

Department of Instruction

**Budget Presentation
2025-2026
January 15, 2025**



New Milford Public Schools Mission Statement and Ideas We Live By

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;
 - **To embrace challenges** with vigor;
 - **To 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.



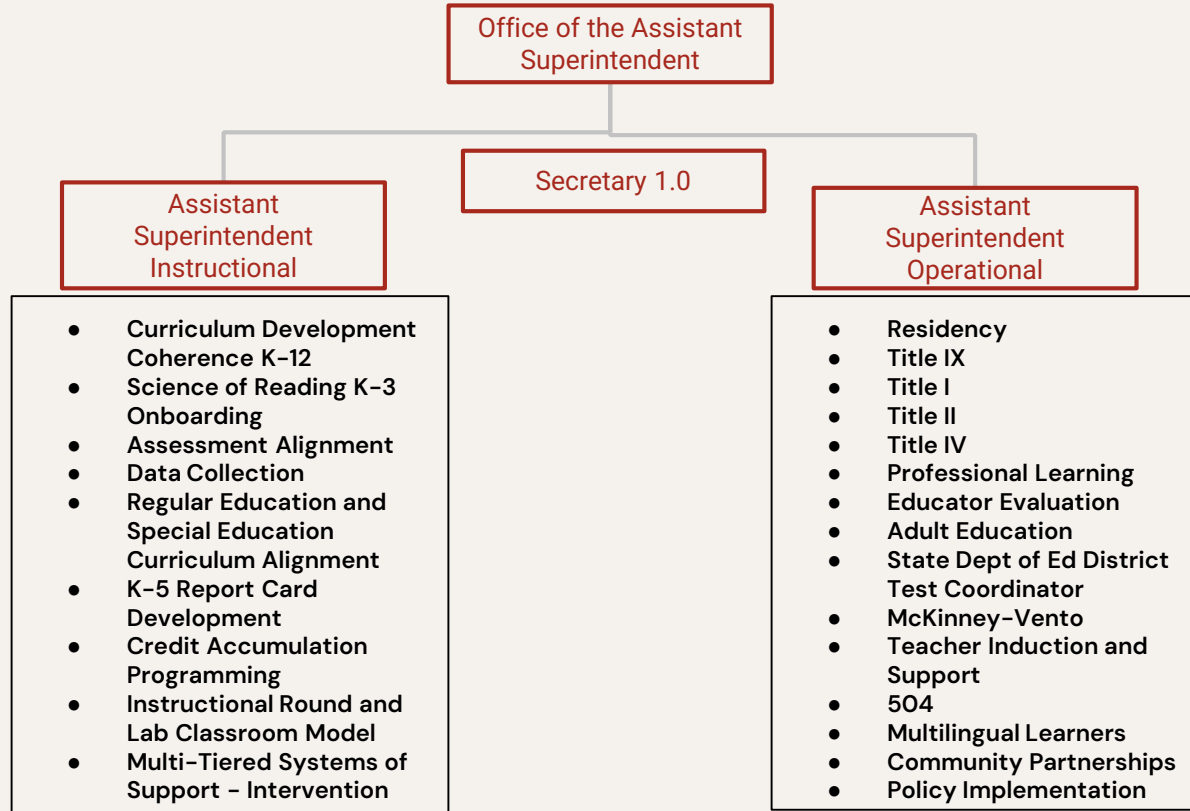
Mission of the Department of Instruction

- The Department of Instruction provides **coherency and consistency** of learning systems to support leaders and teachers in building knowledge. (**FOCUS**)
- Our goal is to create a risk free environment for **educators** so that they **feel empowered to engage as collaborative partners in learning**, supporting our colleagues in understanding the why behind our curricular and instructional decision making and the impact on student learning. (**CREATIVITY**)
- As a department we create a **partnership** with leaders and stakeholders to ensure that New Milford Public School's instructional core stays at the forefront, threading adult and student learning theory into practice in order to heighten both staff and student engagement within the New Milford Ideas We Live By and Instructional Keystones. (**HEART**)
- We work with **all departments** to be proactive in building shared ownership of appropriate and fair learning experiences for all students. We don't wait until students or teachers fail – we equip all with the necessary tools to prevent failure and support success. (**COLLABORATION**)

This ensures that we as the educator community can focus on what matters most—advocating for every child's success and fostering a high-quality education.



Roles and Responsibilities



Supporting Teaching and Learning

Curriculum

- Science of Reading - Focus on Comprehension, Fluency, and Vocabulary
- iReady Classroom Mathematics - Year Two Implementation and Delivery Student Center Learning
- Science of Reading Year Two - Continued Redesign and Pacing
- Alignment of 6-8 Mathematics Curriculum
- Middle School Math Acceleration
- High School Pathways Curriculum
- K-5 STEM Units of Study
- K-5 NGSS Units of Study

Instruction

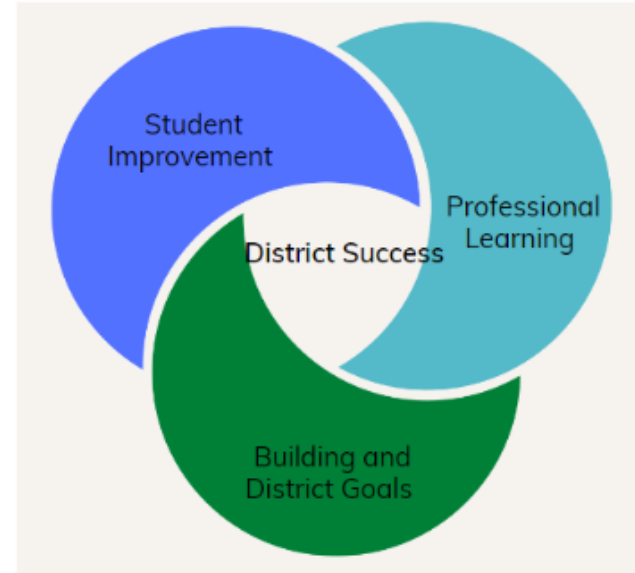
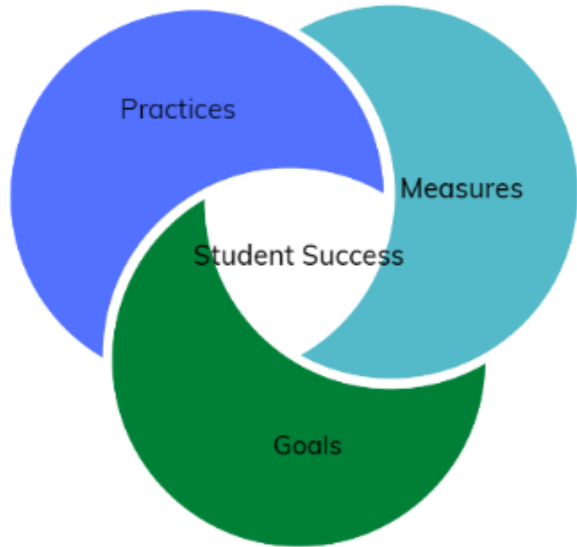
- Using data to support instruction
- Learning walks done by teachers and leaders to examine our tier one instructional practices
- Model Classrooms for Teacher Learning in Literacy K-5 and Numeracy at K-8

Professional Learning

- Deepening our Understanding Progression of Skills
- Data Informed Instruction through Formative Assessments
- 5-12 Discipline Literacy
 - Vocabulary
 - Comprehension
- Strategies to Support Multilingual students



Systems for Coherence



Teacher Leadership

Leaders of Learning

“For every ounce of accountability, there needs to be an ounce of support.”

Richard Elmore

- K-5 Lab Classrooms
- K-5 Report Card Committee
- K-12 Mathematics Vision Work
- Instructional Rounds
- Classroom Walkthrough Model





Multilingual Learners



Multilingual Learners

Programs and Services for ELs/MLs

English language development is Tier 1 instruction, no matter where or with whom the instruction takes place. The Civil Rights Act of 1964, Title VI, and the Office of Civil Rights require that every identified English learner/multilingual learner must receive services for English language development, even those who are also identified with a disability. The only exceptions are those students whose parents/caregivers have opted them out of language services. However, districts should monitor these students closely.

CT SDE Guidelines for Administrators



Historical Look

17+ Language

337* Students

*Numbers are reviewed monthly as our MLs are a transient population.

Year	Number of Students to Be Served
2003-2004	84
2004-2005	78
2005-2006	93
2006-2007	100
2007-2008	110
2008-2009	107
2009-2010	108
2010-2011	117
2011-2012	111
2012-2013	96
2013-2014	123
2014-2015	105
2015-2016	105
2016-2017	101
2017-2018	125
2018-2019	144
2019-2020	170
2020-2021	163
2021-2022	224
2022-2023	268
2023-2024	316
2024-2025	337



Systems of Support

- **Clarity and Consistency in Identification – Registration**
- **K–12 Curriculum**
- **Building Based Programming to Support Graduation**
- **Translation Tools**
- **State Mandates**



Current Level of Support

School	Numbers (as of 1/1/25)	Number of Teachers
HPS	63	2.0
NES	38	1.0
SNIS	87	2.0 / 1 PT Tutor
SMS	75	1.0 / 1 PT Tutor
NMHS	74	2.0



District Responsibilities to MLs and Their Families

Responsibility	Responsible Party
Determine an English Learner Assessment Coordinator (ELAC) for the district and report to contact person at CSDE Performance Office (Cristi Alberino, Cristi.Alberino@ct.gov).	Central office administrators
Determine a contact person for Title III and bilingual distribution lists and provide information to CSDE English Learner Consultant, Megan Alubicki Flick, Megan.Alubicki@ct.gov .	Central office administrators
Clearly communicate all policies (federal, state, and district) about ELs/MLs to all stakeholders.	Central office administrators, building administrators, ESL/bilingual supervisor/director
Submit yearly order in June for placement assessment to the Performance Office, as necessary.	ELAC or ESL/bilingual supervisor/coordinator
<p>Review EL/ML data annually (e.g., demographic, enrollment, and performance trends). Determine to what degree the ELs/MLs have met the growth targets determined by CSDE.</p> <p>Resource: CT's Growth Model for the ELP Assessments</p> <p>Resource: Using EdSight to Support Students who are EL/ML Video Series</p> <p>See EdSight for updates.</p>	Central office and building administrators, ESL/bilingual supervisor/coordinator
Determine if data review warrants any changes to staffing, programming approach, curriculum, instructional materials, professional learning, leadership, etc.	Central office and/or building administration (with recommendations from supervisor/coordinator), ESL/bilingual supervisor/coordinator in administrator position



Audit of our Programming

Our district completed an audit of its current practices, curriculum, and services.

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 MLs
- Staffing/program models
- Professional development recommendations

Commendations:

- TESOL/ML staff have a thorough understanding of the population's linguistic, academic, and cultural needs
- Staff have knowledge of best practices for ML students and are flexible and responsive to changing demographics
- Evidence of scientific, research-based curriculum that supports the linguistic and cultural needs of ML 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





Adult Education



Structures and Systems of Adult Education

Program Staffing

Program Director - 1

Program Facilitator - 1

Guidance Counselor - 1.5

Secretary - 1

Adult Education Evaluator - 1

Teachers - 12



By the Number

Year	2023	2024	2025
Number of Students	88	78	88



Services and Offerings

Provide in person and remote credit diploma programs allowing a student to earn up to 10 credits per year

Provide computer instruction for GED in English and Spanish

Provide in person ESL instruction in multiple levels

Provide remote instruction options for ESL in multiple levels

Provide programs that earn certificates in Digital Literacy, OSHA 10 workplace safety and employability skills

Provide opportunities for credit in CTE in career pathways (Cosmetology, Culinary, etc.)



Grants

INSTRUCTIONAL INNOVATION –\$30,000

Innovation is the core of adult education. This funding allows us to develop and experiment with new and creative instructional approaches to meet the demonstrated needs, demands and interests of a cohort of our students. Activities align with both the objectives of Workforce Innovation and Opportunities Act and current labor market needs.

TRANSITION, CAREER NAVIGATION AND SUPPORT –\$50,000

To promote the self-sufficiency of adult education students and to strengthen their response to the needs of a rapidly changing labor market; to provide exposure to, and experience in, relevant industry sectors/career pathways as identified in the Workforce Development Board local plans, and to ensure that Connecticut has workers with the necessary skills, competencies and credentials to be successful in the 21st century workplace including broadening opportunities for students in adult education by creating a bridge between adult education programs, employment, postsecondary education and training opportunities.

*This is a four year grant.



Budget Overview for Adult Education

Major Object Code	24-25 Budget	25-26 Budget	Budget to Budget Change	Budget to Budget Change
Salary	98,421	121,081	22,660	23.02%
Professional Services	6,400	6,400	0	0.00%
Other Services	1,400	1,500	100	7.14%
Supplies	15,878	15,878	0	0.00%
Total	122,099	144,859	22,760	18.64%



Tuition



Arigriscience, Magnet and Career Technical School Budget

Shepaug Agriscience 9-12

- 29 Seats
- Total Tuition Cost to New Milford for Agriscience: \$197,867

Western Connecticut Academy of International Studies (K-5) in Danbury

- 18 Seats
- Tuition Cost to District per seat: \$2,194.50
- Total Tuition Cost to New Milford for Magnet School: \$39,501

Henry Abbott Technical High School

- 17 seats on average from SMS with anywhere from 70-100 district-wide



Impact on the Budget



Staying the Course

- Continue to commit to high quality data driven decisions for teaching and learning
- Continue to address the State Department of Education standards, regulations, and continual changes in best practices
- Enact the district's four year Right to Read literacy plan with an emphasis on programming to support phonemic awareness, phonics, fluency, vocabulary and comprehension
- Support the vision for mathematics from short-term knowledge of procedural fluency to conceptual understanding, long-term procedural fluency and mathematical reasoning through the continued refinement of K-5 iReady Classroom Mathematics
- Continue our 6-12 math alignment with a focus on 6-8 core materials
- Support teachers as learners through high-quality professional learning as part of our Educator Evaluation Plan
- Continue to formally build teacher leadership

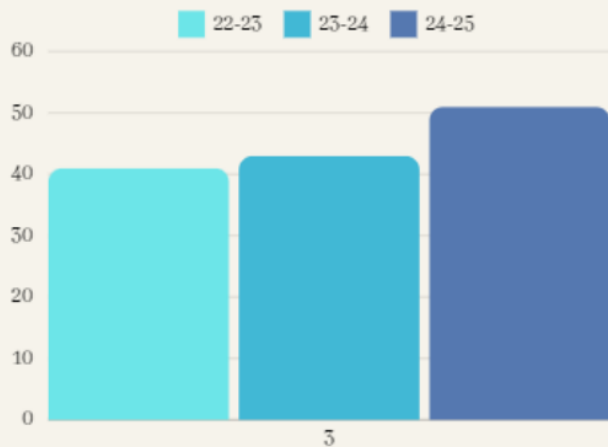


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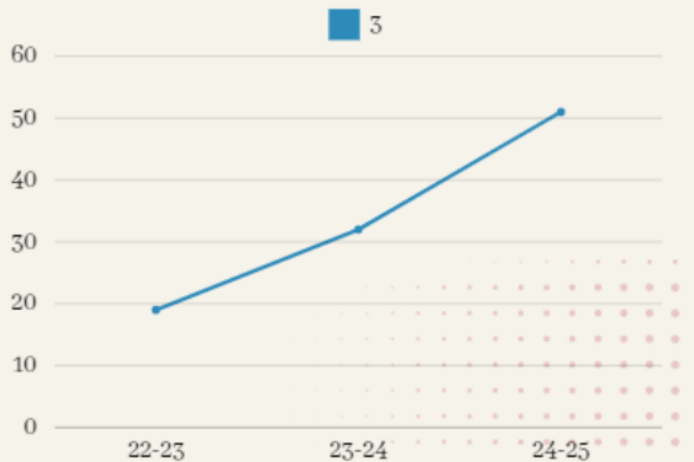
I-READY ELA FALL GRADE LEVEL BENCHMARK

3

ELA Grade Level Trend



ELA Current Grade Cohort



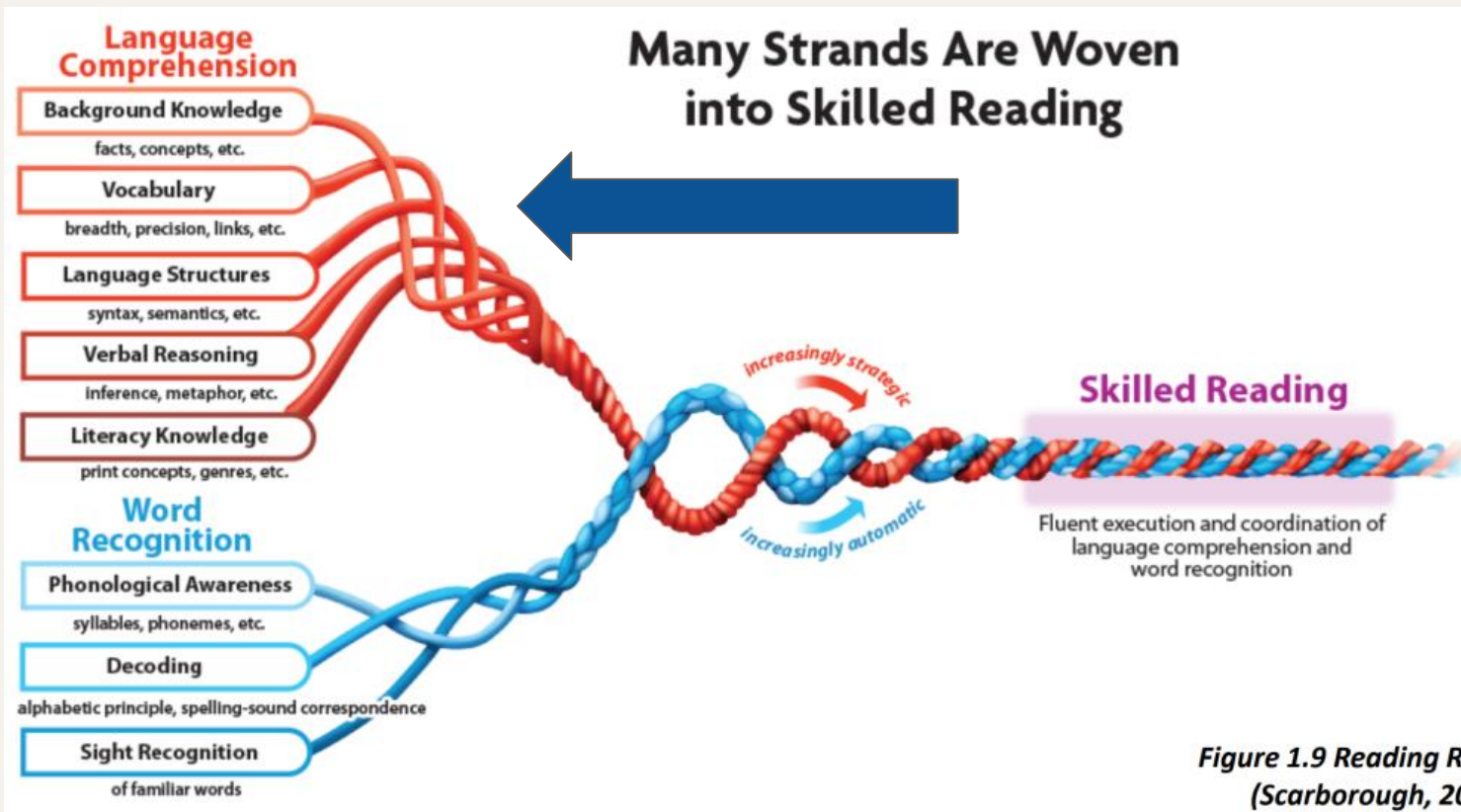


Figure 1.9 Reading Rope
(Scarborough, 2001)



24-25 vs. 23-24 District Accountability Indicators

Year over Year Increases in:

- +Overall District Performance
- +Overall English Language Arts
- +English/Language Arts: High Needs
- +Math: High Needs
- +Growth Target Met: English/Language Arts Overall
- +Growth Target Met: English/Language Arts: High Needs
- +Growth Target Met: Math Overall
- +Growth Target Met: Math: High Needs
- +Progress Toward English Proficiency: Literacy
- +Progress Toward English Proficiency: Oral
- +Chronic Absenteeism Reduced Overall
- +Chronic Absenteeism Reduced: High Needs
- +Six-Year Graduation Rate: High Needs
- +Two- and four-year college entrance
- +Arts Access

Year over Year Decreases in:

- Overall Math Performance
- Overall Science Performance
- Science Performance: High Needs
- College/Career Readiness:% Taking Courses
- College/Career Readiness:% Passing Exams
- On-Track to High School Graduation
- Four-Year Graduation Rate
- Physical Fitness



Budget Overview for the Department of Instruction

Major Object Code	24-25 Budget	25-26 Budget	Budget to Budget Change	Budget to Budget Change
Salary	1,028,690	1,200,089	171,399	16.66%
Professional Services	465,053	486,053	21,000	4.52%
Other Services	303,614	290,968	-12,646	-4.17%
Supplies	124,335	134,335	10,000	8.04%
Dues & Fees	7,989	8,489	500	6.26%
Total	1,929,681	2,119,934	190,253	9.86%



Questions for the Department of Instruction

