

**New Milford Board of Education  
Committee on Learning Meeting Minutes  
April 1, 2025  
Sarah Noble Intermediate School Library Media Center**

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TOWN CLERK  
2025 APR -3 A 8:35  
NEW MILFORD, CT

Present:	Mrs. Sarah Herring, Chairperson Mrs. Tammy McInerney Mr. Randall Scofield Mr. Dean Barile
Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent Mrs. Linda Scoralick, Principal Schaghticoke Middle School Mrs. Gavriela Ziu-Pires, K-8 Math Coordinator Mrs. Carrie Allen, K-5 Instructional Coach
Absent:	

1.	<b>Call to Order</b> The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:15 pm by Mrs. Sarah Herring.	<b>Call to Order</b> The meeting was called to order at 7:15 p.m.
2.	<b>Public Comment</b> None	<b>Public Comment</b> None
3.	<b>Items for Discussion and Approval</b> <ol style="list-style-type: none"> <li>1. K-12 District Vision Statement</li> <li>2. K-5 Mathematics Update</li> <li>3. Middle School Mathematics Moving Forward</li> </ol> <p><b>K-12 District Vision Statement and K-5 Mathematics Update</b> Ms. Hollander stated they will be focusing on a clear path for math. In December her team reviewed data, performance and needs, to assess best practices for math instruction. Ms. Hollander stated the vision is about grounding the work. Mrs. Ziu-Pires and Mrs. Allen observed students and first hand saw 1st graders using innate 3rd grade vocabulary. Mrs. Ziu-Pires stated the students collaborated with no fear, showing problem solving as critical thinkers.</p> <p>Ms. Hollander stated they took a serious approach 3 years ago to address the K-5 math. There has been progress by a small group of people which includes a curriculum specialist and a coach.</p> <p>Mrs. Ziu-Pires stated Mrs. Allen will consistently</p>	<b>Items for Discussion and Approval</b> <ol style="list-style-type: none"> <li>1. K-12 District Vision Statement</li> <li>2. K-5 Mathematics Update</li> <li>3. Middle School Mathematics Moving Forward</li> </ol>

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	<p>debrief with colleagues and there has been a lot of progress between where the students have been and where they are now. There is work done closely with lab teachers, head teachers, and special education. All of this is so students can succeed.</p> <p>Ms. Hollander stated they have been thoughtful about time and data to use resources in a ground level way. We are working on being planful for next year. Mrs. Ziu-Pires added that the curriculum associates that sell the product are expanding beyond the state. It is noted New Milford is one of the districts implementing the program, now having years of training. Ms. Hollander stated there is evidence of impact. Students K-5 showed growth in the lab classrooms. Mrs. Ziu-Pires added that a controlled group for K-5 lab classes closed the gap on the students not making grade level, in a 6 week period of time. Mr. Barile asked if the metrics are looked at year over year. Mrs. Ziu-Pires stated that will be a possibility but this is the first year of doing lab classrooms. Lab classrooms are more about reflecting practices and sharing strategies.</p> <p>Mr. Barile asked if students are taken to a specific teacher to learn math. Mrs. Ziu-Pires stated that does not happen until middle school. Mrs. Ziu-Pires stated when teachers receive their education they take 2 courses for math. It is important to take into consideration the sequence of learners. It can be difficult to manage the levels, identify the level and then teach to it. There are lots of materials involved but the objective is to excel all students. Mrs. Allen stated, the next step is to have them make critical thinking and real world decisions.</p> <p>Ms. Hollander stated the takeaways from growth have been addressing the achievement gap so all students have opportunities to grow.</p> <p><b>Middle School Mathematics Moving Forward</b> Mrs. Scoralick stated there has been a lot of change with the leadership and staff: 5 of the 9 math teachers have changed. This indicated it was time to ensure the middle school was supporting all the learners. After collaborating with an Ed Advance consultant, a Curriculum Specialist, a Multi Language Learner Coordinator, Special Education Teacher, Math</p>	
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	<p>Interventionist, and teacher representatives, all the input was taken in. It was a 4 month process from evaluating the options and narrowing down choices. It included looking at complete grade levels and analyzing each publisher. The next steps are to integrate materials with existing materials, engage in Professional Learning and replicate what has been successful with K-5. Mrs. Scoralick stated she often serves as the full time math leader at the middle school and it is great to have math take center stage.</p> <p>Ms. Hollander stated the district's choice was Envisions. Mrs. Scoralick stated it was a valuable choice and what was needed to support the students. Ms. Hollander explained that they will develop an onboarding plan from now until the start of the year and will look for ways for teachers to integrate it. It will be an unpack-as-you-go, to make sure the systems for support are there for years to come.</p> <p>Mrs. McInerney asked what the students are learning in 6th, 7th and 8th in math as streamline students. Mrs. Ziu-Pires stated they are looking at the sequence. K-12 is built on a sequential order. K-5 has heavy concentration in numbers and operations. Then it grows in 6th-8th. Arithmetic becomes algebra, and building upon elementary foundations.</p> <p>Mrs. McInerney stated the students in K-5 do the math assigned to that grade level. In middle school kids are quicker to develop skills, and asked if there is still acceleration. Ms. Hollander stated yes. Mrs. Ziu-Pires stated the goal is not to skip learning, but to be able to condense so students can accelerate.</p> <p>Mrs. McInerney asked if the incoming high school students understand the workload and if the high school teachers that are picking up the accelerated kids are ready to continue. Ms. Hollander stated the 8th and 9th grade teachers come together regularly to ensure teachings are in sync. Mrs. McInerney stated the accelerated students are not in with the older students and it feels like they are secluded. Mrs. Scoralick stated the situation may be that there are accelerated 9th graders and not enough 10th graders taking that same class. Ms. Hollander replied that she would plan a 9th-12th grade discussion.</p>	
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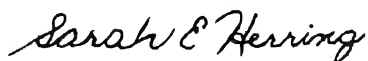
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	<p>Mrs. Herring stated programs seem to change every other year, and asked if this would meet the district's needs. Mrs. Scoralick stated there has to be acknowledgement that this will be challenging. It is needed for the school and the learners. Year one will be especially challenging. From a leadership perspective, ensuring fidelity and to measure the effectiveness of it, year one will not be a good measure. Ms. Hollander stated they made an informed decision, and it has been aligned with the curriculum.</p> <p>Mr. Barile asked about the Ed Reports. Mrs. Scoralick stated they vet the programs, helping to see if the program aligns with the district. Mrs. Scoralick stated it looks at different metrics such as usability for students and teachers. Mr. Barile asked what it means for core resources and diverse representation. Mrs. Ziu-Pires stated that it refers to the different backgrounds of teachers, such as special education, interventionist and school administrator.</p> <p>Mr. Barile asked how this will relate to the district accountability indicators. Mrs. Ziu-Pires stated the program will enhance the team. As in any real life situation, you need better tools to enhance the knowledge of the people. With these tools, there is a need to shift instruction and higher expectations to the students.</p>	
<b>4.</b>	<b>Public Comment</b> None	<b>Public Comment</b> None
<b>5.</b>	<b>Adjourn</b> <i>Mr. Scofield moved to adjourn the meeting, seconded by Mr. Barile, with all voting in favor. The meeting adjourned at 8:07pm.</i>	<b>Adjourn</b> The meeting adjourned at 8:07 p.m.

Respectfully submitted:



Sarah Herring, Chairperson  
Committee on Learning