



Supporting Our Students' Success

December 2023
Committee on Learning

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

Guiding Our Work

Tonight's conversation emphasizes these District Areas of Focus:

Vision of Our District

- Operationalize efficient and effective systems, structures, and processes.
- Create goals for growth and make decisions guided by a variety of data.
- Develop and maintain robust community partnerships to engage in our efforts and progress.

Tonight's Topics

Items of Information

- 1. Science of Reading Update
- 2. Kindergarten Entry Age Update
- 3. World Languages Update at SMS
- 4. District Multilingual Learners Programming - Presentation



Science of Reading

Where are we at?

- All teachers K-3 are implementing UFLI
- All K-5 students receiving individualized instruction in ELA
- Teachers are working towards understanding
- Learning walks are informing our PD, our expectations, and instructional practices
- *Addressing Vocabulary, Comprehension and Fluency at K-3 through curriculum revision.

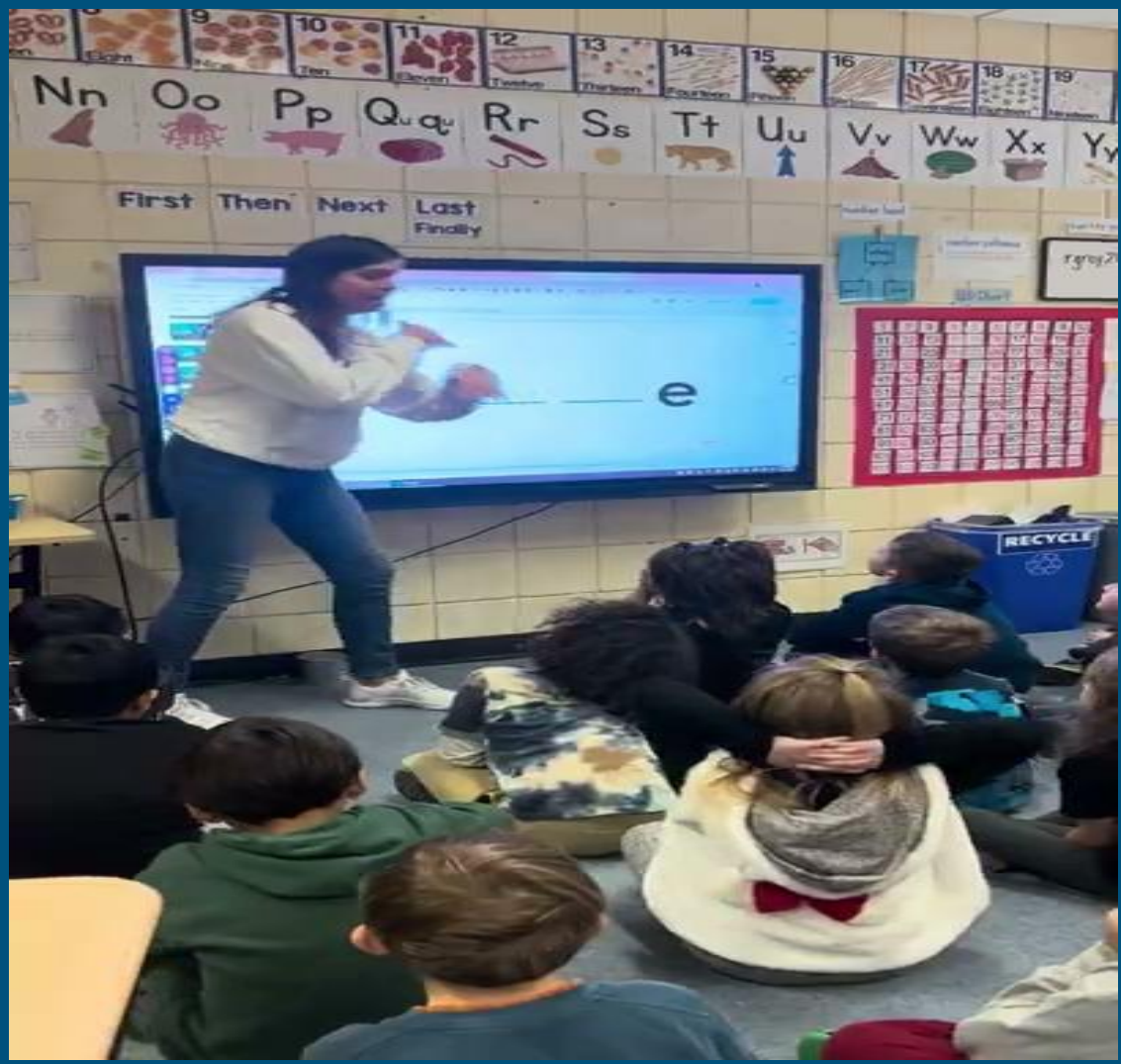
Where are we going?

- Our thoughtful and thorough work will continue as planned.
- Phonics and phonemic awareness will continue to use the UFLI and Heggerty materials.
- Core literacy will be supported through the district developed units of study that have been revised and, in some cases, rewritten completely to ensure they include ***fluency, vocabulary and comprehension.***
- **No anticipated changes will be made for the 2024-2025 school year.**
- We will use student data to inform our decision.
- We are building in which we are scientists of our craft and artists in our practices.
- Classrooms have become a space where we are learning with and from each other.

Teaching Success!

In the next slide, you will see Mrs. Fidalgo during UFLI.

Mrs. Fidalgo is teaching g can be /j/ as in giraffe. She just explained that when g is followed by a silent e it can make the /j/ sound like in the word cage.



Addressing Expectations

- We will be taking a systematic approach to core materials suggested by the State Department of Education.
- A collaborative process will occur to review materials suggested by the State Department of Education.
- Next steps and decisions will be made in a transparent manner.
- Communication will continue to be the foundation of this work.



Kindergarten Entry Age Update



In accordance with Section I of PA 23-208, which amends Section 10-15c of the Connecticut General Statutes effective July 1, 2024, public schools shall:

...be open to all children five years of age and over who reach age five on or before the first day of September of any school year, and each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the activities, programs and courses of study offered in such public schools, at such time as the child becomes eligible to participate in such activities, programs and courses of study, without discrimination on account of race, as defined in section 46a-51, color, sex, gender identity or expression, religion, national origin, sexual orientation or disability; provided a child who has not reached the age of five on or before the first day of September of the school year may be admitted (1) upon a written request by the parent or guardian of such child to the principal of the school in which such child would be enrolled, and (2) following an assessment of such child, conducted by such principal and an appropriate certified staff member of the school, to ensure that admitting such child is developmentally appropriate.

In PA 23-208, 1(a) the legislature established September 1 as the new cutoff birthdate for children seeking admission to kindergarten beginning in the 2024-2025 school year, and established an assessment process that constitutes the **only** exception to the September 1 cutoff date.

Recommendation to the Superintendent

The committee has drafted recommendation for Dr. Parlato's consideration.

Communication will be shared with families and our teachers on Monday, December 11th.

Communication

Communication will be key. This will be achieved through:

- Collaboration with area daycare centers on Wednesday, December 13.
- Community conversation for families - *Let's Talk about Kindergarten*
 - January 9th (snow date -January 11th) from 6:00 - 7:00 at NMHS.
 - Childcare will be provided
- Google Site linked to the HPS and NES pages as well as the district's homepage. This will include all of the relevant information as well as a Question and Answer document.



SMS - World Language Update



Information

District Programming Multilingual Learners



Services, Supports and Professional Learning



Overview By the Numbers

NEW MILFORD

PUBLIC SCHOOLS

*A collaborative partnership of students,
educators, family, and community*

Current MLs at NMPS

Identified MLs = **314**

Dually-Identified MLs = **49**



Languages Represented

- Spanish
- Portuguese
- Polish
- Vietnamese
- Dari/Farsi
- Khmer
- Russian
- Arabic
- Yoruba
- Ukrainian
- Gujarati
- Urdu
- Mandarin
- Italian



New Milford Public Schools

Multilingual Learner Historical Data



Academic Year	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
NMPS	120	124	121	145	162	199	190	238	251	314
HPS	40	44	37	28	24	37	43	42	54	65
NES	9	9	13	11	17	25	21	33	36	39
SNIS	39	32	26	51	58	58	61	78	68	84
SMS	11	19	25	28	29	35	32	46	53	73
NMHS	21	20	20	27	34	44	33	39	40	53

A Snapshot in Time



It is important that we look at data over time to best allocate our resources.

By Cohort

	October 2022	February 2023	June 2023	Current - To Date - December 2023
Grade 3	19	24	26	30
Grade 4	22	24	30	30
Grade 5	19	24	29	27

**163% Increase in ML Enrollment
in the Past 10 Years.**

**95% Increase in ML Enrollment
in the Past 5 Years.**

Programming to Support Our Students

School	Staff	Serving Number of Students
HPS	2 TESOL	65
NES	1 TESOL	39
SNIS	2 TESOL Part Time Tutor	84
SMS	1 EL Interventionist 1 Bilingual	73
NMHS	2 TESOL	53
District	1 ML Coordinator	
	TOTAL	314

Supports include:

- Push-In Support - ML teacher works with the classroom teacher during instruction.
- Pull-Out Services - ML teacher brings small groups of students with similar needs together for ESL instruction.
- Core ESL at the Secondary Level - Instruction occurs on a regular basis and built into students' schedules as a class period.

Moving from Awareness to Action



During the fall of 2022, we engaged in an audit of our programming. As a result, we are:

- Identifying what needs to be in place for our Multilingual Learners to make growth.
- Ensuring we have strong systems, proper support and a strong scope and sequence in our curriculum.
- Using data from the LAS Link to ensure our curriculum, and develop tools to be able to monitor progress.

Focus for 2023-2024



1. Ensure curriculum for MLs align with student needs based on LAS Link and other data sources. (alignment to district and DOI goals)
2. Develop curriculum based assessment system that is aligned to the LAS Links (alignment to district and DOI goals)
3. Build classroom teacher capacity through professional learning that focus Tier One supports for ML (alignment to district and DOI goals)

Our Path Forward Includes:

- Streamlining and ensuring our intake process is responsive to families.
- Review of ML curriculum K-12
- Clarify the process to monitoring and develop intervention systems through tier one support and if appropriate through our multi-tiered systems of support.
- Data collection and goal setting for current teachers of MLs
- Staffing/program models
- Professional Development recommendations



Questions

