

**NEW MILFORD BOARD OF EDUCATION**  
New Milford Public Schools  
50 East Street  
New Milford, Connecticut 06776

**BOARD OF EDUCATION**  
**SPECIAL MEETING NOTICE**

**DATE:** July 19, 2017  
**TIME:** 2:00 P.M. to 6:00 P.M.  
**PLACE:** Sarah Noble Intermediate School - Library Media Center

RECEIVED  
TOWN CLERK  
2017 JUL 14 P 12:06  
NEW MILFORD, CT

**BOARD WORKSHOP AGENDA**

**New Milford Public Schools Mission Statement**

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, embrace challenges with vigor, 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.

**1. CALL TO ORDER**

A. Pledge of Allegiance

**2. PUBLIC COMMENT**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. DISCUSSION**

A. CABE Senior Staff Associate for Field Service Nick Caruso will facilitate discussion regarding Board roles, responsibilities and goal setting.

**4. ADJOURN**

## New Milford Board of Education 2017 Annual Retreat



Presented July 19  
Sarah Noble Intermediate School

## Core Beliefs

### New Milford Public Schools' Strategic Plan

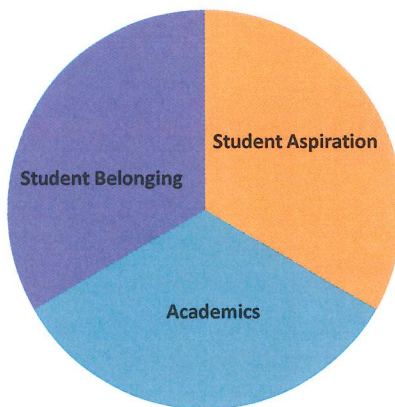
- All people are unique and have intrinsic worth
- All people can learn
- People learn in a variety of ways and at a different rates
- High expectations challenge people to higher levels of performance
- Motivation, hard work and perseverance are necessary to reach full potential
- All people are responsible for their choices, decisions and actions in all facets of life
- Family is the primary influence in the development of the individual
- Learning throughout life is necessary in a changing world
- Education is a shared obligation of all members of the community
- Everyone benefits when people willingly contribute to the health and well-being of the community
- Honesty and integrity are the basis for building trusting relationships

How do we know and respond to our students?

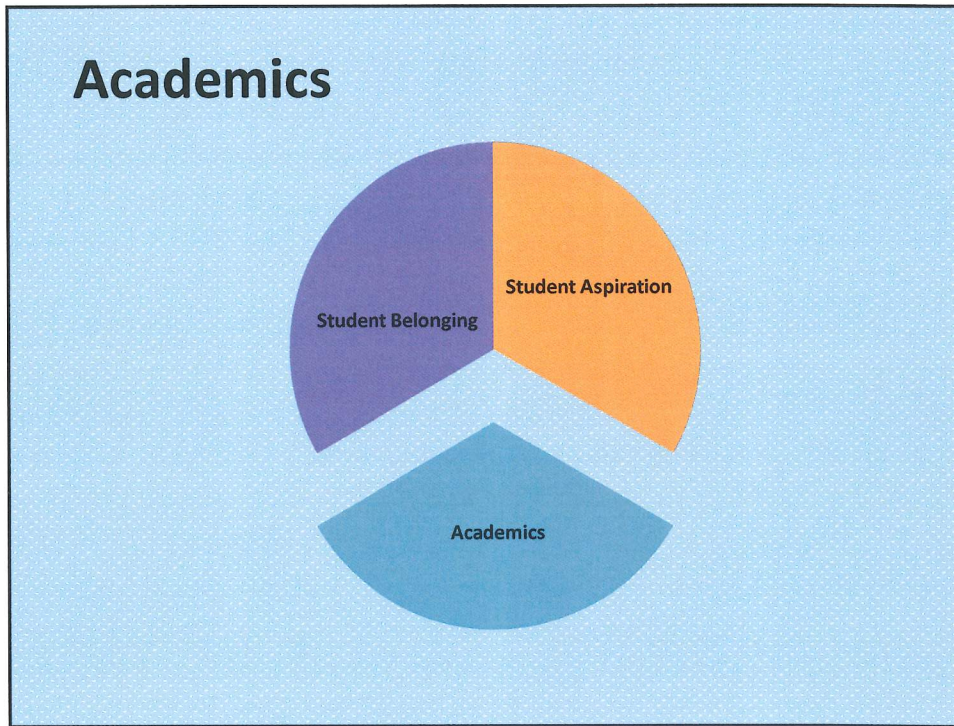


How do we know and respond to our students?

**Defining the Learner**







### Using data comparison sets, what do we look at?

- **State Accountability Index**
  - Drives State and Local conversations and initiatives
    - PBIS, PE, Math, ELA, DLET,
- **Other Nationally Normed Assessments**
  - PSAT, SAT, ACT, AP, NWEA, LAS Links
- **District Assessments**
  - Math, ELA, Course Mid-Terms and Finals, Common Summative Assessments, Common Rubrics, Performance Tasks



Where does the State Accountability Index show up and why is it important?

- Reported Statewide and Nationally
- Included in Real Estate rankings on sites like:
  - <https://www.zillow.com/town-of-new-milford-ct/schools/new-milford-high-school-2314/>
- State Oversight vs District Autonomy
- State and Federal funding is increasingly tied to the index.

## State Accountability Index

### 12 Overall Indicators

1. Overall Achievement (22%)
2. Individual Student Growth Year to Year (30%)
3. District Participation Rate of State Exam (No points added, only penalties)
4. Absentee Rate (8%)
5. Preparation for CCR - Students enrolled in CTE and AP courses (4%)
6. Passing Exams (AP) (4%)
7. On Track to Graduation (4%)
8. 4 year grad rate (8%)
9. 6 year grad rate (8%)
10. Post Secondary Entrance (8%)
11. PE Fitness Rates (4%)
12. Access to the Arts (4%)
13. Persistence (Reported but not weighted)



State Accountability Index	NM	State	DRG
<b>Overall Achievement (22%)</b>			
<b>ELA</b>	53.5	67.3	67
<b>MATH</b>	46.7	53.2	56.6
<b>SCIENCE</b>	64.9	66.5	69.8
<b>Individual Student Growth Year to Year (30%) (ELA, MATH?)</b>	61.1	64.6	65.7
District Participation Rate of State Exam (No points added, only penalties)			
<b>Absentee Rate (8%)</b>	5.6	6.2	6.1
<b>Preparation for CCR (Students enrolled in CTE and AP courses) (4%)</b>	71	63.8	71.4
<b>Passing Exams (AP) (4%)</b>	48.6	43.6	53.2
On Track to Graduation (4%)	95.8	87.2	94.4
<b>4 year grad rate (8%)</b>	91.5	89.3	92.9
<b>6 year grad rate (8%)</b>	92.9	83.8	95.2
<b>Post Secondary Entrance (8%)</b>	75.7	73.4	78.8
PE Fitness Rates (4%)	36.8	50.7	54.7
Access to the Arts (4%)	41.5	48.3	49.3
Persistence (Reported but not weighted)	79.7	50.9	64

Using data comparison sets, how do we compare?  
 Nationally Normed Assessments  
 PSAT, SAT, ACT, AP, NWEA, LAS Links

- How well are students performing at grade level?
- How aligned is our curriculum to state and national standards?
- Are we seeing student growth over time?



## Smarter Balanced Results

### ELA

Group	2015-16			2016-17		
	Passing Rate	State Rate	DRG Rate	Passing Rate	State Rate	DRG Rate
3 <sup>rd</sup>	50.2%	54.0%	66.1%	40%	51.8%	
4 <sup>th</sup>	51.5%	55.6%	67.4%	48%	54.1%	
5 <sup>th</sup>	58.5%	58.8%	69.1%	62%	56.3%	
6 <sup>th</sup>	56.4%	55.0%	65.9%	54%	54.0%	
7 <sup>th</sup>	64.2%	55.2%	67.0%	53%	54.9%	
8 <sup>th</sup>	40.1%	55.5%	65.0%	49%	53.7%	
All grades	53.6%	55.7%	66.7%	50.9%	54.2%	65.9%

### MATH

Group	2015-16			2016-17		
	Passing Rate	State Rate	DRG Rate	Passing Rate	State Rate	DRG Rate
3 <sup>rd</sup>	57.2%	52.8%	65.0%	54%	53.1%	
4 <sup>th</sup>	53.0%	48.0%	62.5%	50%	50.0%	
5 <sup>th</sup>	50.5%	40.9%	52.5%	53%	42.9%	
6 <sup>th</sup>	39.0%	40.6%	48.6%	46%	43.6%	
7 <sup>th</sup>	49.2%	41.8%	54.3%	36%	42.7%	
8 <sup>th</sup>	31.6%	40.4%	49.6%	46%	41.8%	
All grades	46.8%	44.0%	55.2%	47.1%	45.6%	57.8%

## NWEA Results

### Internal Assessments

	Reading		Math	
	% of students making projections	% of growth	% of students making projections	% of growth
	2013-14	55.0%	105.4%	49.2%
2014-15	59.8%	123.3%	51.0%	102.1%
2015-16	56.5%	110.7%	50.0%	99.4%
2016-17	60.9%	121.8%	62.7%	118.0%

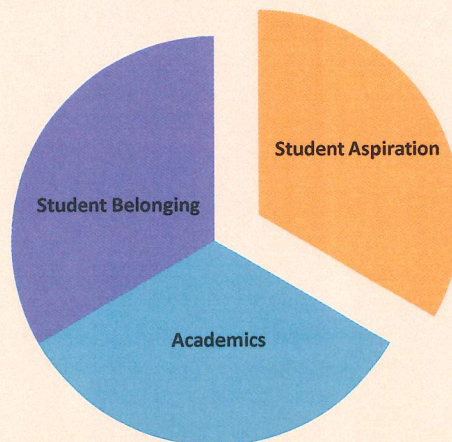
- Anytime we have growth rates of more than 100% we are closing the achievement gap.
- As the percent of students making projections reach 65% we have a high correlation to meeting the state goal for achievement.



## District Assessments

- Math, ELA, Curriculum
- Course Mid-Terms and Finals
- Common Summative Assessments
- Common Rubrics
- Performance Tasks

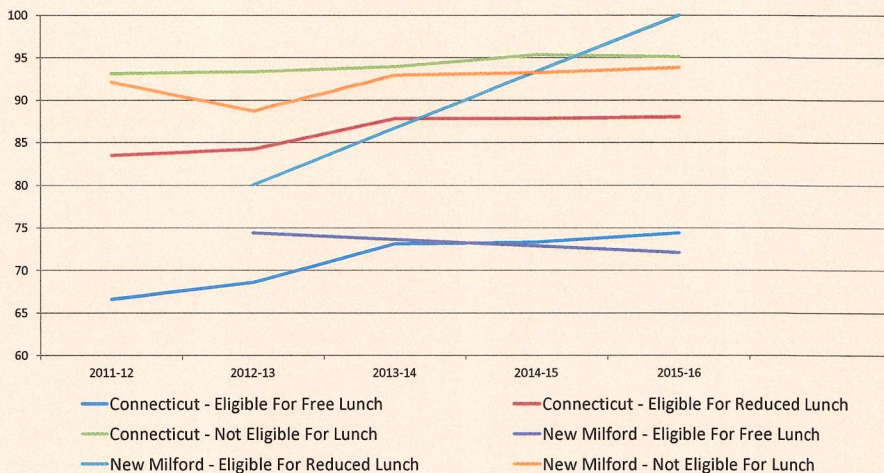
## Student Aspirations



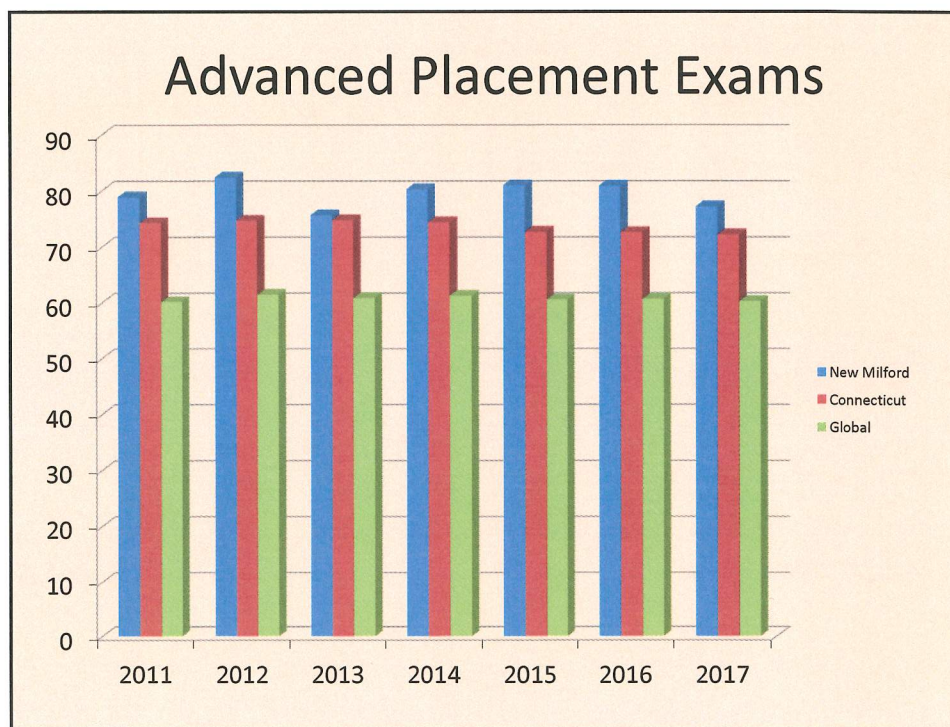
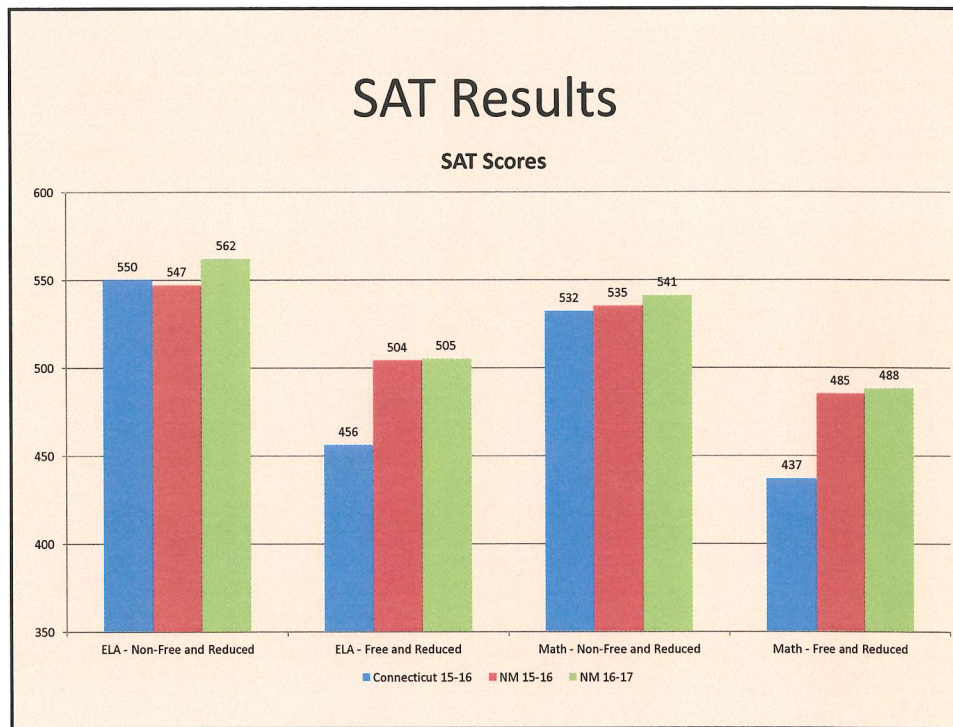
## Student Aspirations

- SAT, AP
- Student Success Plans
- Advisory
- Graduation Rate
- Alumni Survey
- Career and Technical Education

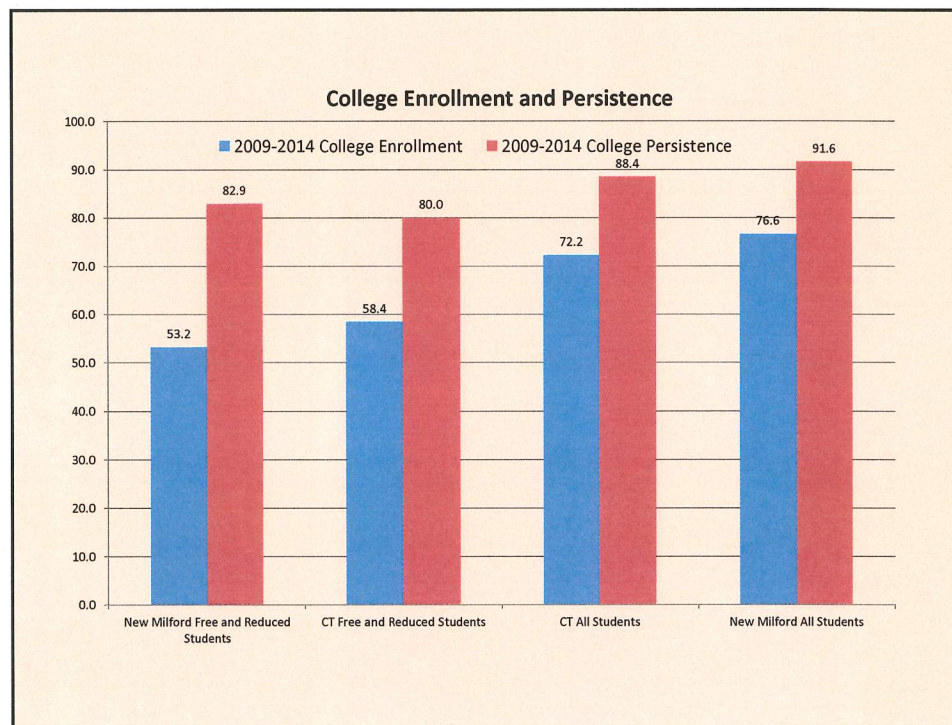
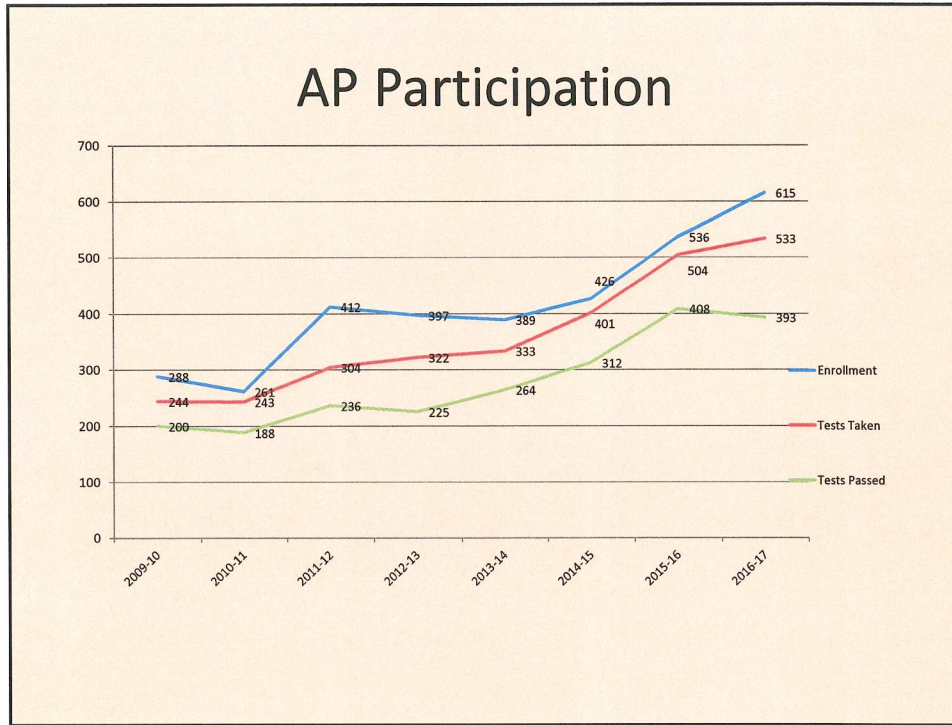
### High School Graduation











## CTE: Career and Technical Education

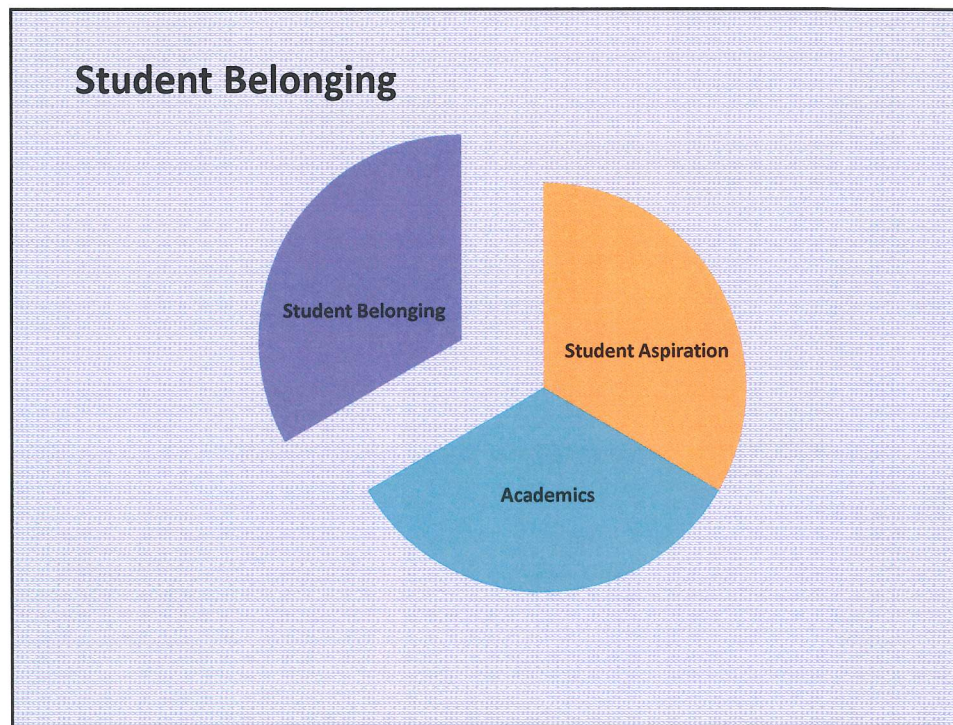
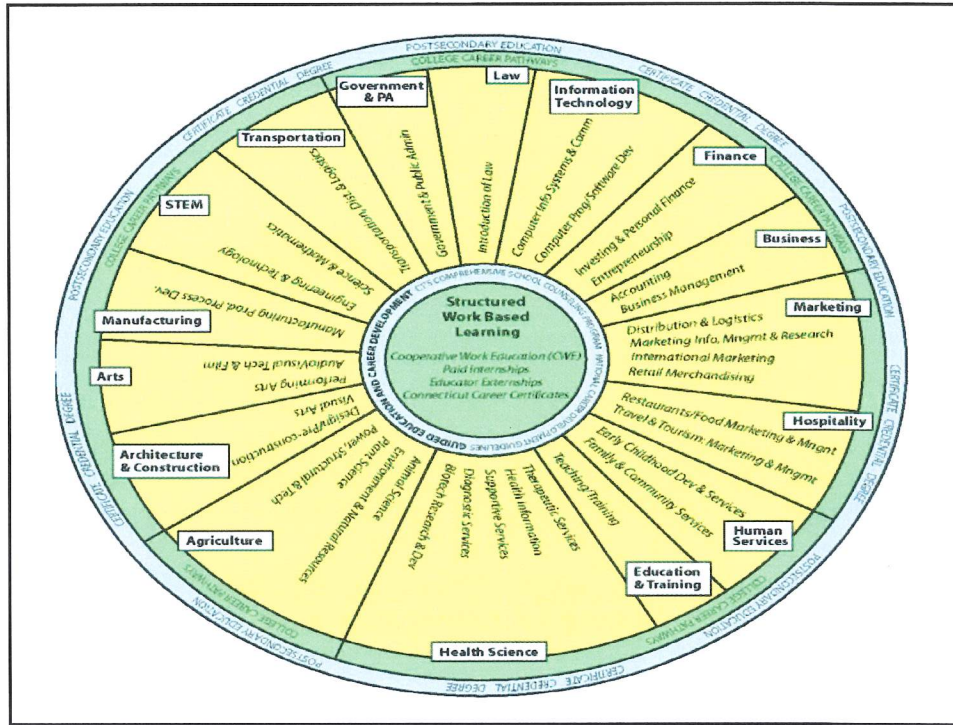
Courses currently offered:

- Marketing: Marketing I/ Marketing II
- Computer Information Systems: Intro to Comp Programming or Website Design/AP Computer Programming
- Personal Finance: Personal Finance I/ Personal Finance II
- Medical Careers: Health/Allied Health Careers
- Woodworking: Intro to woods/General Woodworking/Projects Unlimited

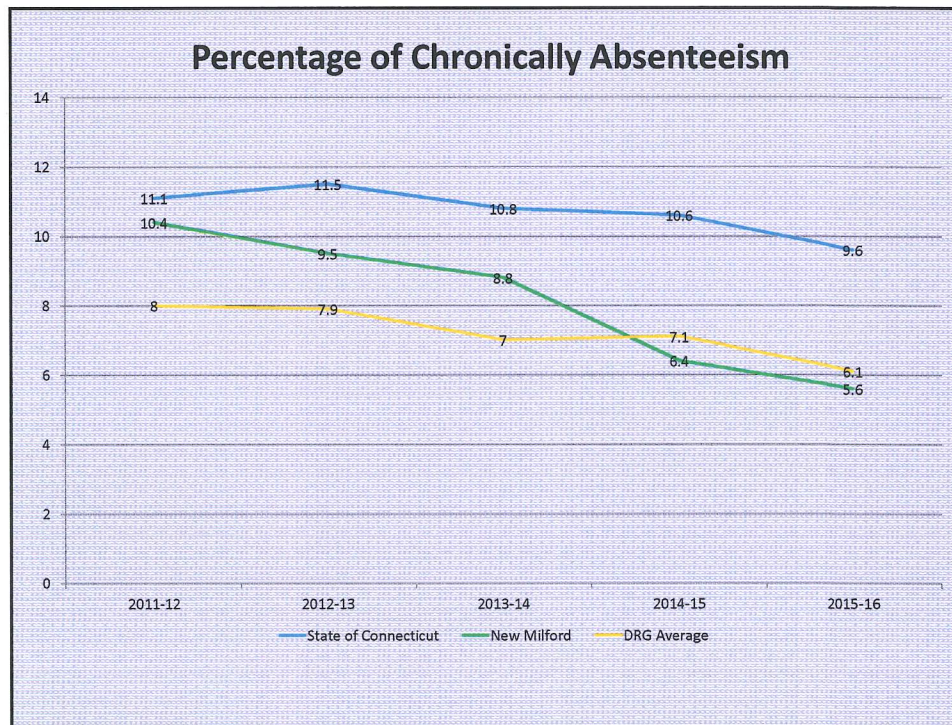
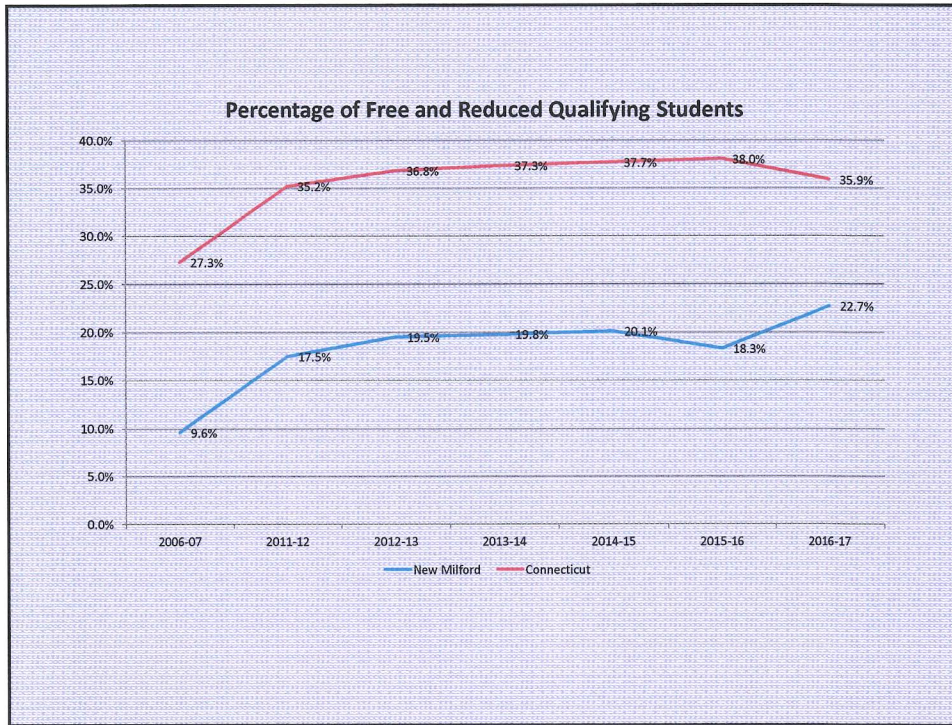
## CTE: Career and Technical Education

Core Indicator Data	State Target 2015-16	Actual Perf. 2014-15	Actual Perf. 2015-16
Academic Attainment:			
Reading	53	N/A	N/A
Math	30	N/A	N/A
Technical Skill Attainment	45.00%	50.0%	54.55%
Graduation/Completion	95.00%	98.4%	100%
Placement (Military, Employment, Advanced Placement)	88.00%	100%	100%
Nontraditional Participation	40.00%	36.2%	41%
Nontraditional Completion	33.00%	12.8%	29%











## Student Belonging

- Panorama
- [https://secure.panoramaed.com/newmilfordct/understand/55009/survey\\_results/1699457#/questions/topics/14915](https://secure.panoramaed.com/newmilfordct/understand/55009/survey_results/1699457#/questions/topics/14915)

## Student Belonging

- Attendance
- PBIS
- Discipline
- Student Opportunities (Clubs, Sports, Music)
- Social Emotional Support
- School Climate
- EL Population
- Climate of Acceptance



## Theories of Action

- IF we develop a commitment to student learning and achievement over a compliance to directives, THEN students will learn in a more flexible and adaptive environment.
- IF we develop a student centered culture of achievement, belonging and trust THEN all students will be better prepared for life after high school.
- IF we develop administrative instructional capacity and teacher leadership opportunities, THEN a culture of professional learners will foster more collaborative efforts to support student
- IF we create learning experiences that support student aspirations for life beyond high school THEN students will graduate on time and with a knowledge of the demands of a 21<sup>st</sup> century economy.

## Major Initiatives and Road that leads from here.

Theory of Action	District Initiatives
IF we develop a commitment to student learning and achievement over a compliance to directives, THEN students will learn in a more flexible and adaptive environment.	<ul style="list-style-type: none"> <li>• Math and Literacy Initiatives, coaches, PLCs</li> <li>• Administrator Professional Learning, Revision of the TEVAL Process</li> <li>• TEAM (teacher induction), co-teaching</li> </ul>
IF we develop a student centered culture of achievement, belonging and trust THEN all students will be better prepared for life after high school	<ul style="list-style-type: none"> <li>• Curriculum Development, Curriculum implementation,</li> <li>• PBIS, SRBI, Data Teams, Advisory, School Climate Committees, social emotional learning</li> </ul>
IF we develop administrative instructional capacity and teacher leadership opportunities, THEN a culture of professional learners will foster more collaborative efforts to support student learning	<ul style="list-style-type: none"> <li>• Administrative aspirant program, Professional Learning focused on data to drive instruction, assessment development, curriculum alignment, PLC work.</li> <li>• Admin PL focused on teaching and learning strategies and providing actionable feedback</li> </ul>
IF we create learning experiences that support student aspirations for life beyond high school THEN students will graduate on time and with a knowledge of the demands of a 21 <sup>st</sup> century economy.	<ul style="list-style-type: none"> <li>• Job embedded professional learning for teachers and admin,</li> <li>• IEP analysis, LHTC</li> <li>• TAG, EL support, adult education, Parent teacher organization/school community partnerships</li> <li>• surveys-Panarama/Alumni surveys</li> <li>• PLTW, CTE</li> </ul>



