



# Supporting Our Students' Success

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**May 2 , 2023**  
**Committee on Learning**

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



# Tonight's Topics

1. Science of Reading- Focus on Phonics Instruction
2. Summer School Update
3. Other Points of Information





# Updates to Literacy

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Science of Reading based  
Phonics Program



# State of Affairs

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## **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:

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## Curriculum Audit:

- Phonemic Awareness
- Phonics 
- Vocabulary
- Fluency
- Comprehension

# What works:

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

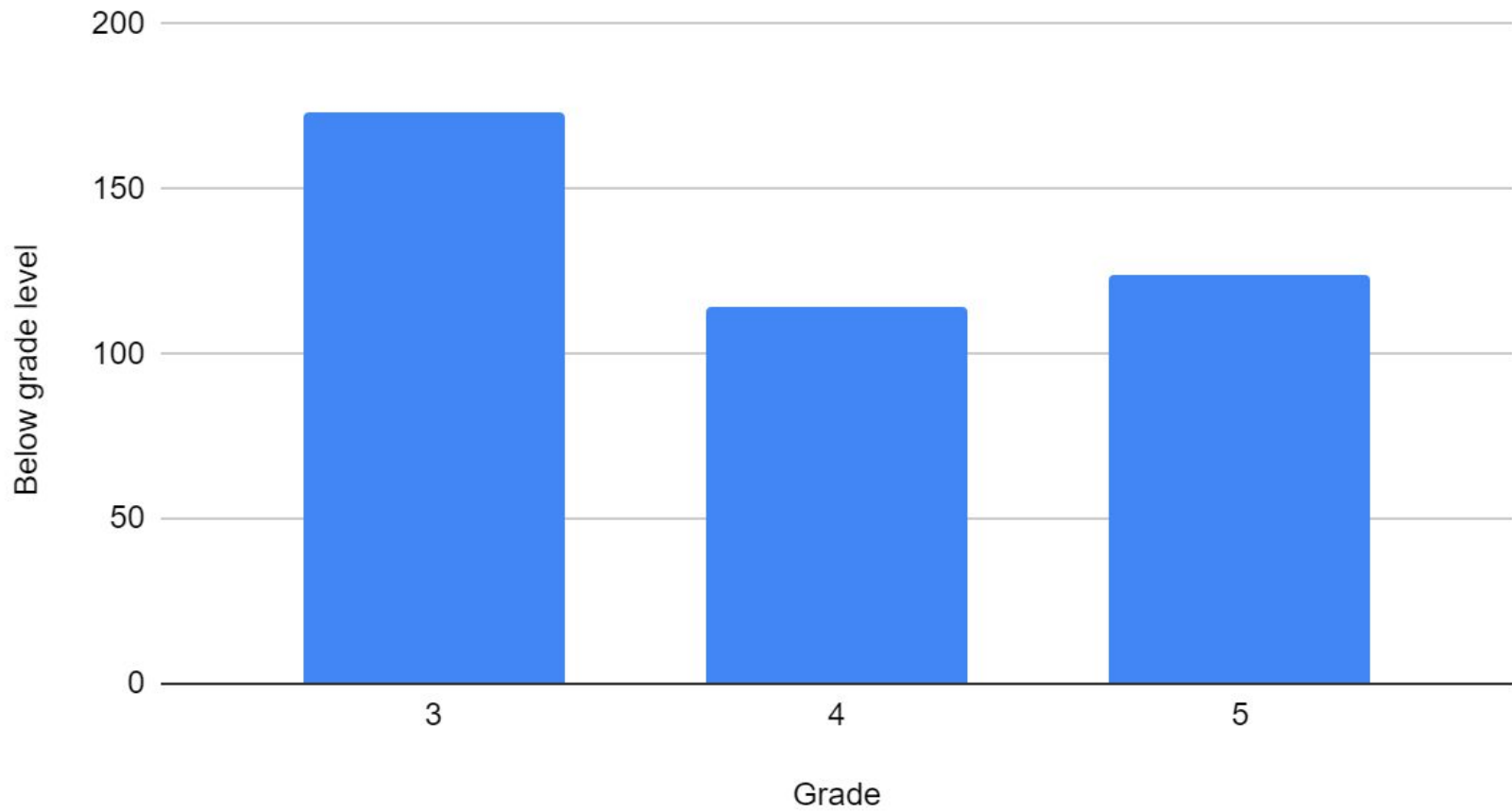
## Gaps:

- **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

# Why a program is necessary:

- i-Ready gave us more efficient data in this area
- K-2: approximately 42% of ours students are 1 grade level below or more
- 3-5: 54% of our readers are 2 grade levels below or lower in phonics







# What we've done:

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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



"Reading proficiently by the end of third grade can be a make or-break benchmark in a child's educational development."

# How word reading works:

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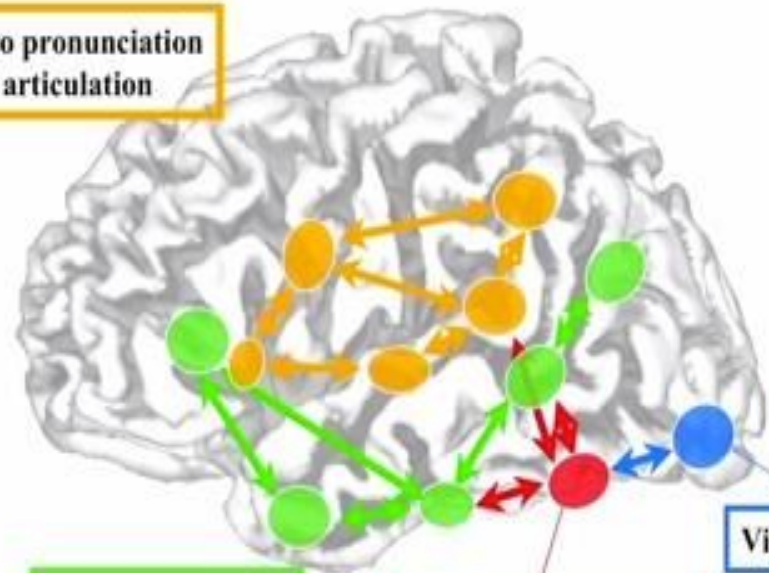
## How the Brain Learns to Read: Dr. Stanislas Dehaene

**“Teachers know more about the workings of their car than they know about the working of the brain of their children.”**

Explicit, systematic, and intensive and follow a specific protocol that fires the correct processors

/m//ew//s/

Access to pronunciation  
and articulation



Visual inputs

Access to meaning

Visual word form area

moose



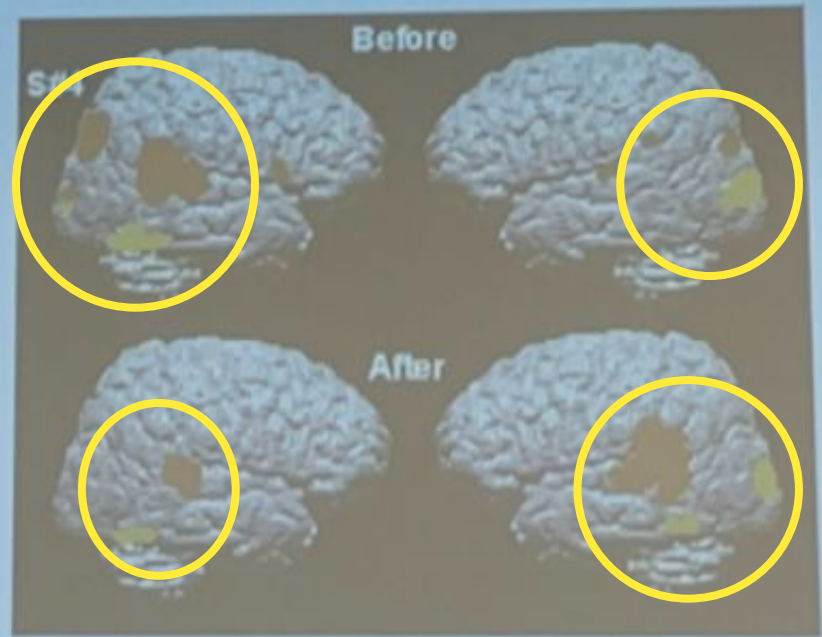
M "oo" s "e"



Right

Left

15 year old



Right

Left

10 year old

**“Brain surgery by instruction”**

# Investigating Programs

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Surveyed teams and individual teachers:

“What are you using and why?”

## **Literacy Team:**

- Foundations
- UFLI
- TC

# Checklist:

Based on IMET,  
state requirements,  
Texas Reading Initiative,  
and other states who went  
through the SOR legislation  
process

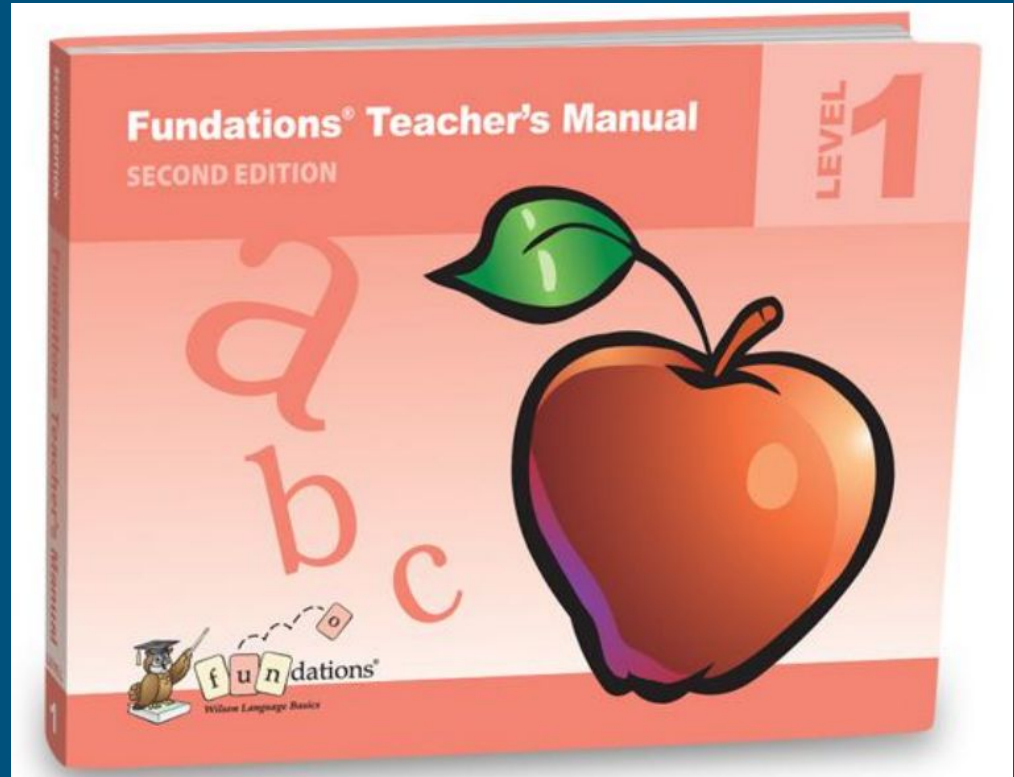
Two programs came out high

Kindergarten
Grade 1
Grade 2
Grade 3
support and info for grades included
<b>Duration of lesson</b>
Pacing Guide
Scope and sequence of skills
Progress monitoring/ Assessment expectations
Assessment calendar
Benchmark expectations
Helps teacher with placement of students
Follows the appropriate progression of an SOR phonics lesson: phonemic awareness practice, explicit teaching, decoding, encoding, reading in context
Adequate practice decoding/encoding
Handwriting component
Explicit teaching of skill
Large and small group instruction
Educative for the teacher
Include digital materials for teacher
Include digital materials for student
Easy to use and navigate
multisensory components

# Fundations

- Extensive
- Includes charts
- Requires training
- Explicit and systematic
- Progress monitoring tools
- Lots of materials
- High cost-

we need something we can implement immediately with less cost implications

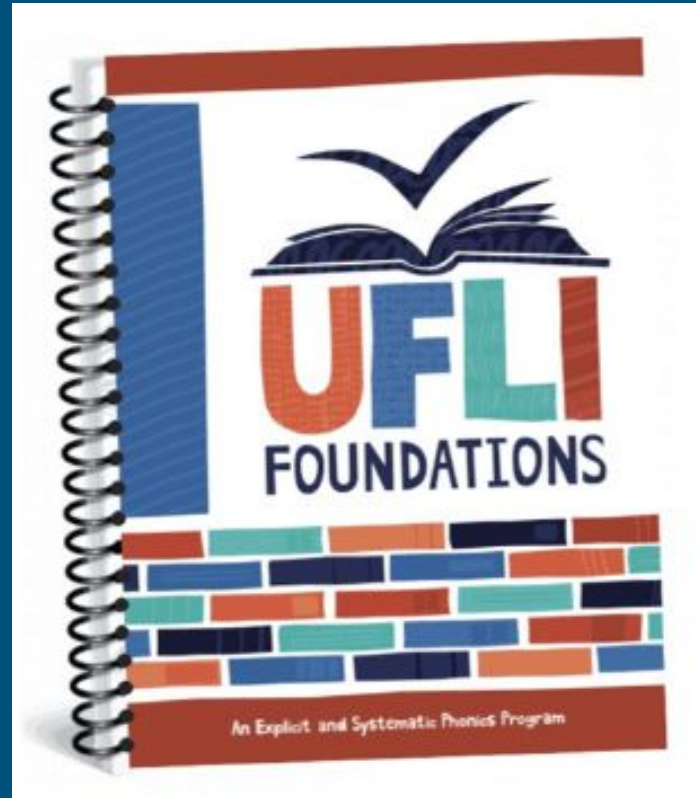




# UFLI:

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- One manual for all
- Includes charts (Sounds)
- Educative
- Simple to implement
- Explicit and systematic
- Corrective feedback
- Progress monitoring tools
- Cost effective



# UFLI Phonics Program

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## **Educative curriculum:**

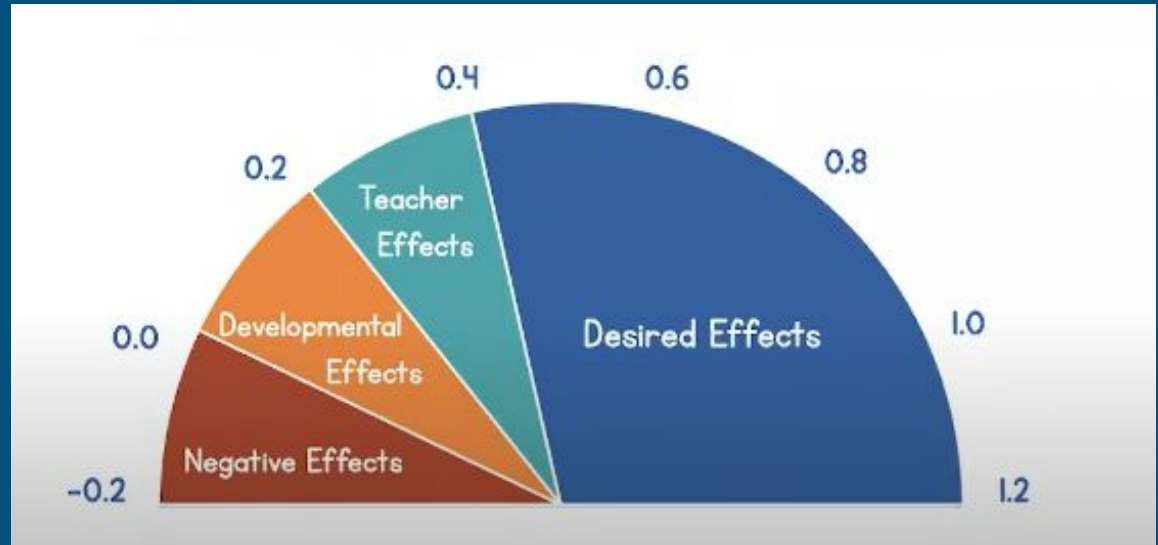
- The process of reading acquisition
- Key linguistic elements necessary for reading
- Instructional methods that promote reading proficiency

# UFLI: University of Florida Literacy Institute

- Holly Lane, preeminent researcher in Phonics Instruction
- Their research is part of much of the legislation
- 2022- program
- Effect sizes:

**K: 1.2- 1.44**

**1: 1.42 -2.04**



# UFLI Phonics Program

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- Series of 128 lessons that address phonics skills
- 10 getting ready lessons
- Each lesson is 2 days
- 2 lessons per week plus a day for assessment (Assessments included)
- Additional activities and support for reteaching
- Slides for implementation and digital work boards
- Teachers need only to review the lesson each day

# Each Lesson in Phonics should include:

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Phonemic Awareness

Auditory drill of new skill

New Concept

Play with words

Connected Text Work



- Training
- Templates
- Charts
- Demonstrations from coaches

# Each Lesson in UFLI includes:

Step 1: Phonemic Awareness

Step 2: Visual drill

Step 3: Auditory drill

Step 4: Blending drill

Step 5: New Concept

Step 6: Word work

Step 7: Irregular words

Step 8: Connected Text

1-4: Warm up

5: Explicit introduction on day 1, review on day 2

6-7: Reading and spelling regular and irregular words

8: reading and writing connected text

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Let's Try it!

Lesson Number	Lesson Focus	Number of times /i/ is practiced
8	i /i/	41
9	n /n/	59
10	CVC	64
11	am/an	25
12	o /o/	14
13	d /d/	42
14	c /k/	17
15	u /u/	26
16	g /g/	21
17	b /b/	31
Total across 10 lessons:		<b>338</b>



# Roll Out

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- May and June: Sharing programming for next year
- Begin program in October K-3, with small group instruction in 4 and 5
- Continued professional development to support strong instruction
- Turn key support and coaching from coaches, coordinator, and teacher leaders



Right

Left

15 year old



Right

Left

10 year old

**“Brain surgery by instruction”**

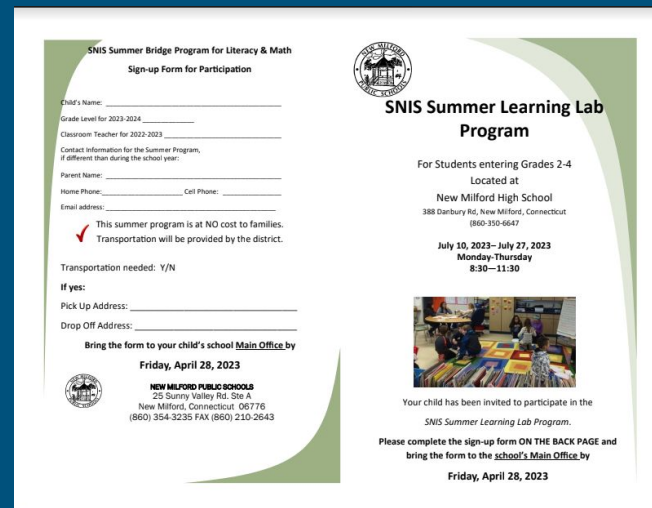


# Summer School Update



# Summer Learning Lab - Students Entering Grades 2-4

The Summer Learning Lab is primarily focused on foundational literacy skills and touches on story problems in math. Our work this summer is to not only help students meet reading and writing standards but also collaboration and critical thinking skills. To address collaboration and critical thinking skills, during the math block, learners will daily solve a world problem following a 3 Reads Protocol also known as a 3 Reads Language Routine.



**SNIS Summer Bridge Program for Literacy & Math**  
Sign-up Form for Participation


Child's Name: \_\_\_\_\_  
Grade Level for 2023-2024: \_\_\_\_\_  
Classroom Teacher for 2023-2024: \_\_\_\_\_  
Contact information for the Summer Program, if different than during the school year:  
Parent Name: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
Email address: \_\_\_\_\_

This summer program is at NO cost to families.  
Transportation will be provided by the district.

Transportation needed: Y/N \_\_\_\_\_

If yes:  
Pick Up Address: \_\_\_\_\_  
Drop Off Address: \_\_\_\_\_


Bring the form to your child's school **Main Office** by  
**Friday, April 28, 2023**

  
**NEW MILFORD PUBLIC SCHOOLS**  
25 Sunny Valley Rd. Ste A  
New Milford, Connecticut 06776  
(860) 354-3235 FAX (860) 210-2643

  
**SNIS Summer Learning Lab Program**

For Students entering Grades 2-4  
Located at  
New Milford High School  
388 Danbury Rd, New Milford, Connecticut  
(860-350-6647)

July 10, 2023 - July 27, 2023  
Monday-Thursday  
8:30 - 11:30



Your child has been invited to participate in the  
SNIS Summer Learning Lab Program.

Please complete the sign-up form **ON THE BACK PAGE** and  
bring the form to the **school's Main Office** by  
**Friday, April 28, 2023**

# Participation

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- 116 Invitations (including 22 EL's)
- 40 Responded yes (only 2 EL's) - Our target number is 90 students.
- Reminder emails and calls to those invited.
- Additional invitations will be sent to students who were not originally invited.

# Next Steps

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Curriculum for the new programming has been developed.

Interviews occurring for teachers and program administrator.

Summer school staff orientation will occur once the school year concludes.

# Credit Recovery - New Milford High School

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Data from last summer:

- All 50 spots were registered for
- 47 students attended recovering a total of 57 credits
- 6 students did not earn credit due to non-attendance or removal for behavioral issues
- 100% of Seniors (5) who did not graduate in June 2022 earned their needed credit and received their diplomas in August.

# High School Credit Recovery

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- Currently potential Summer School candidates are being identified
- Online application being sent to students and families late-May [LINK](#)
- Final grade 58% or higher to qualify for credit recovery
- First 25 students to submit applications will be accepted
- Session will be from 7:45 - 10:45
- Transportation is provided
- Clear expectations for attendance and behavior is communicated to participants
- Course offered (English I & II; Integrated Science & Biology; Algebra 1 & Geometry; World History & Modern World)





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**Thank you!**