanish IV CP Spanish IV Honors	French III CP French III Honors German III CP German III Honors Spanish III CP Spanish III Honors	AP French AP German AP Spanish

NEW MILFORD PUBLIC SCHOOLS
Office of the Assistant Superintendent
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New Milford, Connecticut 06776
(860) 354-3235 FAX (860) 210-2643



Holly Hollander
Assistant Superintendent of Schools

To: Dr. JeanAnn C. Paddyfote, Interim Superintendent
From: Holly Hollander, Assistant Superintendent
Date: August, 25, 2022
Re: Teacher Evaluation Flexibilities

The Professional Development and Evaluation Committee met on June 14, 2022, to review the Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2022-2023 School Year. By unanimous agreement of the twenty-two members present, the New Milford Public Schools PDEC Committee requests approval to implement the flexibilities for the 2022-2023 school year.

A summary of the flexibilities for 2022-2023 is included below and reflects what was sent from the State Board of Education to Superintendents on April 7, 2022.

Flexibilities 2022-2023

Student Learning Indicators and measures of accomplishment will prioritize students with the most significant needs and will align with the following:

- the school's focus on social and emotional learning;
- school and/or district improvement goals,
- addressing identified areas of need based on current data and/or
- content-related standards.

Teachers will develop a minimum of one student learning goal with a minimum of two indicators, or measures of accomplishment, focused on:

- social and emotional learning for students, student engagement,
- engaging families,
- cultural responsiveness, and/or
- academic achievement

Indicators or measures of accomplishment could be demonstrated by implementing school-wide, grade level, or individual strategies mutually agreed upon between the teacher and evaluator during the goal setting process.

A minimum of two and three informal observations for teachers based on years of experience and previous summative ratings, All teachers complete a minimum of one review of practice.

Administrators will develop a minimum of two student learning indicators, or measures of accomplishment, including, but not limited to:

- supporting the health, safety, and social and emotional well-being of staff and students,
- ensuring equity for the most vulnerable students and their families,
- mastery-based learning, and/or
- developing systematic approaches to incorporating social and emotional practices and/or culturally
- responsive practices into the teaching and learning process.

Indicators or measures of accomplishment could be demonstrated by the implementation of district-wide or individual strategies that are mutually agreed upon between the administrator and evaluator during the goal-setting process.

New Milford Public Schools



Curriculum and Assessment Update

Ensuring Coherence

Committee on Learning
September 8, 2022

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.

Creating Systems to Support Success

How are our students performing now and what will they need for future success?

Aligning Systems Throughout The Organization:



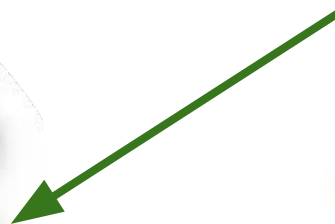
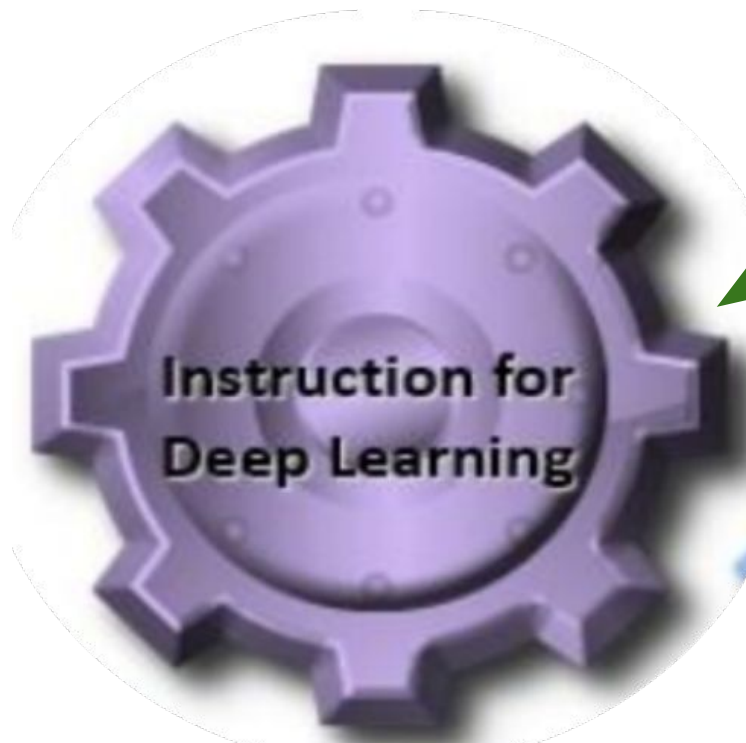
Math: K-12

2021-22: Acclimating and Investigating

- Historical data analysis
- Review of curriculum
- Visited with staff

Noticed	Wondered
<ul style="list-style-type: none">● Steady increase in test scores pre-pandemic<ul style="list-style-type: none">○ Constant rate and trend changes SBAC and SAT● Substantial impact in test score post-pandemic<ul style="list-style-type: none">○ SBAC and SAT● Increase in the diversification of current learning levels● Pronounced gaps in learning● State of curriculum structure for coherence and depth	<ul style="list-style-type: none">● What factors contributed to the positive and negative trends in growth in achievement?● What possible indicators/processes in curriculum and instruction could have room for growth to maximize the district's potential?● What does research in teaching and learning show?● What goals are the district aiming to achieve?

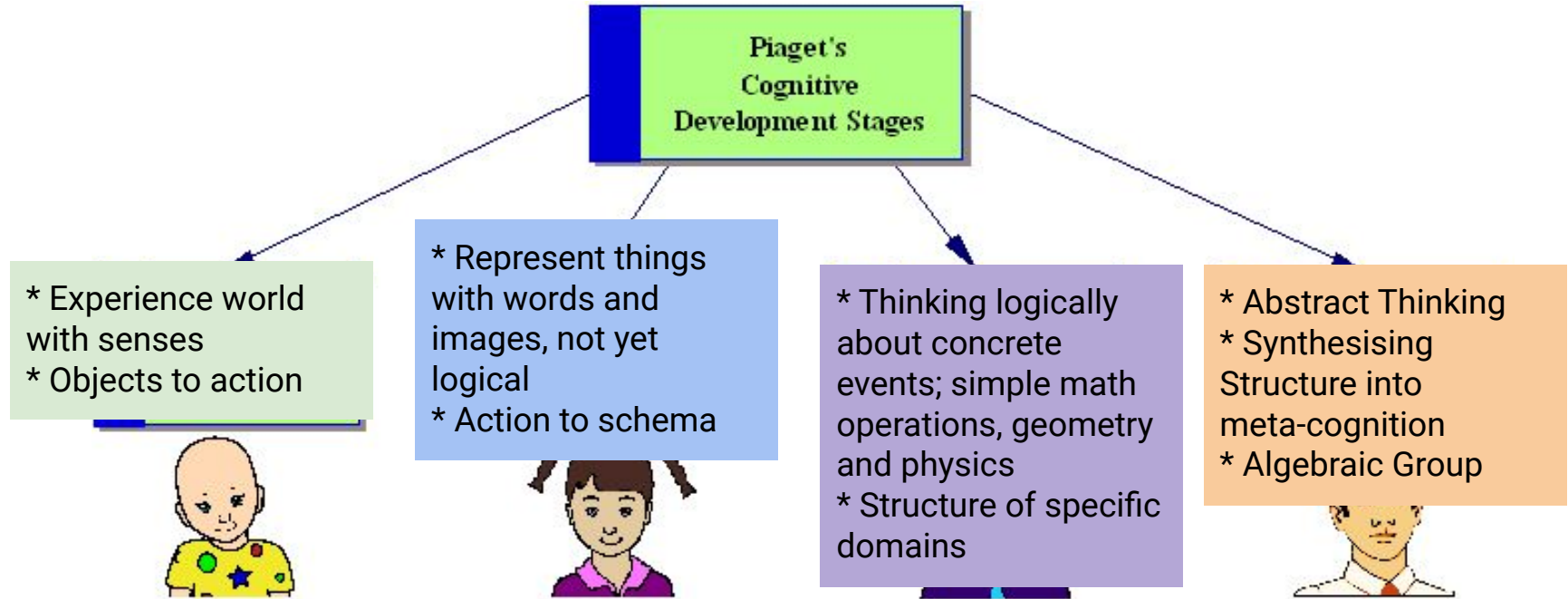
Connecting to District's Planning



Vision of our Graduates and Mathematical Practices

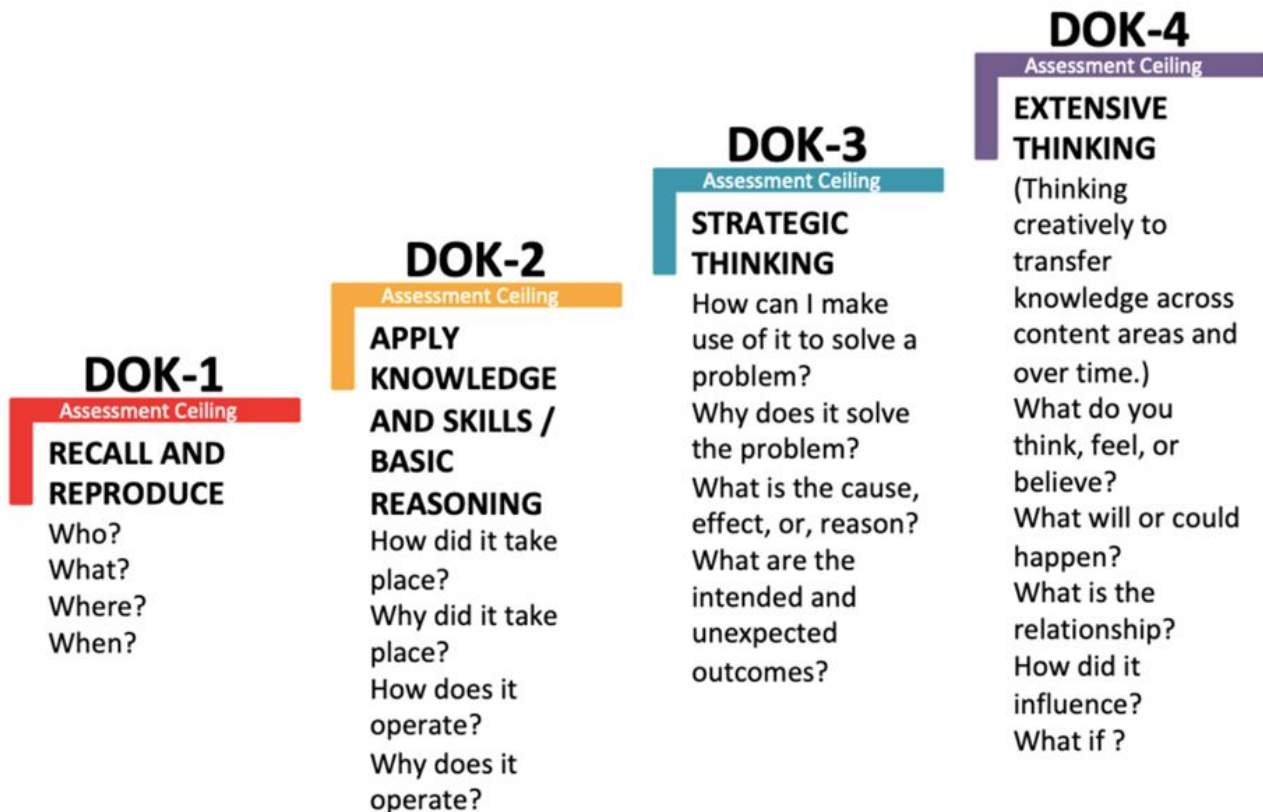
Skills	MP
<ul style="list-style-type: none">• Communication• Critical Thinking• Problem Solver• Creativity	<ul style="list-style-type: none">• Make sense of problems and persevere in solving them. ...• Reason abstractly and quantitatively. ...• Construct viable arguments and critique the reasoning of others. ...• Model with mathematics. ...• Use appropriate tools strategically. ...• Attend to precision. ...• Look for and make use of structure.

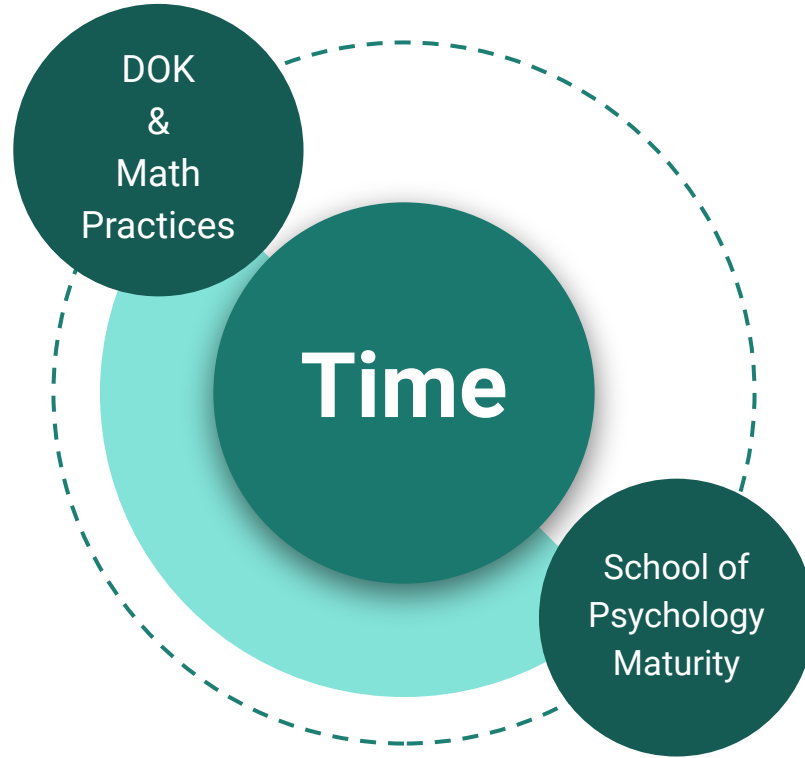
Cognitive Psychology for Math Learning Implications



Common Theme: Skill Recall vs. Transfer/Understanding

Webb's Depth of Knowledge





22-23 Restructure and Maintaining the Goal

- Courses for Depth
 - Maintaining the Pathway
- Data for Instruction
 - Normative and Criterion
- Comprehensive Program Resource(s)
 - Teaching and Learning
 - Community

ELA:

“Right to Read” Legislation



“July 2021: In June 2021, the Connecticut legislature passed the “Right to Read” legislation in Sections 394-404 of the Budget Implementer Bill, Public Act No. 21-2. The legislation systematizes a statewide reading response—based on the Science of Reading—by requiring the state to oversee all state and local efforts related to literacy, including setting reading curriculum requirements for districts, providing professional development, hiring external literacy coaches, and coordinating with teacher preparation programs. A newly established Center for Literacy Research and Reading Success (The Center) will be the hub of that work.”

Right to Read Plan for NMPS

- State will choose 5 approved programs, PreK - 3
- July '23: Districts have to choose their curricula OR apply for a waiver that explains how they will update their current curriculum
- We have begun the process for the waiver
- SOR Master Class School
- Working with state support to implement this work

NMPS Plan:

- Build an understanding of the Science of Reading
- Ensure that our instruction at the K-3 level will include an emphasis on the **Five Pillars of Reading and the Common Core Standards**
- Addressed through curriculum and assessment review, training, modeling and coaching of instructional practices, and acquisition of appropriate supportive materials
- Core team to engage in collaborative conversations
- Implement a plan for gradual implementation.

So... how does it work?

-

Science of Reading is not a program -
rather it is an understanding of how the brain
works when reading and how to encourage
that brain development.

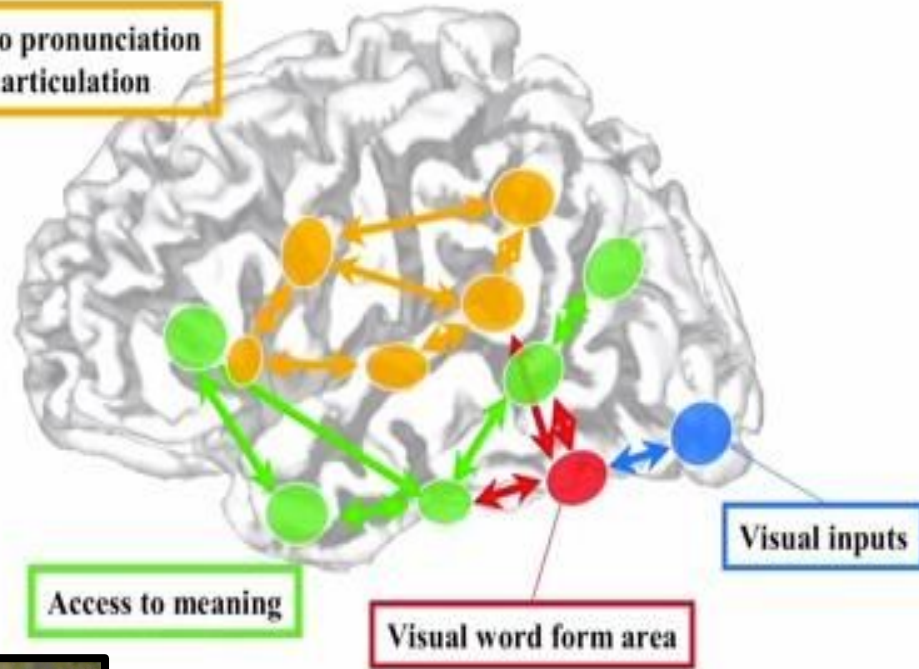
Simple View of Reading (SVR)



With Permission Voyager Sopris Learning, 2019

/m//ew//s/

Access to pronunciation
and articulation



moose

M “oo” s “e”



What we already do:

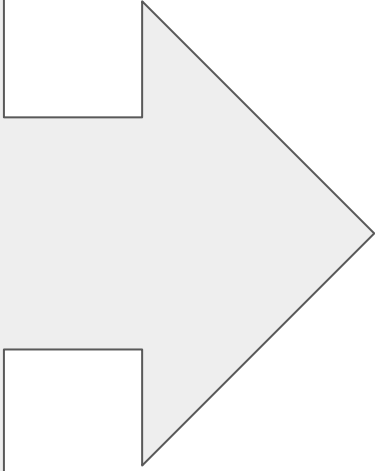
- Teachers' College Reading, Writing, and Phonics Units of Study
- Heggerty Phonemic Awareness
- Data based responsive instruction

What we need to do:

- Time to learn as a community
- Team collaboration to update current curricula (revise, remove, and keep what works best)
- Assessments that align with SOR in order to inform instruction
- Data based responsive instruction that supports SOR

Assessment Change

Snap Words/HFW
Phonemic Awareness
Phonemic Blending
Applying Decoding
Skills to Read Any
Text
DSA- Spelling
letter/sound
knowledge concepts
of print...



So much assessment,
no time with kids for
instruction

NWEA-MAP does not assess these skills
individually

NWEA MAP

“It is important to note that while these norms describe observed achievement and growth trends for U.S. students, they **provide no guidelines** about necessary growth or achievement **relative to any established academic standards**. The norms provide context to help interpret RIT scores, but **should not be used** by themselves as de facto standards to make inferences about a student’s performance **relative to ‘grade level’**.”

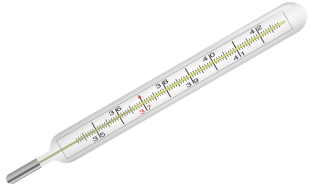
“The individual student growth projections provided in NWEA reports represent average growth relative to the norms, but **provide no assurance** that **students will meet state-defined proficiency** or other standards by demonstrating that level of growth.”

“All norms reported are based on student performance in mathematics and reading on the MAP Growth achievement tests from **Fall 2015 through Spring 2018**.”

Criterion rather than normative interpretation of subscores is therefore of greater value.



Universal Screener and Diagnostic



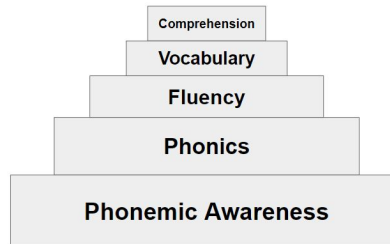
Universal Screener

- Used as a temperature check to screen students and determine if there are students who might be in need of extra support



Diagnostic

- Provides specific data in individual domain areas
 - Aligned to the SOR (5 pillars of reading)
 - Grade level and scaled score baseline and current level



What is the i-Ready Diagnostic?

The *i-Ready Diagnostic* is an adaptive assessment that adjusts its questions based on student responses. Each item a student receives is based on their answer to the previous question.

The purpose of this is not to provide a score or grade but to determine how to best support their learning.

Why?

- Universal Screener and Diagnostic
- Criterion and Norm Based
- Measures growth in multiple ways
- Developmental analysis for individual students based on responses
- Same assessment K-8
- Standards Mastery results

Norm and Criterion Based

- Teacher/User Friendly
 - Grade Level Equivalence
 - Percentile (comparative to national norm)

NWEA Grades K-1

INSTRUCTIONAL AREAS ⓘ	
157	Language and Writing
157	Vocabulary Use and Functions
159	Literature and Informational Text
164	Foundational Skills

NWEA Grades 2-8

INSTRUCTIONAL AREAS ⓘ	
181	Informational Text
186	Vocabulary
191	Literary Text

i-Ready Grades K-8

Overall

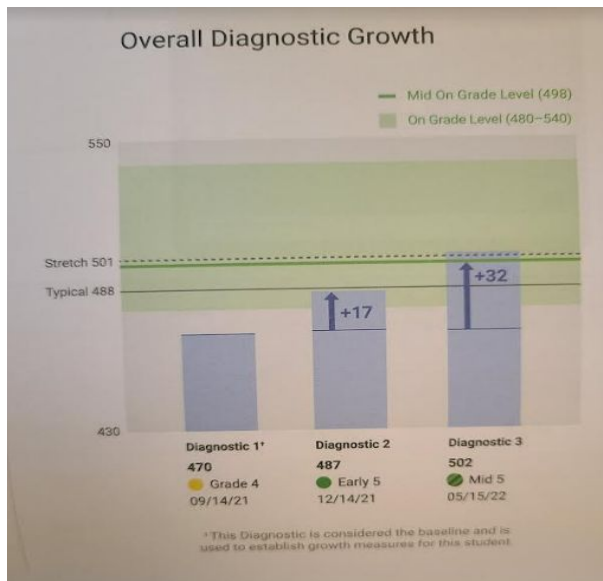
Grade 2 (479)
Standard Error +/- 10

Domain	Placement ⓘ	Can Do & Next Steps
Phonological Awareness*	Tested Out	↓
Phonics*	Grade 1	↓
High-Frequency Words*	Tested Out	↓
Vocabulary	Grade 3	↓
Comprehension: Literature	Grade 2	↓
Comprehension: Informational Text	Grade 1	↓

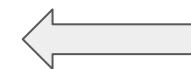
* Foundational Domains

Growth Measurement

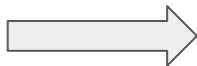
- Displays visual analysis of progress and distribution of progress toward two levels of annual growth
 - Percentage of students with improved placement
 - Projected typical and Stretch growth



Typical and
Stretch growth
targets



Progress
toward annual
growth



Development Analysis

- Groups similar students by topic and provides level of support needed
 - Next steps provided to support learning
 - Prerequisite skills to build upon
 - Printable resources for small group instruction

Standards Mastery

- Shows student performance based off of the diagnostic aligned to CCSS standards

Questions?



Thank you!

Holly Hollander, Assistant Superintendent
Nick Manciero, NMHS Math Department Chair
Gavi Ziu-Pires, K-8 Math Coordinator
Karen Bosco, District Data Coach
Megan Sylvester, K-5 ELA Coordinator