

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

COMMITTEE ON LEARNING
SPECIAL MEETING NOTICE

DATE: May 6, 2019
TIME: 7:30 P.M.
PLACE: Lillis Administration Building – Room 2

RECEIVED
TOWN CLERK
2019 MAY -3 A 9 41
NEW MILFORD, CT

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. Discussion and Possible Action

A. Review and Approval of Curriculum

- 1. German AP

4. Items of Information

- A. Phonics Pilot**
- B. Graduation Requirements**

5. Public Comment

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shall not respond to or otherwise discuss any comments that might be made pertaining to students.

6. Adjourn

Sub-Committee Members: **J.T. Schemm, Chairperson**
Angela C. Chastain
Bill Dahl
Tammy McInerney

Alternates: **Brian McCauley**
Wendy Faulenbach

Phonics Pilot Results

— May, 2019 —

Piloted Programs/Teacher Participation

- Teachers K-2 piloted Fountas And Pinnell
- Teachers K-1 piloted Columbia Phonics (Gr 2 release August, 2019)
- Teachers involved:
 - 3 Kindergarten teachers at HPS (Had 4, one left district)
 - 4 1st Grade teachers at NES
 - 4 2nd Grade teachers at NES (participated in district level meetings as well as IMET)

Pilot Process

- Teachers chose a program to pilot
- Pilot ran from August through March
- Data collected twice to address progress and reviewed with teachers
- Teacher preparation discussed
- Integration with reading program reviewed
- Training was offered and attended on Columbia Phonics, Friday, March 22nd

Data Review

Student Achievement - Kindergarten Data

	TC - Pilot	F&P Pilot	Non-Pilots
Word List - Average Number Known	29.1	22.8	
Average MAP Score	55.2	43.1	39.9
Foundational Score - MAP	151.9	147.1	146.0
Foundational Score - K Screener	24.4	23.1	

Student Achievement - Grade One Data

	TC - Pilot	F&P Pilot	Non-Pilots
Word List - Average Number Known		92.9	
Average MAP Score	46.8	47.0	47.4
Foundational Score - MAP	169.9	168.7	168.3
Student Growth - MAP	106.6	83.0	89.8
Running Record Level % at GL - 1st	47.2	66.3	51.7

- Teachers College Pilot data indicated higher overall growth in reading achievement.
- Teachers College Pilot data indicated higher achievement in foundational scores both on internal and external assessments.
- Grade 1 students had entered in TC classrooms behind other classrooms, and grew at accelerated rates compared to peers.

IMET Results: Foundational Skills Alignment

Instructional Materials Evaluation Tool (IMET) ELA/Literacy, Grades K-2

Non-Negotiable 4: Materials develop foundational reading skills systematically, using research based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

4A: Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.

4B: Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.

4C: Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.

4D: Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

Yes, the Teachers College Units of Study in Phonics address grade-level CCSS foundational skills in a transparent progression in grades K-1.

Yes, submissions include a variety of student reading materials and activities that allow for systematic, regular, and frequent practice of all foundational skills.

Yes, submission provide clear well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.

Yes, materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

IMET Results: Access to Standards-All Students

Instructional Materials Evaluation Tool (IMET) ELA/Literacy, Grades K-2

Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

<p>4A: Teachers and students can <u>reasonably complete the core content within a regular school year</u> to maximize students' learning.</p>	<p>4B: <u>Materials regularly provide all students, including those who read, write, speak, or listen below grade-level, or whose first language is other than English,</u> with extensive opportunities to <u>work with and meet grade level standards.</u></p>	<p>4C: Materials regularly <u>include extensions and/or more advanced opportunities</u> for students who read, write, speak, or listen <u>above</u> grade level.</p>	<p>4D: Materials regularly and systematically <u>build in the time, resources, and suggestions required for adapting instruction</u> to allow teachers to <u>guide all students to meet grade -level standards.</u></p>	<p>4E: Materials regularly and systematically offer <u>assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards.</u> This progress includes <u>gradual release of supporting scaffolds</u> for students to measure their independent abilities.</p>
<p>Yes, considering the total number of lessons students can reasonably complete the core content within a regular school year to maximize students' learning.</p>	<p>Yes, materials provide all students, including those who read, write, speak, or listen below grade-level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.</p>	<p>Partially Meets, materials include extensions and/ or more advanced opportunities for students who read, write, speak, or listen above grade-level. More explicit guidance on how to differentiate lessons for students who have already acquired a skill would be beneficial.</p>	<p>Yes, materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p>	<p>Yes, materials regularly and systematically offer assessment opportunities that genuinely measure students' acquisition of foundational skills.</p>

***Note, while 4C was scored as “partially meets” materials still receive a “passing” score on the IMET. Additionally, the phonics units are embedded in the reading and writing units, making the student extensions and supports a yes when used in tandem.**

Teacher Feedback

1. Time to Prep
2. Time to cut/develop materials
3. Time to implement assuming the block doesn't change

Check-In Questions:

1. How do you find the time to prep for each program?
2. How much time are you taking to prep materials?
 - a. Do you see having to do this again next year?
 - b. Is the prep student or teacher heavy?
3. Do you feel as though each program is capable of being implemented in 20 to 25 minutes?

Teacher Recommendation

- Purchase Columbia Phonics to Integrate into grades K-3 beginning next school year
- Provide professional learning that supports implementation by coaches
- Work with administration to provide a structure within the schedule for ELA

Testimonials from Teachers who taught Teachers College:

- Love the program. Students have shown significant progress in their reading skills and are much more knowledgeable about word study and phonics vocabulary.
- My students' writing is significantly better since piloting the Teacher's College program. Overall I enjoy the program and I think my students do too.
- The TC phonics program goes along with the reading and writing curriculum we teach in first grade.

Next Steps/Costs Associated with Program Implementation

- Purchase kits for HPS and NES Grade K and 1
- Purchase kits for grade 2 upon release with materials kits
- Total cost to district of kits: One time cost- \$5655
- Total cost of consumable materials: \$19,000 (includes resource pack)
- \$26,630 SuperKids Cost per year K-2

Questions?