

**New Milford Board of Education
 Committee on Learning Sub-Committee Special Meeting Minutes
 March 6, 2023
 Sarah Noble Intermediate School Library Media Center**

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 NEW MILFORD, CT

| | |
|----------|--|
| Present: | Mrs. Tammy McInerney, Acting Chair Mrs. Leslie Sarich Mrs. Sarah Herring |
| Absent: | Mr. Brian McCauley |

| | |
|---------------|--|
| Also Present: | Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent of Schools Mrs. Cynthia Bonnell, STEM Teacher Mrs. Lisa Murdoch, Grades 6-12 English/Language Arts Coordinator Mr. Dan Delia, Talented and Gifted Teacher |
|---------------|--|

| | | | |
|----|----|--|--|
| 1. | | Call to Order The New Milford Board of Education Committee on Learning Sub-Committee was called to order at 7:30pm. by Mrs. McInerney, Chair. | Call to Order |
| 2. | | Public Comment There was none. | Public Comment |
| 3. | A. | Items for Information and Discussion Enrichment Ms. Hollander said the schools have accomplished much in the enrichment area and said Mrs. Bonnell and Mr. Delia do an amazing job teaching our children. Mrs. Bonnell presented the STEM program starting with the purpose which is NMPS provides exemplary STEM (Science, Technology, Engineering, Math) education to kindergarten through fifth grade students. The STEM program uses a push-in model that promotes curiosity, critical thinking, communication, creativity, and innovation. As a result, students gain a solid foundation and preparation for success in middle and high school. Ultimately, all NMPS students will possess the skills needed for college and career readiness in the 21st century. | Items for Information and Discussion A. Enrichment |

| | | |
|--|---|---|
| | <p>STEM is in three schools, six grades, 73 classrooms and impacting over 1,500 students. STEM focuses on habits of the mind using communications and collaboration, creativity, critical thinking and SEL. She explained how STEM works in each of the grades including creating an arcade game with recycled materials in grade 3 up to biomimicry in grade 5. Grade 5 also includes learning coding supporting critical thinking and problem solving skills. VEX Robotics Club provides opportunities for students to work together to create. Students collaborate on decisions about programming their creations to achieve specific goals. VEX allows students to participate in “hands-on, minds-on STEM learning.”</p> <p>Mr. Delia explained the purpose of the TAG program which is to provide support and enrichment experiences for students identified as talented and/or gifted in grades three through eight. The program also provides Enrichment-For-All experiences to the New Milford school community during school, and after-school activities focused on higher-order thinking and problem-solving skills.</p> <p>Mr. Delia explained the identification process for the TAG program which includes testing and parent communication about the process. The TAG curriculum includes creativity, collaboration and persistence.</p> <p>The enrichment for all includes Monday Mind Benders, Math Olympiad, Chess, the Eli Whitney Experience, and the Planetarium.</p> <p>B. Science of Reading Update Ms. Hollander updated the reading program saying with guidance from literacy leaders at EastConn and Edadvance, the K-3 Literacy Task Force did an extensive audit of the current literacy programming, frequency/duration of instruction, and related assessments across the four grade levels. They looked at each of these components as they relate to the core areas of literacy:</p> | <p>Science of Reading Update</p> |
|--|---|---|

| | | |
|--|--|---|
| | <p>Phonological Awareness and Phonemic Awareness, Fluency, Phonics, Vocabulary, Comprehension and Rapid Automatic Naming (RAN). The conclusion was the main programs being used are:</p> <ul style="list-style-type: none"> • Teachers College Units of Study in Reading • Teachers College Units of Study in Phonics • Teachers College Units of Study in Writing • Heggerty • In the areas of Fluency, Vocabulary, and Rapid Automatic Naming (RAN), they do not have a core instructional resource. <p>The District is seeking a literacy waiver and has applied for this waiver with the State Department of Education. This will require communication with the State regarding the curriculum.</p> <p>The District’s literacy plan was written in November with a focus on developing systems of leadership to support teachers and the learning of Science of Reading (SOR) to support instructional practice.</p> <p>The next steps include Curriculum plan for K-5 supporting the five pillars of instruction</p> <ul style="list-style-type: none"> • Development of pacing and assessment guides for upcoming year • Approved program evaluation • Professional Development <ul style="list-style-type: none"> ○ The Writing Rope ○ Putting it All Together for your Literacy Time ○ Building a Science of Reading Based Classroom <p>C. Schaghticoke Middle School Remedial Reading The audit of the grade 7 and 8 program showed the need for:</p> <ul style="list-style-type: none"> • Aligning need with programming | <p>Schaghticoke Middle School Remedial Reading</p> |
|--|--|---|

| | | | |
|--|-----------|---|---|
| | <p>D.</p> | <ul style="list-style-type: none"> • Developing a clear entrance and exit criteria • Redesigning support materials <p>The focus will be to support gaps in the ability to attack unknown words; emphasis on reading comprehension strategies through explicit instruction; and attend to individual needs through progress monitoring.</p> <p>French Update The goal for the French program at Schaghticoke is continuity of curriculum through:</p> <ul style="list-style-type: none"> • Rosetta Stone • Technology Support • Grading - Effort, Mastery, and Participation • Support -Ms. Grabner, Ms. Simon and Mrs. Saraiva • Classroom Routine • NMHS Credit for Students in French B <ul style="list-style-type: none"> ○ Credit will be awarded to students that have completed French 1a and French 1b at SMS, in accordance with <u>NMBOE Policy 6146: Graduation Requirements.</u> | <p>French Update</p> |
| | <p>E.</p> | <p>Connecticut State Department of Education Health Survey</p> <p>Ms. Hollander said New Milford has been chosen to be part of the health survey. The timeline for the survey is:</p> <ul style="list-style-type: none"> • Committee on Teaching and Learning March 6th • Permission slips should be distributed on March 13, 2023 • Friday Message on March 10, 2023 • Survey should be administered on April 3, 2023 <p>Parents can opt out of this survey if they so choose.</p> | <p>Connecticut State Department of Education Health Survey</p> |

| | | | |
|----|--|--|---|
| | | <p>Ms. Hollander praised Mrs. Bonnell on the STEM program and said the State Department of Education will be visiting her soon to see what she is doing in the schools.</p> <p>The presentation shared with the Committee on Learning Sub-Committee will be shared with the full Board prior to the regular Board of Education meeting scheduled for March 21, 2023.</p> | |
| 4. | | <p>Public Comment</p> <p>There was none.</p> | <p>Public Comment</p> |
| 5. | | <p>Adjourn</p> <p><i>Mrs. Sarich moved to adjourn the meeting at 8:23pm, seconded by Mrs. Herring and passed unanimously.</i></p> | <p>Adjourn</p> <p>Motion made and passed to adjourn the meeting at 8:23pm.</p> |

Respectfully Submitted,



Tammy McInerney, Chair



Supporting Our Students' Success

**Ensuring Coherent Programming through
Collaboration, Communication and Careful Planning**
Committee on Learning March 6, 2023





Literacy Update

Committee on Learning





Enrichment for All

K-8 Programming
[LINK HERE](#)



Current State of Affairs

- Curriculum Audit
 - Literary Waiver
 - District Literacy Plan
 - Communication
 - Summer School Plan
-

Curriculum Audit

With guidance from literacy leaders at EastConn and Edadvance, the K-3 Literacy Task Force did an extensive audit of our current literacy programming, frequency/duration of instruction, and related assessments across the four grade levels.

We looked at each of these components as they relate to the core areas of literacy: Phonological Awareness and Phonemic Awareness, Fluency, Phonics, Vocabulary, Comprehension and RAN. We concluded the following information.



Curriculum Audit

The main programs we are using are:

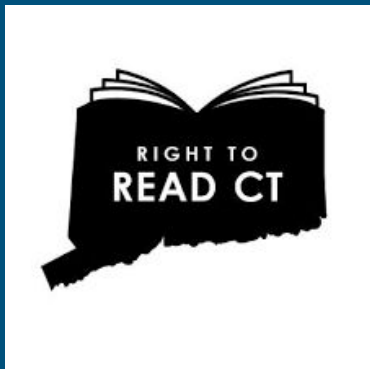
- Teachers College Units of Study in Reading
- Teachers College Units of Study in Phonics
- Teachers College Units of Study in Writing
- Heggerty



- In the areas of Fluency, Vocabulary, and **RAN** we currently do not have a core instructional resource.

Literacy Waiver

- We are currently completing the waiver requirement that explains all of the above for the state. That waiver was due on February 28th and we have been informed that it will be a process of continued communication with the state in order to improve our current curriculum.



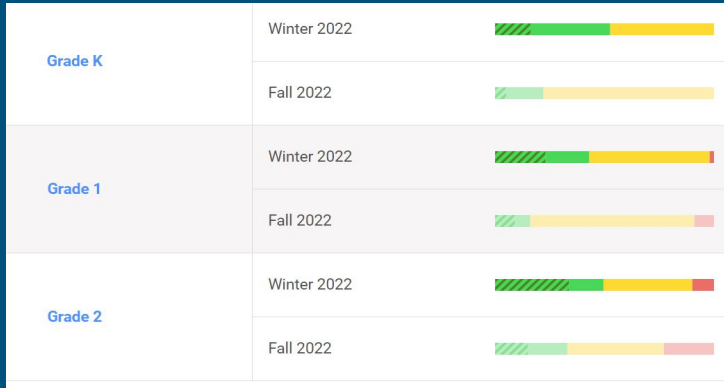
District Literacy Plan

- Written in November with a focus on developing systems of leadership to support teachers and the learning of SOR to support instructional practice.
 - SOR Master Class and LETRS trainings
 - Turn key information in staff PD
 - Literacy Walks
 - Multilayered team system for dissemination of information
 - Educlimber
 - I-Ready
- Last week the master class team met with reading and executive leadership to determine how our plan was progressing.

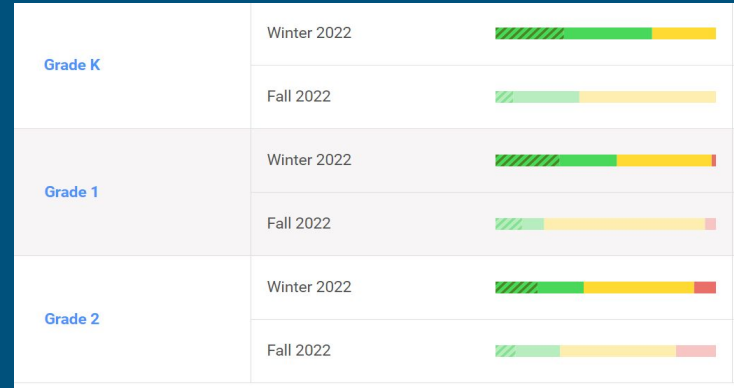


Improvement in Scores

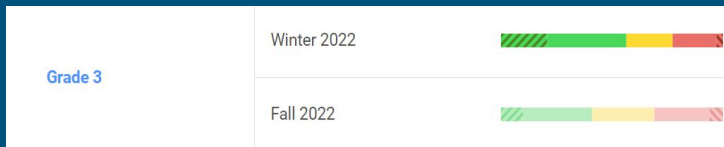
HPS



NES



SNIS



Communication

- Multilayered team system for dissemination of information
- Teacher facing literacy blog:
- In the spring: parent blog



Summer School

- Plan revision:
 - Foundational literacy skill gaps
 - Rising grade 1, 2, 3
 - Students who show deficits that would benefit from quick, repetitive instruction over 3 weeks



Next Steps

- Curriculum plan for K-5 supporting the five pillars of instruction
- Development of pacing and assessment guides for upcoming year
- Approved program evaluation
- PD:
 - The Writing Rope
 - Putting it All Together for your Literacy Time
 - Building a SOR Based Classroom

Supporting Striving Readers

Schaghticoke Middle School

Multi-Tiered Instruction

Programming and Support

- ❖ Data Analysis
 - Student Class Performance
 - Historical Data
 - Smarter Balance
 - Running Record
 - Diagnostic Tools - NWEA and now iReady

Audit of our Grade 7 and 8 Programming

- Aligning need with programming
- Developing a clear entrance and exit criteria
- Redesigning support materials

Our Focus

Support gaps in the ability to attack unknown words

Emphasis on reading comprehension strategies through explicit instruction

Attend to individual needs through progress monitoring



French Update

Grade 7 and 8



Continuity of Curriculum

- Rosetta Stone
- Technology Support
- Grading - Effort, Mastery, and Participation
- Support -Ms. Grabner, Ms. Simon and Mrs. Saraiva
- Classroom Routine
- NMHS Credit for Students in French b
 - Credit will be awarded to students that have completed French 1a and French 1b at SMS, in accordance with NMBOE Policy 6146: Graduation Requirements.

Connecticut State Department of Education

Health Survey
At
New Milford High School

Joint efforts between DPH and CDC (LINK)

Target Audience

Completed during Advisory

Family communication and Opt Out Option

Data is not identifiable

Collection used for SDE

Timeline:

- Committee on Teaching and Learning **March 6th**
 - Permission slips should be distributed on **March 13, 2023**
 - Friday Message on **March 10, 2023**
 - Survey should be administered on **April 3, 2023**
-

Questions





Enrichment
STEM & TAG
Science | Technology | Engineering | Math Talented and Gifted

CYNTHIA BONNELL AND
DANIEL DELIA



STEM Purpose Statement

NMPS provides exemplary STEM (Science, Technology, Engineering, Math) education to kindergarten through fifth grade students. **The STEM program uses a push-in model that promotes curiosity, critical thinking, communication, creativity, and innovation.** As a result, students gain a solid foundation and preparation for success in middle and high school. Ultimately, all NMPS students will possess the skills needed for college and career readiness in the 21st century.

STEM IN NUMBERS - A WALK IN MY SHOES

3

schools

6

Grades

73

Classrooms

1500+

Students

8 lessons per year







I heard this quote: "You can teach a student a lesson for a day, but if you teach him to learn by creating curiosity, he will continue the learning process as long as he lives." – Clay P.

Bedford, President of Kaiser Aerospace & Electronics

Our students in New Milford have a new opportunity to wonder and explore the world around them thanks to our new STEM program. Just recently Mrs. Bonnell brought in pillbugs and our students observed them closely to see how they move and interact with their environment. From there our students created pill-bots - prototypes of a robot that expands and rolls like the pillbug. On the way to buses one afternoon a 1st grader had a contraption in her hands and said "Look at my pillbug. I created it with recycled materials from home!" -Gwen Gallagher, NES Principal

STEM HABITS OF MIND

| COMMUNICATION / COLLABORATION | CREATIVITY | CRITICAL THINKING | SEL |
|---|--|--|--|
|  STUDENTS... work together share thinking listen to others' ideas |  STUDENTS... use their imagination think flexibly innovate |  STUDENTS... use curiosity question inquire reflect |  STUDENTS... collaborate and build social skills build a growth mindset engage in authentic problem-solving build resilience and persistence |

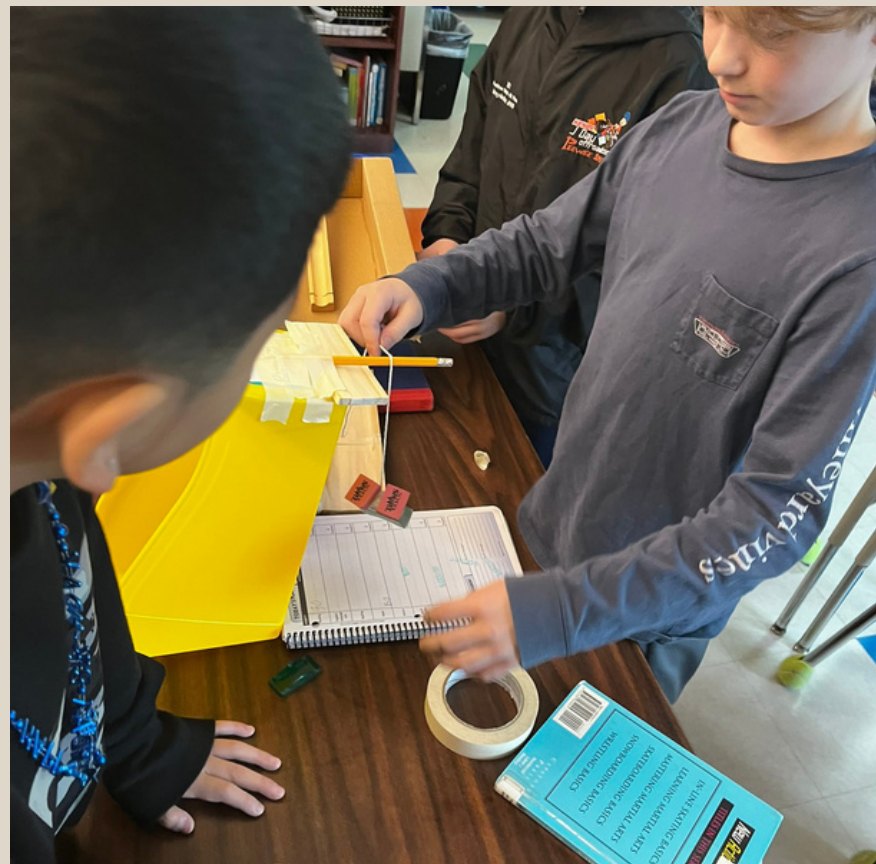
"The STEM for all" program has been great for the school. Mrs. Bonnell has created fun and engaging lessons that our students love. The hands-on aspect of the activities allows for a high level of engagement and learning". -Eric Williams, HPS Principal

"STEM for all has been a tremendous success for our students. Our students are enthusiastic, engaged, and passionate about learning and projects. This continues to blossom even after the fact as the students are excited to write about and speak of their work and are full of happy anticipation for their next opportunity with Mrs. Bonnell"! -Anne Bilko, SNIS Principal

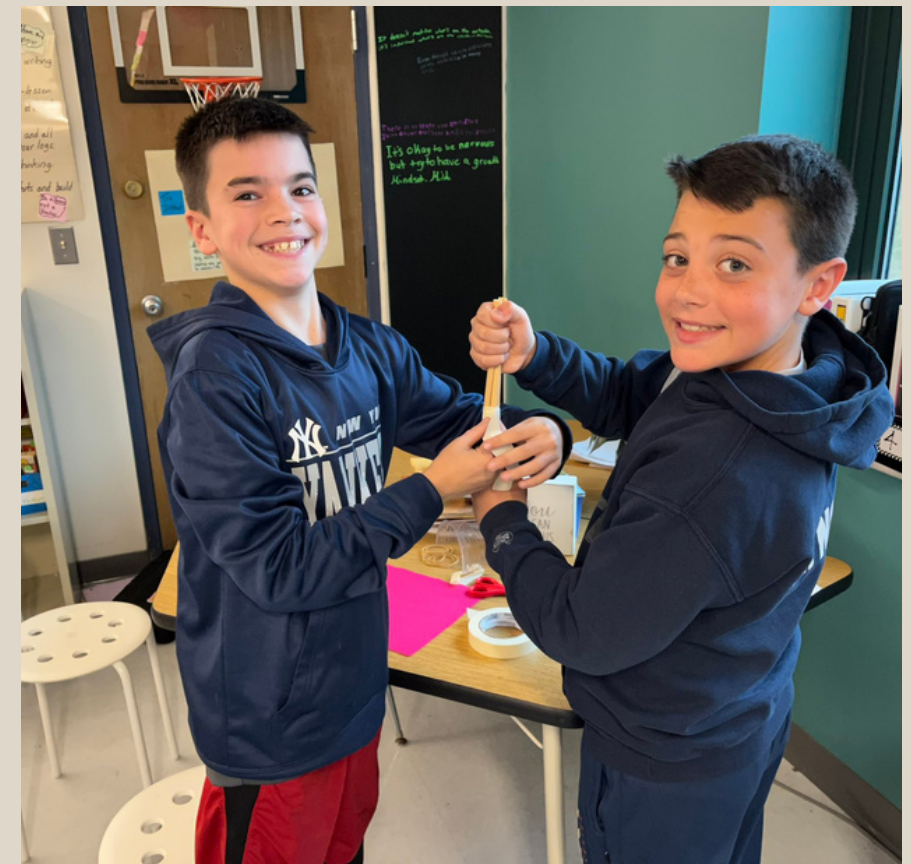
WHAT DOES STEM LOOK LIKE 3-5?



**GRADE 3 RECYCLED MATERIALS
ARCADE**

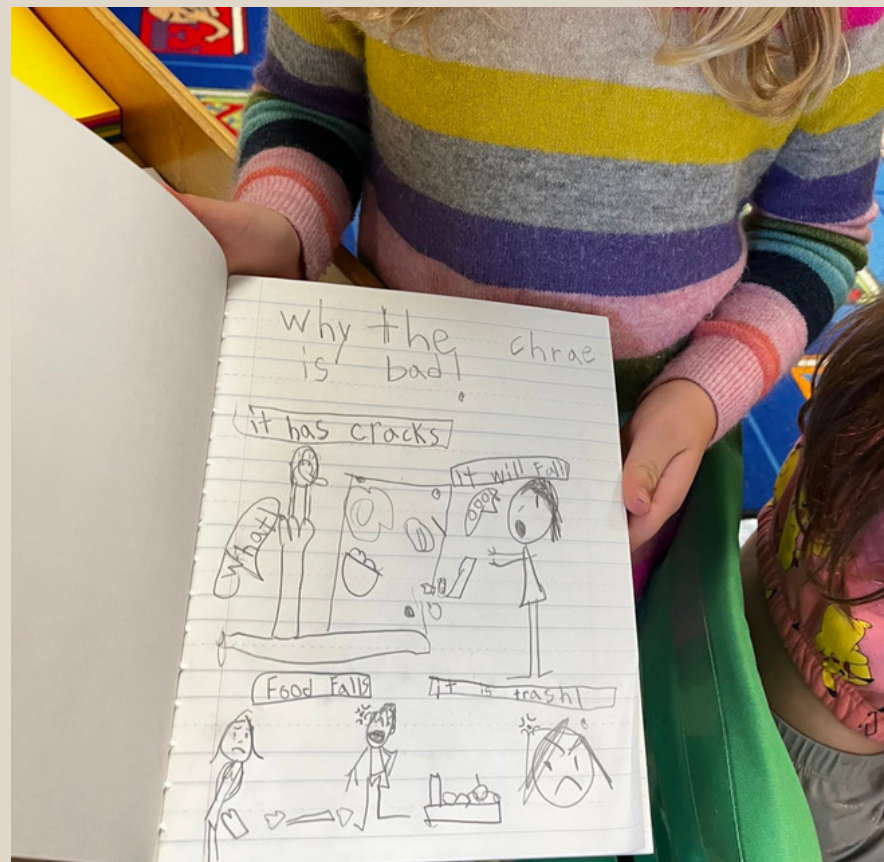


GRADE 4 RUBE GOLDBERG MACHINES



GRADE 5 BIOMIMICRY

WHAT DOES STEM LOOK LIKE K-2?



GRADE 2 SOLVING AUTHENTIC PROBLEMS



GRADE 1 OBSERVING PILL BUGS

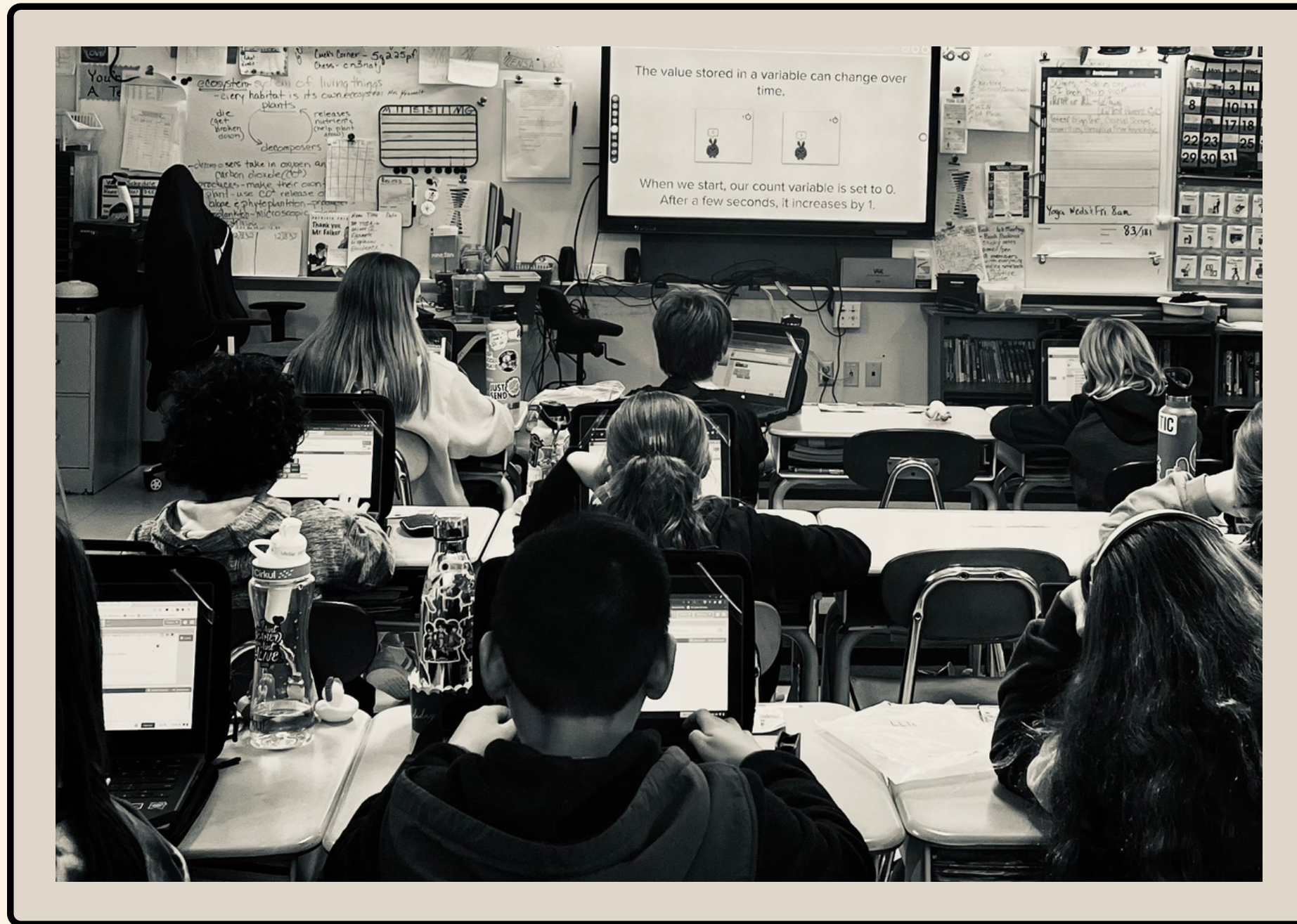


KINDERGARTEN ENGINEERS

CODING

In addition to the STEM lessons, grade 5 students are learning how to code. Coding supports critical thinking, problem-solving, creativity, and building self-confidence. Furthermore, coding teaches perseverance and attention to detail. Students can access the Computer Science Google Classroom to continue coding at home.

In the Spring, Grades 1-4 will participate in an hour of code and continue access to coding through a Google Classroom.





VEX ROBOTICS CLUB

VEX Robotics Club provides opportunities for students to work together to create. Students collaborate on decisions about programming their creations to achieve specific goals. VEX allows students to participate in “hands-on, minds-on STEM learning.”

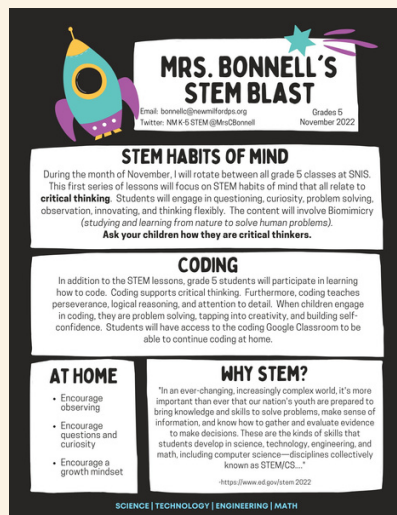
Community CONNECTION

Information | Involvement | Innovation

NEWSLETTERS

ARCADE DAY / SHARK TANK

SOCIAL MEDIA



MRS. BONNELL'S STEM BLAST
 Grades 5
 November 2022

STEM HABITS OF MIND
 During the month of November, I will rotate between all grade 5 classes at SNIS. This first series of lessons will focus on STEM habits of mind that all relate to **critical thinking**. Students will engage in questioning, curiosity, problem solving, observation, innovating, and thinking flexibly. The content will involve Biomimicry (studying and learning from nature to solve human problems).
Ask your children how they are critical thinkers.

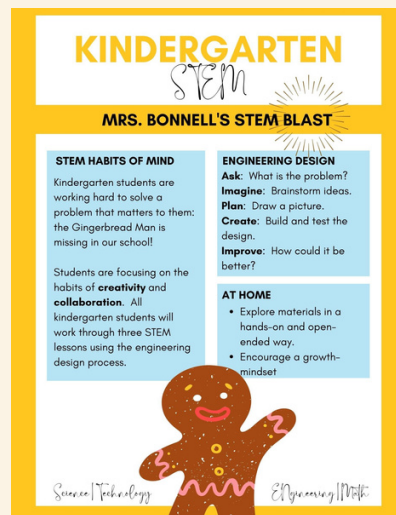
CODING
 In addition to the STEM lessons, grade 5 students will participate in learning how to code. Coding supports critical thinking. Furthermore, coding teaches perseverance, logical reasoning, and attention to detail. When children engage in coding, they are problem solving, tapping into creativity, and building self-confidence. Students will have access to the coding Google Classroom to be able to continue coding at home.

AT HOME

- Encourage observing
- Encourage questioning and curiosity
- Encourage a growth mindset

WHY STEM?
 "In an ever-changing, increasingly complex world, it's more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions. These are the kinds of skills that students develop in science, technology, engineering, and math, including computer science—disciplines collectively known as STEM/CS..."
<https://www.ed.gov/stem>

SCIENCE | TECHNOLOGY | ENGINEERING | MATH



KINDERGARTEN STEM
MRS. BONNELL'S STEM BLAST

STEM HABITS OF MIND
 Kindergarten students are working hard to solve a problem that matters to them: the Gingerbread Man is missing in our school!

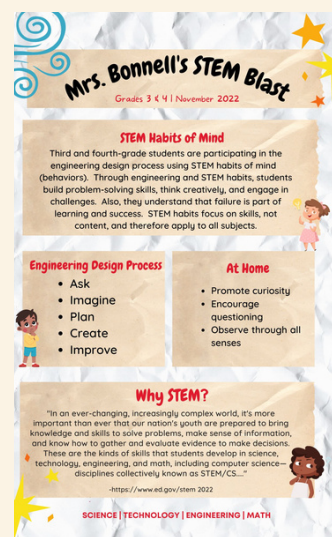
Students are focusing on the habits of **creativity and collaboration**. All kindergarten students will work through three STEM lessons using the engineering design process.

ENGINEERING DESIGN
Ask: What is the problem?
Imagine: Brainstorm ideas.
Plan: Draw a picture.
Create: Build and test the design.
Improve: How could it be better?

AT HOME

- Explore materials in a hands-on and open-ended way.
- Encourage a growth-mindset

Science | Technology | Engineering | Math

Mrs. Bonnell's STEM Blast
 Grades 3, 4 & 5 | November 2022

STEM Habits of Mind
 Third and fourth-grade students are participating in the engineering design process using STEM habits of mind (behaviors). Through engineering and STEM habits, students build problem-solving skills, think creatively, and engage in challenges. Also, they understand that failure is part of learning and success. STEM habits focus on skills, not content, and therefore apply to all subjects.

Engineering Design Process

- Ask
- Imagine
- Plan
- Create
- Improve

At Home

- Promote curiosity
- Encourage questioning
- Observe through all senses

Why STEM?
 "In an ever-changing, increasingly complex world, it's more important than ever that our nation's youth are prepared to bring knowledge and skills to solve problems, make sense of information, and know how to gather and evaluate evidence to make decisions. These are the kinds of skills that students develop in science, technology, engineering, and math, including computer science—disciplines collectively known as STEM/CS..."
<https://www.ed.gov/stem>

SCIENCE | TECHNOLOGY | ENGINEERING | MATH



Mrs. Bonnell's STEM Blast
 Grades 3, 4 & 5 | November 2022

RUBE GOLDBERG AT HOME
 Build your own Rube Goldberg machine at home as an individual, group of kids, or as family! Film it and then enter into the Rube Goldberg Machine contest. This year's task is "build a Lunchbox" (or any typical lunch).

Please include submission pictures and/or videos with bonnellc@nmp5.org to be shared with the SNIS community.
Click here for details!

DEADLINE: MARCH 23rd

4th Grade STEM



TALK OF THE TOWN



"Every unique learner in my classroom cheers when they hear we're having a STEM lesson from Mrs. Bonnell that day. Her inquiry lessons elicit a higher degree of engagement than any other required academic task. **Every kid remains focused and attentive - my struggling readers, high fliers, and squirmers.** As Cindy and I listen to students' turn-and-talk conversations, we are pleasantly surprised by the ideas formed as kids build on each others' thoughts and suggestions. Their connections between what they're doing that day in our classroom and the world outside are often beyond our expectations. My budding scientists and engineers value their time engaged in hands-on activities building models and prototypes. Thanks! STEM for all is a beautiful addition to our programming." -Connie Williams, Grade 2 Teacher

Purpose Statement

TALENTED & GIFTED ENRICHMENT

The New Milford Talented and Gifted Enrichment Program provides support and enrichment experiences for students identified as talented and/or gifted in grades three through eight. The program also provides Enrichment-For-All experiences to the New Milford school community during school, and after-school activities focused on higher-order thinking and problem-solving skills.

Thank you!





TAG PROGRAM HIGHLIGHTS



**Identification
Process**

**Identified
Students**

Curriculum

IDENTIFICATION PROCESS

CogAT[®]
Cognitive Abilities Test™

OLSAT[®]
Otis-Lennon School Ability Test

 **TORRANCE TESTS OF
creative
thinking**

**Step
1**

Grade 3 Screening
Referral and Testing

**Step
2**

Data Collection

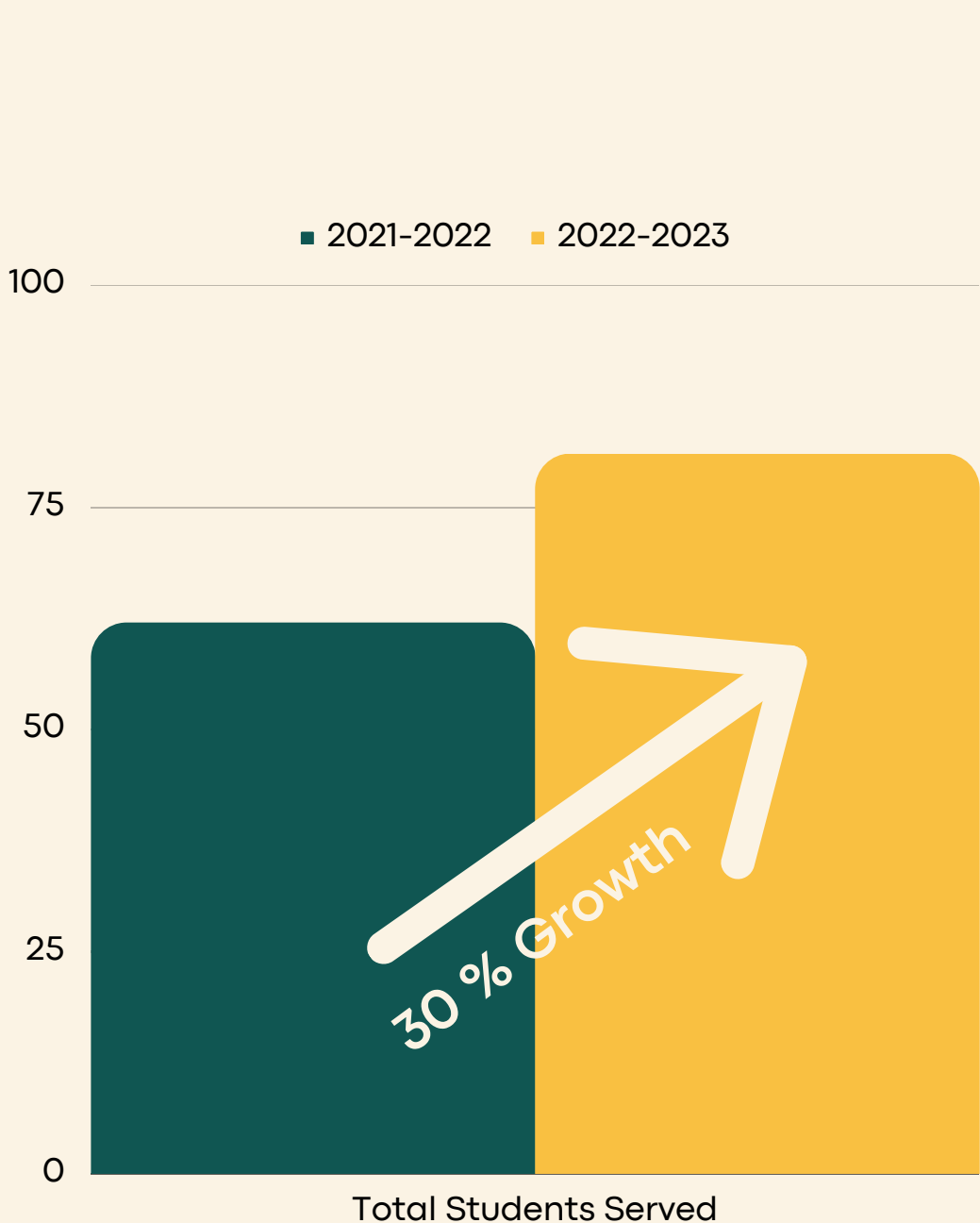
**Step
3**

Identification Meeting

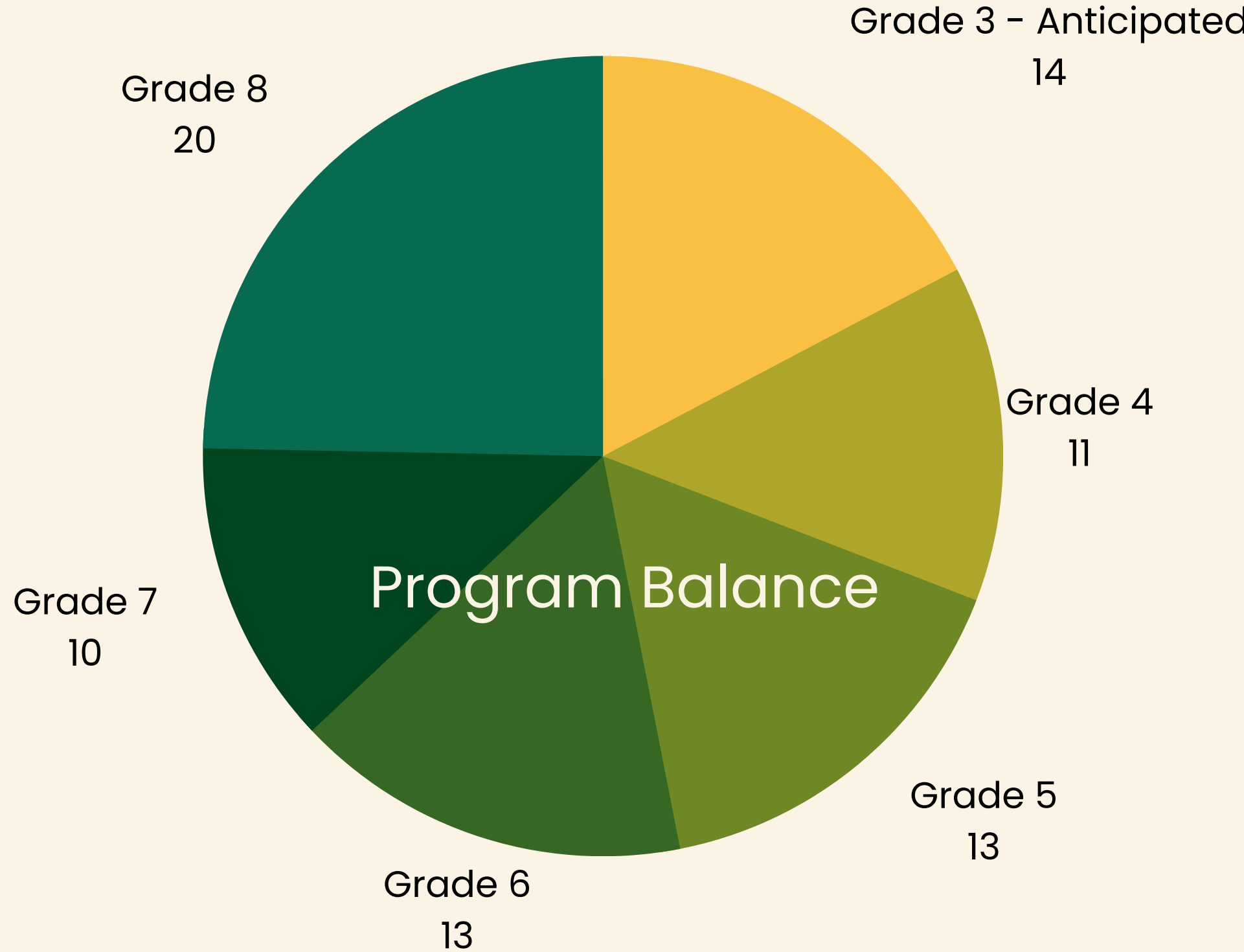
Identification
& Service

**Parent
Communication**

TAG STUDENTS SERVED



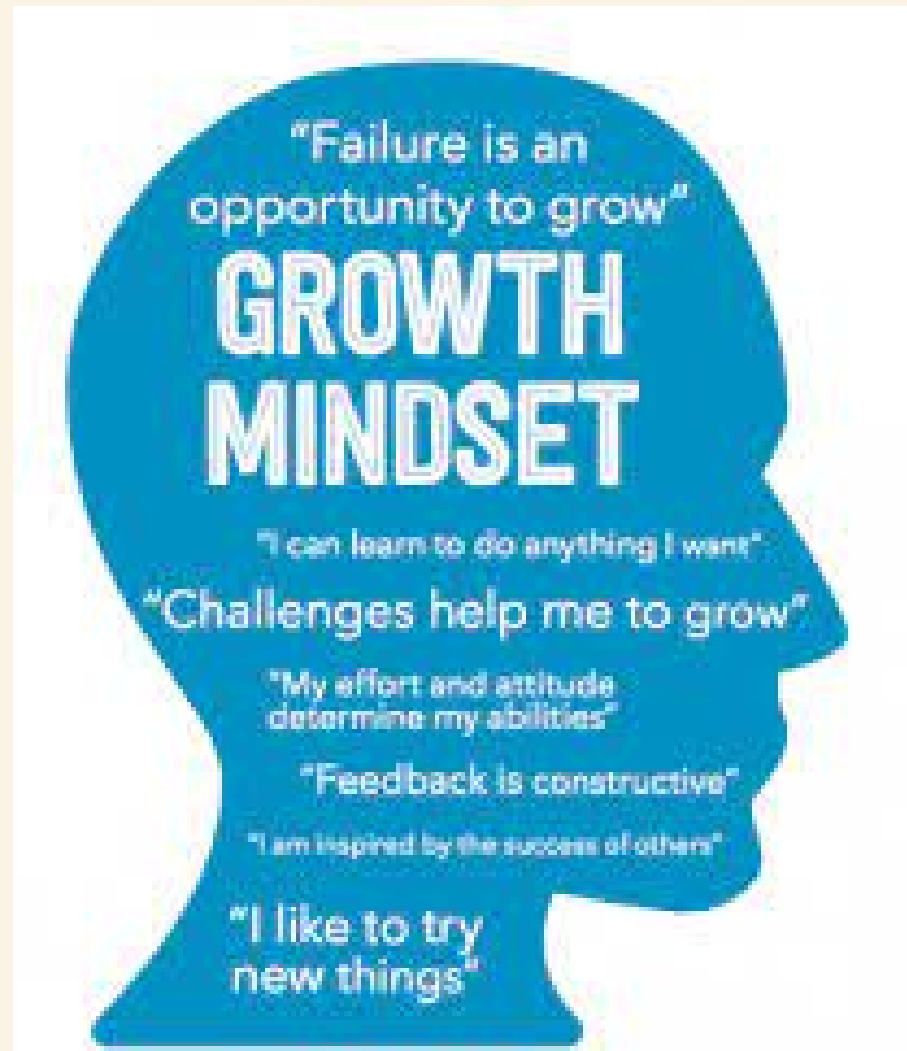
Currently, the TAG program services 81 students from Grades 3-8



TAG CURRICULUM



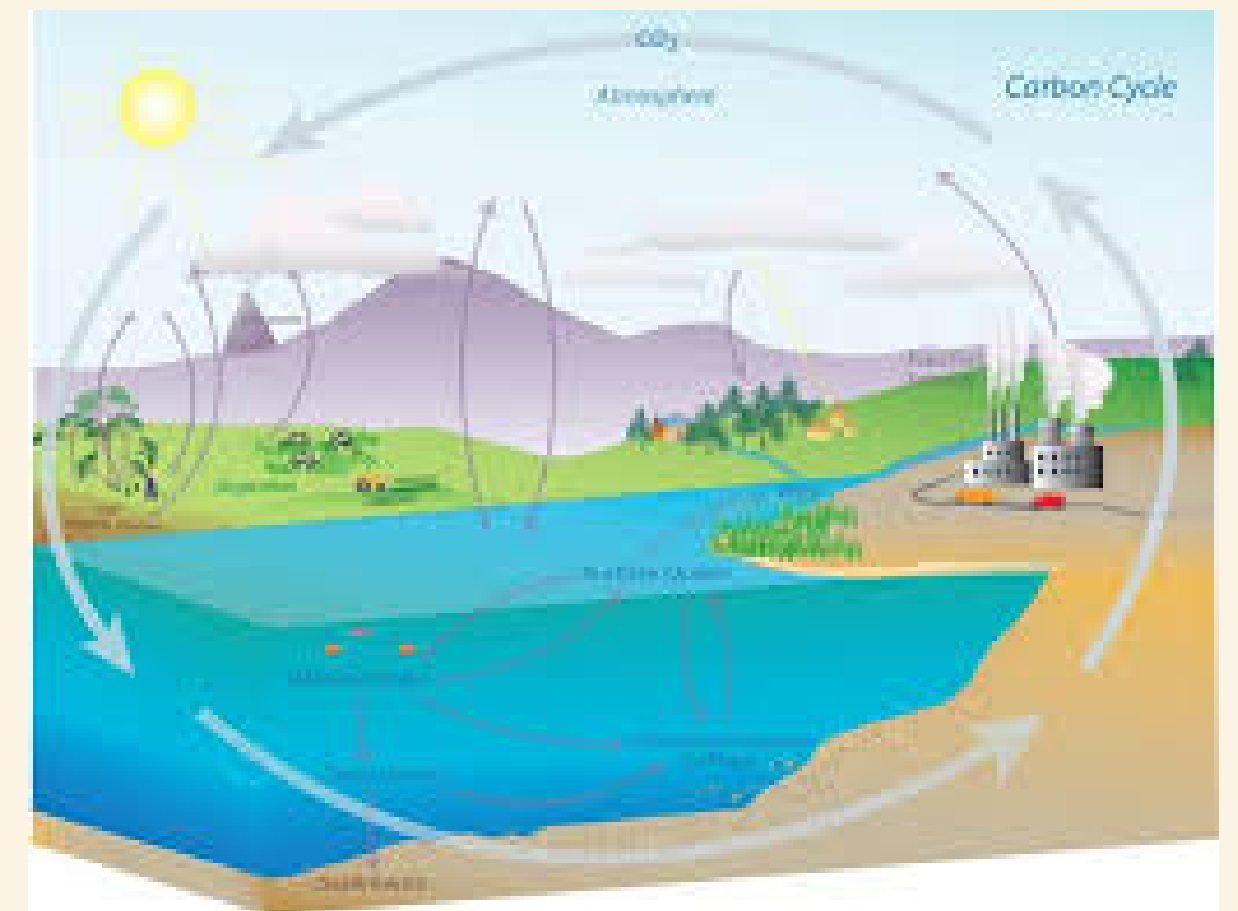
CREATIVITY



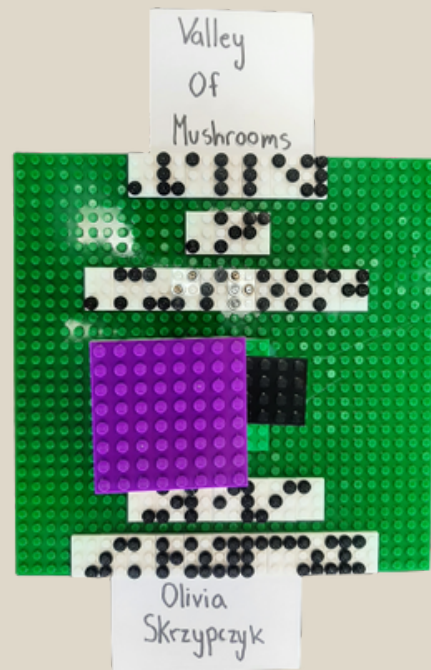
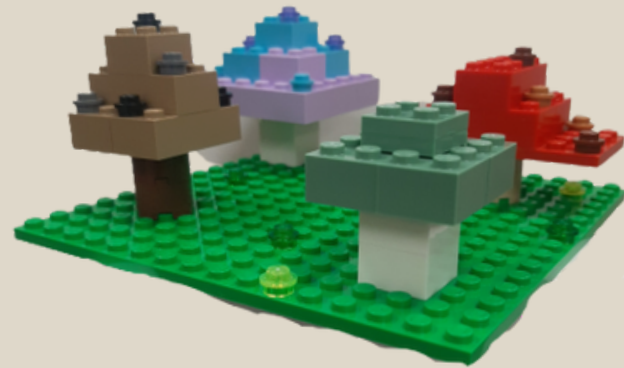
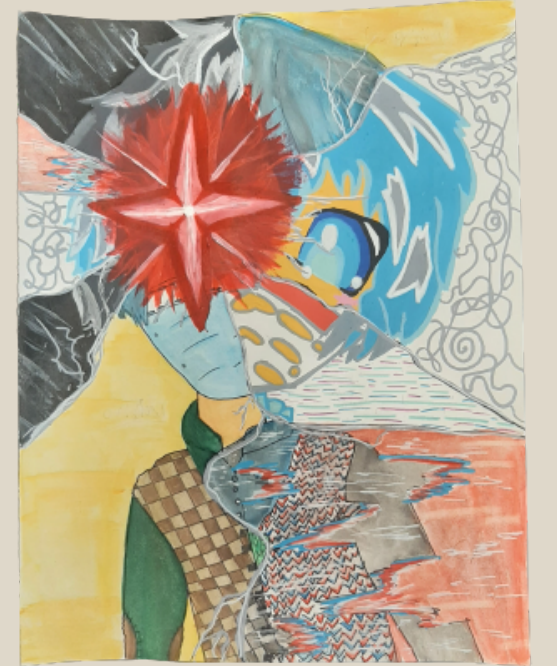
COLLABORATION



PERSISTENCE

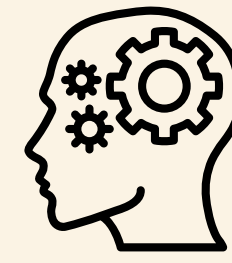


A LOOK AT TAG



Enrichment
FOR ALL

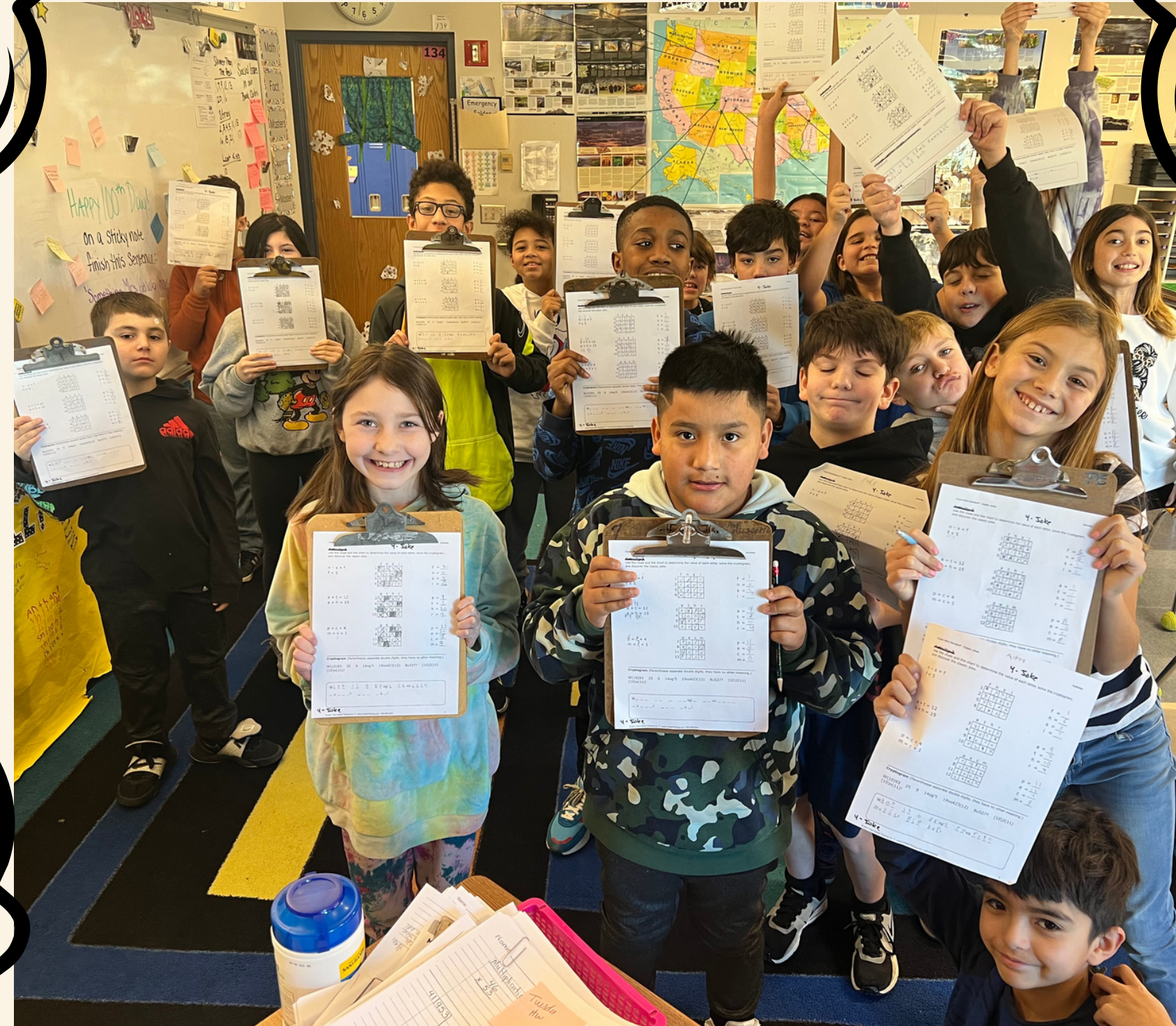
MONDAY MIND BENDERS



"You really think about the clues. It is like reading and a puzzle in one." Evie
- Grade 3

"I love seeing my students persevere through the crypto mind benders. They work together and enjoy them!" -
Mrs. Holub Grade 5

"I think I'm getting the hang of this!" Grade 4



"It's interesting because it's like a puzzle" Michael - Grade 3

"Crypto Mind Benders are kinda hard" - Isabella -
Grade 5

"I like it because it makes my students think differently about scenarios." - Mrs. Lawlor
- Grade 3

700+ students participate in weekly mind challenges that promote reasoning, logical thinking, and persistence.

CHESS

- EXERCISES BOTH SIDES OF THE BRAIN
- INCREASES CREATIVITY
- IMPROVES MEMORY
- INCREASES PROBLEM-SOLVING SKILLS
- IMPROVES CONCENTRATION
- GROWS DENDRITES
- TEACHES PLANNING AND FORESIGHT
- BUILDS FRIENDSHIPS
- TEACHES STUDENTS ABOUT CONSEQUENCES
- BUILD COMMUNITY
- WINNING AND LOSING



CHESS FOR ALL

December – January

1189 games played



CHESS CLUB

ENRICHMENT EXPERIENCES

2,215

UNIQUE EXPERIENCES

19,072

TOTAL EXPERIENCES

Monday Mind
Benders

Math Olympiad

Planetarium

Chess

Poetry

Stock Market

Game

Eli Whitney
Experience

Robotics

Mock Trial

THANK YOU FOR YOUR TIME!

