

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

COMMITTEE ON LEARNING
MEETING NOTICE

DATE: June 5, 2018
TIME: 7:30 P.M.
PLACE: Lillis Administration Building – Room 2

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
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. Presentations

- A. Phonics Pilot
- B. Summer Reading

4. Public Comment

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5. Adjourn

Sub-Committee Members: Tammy McInerney, Chairperson
Bill Dahl
Joseph Failla
J.T. Schemm

Alternates: Angela C. Chastain
Brian McCauley

**K-2 Phonics Pilot
2018-2019 School Year
&
Summer Reading**

Why Phonics?

- DLET Process (Goals) (2017)
- Needs Assessment (2017)
- Current Program Limitations
- Available Programs
- Formative Assessments/Data Teams

Sharing Information About the Pilot Process

- Teachers requested a focus on phonics through DLET in 2017
- Pilot process was crafted and shared with building administrators
- Process was shared with teachers via Literacy Coach Consultant at teacher meetings
- Teachers met to decide which program to pilot (if any)
- Asst. Superintendent spoke with several teachers about process and collaboration in school year 2018-2019
- Teachers informed Asst. Superintendent's office of their choice
- Building administrators and teachers were notified of receipt of their interest to pilot which also thanked them for their willingness

Pilot Process

Teachers agreed to the following when expressing interest to pilot:

1. To implement the chosen program with fidelity-meaning exactly as intended/use of materials, instruction, assessments, etc.
2. Attend training that is scheduled to support instruction (if applicable).
3. Support teachers in the grade level with implementation in your building/grade level if the program is ultimately chosen (with Literacy Coach).
4. To fill out with specific information the “Alignment Criteria Foundations Skills” and “Access to the Standards for All Students” sections of the “IMET Grade Level Alignment Tool” for each unit over the course of the year.

Pilot Process

5. Meet after each unit/(after IMET is filled out as an individual)with their colleagues at the other school piloting the same program to discuss and come to agreement on what is collected for evidence in meeting the criteria on the IMET.
6. Share data related to assessments collected as a district and those from the program during meetings mentioned in #5.
7. Attend meetings monthly via SKYPE or another online platform to discuss and log challenges with the programs related to implementation, student progress and relative to time in the schedule.
8. Attend district level meetings at the middle of the pilot period as well as the end to help collect evidence on both programs which will be shared with all colleagues to help inform the next steps for the district.

Who's Involved?

- 4 Kindergarten Teachers at HPS
- 4 First Grade Teachers at HPS
- 3 Second Grade Teachers at NES
- Assistant Superintendent
- Literacy Coach
- Building Administrators

Program Description-Fountas and Pinnell Phonics, Spelling and Word Study

(Heineman Website-Program Description)

Each of the nine Categories of Learning are represented in the lessons. As the lessons are implemented, teachers will not only learn more about children's development of word solving strategies but also gain invaluable insight into the English linguistic system. The goal is for teachers to feel confident in building their own sequence of explicit lessons that moves students systematically toward a flexible and powerful range of strategies. The minilessons within the system are designed so that as teachers use them, they will always consider the child.

- 1 Early Literacy Concepts
- 2 Phonological Awareness
- 3 Letter Knowledge
- 4 Letter-Sound Relationships
- 5 Spelling Patterns
- 6 High-Frequency Words
- 7 Word Meaning/Vocabulary
- 8 Word Structure
- 9 Word-Solving Actions

Program Description-Columbia Units of Study in Phonics

About the Series (Heineman Website) Units of Study in Phonics Grade 1:

The new *Units of Study in Phonics*:

- provide a lean and concise instructional pathway in phonics that is realistic and doable, and that taps into kids' skills and energy for tackling the fabulous challenge of learning to read and write,
- introduce high-leverage phonics concepts and strategies in a way that keeps pace with students' reading and writing and helps them understand when, how, and why they can use phonics to read and write,
- offer delightfully fun and engaging storylines, classroom mascots, songs, chants, rhymes, and games to help students fall head over heels in love with phonics and to create a joyous community of learners,
- align with state-of-the-art reading and writing workshops for a coherent approach in which terminology, tools, rituals, and methods are shared in ways that benefit both teachers and kids.

Columbia Units of Study-Phonics Grade 1 Overview

Overview of the Grade 1 Units (Heineman Website)

Unit 1: Talking and Thinking About Letters

This unit has big goals. First off, the unit provides cumulative review and reinforcement for key concepts in phonics that students encountered in kindergarten. The unit moves very quickly, as one might expect of a review, and it touches on all the most important phonics concepts from kindergarten: letter names and sounds, short vowels in CVC words, phonograms, blends, and digraphs, and a short list of approximately fifty high-frequency and high-utility words.

Unit 2: The Mystery of the Silent e

Unit 2 challenges children to use phonics workshop as a place to study words closely like a piece of evidence and make discoveries to help them understand how language works. In the first bend, this investigation will focus entirely on CVCe words with the vowel A. Across the first bend, you'll also introduce a new set of high-frequency words. Bend II asks your detectives investigate CVCe words with a different vowel each day. In Bend III, the focus shifts to looking closely at words and word parts to decode difficult words by breaking them into parts and putting those parts back together.

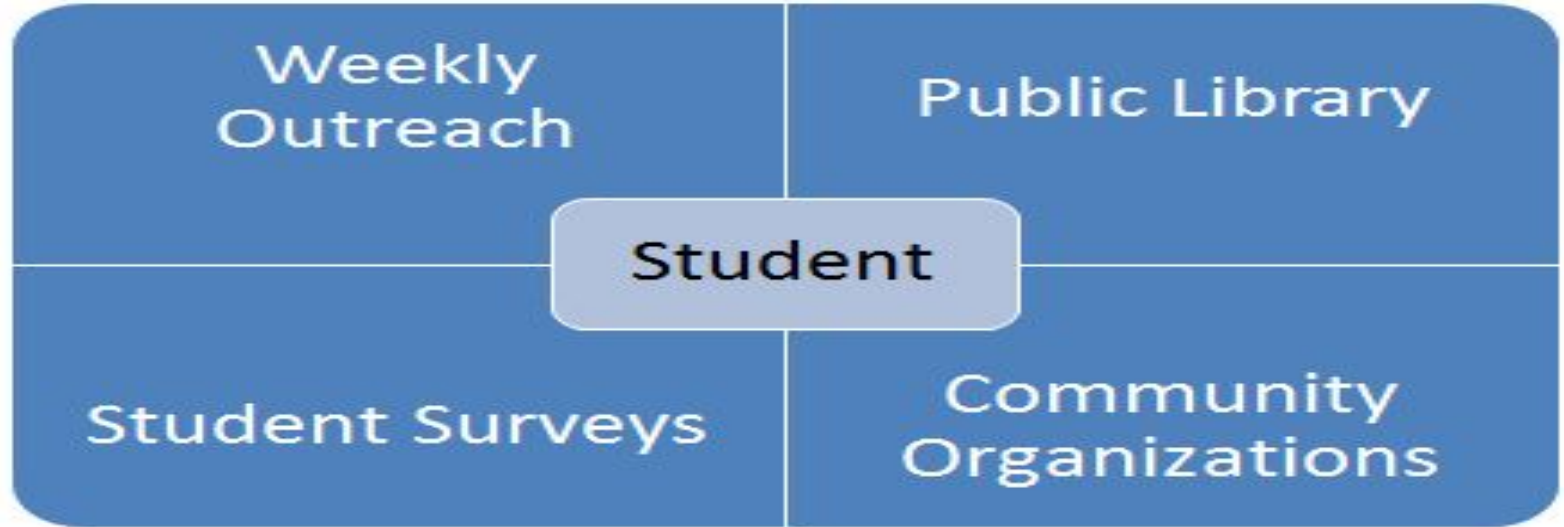
How We'll Arrive at a Decision

- As we collect data on the assessments provided and the alignment to the standards we will:
 - Meet to determine the impact on student achievement
 - Meet to determine the ease of use with existing reading curriculum for teachers
 - Meet to discuss implementation highlights and concerns
 - Meet to determine alignment to standards
 - Consensus building throughout through discussion and evidence
- District meetings will involve discussions on both programs throughout the course of the year
- A Google doc will be created so all teachers in both schools can see meeting notes, etc.
- Decision will be reached by consensus and will be shared with all teachers

Questions?

Summer Reading Proposals

Coordinated Response



Goals for Summer of 2018

- Create one universal website for all NMPS students and families to be able to access with:

- Book recommendations

<https://nmreads.wordpress.com/> (Website)

- Summer programming opportunities with the library to provide opportunity and access to kids/Youth Agency

- Incentives for reading with library

- The creation of a visual goal on website through where we can see the number of students reaching the Governor's challenge or number of books read.

- Email parents and students over the summer for reading ideas, programs and incentives

Student Surveys

- Create and use student surveys to inform programming and incentives for SMS students for summer reading.
 - This will help public library inform summer programming and incentives they use to get more students to participate in summer reading.

Survey Results

- $\frac{2}{3}$ of students at SMS have a library card
- 73% of students are interested in summer programming at the public library
- Of those not interested in programming most are interested in athletics or video gaming
- Library has expanded summer programming based on survey data to encourage student attendance and reading
- Local school level and public library to promote incentives (80% of students said they'd be more inclined to participate in reading if there was an incentive attached.)

Community Involvement

- Connecting with Gina Bernard to help local girl scout troops facilitate goal of building free local regional libraries to place strategically around the community
- Securing book donations and inventories to facilitate libraries
- Finding optimal positioning to ensure that as many students can have access to materials.
- Library Program Incentives Include:
 - Boston Red Sox (Waiting to Hear-but confirmed interest)
 - Yard Goats (Family 4-pack of tickets to game)
 - New Britain Bees (Family 4-pack of tickets to game)
 - Tasty Waves-Gift Cards
 - Bethel Skyzone-1-Day Passes
 - Play-Gift Cards

Community Involvement-Ideas in Action

- Work with Youth Agency for Transport to Library Events
- Grant Writing for Books
- Working with local businesses and PTO for donations
- Will look to local businesses for additional donations/opportunities

Goals for NMPS with New Milford Public Library

- Foster relationship with the public library to build better partnership.
- Create dynamic where public library will be the focal point of summer reading for all NMPS students with respect to: materials, programming, and incentives.
 - Support the library staff with information and resources to make library summer opportunities as successful as possible.
- NM Public Library would have roughly 1000 students participate in summer reading programs, now that number is less than 200. Goal is to have at least 1000 students participate in programs this summer.

Governor's Summer Reading Challenge

- From Pre-K to Grade 11 we have 3,786 students district wide.
- State is now monitoring participation
 - Certificates will be awarded to schools with the highest books-per-student count and highest participation. Winning schools will be recognized in a special ceremony.
- Goal is to have 100% of students read a reasonable number of books over the summer.
- Goal is to have 100% of students complete the governor's reading challenge form during or after the summer to log the books they've read.

Questions?