

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

OPERATIONS SUB-COMMITTEE
MEETING NOTICE

RECEIVED
TOWN CLERK
2015 OCT -2 P 12:55

NEW MILFORD, CT

DATE: October 6, 2015
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. Discussion and Possible Action

- A. Exhibit A: Personnel – Certified, Non-Certified Appointments, Resignations and Leaves of Absence
- B. Monthly Reports
 - 1. Purchase Resolution D-679
 - 2. Budget Position dated 9/30/15
 - 3. Request for Budget Transfers
- C. Grants
 - 1. Bilingual Education Program Grant – ED114
 - 2. P-3 Preschool/K Transition and Collaboration Grant from the CT Community Foundation
- D. Activity Stipend Requests
 - 1. Schaghticoke Middle School
- E. Mayor's Request for JPS Budget Transfer
- F. New Milford High School Chiller
- G. Memorandum of Understanding re School Resource Officers

4. Items of Information

- A. Update on Munis

B. Potential Items for Funding from the Capital Account:

1. Telephone System
2. Technology - moving CEN line to SNIS
3. Security updates

C. Fundraising

D. Food Services – upgrades to equipment

E. SMS Roof update

F. Substitute Listing

G. Certified Substitute Coverage

H. Professional Development

5. Public Comment

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6. Adjourn

Sub-Committee Members:

Wendy Faulenbach, Chairperson

Robert Coppola

David R. Shaffer

Theresa Volinski

Aiternates:

John W. Spatola

Angela C. Chastain

NEW MILFORD PUBLIC SCHOOLS

EXHIBIT A

Regular Meeting of the Board of Education
Sarah Noble Intermediate School
New Milford, Connecticut
October 13, 2015

ACTION ITEMS

A. Personnel

1. CERTIFIED STAFF

a. RESIGNATIONS

- 1. None**

2. CERTIFIED STAFF

b. APPOINTMENTS

- 1. Ms. Ana Aguirre**, Spanish Teacher, New Milford High School
Move that the Board of Education appoint **Ms. Ana Aguirre** as Spanish Teacher at New Milford High School effective September 21, 2015.
2015-2016 Salary: \$64,834 (step 10B), pro-rate to start date

Education History:

BA: CCSU

Major: Spanish

Work Experience:

8 yrs. Simsbury, 2 yrs. Avon

Replacing: C. DeMoura

3. NON-CERTIFIED STAFF

a. RESIGNATIONS

- 1. None**

4. NON-CERTIFIED STAFF

b. APPOINTMENTS

- 1. Mr. Daniel Burk**, Paraeducator, Northville Elementary School
Move that the Board of Education appoint **Mr. Daniel Burk** as a Paraeducator at Northville Elementary School effective October 14, 2015.
- 2. Ms. Erinn Goldey**, Paraeducator, New Milford High School
Move that the Board of Education appoint **Ms. Erinn Goldey** as a Paraeducator at New Milford High School effective October 14, 2015.
- 3. Mrs. Maura Jabbonsky**, Library Clerk, Northville Elementary School
Move that the Board of Education appoint **Mrs. Maura Jabbonsky** as Library Clerk at Northville Elementary School effective October 14, 2015.
- 4. Mrs. Heidi Mongan**, Paraeducator, Schaghticoke Middle School
Move that the Board of Education appoint **Mrs. Heidi Mongan** as a Paraeducator at Schaghticoke Middle School effective October 19, 2015.

\$13.04 per hour - Hire Rate
\$13.38 per hour – Job Rate (after completion of probationary period)

Replacing: S. Christos

\$13.04 per hour - Hire Rate
\$13.38 per hour – Job Rate (after completion of probationary period)

Replacing: M. English

\$15.91 per hour

Replacing: S. Hovland

\$13.04 per hour - Hire Rate
\$13.38 per hour – Job Rate (after completion of probationary period)

Replacing: B. Bates

5. ADULT EDUCATION STAFF

a. RESIGNATIONS

1. None

6. ADULT EDUCATION STAFF

b. APPOINTMENTS

1. None

7. BAND STAFF

a. RESIGNATIONS

1. None

8. BAND STAFF

b. APPOINTMENTS

1. None

9. COACHING STAFF

a. RESIGNATIONS

1. **Ms. Eileen Holden**, Girls' Varsity Softball Coach, New Milford High School
Move that the Board of Education accept the resignation of **Ms. Eileen Holden** as Girls' Varsity Softball Coach at New Milford High School effective September 22, 2015.
2. **Mr. Daryl James**, Girls' Freshman Basketball Coach, New Milford High School
Move that the Board of Education accept the resignation of **Mr. Daryl James** as Girls' Freshman Basketball Coach at New Milford High School effective August 13, 2015.
3. **Mr. Cody Norlander**, Boys' Freshman Basketball Coach, New Milford High School
Move that the Board of Education accept the resignation of **Mr. Cody Norlander** as Boys' Freshman Basketball Coach at New Milford High School effective September 18, 2015.

Personal

Personal

Personal

10. COACHING STAFF

b. APPOINTMENTS

1. **Ms. Tricia Blood**, Girls' Intramural Basketball Coach, Schaghticoke Middle School
Move that the Board of Education appoint **Ms. Tricia Blood** as Girls' Intramural Basketball Coach at Schaghticoke Middle School effective November 1, 2015.

2015-2016 stipend: \$947

Current staff member

<p>2. Mrs. Daniella Brooks, Boys' and Girls' Grade 3 Intramural PE Activities Coach, Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Mrs. Daniella Brooks as Boys' and Girls' Grade 3 Intramural PE Activities Coach at Sarah Noble Intermediate School effective November 9, 2015.</p>	<p>2015-2016 stipend: \$1,895 Current staff member</p>
<p>3. Mr. Emmett Cole, Boys' and Girls' Grade 3 Intramural PE Activities Coach, Sarah Noble Intermediate School <u>Move</u> that the Board of Education appoint Mr. Emmett Cole as Boys' and Girls' Grade 3 Intramural PE Activities Coach at Sarah Noble Intermediate School effective November 9, 2015.</p>	<p>2015-2016 stipend: \$1,895 Current staff member</p>
<p>4. Mr. Rob Hibbard, Boys' Intramural Basketball Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. Rob Hibbard as Boys' Intramural Basketball Coach at Schaghticoke Middle School effective November 1, 2015.</p>	<p>2015-2016 stipend: \$947 Current staff member</p>
<p>5. Mr. Rob Hibbard, Girls' Interscholastic Basketball Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. Rob Hibbard as Girls' Interscholastic Basketball Coach at Schaghticoke Middle School effective November 1, 2015.</p>	<p>2015-2016 stipend: \$1,895 Current staff member</p>
<p>6. Mr. Scott Hoffman, Girls' and Boys' 2nd Team Cross Country Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. Scott Hoffman as Girls' and Boys' 2nd Team Cross Country Coach at Schaghticoke Middle School effective September 21, 2015.</p>	<p>2015-2016 stipend: \$1,895 Current staff member</p>
<p>7. Mr. David Mumma, Boys' Interscholastic Basketball Coach, Schaghticoke Middle School <u>Move</u> that the Board of Education appoint Mr. David Mumma as Boys' Interscholastic Basketball Coach at Schaghticoke Middle School effective November 1, 2015.</p>	<p>2015-2016 stipend: \$1,895 Current staff member</p>
<p>11. LEAVES OF ABSENCE</p>	
<p>1. Dr. Christopher Longo, Assistant Principal, New Milford High School <u>Move</u> that the Board of Education approve a leave of absence for Dr. Christopher Longo from his position at New Milford High School to accept an interim position at Schaghticoke Middle School through June 30, 2016.</p>	<p>Leave of Absence to accept interim position at SMS</p>

- | | |
|--|--------------------------------|
| <p>2. Mrs. Jennifer Persico, Elementary Teacher, Sarah Noble Intermediate School
<u>Move</u> that the Board of Education approve an unpaid leave of absence for Mrs. Jennifer Persico from October 31, 2015 through April 8, 2016.</p> | <p>Unpaid leave of absence</p> |
| <p>3. Mrs. Jennifer Singer, Elementary Teacher, Sarah Noble Intermediate School
<u>Move</u> that the Board of Education approve an unpaid leave of absence for Mrs. Jennifer Singer for the remainder of the 2015-2016 school year.</p> | <p>Unpaid leave of absence</p> |

NEW MILFORD PUBLIC SCHOOLS
PURCHASE RESOLUTION D - 679
BOE MEETING DATE: 10/6/15
September 2015-2016

WHEREAS, the equipment, supplies and/or services for which the following Purchase Orders have been issued and deemed necessary by the Superintendent of Schools, and the cost, thereof, are within the budget appropriations approved by the voters of the Town, NOW, BE IT RESOLVED, that the said purchase orders and all disbursements in connection, thereof, are hereby approved.

PO#	Vendor Name	Description	Amount
1601597	ALL-STAR TRANSPORTATION	Regular and SPED Indistrict Transportation	3,480,529.00
1601598	AQUARION WATER	Water All Schools	69,370.00
1601601	WASHINGTON CAB CO INC	Aug/Sep 2015 Transportation	7,500.00
1601634	ALL-STAR TRANSPORTATION	2015-2016 in/out District Transportation	160,800.00
1601635	ALL-STAR TRANSPORTATION	2015-2016 Insurance	48,000.00
1601638	EDUC CONNECTION	Service/Tech Support	15,000.00
1601643	NORBERT E MITCHELL	2015-2016 Diesel Fuel Buses	374,850.00
1601644	REGIONAL SCHOOL DIST. 14	Para for 2015-2016 School Year	38,625.00
1601763	CALIGARY SUPPLY	Custodial Supplies	9,855.00
1601764	CALIGARY SUPPLY	Clarke Auto Scrubber	12,687.00
1601765	CIRCLE ASPHALT	HPS drywell and pavement	15,700.00
1601767	DUMOUCHEL PAPER CO	Custodial Supplies	12,757.50
1601769	HAT CITY PAPER COMPANY	Custodial Supplies	18,638.55
1601777	SHERWIN WILLIAMS	2015-2016 Field Paint	15,000.00
1601779	SPORTSMEN'S OF LITCHFIELD	Athletic Equipment	12,000.00
1601873	ADVANCED CORP NETWORKING	Managed Optical Ethernet Servies	8,250.00
1601877	BANK STREET BOOK NOOK	Books - NES	7,771.40
1601886	NORTHWEST EVALUATION ASSOC.	Web Based Measures of Academic Progress	42,918.00
1601887	NORTHWEST EVALUATION ASSOC.	Multi-Subject Skills Navigator	6,720.00
1601889	PRINTWORKS	Handbooks for SMS	8,730.00
1601904	WILLCO SALES & SERVICE INC	Preventive Maint. all schools - Gym Doors	9,058.00
1601907	ZONES INC	Dell 9020 Computers District Wide	46,777.80
1601908	CT BUSINESS SYSTEMS	Notebook Advantage Site Licenses	11,875.00
1601915	CCMC SCHOOL	2015-2016 School Year Tuition	63,350.00
1601916	COOPERATIVE EDUC SERVICES	2015-2016 School Year Tuition	57,892.00
1601920	HUMANA INSURANCE CO	Vision Rider 2015-2016	18,000.00
1601921	LORRAINE D FOSTER DAY SCHOOL	2015-2016 School Year Tuition	52,000.00

NEW MILFORD OBJECT REPORT THROUGH 9-30-15

OBJECT	ACCOUNT DESCRIPTION	Budget	Transfers	Rev. Budget	YTD ACTUAL	ENCUM	Balance	% Used
51115	CERTIFIED STAFF	28,732,145	0	28,732,145	2,645,063	23,988,120	2,098,962	92.69%
51125	NON CERTIFIED STAFF	8,391,339	-15,000	8,376,339	1,197,873	2,920,273	4,258,193	49.16%
52000	BENEFITS	9,695,352	0	9,695,352	3,265,151	4,650,975	1,779,226	81.65%
53010	LEGAL SERVICES	181,000	0	181,000	150,000.00	3,450.90	27,549	84.78%
53050	CURRICULUM DEVELOPMENT	109,637	0	109,637	19,727.07	0.00	89,910	17.99%
53200	PROFESSIONAL SERVICES	1,769,439	2,501	1,771,940	163,200.07	1,235,427.43	373,313	78.93%
53201	MEDICAL SERVICES - SPORT	28,000	0	28,000	9,000.00	17,500.00	1,500	94.64%
53210	SUBSTITUTES	12,641	0	12,641	11,047.60	139.27	1,454	88.50%
53220	IN SERVICE	107,435	0	107,435	6,948.94	13,279.00	87,207	18.83%
53230	PUPIL SERVICES	583,733	0	583,733	46,263.50	367,675.00	169,795	70.91%
53240	FIELD TRIPS	151,450	0	151,450	11,697.86	118,052.14	21,700	85.67%
53300	OTHER PROF/ TECH SERVICE	43,625	15,000	58,625	36,525.04	1,742.33	20,358	65.27%
53310	AUDIT/ACCOUNTING	35,000	0	35,000	35,000.00	0.00	0	100.00%
53500	TECHNICAL SERVICES	117,745	-2,520	115,225	64,527.57	44,656.00	6,041	94.76%
53530	SECURITY SERVICES	187,500	0	187,500	13,669.82	173,830.18	0	100.00%
53540	SPORTS OFFICIALS SERVICE	114,000	0	114,000	12,398.05	2,901.73	98,700	13.42%
54101	CONTRACTUAL TRASH PICK U	85,988	0	85,988	20,424.44	63,398.56	2,165	97.48%
54301	BLDG MAINTENANCE	406,250	-21,874	384,376	179,063.13	84,600.28	120,713	68.60%
54302	FIRE / SECURITY MAINTENA	1,450	0	1,450	0.00	0.00	1,450	0.00%
54303	GROUND MAINTENANCE	19,098	0	19,098	2,326.05	12,673.95	4,098	78.54%
54310	GENERAL REPAIRS	64,852	0	64,852	8,922.36	26,289.18	29,640	54.30%
54320	TECHNOLOGY RELATED REPAI	48,645	6,000	54,645	17,255.31	5,456.01	31,934	41.56%
54411	WATER	69,370	0	69,370	7,046.89	62,323.11	0	100.00%
54412	SEWER	17,265	0	17,265	20,929.50	0.00	-3,665	121.23%
54420	LEASE/RENTAL EQUIP/VEH	345,658	0	345,658	167,934.64	97,812.07	79,911	76.88%
55105	TRANSPORTATION - SUMMER	15,750	0	15,750	0.00	0.00	15,750	0.00%
55110	STUDENT TRANSPORTATION	4,761,754	0	4,761,754	951,579.49	3,775,457.80	34,717	99.27%
55190	55190 STUDENT TRANSPORTATION P	1,500	0	1,500	0.00	0.00	1,500	0.00%
55200	GENERAL INSURANCE	348,250	0	348,250	350,415.00	0.00	-2,165	100.62%
55300	COMMUNICATIONS - DATA LI	34,124	0	34,124	8,490.00	720.00	24,914	26.99%
55301	POSTAGE	37,231	0	37,231	4,440.51	31,651.78	1,139	96.94%
55302	TELEPHONE	49,234	0	49,234	12,430.04	36,803.96	0	100.00%
55400	ADVERTISING	3,800	0	3,800	615.00	0.00	3,185	16.18%

NEW MILFORD OBJECT REPORT THROUGH 9-30-15

55505	PRINTING	54,370	3,974	58,344	17,538.28	955.05	39,851	31.70%
55600	TUITION	10,000	0	10,000	0.00	0.00	10,000	0.00%
55610	TUITION TO IN STATE DIST	675,609	0	675,609	90,028.10	581,150.01	4,431	99.34%
55630	TUITION TO PRIVATE SOURC	1,748,001	0	1,748,001	151,791.91	1,576,971.58	19,238	98.90%
55800	TRAVEL	41,313	320	41,633	9,424.17	7,628.37	24,580	40.96%
56100	GENERAL INSTRUCTIONAL SUPPLIES	220,163	3,915	224,078	46,226.76	55,508.93	122,342	45.40%
56110	INSTRUCTIONAL SUPPLIES	548,516	12,548	561,064	165,838.41	122,847.43	272,378	51.45%
56120	ADMIN SUPPLIES	42,453	-14,200	28,253	2,890.44	1,010.87	24,352	13.81%
56210	NATURAL GAS	211,100	0	211,100	16,740.89	194,359.11	0	100.00%
56220	ELECTRICITY	912,548	0	912,548	184,477.78	728,070.22	0	100.00%
56230	PROPANE	1,825	0	1,825	86.58	413.42	1,325	27.40%
56240	OIL	268,964	0	268,964	0.00	268,964.00	0	100.00%
56260	GASOLINE	32,786	0	32,786	5,107.30	23,392.70	4,286	86.93%
56290	FACILITIES SUPPLIES	205,945	0	205,945	113,598.04	48,067.91	44,279	78.50%
56291	MAINTENANCE COMPONENTS	29,335	0	29,335	1,074.81	28,075.19	185	99.37%
56292	UNIFORMS/ CONTRACTUAL	3,320	0	3,320	0.00	0.00	3,320	0.00%
56293	GOUNDSKEEPING SUPPLIES	4,585	0	4,585	943.53	2,548.51	1,093	76.16%
56410	TEXTBOOKS	154,671	10,150	164,821	115,229.12	18,457.08	31,135	81.11%
56411	CONSUMABLE TEXTS	61,489	1,430	62,919	43,810.02	5,055.02	14,054	77.66%
56420	LIBRARY BOOKS	86,828	0	86,828	11,161.58	5,402.43	70,264	19.08%
56430	PERIODICALS	25,075	454	25,529	11,229.26	5,642.78	8,657	66.09%
56460	WORKBOOKS	15,961	0	15,961	14,449.01	0.00	1,512	90.53%
56500	SUPPLIES - TECH RELATED	3,750	0	3,750	-86.10	2,330.50	1,506	59.85%
57300	BUILDINGS	69,350	0	69,350	25,596.00	0.00	43,754	36.91%
57340	COMPUTERS	4,425	0	4,425	0.00	0.00	4,425	0.00%
57345	INSTRUCTIONAL EQUIPMENT	76,074	330	76,404	13,803.32	12,330.22	50,270	34.20%
57400	GENERAL EQUIPMENT	139,881	-3,413	136,468	66,375.73	4,200.06	65,892	51.72%
57500	FURNITURE AND FIXTURES	264,763	0	264,763	43,233.98	90,744.22	130,785	50.60%
58100	DUES & FEES	80,087	385	80,472	48,375.60	2,107.00	29,989	62.73%
	EXPENSE TOTAL	62,563,447	0	62,563,447	10,638,910	41,521,441	10,403,096	83.37%
43103	EXCESS COSTS	-1,072,835	0	-1,072,835	0.00	0.00	-1,072,835	0.00%
43105	43105 MEDICAID REIMBURSEMENT	-49,575	0	-49,575	-9,755.97	0.00	-39,819	19.68%
44105	FOI FEES	-2,272	0	-2,272	-575.25	0.00	-1,697	25.32%
44705	BUILDING USE FEES	-52,000	0	-52,000	0.00	0.00	-52,000	0.00%

NEW MILFORD OBJECT REPORT THROUGH 9-30-15

44800	REGULAR ED TUITION FROM	-82,000	0	-82,000	0.00	0.00	-82,000	0.00%
44822	SPECIAL ED TUITION FROM	-19,910	0	-19,910	0.00	0.00	-19,910	0.00%
44860	ADMISSIONS/ATHLETIC GATE	-26,626	0	-26,626	0.00	0.00	-26,626	0.00%
44861	PARKING PERMIT FEES	-36,224	0	-36,224	0.00	0.00	-36,224	0.00%
44862	SCHOOL MUSICAL TICKET SA	-12,000	0	-12,000	0.00	0.00	-12,000	0.00%
49102	TRANSFER IN-OTHER	-31,197	0	-31,197	0.00	0.00	-31,197	0.00%
	REVENUE TOTAL	-1,384,639	0	-1,384,639	-10,331.22	0.00	-1,374,308	0.75%
	GRAND TOTAL	61,178,808	0	61,178,808	10,628,579	41,521,441	9,028,788	85.24%
	2014-15 Through Sept 30	60,961,778	0	60,961,778	10,976,607	37,914,658	12,070,513	80.20%

NEW MILFORD PUBLIC SCHOOLS
 BUDGET TRANSFER REQUESTS – RECOMMENDED
 BOE MEETING DATE: 10/6/15
September 2015-2016

<u>Transfer#</u>	<u>Description</u>	From:	To:		<u>Amount</u>
		<u>Account #</u>	<u>Account #</u>	<u>Amount</u>	
FAC001	Parts/on site labor	BFC26243-54301 (FAC/JPS)	BLF24943-54320 (SNIS)	\$6,000.00	\$6,000.00
FAC002	Transition costs	BFC26243-54301 (FAC/JPS)	BLD24143-55505 (SMS)	\$3,974.00	\$3,974.00
FAC003	Transition Adjust.	BFC26243-54301 (FAC/JPS)	BLB10002-56410 (NES)	\$7,780.00	\$7,780.00
FAC004	Transition Activ.	BFC26243-54301 (FAC/JPS)	BLF10009-55800 (SNIS)	\$320.00	\$320.00

<u>Org</u>	<u>Description</u>	<u>Object</u>	<u>Description</u>
26243	Maintenance and Repair	54301	Building Maintenance
24943	Other School Admin.	54320	Technology Related Repairs
10002	English/Language Arts	56410	Textbooks
10009	Physical Education	55800	Travel
		55505	Printing

APPLICATION PACKET

COVER PAGE

Connecticut State Department of Education
Academic Office

Bilingual Education Program Grant Application Application for 2015-2016

Applying Organization: New Milford Public Schools
Program Title: Bilingual Education Program
Bilingual Director Name: Mr. Joshua Smith
Bilingual Director Title: Deputy Superintendent
Address: 50 East Street, New Milford, CT 06776
Telephone: 860-354-3235
E-mail Address: jsmith@newmilfordps.org
Fax: 860-210-2643

Certification by Authorized Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the attached statement of assurances.

Dr. JeanAnn C. Paddyfote

Superintendent

Typed or Printed Name of Superintendent of
Schools or Executive Director

Title

Signature of Superintendent of Schools or
Executive Director

September 3, 2015

Date

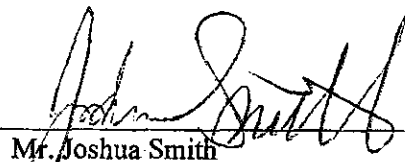
** The Board will approve this grant at their next scheduled meeting on October 13, 2015.*

**APPLICATION PREPARATION
CHECK-OFF SHEET**

The submitted application has the following:

- ✓ Cover Page
- ✓ Application Preparation Check-off Sheet
- ✓ Fiscal Information
- ✓ Program Information By School
- ✓ Program Component Descriptions
- ✓ Appendix A: Statement of Assurances
- ✓ Appendix B: Affirmative Action Packet on File

Preparer of Grant
Application


Mr. Joshua Smith
Deputy Superintendent

Date September 3, 2015

One-Year Grant ED 114
Bilingual Education Program Grant Application
FISCAL YEAR 2015-2016

GRANTEE NAME: NEW MILFORD PUBLIC SCHOOLS		TOWN CODE: 096
GRANT TITLE: Bilingual Education Program		
PROJECT TITLE:		
ACCOUNTING CLASSIFICATION: FUND: 11000 SPID: 17042 YEAR: 2016 PROGRAM: 82079		
CHARTFIELD1: 170002 CHARTFIELD2:		
GRANT PERIOD: July 1, 2015 – June 30, 2016		AUTHORIZED AMOUNT:
	DESCRIPTION	BUDGET AMOUNT
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	
200	PERSONAL SERVICES - EMPLOYEE BENEFITS	
321	TUTORS	\$2,371
322	IN SERVICES	\$1,400
323	PUPIL SERVICES	
324	FIELD TRIPS	
325	PARENT ACTIVITIES	
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES	
500	OTHER PURCHASED SERVICES	
600	SUPPLIES	\$1,000
700	PROPERTY	
917	INDIRECT COSTS	
	TOTAL	\$4,771

_____ ORIGINAL REQUEST DATE	_____ STATE DEPARTMENT OF EDUCATION	_____ DATE OF
_____ REVISED REQUEST DATE	_____ PROGRAM MANAGER AUTHORIZATION	_____ APPROVAL

Grant Budget Narrative

Subgrantee Name NEW MILFORD PUBLIC SCHOOLS

Complete a budget narrative for each category for which you are applying. Make copies as necessary.

CODE	OBJECT	AMOUNT
111A	Non-Instructional Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross payments for these individuals while they are on the grantee payroll, including overtime salaries paid to employees of a temporary nature.	\$
111B	Instructional Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll, including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.	\$
200	Personal Services-Employee Benefits Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless is part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.	\$
321	Tutors (Instructional Non-Payroll Services) Payments for services performed by qualified persons directly engaged in providing learning experiences for students. Include the services of teachers and teachers' aides who are not on the payroll of the grantee.	\$2,371
	Two tutors (two days a week for an hour each day) for an after school language support and homework help program for bilingual students.	

CODE	OBJECT	AMOUNT
322	In-service (Instructional Program Improvement Services) Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.	\$1,400
	Professional development for the bilingual teacher and coordinator through SERC, the TESOL International Association, and other organizations. Workshops may include EL's and Bilingual Education Program Development Coordination and Evaluation, ESL and Bilingual Action Research and LAS LINKS Data Analysis to Inform Instruction.	
323	Pupil Services (Non-Payroll Services) Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, <u>contracted</u> guidance counselors, etc.	\$
324	Field Trips Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.	\$
325	Parental Activities Expenditures related to services for parenting, including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.	\$
330	Employee Training and Development Services Payments for professional or technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.	\$

CODE	OBJECT	AMOUNT
500	Other Purchased Services Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	
600	Supplies Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.	\$1,000
	Bilingual books and instructional materials such as software, games, manipulatives, etc.	
700	Property Expenditures for acquiring fixed assets, including land or existing buildings, improvement of grounds, initial equipment, additional equipment and replacement of equipment.	\$
917	Indirect Costs Costs incurred by the grantee which are not directly related to the program but are a result thereof. Grantees must submit indirect cost proposals to the Connecticut State Department of Education (CSDE) to apply for a restricted and unrestricted rate. Only Grantees that have received rate approvals are eligible to claim indirect costs. Please note, however, that grantees who receive the majority of their grant funds other than through the CSDE may use the rate approved by another federal agency.	\$
	TOTAL	\$4,771

APPENDICES

APPENDIX A: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION STANDARD STATEMENT OF ASSURANCES GRANT PROGRAMS

PROJECT TITLE: Bilingual Education Program Grant

THE APPLICANT: New Milford Public Schools HEREBY ASSURES THAT:
Hill and Plain Elementary & Sarah Noble Intermediate School

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and "contract" include any extension or modification of the Contract or contract;
- iii. "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power

to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the

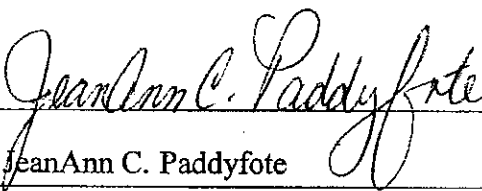
Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such

provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- M.** The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N.** The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.
- I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:



Name: (typed)

Dr. JeanAnn C. Paddyfote

Title: (typed)

Superintendent

Date:

September 3, 2015

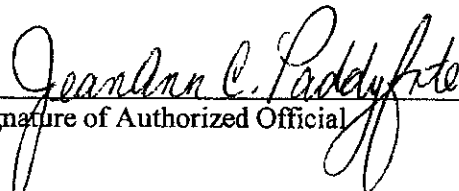
**CERTIFICATION THAT A CURRENT
AFFIRMATIVE ACTION PLAN IS ON FILE***

I, the undersigned authorized official, hereby certify that the current affirmative action packet for
New Milford Public Schools is on file with the Connecticut State Department of Education.
[local school district name]

The Affirmative Action Plan is, by reference, part of this application.

Dr. JeanAnn C. Paddyfote
Name of Authorized Official

Superintendent
Title


Signature of Authorized Official

September 3, 2015
Date

*Municipalities including local and regional boards of education are not required to fill out an affirmative action package.

PROGRAM INFORMATION BY SCHOOL

LIST THE SCHOOLS WHICH WILL SERVE STUDENTS IN BILINGUAL EDUCATION OR IN SECONDARY ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

	NAME OF SCHOOL	SPECIFY NATIVE LANGUAGE GROUP(S) SERVED	NUMBER OF ELIGIBLE STUDENTS REPORTED TO THE CSDE ON 10-01-14 BY LANGUAGE GROUP ON THE PUBLIC SCHOOL INFORMATION SYSTEM (PSIS)	* INDICATE PROGRAM TYPE (BILINGUAL or SECONDARY ESL)
1	Hill and Plain Elementary School	Spanish	27	Bilingual
2	Sarah Noble Intermediate School	Spanish	27	Bilingual
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

*There is only one instance where an ESL program is mandatory, i.e., when an eligible student enrolls in a secondary school with less than 30 months remaining before graduation.

PROGRAM COMPONENT DESCRIPTIONS

Describe how the bilingual education program or, if applicable, secondary English as a second language (ESL) program, to be funded under Sections 10-17e through j, inclusive, of the Connecticut General Statutes, will be implemented within the school district with respect to the following components. All references in brackets (below) refer to the relevant statutory citations.

1. Identification of Eligible Students [Sections 10-17e(1); 10-17f(a)]

Describe briefly the process employed in carrying out the following steps:

- a. preliminary assessment of dominant language;

Parents of all newly registered students are given a Home Language Survey to complete. Three specific questions are asked: 1) What language did your child first learn to speak? 2) What is the primary language spoken at home? 3) What is the primary language spoken by your child at home? If two out of the 3 questions are a language other than English it is brought to the attention of ESOL personnel who will further assess the student.

- b. final determination of dominant language;

ESOL personnel make the final determination of the student's dominant language by evaluating the student's records from previous schools. The student may also be interviewed and observed in the classroom setting. The LAS Links is also administered to the student to determine proficiency level.

- c. determination of English proficiency (indicate relevant timelines, assessment methods, testing instruments and personnel).

The LAS Links is administered to determine the level of English proficiency. Students must be identified within 30 days from the beginning of the school year or 2 weeks from enrollment.

**2. Meetings with Parents/Guardians of Newly Enrolling Eligible Students
[Section 10-17f(e)]**

Regarding the required meetings, describe the following:

- a. how and when parents/guardians are notified of the meetings and of their children's eligibility and advised of their discretion to bring an interpreter or adviser; and

Parents are notified by letter (this letter may be in English or Spanish) that their child is eligible for the program.

- b. how the language program options are explained to parents/guardians and how parents/guardians indicate choice of program.

The options available are an ESOL Program, bilingual services or both. The parents may refuse their child's enrollment. Parents may express the decision in writing. At the bottom of the ESOL letter is a Parent Agreement section, the parents sign this form and indicate whether or not they would like their child to receive services. ELL personnel keep a copy of this form.

3. Determining Initial Education Programming and Services for Newly Enrolling Eligible Students [Sections 10-17e(2)(3) and 10-17f(b) and (c).]

Describe the process whereby the school district determines the types of services and educational programming it will provide for each eligible student newly enrolled in the required bilingual education program, and if applicable, in the required special secondary ESOL program. Include the following information as part of the description:

- a. the types of student information the district reviews in making such decisions;

To determine initial education programming the district reviews the student's records from previous schools, the results of the LAS LINKS assessment and possible records from the Special Education department.

- b. any additional assessments that the district makes; and

The district may also utilize the LAS LINKS in Spanish to determine native language proficiency.

- c. the roles of staff persons that participate in such decision-making.

The ELL Coordinator, teacher, parents, mainstream teacher and principal all play a role in determining what type of services the students will receive.

4. Description of Bilingual Education Program [Section 17e(2)]

Provide a separate description of the required bilingual education program in each school in which the program is offered. Include the following information as part of each description. You may add extra pages, if necessary:

- a. name of school and grade level(s) served;

The transitional bilingual program will take place in Hill and Plain Elementary School (K-2) and Sarah Noble Intermediate School (3-5).

- b. program of academic studies;

The ELL's will partake in the standard K-6 curriculum.

- c. use of native language for content area instruction;

The bilingual instructor will make use of English and Spanish to teach grade level content and will teach in the student's native language as necessary. Comprehending the content is key to the student's success. The amount of Spanish spoken will depend on the level of the student's proficiency.

- d. use of English for content area instruction and any modifications made to facilitate comprehension;

Use of English will increase as the students become more proficient. Instruction will take place in the mainstream classroom (push-in) and/or in a bilingual classroom (pull-out) according to the students' needs. The bilingual instructor will follow the mainstream teacher's curriculum and will make modifications based on the student's needs and level of English proficiency. Supplemental bilingual textbooks will also be used. At the end of 30 months' time, students who have not met the English Mastery Standard will exit the bilingual program and receive solely transitional services (LTSS).

- e. instruction for English proficiency and literacy development;

ELL's are serviced by the reading department according to their DRA2, Fountas & Pinnell, and Measures of Academic Progress (MAP).

- f. development of native language skills (optional).

6. Instructional Materials

Check to demonstrate compliance.

☐ New district:

☒ District with ongoing bilingual programs:

- have adequate number of textbooks;
- have native language textbooks/materials available to students; and
- textbooks that are current editions.

7A. Criteria/Indicators for Determining Sufficient Progress toward Meeting the Standard [Section 10-17f(c)]

Define the criteria or performance indicators that the school district uses to determine whether students enrolled in the program are making sufficient progress toward meeting the state English mastery standard.

Students are assessed annually on the LAS LINKS and one of the following assessments to determine English Mastery Standard; the DRA2 and Fountas & Pinnell (F&P). In order to exit the ESOL or Bilingual program the student must score a 4 or above on the LAS Links overall and 4 or above in reading and writing. Additionally, on the DRA2 the student must score a level 4 in Kindergarten, a level 18 in first grade, a level 28 in second grade and a level 38 in third grade. With the Fountas & Pinnell assessments, students must score a “Q” in grade 4, a “T” in grade five, and a “W” in grade six. Student progress is additionally measured by the SBAC.

7B. Language Support Services [Section 10-17f(c)]

Based on the criteria or performance indicators defined in Section 7A (Criteria/Indicators for Determining Sufficient Progress toward Meeting the Standard), list and describe the following:

- a. the process whereby determinations are made regarding whether sufficient or insufficient progress toward meeting the state English mastery standards is made;

To determine whether a student is making progress or not making progress; scores are analyzed in the aforementioned tests listed in 7A and are compared from the previous year. Also, the NWEA MAP assessment is analyzed to see where the student's strengths and weaknesses are and what changes may need to be made in the curriculum.

- b. the types of language support services that the district provides for students who fail to make sufficient progress;

Students receive additional support through SRBI, they may also be tested by specialized teachers and an IEP created if it's determined that they require Special Education services. The ESOL teacher or tutor may give the student additional support by pushing into the classroom (especially in subjects that prove more difficult for the student) and/or providing more service hours. In addition an after school homework club will be offered at Sarah Noble Intermediate School.

- c. the types of staff and their respective areas of responsibility that will participate in deciding which services must be provided;

The ESOL coordinator, teacher, principal and parents make the decision as to which type of service will be provided. Special Education professionals make decisions on types of services for ELL's who are identified as Special Education.

- d. how the progress of students receiving such services are monitored;

Progress of students is monitored through meetings with the mainstream teacher and ESOL staff. Meetings with parents, and school personnel (principal, SPED staff, ESOL staff, Guidance etc.) may also take place. The ESOL Coordinator also meets with the ESOL tutors and teachers to discuss student progress.

- e. the steps that are taken to consult with parents/guardians in providing such services.

A letter is sent out to parents informing them of the Bilingual Program. Special Education personnel contact parents to participate in meetings for ELL students who qualify for Special Education.

8. **Language Transition Support Services (LTSS) (The starting date for these services was September 2002.) [Section 10-17f(d)]** (See Guidelines for Implementing Language Transition Support Services document, Connecticut State Department of Education (2002), available at <http://www.sde.ct.gov/sde/cwp/view.asp?A=2618&Q=321092>).

Eligible students who do not meet the state English mastery standard at the end of 30 months will exit the program. These students must be provided with language transition support services. With respect to the provision of language transition support services, provide the following information:

- a. how the district determines the learning needs of the students who must receive language transition support services;

The district determines the learning needs of the students by analyzing assessment data according to grade level; the DRA2, F&P, and the LAS LINKS. Overall progress in language proficiency is considered as well as teacher input.

- b. the types of language transition support services that the district provides to assist students in meeting the state standards;

The district will provide push-in and/or pull-out ESOL services for students who will no longer receive bilingual services.

- c. the types of staff and their respective areas of responsibility to determine which language transitional support services should be provided for individual students;

The ESOL Coordinator, teachers and principal will determine the types of services for LTSS students. The mainstream teacher will also be consulted.

- d. how the progress of students receiving such services are monitored; and

Progress is monitored by the ESOL Coordinator, mainstream teacher and ESOL tutor. Results of the LAS LINKS and other assessments are used as well as the report card, and classroom observations.

- e. the guidance that school professionals may provide to students' families to help the students make progress in their native language (optional).

9. Staffing [Sections 10-17f(f); 10-17j]

- a. instructional skills required and how they are assessed;

The bilingual transitional program requires a certified bilingual teacher who may instruct students in small groups in both English and Spanish in grades K-6. It will be a push-in and/or pull out service depending on the student's needs.

- b. assessment process of native language and English competency; and

A candidate's resume is reviewed along with a face-to-face interview. Phone calls are made to check references.

- c. have verification of subject area expertise.

Bilingual candidates will provide the school with certificates for proof of expertise.

**10. Dual Language/Two-Way Language Program Feasibility [Section 10-17f(i)];
Recognition of Student Language Proficiency [Section 10-17i]**

Explain how the school district will investigate the feasibility of establishing a dual language/two-way language program starting in kindergarten.

We are not establishing a dual language program at this time, but are doing research as part of a district initiative to review language programs.

PART A: REQUEST SUMMARY SHEET

Legal Name of Organization	Date of Incorporation
New Milford Public Schools	1712
IRS Tax Status (e.g. 501c3, Church, Public Entity, etc)	Employee ID Number / Federal Tax ID Number
Governmental	06-6001642
Address of Organization	Telephone / Fax Numbers
50 East Street New Milford, CT 06776	860-355-8406 860-210-4132 (fax)
Chief Executive Officer (CEO) / Executive Director	Agency Website
Dr. JeanAnn C. Paddyfote, Superintendent	www.newmilfordps.org
Contact for program/application (if different from CEO/Executive Director)	Contact Title
Mr. Joshua Smith	Deputy Superintendent
Contact E-mail address	Contact Telephone / Fax Numbers
jsmith@newmilfordps.org	860-354-3235 860-210-4132 (fax)
# of Full Time Staff	# of Part Time Staff
643	10
# of Board Members	Frequency of Board Meetings /average % attendance
9	Monthly
Organizational Budget for Current Fiscal Year	Organizational Budget for Last Fiscal Year
\$61,178,808	\$60,691,778
Project Name or Use of Funds	Period of time in which funds will be spent
Pre-K/Kindergarten Transition	From: August 24, 2015 To: June 8, 2016
Total Project Cost	Amount requested from Foundation
\$13,494.00	\$4,101.38
Estimated # of people to be served by project per year	Population served (e.g. children, unemployed, etc)
328	Pre-K and Kindergarten Students


Signature of Person Completing Application

Mr. Joshua Smith, Deputy Superintendent 9/30/15
Print Name and Title Date


Signature of Executive Director (or equivalent)

Dr. JeanAnn C. Paddyfote, Superintendent 9/30/15
Print Name and Title Date

* The Board will approve this grant at their next scheduled meeting on October 13, 2015.

PART B: GRANT REAPPLICATION NARRATIVE *(Please restate each question below in its entirety):*

- 1) Name of organization:** New Milford Public Schools in conjunction with Early Childhood Council
- 2) Grant # (or grant #'s, if applicable):** 201100895
- 3) Name of program:** New Milford Public Schools and Early Childhood Council
- 4) Date, amount of grant award:** 2015-16 School year; requesting: \$4,101.38 (includes \$2,642.62 carryover funds from 2014-15)
- 5) Describe briefly your accomplishments and challenges for the following:**

We continue to strengthen the community collaborative of the public school system, community daycare and preschool programs and parents within the greater New Milford area through an active and growing Early Childhood Council (ECC). This year the ECC partially met our goal by holding three of four council meetings. Our school system experienced an unprecedented closing of one of our PreK-3 elementary schools. The planning, preparation, and implementation of actions involved to successfully execute this as well as the transition of students to our two remaining elementary schools created an unusual high demand on school personnel. Therefore, we were unable to hold the fourth ECC meeting in the spring of 2015 which was slated to be a Make It and Take It workshop.

We did, however, establish a year-long community co-chair position for the second year in a row. We are systematically building capacity within our community programs by involving partners in shared leadership. Ms. Allison Cacace, Director of the Bee Hive Children's Center, acted as our co-chair for the 2014-15 school year. She was instrumental in securing Lisa Swain, professor of Early Childhood at Naugatuck Community College as a guest speaker at a January ECC meeting. Ms. Swain presented an overview of the new CT Early Learning and Development Standards which was a topic requested by our ECC members. Our ECC membership continues to grow with more consistent attendance by new members who work within centers that we have had long-standing relationships with. Our meetings continue to have strong attendance by public school personnel and administration, community preschool staff, New Milford Literacy Volunteers, Head Start staff and parents. This year we continued to build a relationship with the K-3 Literacy coach, Alison Huntington, through her facilitation of the ECC's professional book club.

In conjunction with our community co-chairperson, we selected a standards L.48.23 and L.60.25 from the Language and Literacy Strand that focuses on early learning experiences that support children to convey meaning through drawing, letters, and words. Our action plan included establishing a professional book club facilitated by the literacy coach, Alison Huntington. We are pleased to report that 22 ECC members joined the book club and learned strategies to support early literacy skills through the study of Martha Horn and Mary Ellen Giacobbe's book entitled *Talking, Drawing, and Writing*.

An informal survey done at the end of the 2013-14 school year indicated that our ECC members wanted more information on the CT Early Learning and Development Standards as well as behavior management for young children. As a council we were responsive to their needs by

implementing shared professional development for public schools preschool teachers, Kindergarten teachers, community preschool staff and other ECC members that focused on behavior management strategies as well as an overview of the CT ELDs.

The challenge we continue to face is building capacity within the community so that members play an active part in the planning and implementing of the ECC activities. At this time the public school system is the "lead agency" and when asked for input, members will respond positively about the ECC and activities presented, but not necessarily contribute ideas on a consistent basis as of yet. However, we have made progress as we enter into the third year of having an established year-long community co-chairperson.

We have made significant **progress in addressing the specific literacy/Kindergarten readiness skills identified in our original grant request.** The goal is to improve literacy skills with a two-pronged approach. First we want to empower parents with knowledge and materials to use with their children prior to entering Kindergarten. We continued with our initiative to provide families of incoming Kindergarteners with a literacy tool kits filled with resources and materials to use with their children.

The literacy tool kit included: story books, a list of resources/websites for parents to access for ideas and activities to engage in with their children, written strategies for improving print awareness and letter formation as well as readiness tools such as pencils, markers, scissors, crayons, etc. Once again we utilized high school volunteers from the Child Development class to assist in the creation of the toolkits. The contents of the tool kits were reviewed and distributed at our Countdown to Kindergarten night, which was heavily advertised throughout the community. All families received literacy tool kits for their children who were entering Kindergarten the following school year. Parents unable to attend the informational meeting were given tool kits during the Kindergarten registration process in May. In an effort to increase the sustainability of grant-supported activities we collaborated with the Assistant Superintendent to include funding for the literacy tool kits for the upcoming year. We are pleased to report that the Board of Education supported this initiative so generously funded by the CCF in past grants. This demonstrates both administration and the Board of Education recognize the value of this literacy initiative.

Secondly, we are building a strong knowledge base about the Connecticut Preschool Standards and benchmarks, (now the CT ELDs) in our community programs through joint professional development session and resource sharing via our Early Childhood Council. By choosing a standard to focus on each year we are able to provide our community partners with an understanding of what the standard looks like as well as instructional strategies and ideas to address the standard with the children in their programs. Based on past feedback, we were aware that our members receive the most benefit from professional development that involves active sharing of strategies and ideas. At our April meeting we asked our collaborative members to bring ideas/activities that represent "standards in action" as well as providing planned demonstrations of effective strategies by NMPS staff.

We continue to **make progress in our effort to engage parents** in the preschool to Kindergarten transition. As stated above, our Kindergarten Orientation/Countdown to Kindergarten process has improved greatly with the expansion of providing parents with knowledge and strategies to help improve language arts and literacy skills prior to entering Kindergarten. In addition, the district posted a link to the new CT ELDs on the NMPS's website this year. Parents

also received information about the Common Core Standards and a Parents' Success Guide in the literacy tool kits. The literacy coach has added these resources to the district's website to improve access for all parents. As a council we decided to create an ECC website where all the strategies, ideas and information shared at our ECC meetings can be accessed. Our literacy coach is currently working with administration to establish this website.

One challenge is to consider our calendar and try to host family events at the beginning of the year as we are discovering that there is not only lower attendance towards the end of the year, but greater demand on school staff at that time as well. We have found that the best way to increase parent involvement is to arrange for child care during our ECC meetings or workshops. In previous years we were able to plan for this. Unfortunately, last year there were high demands related to closing a school which impacted the ability to plan effectively for this at the end of the year. We are addressing this by planning the first ECC meeting of the year as one that will be high-interest to parents.

In the area of **curriculum alignment, improvement of instruction, and completing professional development**, we planned joint professional development that focused on our selected CT ELDs language and literacy strand. This year the joint professional development focused specifically on the standard L.48.23 and L.60.25 which supports children as they learn to convey meaning through drawing, letters, and words. As stated above the PD sessions involved sharing information as well as strategies. In addition, to support this learning we established the professional book study. We were impressed at how many ECC members participated in this professional learning activity. The CCF grant allowed us to purchase the books which will remain in our community centers to be used a resource going forward.

Lastly, the council members requested more training around the CT ELDs and we were happy to oblige by bringing in a college level presenter to teach an overview of these new standards. This helps all of our community programs develop a better understanding of how to enhance their instruction and curriculum in order to improve student achievement.

2014-2015 Action Plan Update for P3 Collaboratives

Connecticut Community Foundation

Name of P3 Collaborative: New Milford Public Schools and Early Childhood Council

This format is offered as a simple tool to guide the work of preschool/public school collaboratives. It should be used as a snapshot to insure all participants are aware of the priorities and show progress. P3 collaboratives are encouraged to focus only on a few components that reflect the needs and priorities of your community.

Component	Indicators	Proposed Tasks	Timeline	Expected Result	Update
*Strength of Collaborative	<ul style="list-style-type: none"> % of preschool and K teachers actively involved Regularly scheduled learning opportunities Shared leadership Support of superintendent, BOE Action plan developed; priorities identified 	<ul style="list-style-type: none"> 4 greater New Milford Early Childhood meetings Shared leadership with permanent community co-chair for year Establish regular attendance from 2 new programs 	September 2014 thru June 2015	<ul style="list-style-type: none"> Number of meetings held Number of participants at each meeting Number of different programs/agencies represented at ECC meeting/workshops Number of staff from at least 2 new programs attending ECC 	<ul style="list-style-type: none"> 3 meetings held 22-30 participants at each meeting 14 programs were represented including public school preschools, community programs, Head Start, library staff and Literacy Volunteers 13 new staff from community programs attended ECC
Literacy Skill	<ul style="list-style-type: none"> Specific skill selected for focus by collaborative based on K inventory or other assessment Improvement plan/task in place 	<ul style="list-style-type: none"> Selection of standard from CT ELDS PD focused around chosen literacy standard Programs will implement activities Continuation of Countdown to K with literacy tool kits 	<ul style="list-style-type: none"> By Fall 2014 On-going Fall 2014 – Spring 2015 	<ul style="list-style-type: none"> Specific standard selected Number of PD opportunities (goal: 3) Measure of how many centers/program are focusing on standard and using shared strategies: Survey Monkey 	<ul style="list-style-type: none"> CT ELDS Strand G –Language and Literacy L.36.23 and L.60.25 Met goal of 3 PD; 2 related to standard and 1 ECC choice Survey Monkey results: 100% of respondents used strategies shared at PD for literacy standard and 93%

					used strategies for behavior management.
K Transition process	<ul style="list-style-type: none"> Clearly identified process for K transition developed jointly by preschools and school system Opportunities for preschool teachers and students to visit Kindergarten 	<ul style="list-style-type: none"> Revise orientation night to be more collaborative and center-based Students visit classrooms as part of registration 	<p>March 2015</p> <p>May 2015</p>	<ul style="list-style-type: none"> Programs invited to participate Number of students who visit classrooms 	<ul style="list-style-type: none"> ECC sent info and flyer in English and Spanish to all programs. 225+ students visited classrooms
Parent engagement	<ul style="list-style-type: none"> Formal opportunity for parents of preschoolers to learn about K expectations Ongoing program in community on readiness Inclusion of K expectations on school website, provided through preschools, other venues, etc. 	<ul style="list-style-type: none"> Host 2 Make It and Take It Literacy Workshops to include parents Publish pamphlet based on selected standard to share with families with strategies and activities to work on at home Post CTEDLS on school website when final version is published. 	<p>By June 2015</p> <p>As soon as final version is complete</p>	<ul style="list-style-type: none"> 2 Workshops held Pamphlet complete and distributed through the centers in the community CTEDLS is available on website 	<ul style="list-style-type: none"> Make and Take It workshop not held; scheduling issues to be addressed by revamping calendar of meetings CT ELDs replaced old Kindergarten Expectations on NMPS website ECC jointly decided to create ECC website to post all ideas as opposed to hard copy pamphlets
*Preschool instructional quality	<ul style="list-style-type: none"> % of preschools using CT PAF % of preschools using developmentally appropriate curriculum that links planning, implementing, observing and assessing to inform instruction % of preschool teachers attending professional development sessions offered by collaborative Joint professional development for preschool and kindergarten 	<ul style="list-style-type: none"> Engage in a professional book study through ECC Joint professional development with NMPS and community programs One PD will address topic of choice of community programs based on feedback. 	<p>October through June 2015</p> <p>By June 2015</p> <p>By June 2015</p>	<ul style="list-style-type: none"> 3 PD sessions were held; one community program choice Book Study occurs with at least 10 members One PD session is based on program choice 	<ul style="list-style-type: none"> Met goal; 3 sessions held Book Study had 22 participants; all received book to keep as resource at their center Community choice topic was behavior management

	teachers				
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Please join us for the first meeting of 2014-15!
New Milford Early Childhood Council

November 13, 2014

6:00-8:00 p.m.

Meeting Location:
John Pettibone Elementary School
Library Media Center
Pickett District Road, New Milford

Hosts: Debbie Clark and Alison Huntington, NMPS
Allison Cacace, Beehive Children's Center

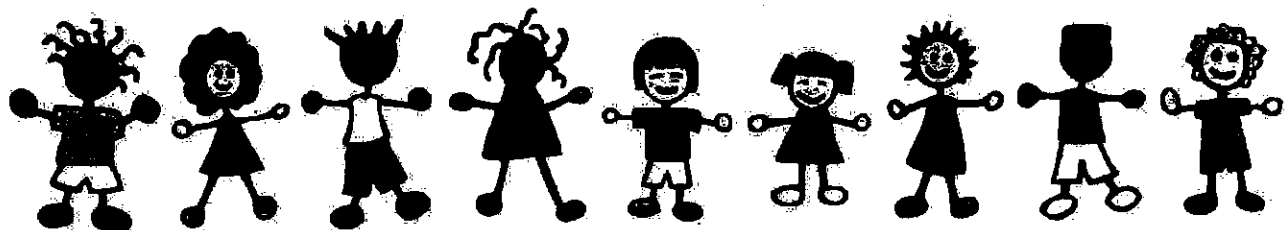
Agenda

Welcome and Light Dinner (Provided)

Large group debriefing on last year's accomplishments
and proposed plans for this year, including NEW Book Club!

Behavior Management Strategies – Whole Body Listening and Classroom Strategies

Please RSVP to Grace Parker (860) 354-3235 or parkerg@newmilfordps.org



**New Milford
Early Childhood Council
Meeting**

**Tuesday, February 3, 2015
6:00-8:00 p.m.**

**Meeting Location:
John Pettibone Elementary School
Library Media Center
Pickett District Road, New Milford**

**Hosts: Debbie Clark and Alison Huntington, NMPS
Allison Cacace, Beehive Children's Center**

Agenda

Welcome and Light Dinner (Provided)

**Workshop – Introduction and Overview of CT ELDS
(Connecticut Early Learning and Developmental Standards)**



**Presenter: Lisa Swain – Adjunct Professor at NVCC for 15 years in the
Early Childhood Education Dept. and Psychology Dept.**

***If you have a copy of the CT ELDS, please bring it with you. We will have
some to share ~ and trying to get more ☺**

Please RSVP to Grace Parker (860) 354-3235 or parkerg@newmilfordps.org



**New Milford
Early Childhood Council
Meeting**

**Monday, April 27, 2015
6:00-8:00 p.m.**

**Meeting Location:
John Pettibone Elementary School
Library Media Center
Pickett District Road, New Milford**

**Hosts: Debbie Clark and Alison Huntington, NMPS
Allison Cacace, Beehive Children's Center**

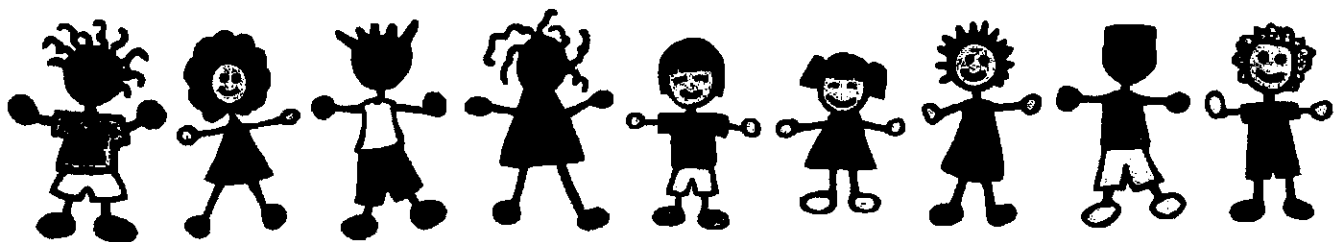
Agenda

Welcome and Light Dinner (Provided)

Fine Motor Skills and Writing with Jeff Wickline, OT

**Standards in Action!
Sharing of Preschool Writing Activities and Ideas to
Use in the Classroom**

Please RSVP to Grace Parker (860) 354-3235 or parkergr@newmilfordps.org



ECC Book Study: Talking, Drawing and Listening

Theresa Giuca	Bee Hive	
Noren Savignano	Bee Hive	
Jessica Bates	Bee Hive	
Alison Cacace	Bee Hive	
Deb Clark	NMPS	
Alison Huntington	NMPS	
Valerie Clapp	NMPS	
Gail Burger	NMPS	
Katie Carr	NMPS	
Chris Sprindis	NMPS	
Debbie Nobes	Prince of Peace Nursery School	
Diane Gallik	Children's Center	
Lorraine Burns	Children's Center	
Tami Collins	Children's Center	tamiturtle83@yahoo.com
Susan Johnston	Children's Center	
Melanie	Tia's	veggiegrrrl3@aol.com
Latifa Tazi	Tia's	LnTazimn@yahoo.com
Susan Murphy	Tia's	Tias@att.net
Sue Ford	New Milford Public Library	
Diane Qumby	Head Start	
Nicole Madorran	Head Start	
Nrdeen Ahmed	Children's Movement	nrdeen1555@hotmail.com

2015-2016 Action Plan for P3 Collaboratives

Connecticut Community Foundation

Name of P3 Collaborative: New Milford Public Schools and Early Childhood Council

This format is offered as a simple tool to guide the work of preschool/public school collaboratives. It should be used as a snapshot to insure all participants are aware of the priorities and show progress. P3 collaboratives are encouraged to focus only on a few components that reflect the needs and priorities of your community.

Component	Indicators	Proposed Tasks	Timeline	Expected Result
*Strength of Collaborative	<ul style="list-style-type: none"> • % of preschool and K teachers actively involved • Regularly scheduled learning opportunities • Shared leadership • Support of superintendent, BOE • Action plan developed; priorities identified 	<ul style="list-style-type: none"> • 4 New Milford ECC Meetings • Shared leadership with permanent co-chair for year • Meeting with parent focus to be first meeting of year 	October 2015 through June 2016	<ul style="list-style-type: none"> • Number of meetings held • Number of participants at each meeting • Completed action plan • % of preschool programs involved • Number of K teachers
Literacy Skill	<ul style="list-style-type: none"> • Specific skill selected for focus by collaborative based on K inventory or other assessment • Improvement plan/task in place 	<ul style="list-style-type: none"> • Selection of standard from Language and Literacy Strand of CT ELDS • Shared PD at ECC meetings focused around strand • Individualized coaching from NMPS literacy coach for community programs • Improvement noted in Strand on Kindergarten Inventory 	<ul style="list-style-type: none"> • Fall 2015 • On-going through June 2016 	<ul style="list-style-type: none"> • Specific literacy strand selected • Number of PD opportunities (goal: 3) • Number of programs who participate in coaching • Improvement of baseline data of K Inventory re: strand

<i>K Transition process</i>	<ul style="list-style-type: none"> Clearly identified process for K transition developed jointly by preschools and school system Opportunities for preschool teachers and students to visit Kindergarten 	<ul style="list-style-type: none"> Continuation of Countdown to Kindergarten with literacy tool kits Involvement of K teachers in revising kits Kindergarten teacher leads one PD session 	<ul style="list-style-type: none"> March 2016 Jan-March 2016 By June 2016 	<ul style="list-style-type: none"> Number of K teachers involved and revision of kits Kindergarten teacher-led PD with community programs
<i>Parent engagement</i>	<ul style="list-style-type: none"> Formal opportunity for parents of preschoolers to learn about K expectations Ongoing program in community on readiness Inclusion of K expectations on school website, provided through preschools, other venues, etc. 	<ul style="list-style-type: none"> Plan first ECC meeting of year as interactive meeting for parents and community staff Promote ECC website with literacy strategies at ECC meetings and through centers Countdown to Kindergarten evening 	<ul style="list-style-type: none"> By Jan 2016 On-going 2015-16 school year March 2016 	<ul style="list-style-type: none"> First ECC meeting Interactive Read-Aloud held ECC website established and link on NMPS website Countdown to K held by end of March
<i>*Preschool instructional quality</i>	<ul style="list-style-type: none"> % of preschools using CT PAF % of preschools using developmentally appropriate curriculum that links planning, implementing, observing and assessing to inform instruction % of preschool teachers attending professional development sessions offered by collaborative Joint professional development for preschool and kindergarten teachers 	<ul style="list-style-type: none"> Joint professional development with NMPS and community programs around CT ELDs literacy standard One PD based around professional resource book with activities. 	<ul style="list-style-type: none"> October 2015 through June 2016 	<ul style="list-style-type: none"> 3 PD sessions held One PD jointly with Kindergarten teacher Number of participants who participated in PD and received resource book



2014 Grant Budget

update - see attached details

This form is for single year requests. If this is a multiyear request, please complete one Budget Form for each year.

Eligible Expenses: The Foundation will fund *primarily* direct costs. Indirect/Overhead expenses are permitted as a line item and are usually limited to 10%. Please explain below** if indirect/overhead costs exceed 10%.

Direct Costs: Generally fall into one of the following areas: program associated salary, wages and fringe benefits; equipment and other approved capital expenditures; costs for consumable materials, services furnished specifically for the project.

Indirect Costs: The general costs of doing business, not related to a specific program. Can include: cost of operating and maintaining facilities, general and administrative expenses (non-program related staff time), and publicity and fundraising.

Personnel (Last Name, Position, % of Total Hours, Total Salary):	Support from Applicant for This Project	CCF Grant Funds Requested	In-Kind Support	Project Total	Reason for change from original
EXAMPLE: Smith, Program Coordinator, 85% FTE, \$35,000	\$ 29,750				
1) Debbie Clark, Teacher and administrator of grant 60 hours @ \$60.00/hr (35 in-kind, 25 hours CCF)	\$2,100	1500		\$ 3,600.00	includes 2 hours planning and grant updates for 2015-16 grants
2) Allison Huntington, Literacy Coach and co-administrator of grant 25 hours @ \$60.00/hr (20 in-kind, 10 hours CCF)	\$1,200			\$ 1,200.00	
3) Permanent community co-chair of ECC 10 hours @ \$60.00 (2.5 hrs/meeting/planning)		\$600		\$ 600.00	Deleted by CCF
4) Administrative Assistant support for ECC meeting prep and paperwork @ \$20/hr		\$560		\$ 560.00	decrease bc one less meeting
5) Public Library Staff at Countdown to Kindergarten	in-kind	\$150.00		\$ 150.00	Deleted by CCF
Total Fringe Benefits (@ __%)				\$ -	
Sub-Total Personnel:	\$ 3,300.00	\$ 2,610.00	\$ -	\$ 5,910.00	

Other Program Expenses					
EXAMPLE: Printing Brochures: 10,000 x .03/copy	\$ 300				
1) Food/drinks/paper goods for 4 ECC meetings @ \$300/meeting--planning for 30-40/meeting		\$1,200		\$ 1,200.00	not all funds spent bc 1 less meeting
2) Presenters for joint professional development 5 hrs @ \$100 plus travel and materials/handouts/supplies		\$600		\$ 600.00	slight increase due to multiple presenters at one PD
3) Make It/Take it Literacy workshop for parents (staff/supplies/refreshments) 2 workshops (\$400 each)		\$800		\$ 800.00	Workshops did not occur due to scheduling/school closure-
4) Printing expenses for flyers/signs/some handouts for advertising and literacy kits	\$300	\$200		\$ 500.00	decrease because more in-kind printing NMPS
5) Preschool story books for literacy books 2/bag		\$800			decrease bc used Scholastic points to reduce costs of books

[illegible]

***SUPPORT FROM OTHER FUNDERS** (should equal the total of the "Other Funders" column above)

Funder's Name	Request Amount	Status: Committed, Pending, Projected?
EXAMPLE: Ford Foundation	\$ 10,000	Pending
1)		
2)		
3)		
4)		
5)		
Total Revenue (From Other Funders)	\$ -	

CCF P-3 Grant 2014-15 - Budget Expenses

	CCF hours	Description			
PERSONNEL					
Debbie Clark	26.5	Planning, coordinating and implementing grant activities including 3 ECC meetings and Book Club			
Alison Huntington	9	Co-planning and implementing ECC meetings and Book Club			
Grace Parker	16	Administrative support for ECC meeting prep and ordering of materials			
Lynn Nissenbaum	1 hr	Preparation and presentation of Behavior Management workshop at ECC meeting			
Erin Fagan	1 hr	Preparation and presentation of Behavior Management workshop at ECC meeting			
NVCC professor - Lisa Swain	1.5 hr	Preparation and presentation of CT ELDS at Feb. ECC Meeting			
Jeff Wickline	1 hr	Preparation and presentation of shared PD to address standard			
Valerie Clapp	.5 hr	Preparation and presentation of shared PD to address standard; sharing of strategies and activities			
Jennifer Sheaffer	.5 hr	Preparation and presentation of shared PD to address standard; sharing of strategies and activities			
Gail Burger	.5 hr	Preparation and presentation of shared PD to address standard; sharing of strategies and activities			
Other Program Expenses					
11/13/2014	\$134.00	Food for ECC November Meeting 11/13			
11/14/2014	\$381.63	Books: Talking, Listening and Drawing for Professional Book Study for ECC members			
11/25/2014	\$15.92	Reimbursement for Books purchase for raffle for ECC Meeting - Nov.			
11/25/2014	\$151.98	Reimbursement for Planning prep and refreshments Grace			
1/21/2015	\$45.30	Refreshments for ECC meeting- Grace reimbursement			
2/3/2015	\$281.83	Refreshments for ECC February meeting and Book Club			

2/10/2015	\$220.87	Reimbursement for Contract hours and refreshments meeting and Book Club			
2/26/2015	\$101.24	Copying and creation on pamphlets for Countdown to K literacy took kit			
3/2/2015	\$1,103.08	Supplies for literacy tool kits			
3/5/2015	\$67.00	1 Case of White Gift Bags for literacy tool kits			
3/9/2015	\$479.64	Various Supplies to be included in literacy tool kits			
3/23/2015	\$116.49	Reimbursement for refreshments/pizza for high school volunteers to pack literacy tool kits for Countdown to K			
4/13/2015	\$206.00	Story books from Scholastic for Countdown to Kindergarten literacy toolkits			
4/27/2015	\$312.50	Refreshments for April ECC meeting			
5/1/2015	\$83.42	Refreshments for April ECC meeting			
5/1/2015	\$14.87	Reimbursement for literacy door prizes for April ECC meeting			

Total budget spent: 6,323.24
Amount to carry over to
2015-16 year 2642.62



2015 Grant Budget

This form is for single year requests. If this is a multiyear request, please complete one Budget Form for each year.

Eligible Expenses: The Foundation will fund *primarily* direct costs. Indirect/Overhead expenses are permitted as a line item and are usually limited to 10%. Please explain below** if indirect/overhead costs exceed 10%.

Direct Costs: Generally fall into one of the following areas: program associated salary, wages and fringe benefits; equipment and other approved capital expenditures; costs for consumable materials, services furnished specifically for the project.

Indirect Costs: The general costs of doing business, not related to a specific program. Can include: cost of operating and maintaining facilities, general and administrative expenses (non-program related staff time), and publicity and fundraising.

Personnel (Last Name, Position, % of Total Hours, Total Salary):	Support from Applicant for This Project	CCF Grant Funds Requested	Support from Other Funders*	In-Kind Support	Project Total
EXAMPLE: Smith, Program Coordinator, 85% FTE, \$35,000	\$ 29,750				
1) Debbie Clark, Teacher and administrator of grant 60 hours @ \$60.00/hr (25 in-kind, 25 hours CCF)	\$1,500	1500			\$ 3,000.00
2) Allison Huntington, Literacy Coach and co-administrator of grant 25 hours @ \$60.00/hr (25 in-kind, 10 hours CCF) to include coaching for community programs	\$1,500	600			\$ 2,100.00
3) Permanent community co-chair of ECC 10 hours @ \$40.00 (2.5 hrs/meeting/planning)		\$400			\$ 400.00
4) Administrative Assistant support for ECC meeting prep and paperwork @ \$20/hr	200	\$560			\$ 760.00
	<i>in-kind</i>	\$150.00			\$ 150.00
Total Fringe Benefits (@ ___%)					\$ -
Sub-Total Personnel	\$ 3,200.00	\$ 3,210.00	\$ -	\$ -	\$ 6,410.00

Other Program Expenses					
EXAMPLE: Printing Brochures: 10,000 x .03/copy	\$ 300				
1) Food/drinks/paper goods for 4 ECC meetings @ \$325/meeting-planning for 30-40/meeting		\$1,300			\$ 1,300.00
2) Presenters for joint professional development 6 hrs @ \$100 plus travel and materials/handouts/supplies		\$700			\$ 700.00
3) Interactive Read Aloud Workshop for parents and preschool staff to include story books		\$500			\$ 500.00
4) Printing expenses for flyers/signs/some handouts for advertising and literacy kits	\$300	\$200			\$ 500.00
5) Preschool story books for literacy books 2/bag	\$800				
6) Educational supplies for literacy kits (crayons/scissors/pencil grips. Etc.)	\$2,000				
7) Handled bags for literacy kits (2 pks of 250 at \$52.50)		\$134			
9) Copying of literacy booklets for parents	50				
10) Rent-free meeting space to hold ECC meetings	\$400				
11) Materials for literacy charts and visuals for community programs who seek individualized consultation from literacy coach		\$300			
12) Phonological awareness activity book (professional resource) for ECC members who attend shared PD focusing on activities presented from book (30 books at \$12 plus shipping)		\$400			

\$ 3,550.00	\$ 3,534.00	\$ -	\$ -	\$ 3,000.00
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\$ 6,750.00	\$ 6,744.00	\$ -	\$ -	\$ 13,494.00
carryover	\$2,642.62			
requested	\$4,101.38			

*SUPPORT FROM OTHER FUNDERS (should equal the total of the "Other Funders" column above)			
Funder's Name	Request Amount	Status: Committed, Pending, Projected?	Funding Decision Date (if available)
EXAMPLE: Ford Foundation	\$ 10,000	Pending	3/1/2014
1)			
2)			
3)			
4)			
5)			
Total Revenue (From Other Funders)	\$ -		

New Milford Board of Education Members

Angela C. Chastain, Chairperson

Dave Littlefield, Vice Chairperson

Wendy Faulenbach, Secretary

David A. Lawson, Assistant Secretary

Robert Coppola

David R. Shaffer

Daniele Shook

John W. Spatola

Theresa Volinski

New Milford Public Schools

50 East Street

New Milford, CT 06776

860-355-8406

EARLY CHILDHOOD COUNCIL MEMBERS

INITIAL	NAME	TITLE	FACILITY	PHONE #	EMAIL
	Andronaco, Laura	Teacher	The Childrens Movement Center	860-799-6602	laura@thechildrensmovementcenter.com
	Atherton, Carey	Parent			
	Barrett, Amy	Director	Time For Children	860-355-1030	83sjht@charter.net
	Bates, Jessica	Teacher	Beehive Children's Center	203-770-2830	jessanne28@gmail.com
	Benedict, Jennifer	Director	Kids in Action	860-350-3311	kidsinactionLLC@yahoo.com
	Burger, Gail	Teacher/EXCEL	Northville Elementary	860-355-3713	burgerg@newmilfordps.org
	Bouzakis, Gayle	Teacher	Northville Elementary	860-355-3713	bouzakisg@newmilfordps.org
	Bronson, Judith	Consultant	CT Community Foundation	860-868-0173	fsbronson@optonline.net
	Burns, Jennifer	Teacher	The Children's Center	860-354-1883	ugotburns@sbcglobal.net
	Burns, Lorraine	Teacher	The Children's Center	860-354-8436	burnisey40@yahoo.com
	Cacace, Allison	Director	Beehive Children's Center	860-355-8534	allisonc5@aol.com
	Carman, Aja	Parent			
	Carr, Catherine	K Teacher	Hill and Plain School	860-354-5430	carrc@newmilfordps.org
	Chan, Shelley	Parent			
	Clapp, Val	Teacher/EXCEL	Hill and Plain School	860-354-5430	clappv@newmilfordps.org
	Clark, Debbie	Sped Teacher	New Milford Bd of Ed	860-354-2654	clarkd@newmilfordps.org
	Collins, Tami	Teacher	The Children's Center	860-354-1883	tamiturtle83@yahoo.com
	Colon, Claritza				
	Cooper, Marge	Teacher	Holy Infant Nursery School	860-354-7284	holyinfant@sfxnewmilford.org
	Costello, Caitlin	Staff/Parent	Children's Center		
	Davis, Ann	Teacher	Holy Infant Nursery School	860-354-7284	holyinfant@sfxnewmilford.org
	Delaney, Donna Marie	Teacher	Holy Infant Nursery School	860-354-7284	holyinfant@sfxnewmilford.org
	Diaz, Eric & Jessica	Parents			
	Divine, Sarah	Teacher	Hill and Plain School	860-354-5430	divines@newmilfordps.org
	Drew, Ruth	Director	Kinder Care Learning Cntr.	860-210-1844	rdrew@kicorp.com
	Durr, Laurie		For Children Only	860-350-9020	lbcdu@sbcbglobal.net
	Farrell, Anna	Teacher/Headstart	Hill and Plain School	860-354-5430	Nanook5262@aol.com
	Farell, Jacqueline				
	Fehr, Emma	Staff/Parent	The Children's Movement Center		eafehr17@gmail.com
	Fields, Judith		Sunny View Daycare & School		jfields-lmt@att.net
	Ford, Sue	Director	New Milford Library	860-355-1191	sford@biblio.org
	Galipault, Carmella				

EARLY CHILDHOOD COUNCIL MEMBERS

Garcia, Cecilia					
Gluca, Theresa	Teacher	Beehive Children's Center	201-248-9423		tresca923@msn.com
Hager, Donna	Staff/Parent	Children's Center			
Hyde, Carolyn	Teacher/Headstart		860-354-3218		hydefca@gmail.com
Huntington, Alison	Literacy Coach	New Milford Public Schools	860-355-3713		huntingtona@newmilfordps.org
Johnston, Susan	Director	The Children's Center	860-354-1883		susan.johnston4@gmail.com
Kaufman, Sharon	Director	Village Center of the Arts	860-354-4318		diva@villagecenterarts.com
Kehoe, Donna	Staff/Parent	The Children's Center			
Kelleher, Lori					
Kick, Joan					joanakick@gmail.com
Klee, Michelle	Teacher/Parent	Sarah Noble Intermediate School			kleem@newmilfordps.org
King, Christi	Parent				jimnchristi@yahoo.com
Kwas, Mary	Director	Holy Infant Nursery School	860-354-7284		holyinfant@sfxnewmilford.org
Lester, Cindy	Staff/Parent	The Children's Center			
Lis, Diane	Teacher	The Children's Center	860-354-1883		d_lis@hotmail.com
Litz, Rebecca					litz@educationconnection.org
Mahody, Nicole	Head Teacher	Mr. Turtles School	203-667-5670		mrturtlesschool@gmail.com
Mancinni, Nancy					
Marciniak, Brianna	Asst. Director	Kinder Care Learning Cntr.	860-210-1844		marciniakb@kicorp.com
McCarthy, Carol	Literacy Volunteer	Literacy on the Green	860-354-7361		cpmccarthy@aol.com
Mendoza, Gabriella					
Mendoza, Liby					libviosma@hotmail.co
Mendoza, Ruth					lopezmendoza96@sbcglobal.net
Michalski, Heather					RVR2Hearts@gmail.com
Murphy, Lauren	Teacher	Holy Infant Nursery School	860-354-7284		loben410@charter.net
Murphy, Susan	Director	Tia's Country Day Care/School	860-355-8097		tias@att.net
Nelson, Mackenzie	Staff/Parent	The Children's Movement Center			
Nobes, Debbie	Director	Prince of Peace PreSchool	203-775-0140		popnurseryschool@sbcglobal.net
Pascal, Casey	Literacy Volunteer	Literacy on the Green	860-868-0439		gramgrcy5@aol.com
Pelosa, Jenna					
Pennucci, Jennifer	Director	Education Center	860-354-2941		educationcenter@newmilfordumc.org
Petruso, Roseann	Parent				roseannv2000@yahoo.com
Pilch, Claudia	Parent				
Polizzotto, Vanessa	Parent				
Quimby, Diane	Teacher/Headstart	Hill and Plain School	860-354-5430		quimbyd@newmilfordps.org
Redstone, Jennifer	Director	Time For Children	860-355-1030		
Romanelli, Paula		Head Start			romanelli@educationconnection.org
Rondini, Gretchen	Teaher	Northville Elementary	860-355-3713		rondini@newmilfordps.org
Russillo, Catherine	K Teacher	Northville Elementary	860-355-3713		russilloc@newmilfordps.org
Savignane, Noreen	Teacher	Beehive Children's Center	203-417-8431		noreenmorgan@hotmail.com

EARLY CHILDHOOD COUNCIL MEMBERS

	Schraver, Darcilyn				
	Sheaffer, Jennifer	Teacher	Northville Elementary	860-355-3713	sheafferj@newmilfordps.org
	Shuette, Alice		Literacy on the Green	860-355-0830	info@lvq-ct.org
	Storms, Megan	Parent			
	Seidman, Robyn	Parent			
	Sprindis, Christina	K Teacher	Northville Elem. School	860-355-3713	sprindisc@newmilfordps.org
	Tuozzoli, Jennifer	K Teacher	Hill and Plain Elementary	860-355-3713	tuozzoli@newmilfordps.org
	Tracey, Kirsten	Parent			
	Trako, Merima	Parent			merima-jahic @charter.net
	Weber, Joann	K Teacher	Northville Elementary	860-355-3713	weberi@newmilfordps.org
	Wilson, Andrea		VNA Nurturing Families		awilson@newmilfordvna.org
	Witherspoon, Joanne	Parent			JoanneW@gmail.com

Memorandum from the Office of the Director of Human Resources

TO: Dr. JeanAnn Paddyfote
FROM: Ellamae Baldell 
RE: Request for New Activities at Schaghticoke Middle School per Stipend
Committee Report
DATE: October 2, 2015

I have reviewed Dr. Tomasello's request to add eight new extra-curricular activities. These activities are: Hand Drumming, Computer Club, Leo Club, Board Games, Newspaper, Science Fair, World Language Exploration, and 6th Grade Student Council.

Using the rubric from the Stipend Committee Report, Dr. Tomasello is recommending the following stipends for these new activities:

- Hand Drumming \$ 947
- Computer Club \$ 1419
- Leo Club \$ 1419
- Board Games \$ 1419
- Newspaper \$ 1419
- 6th Grade Student Council \$ 1419
- Science Fair \$ 1895
- World Language Exploration \$ 1895

Total: \$11,832

Attached is Dr. Tomasello's explanation of his request. His memo has addressed all the criteria required in the Stipend Committee Report in order to make this request.

I am recommending that this request be brought to the Operations Sub-Committee for recommendation for approval at the regular Board of Education meeting on October 6, 2015.

If you have any questions, I am available to meet with you.



SCHAGHTICOKE MIDDLE SCHOOL
23 Hipp Road, New Milford CT 06776
Telephone (860) 354-2204 ♦ Fax (860) 210-2216
<http://sms.newmilfordps.org/>

Dr. Len Tomasello, Interim Principal
Jennifer Chmielewski, Assistant Principal
Barbara Nanassy, Assistant Principal
Kerri Adakonis, Interim Assistant Principal
Dr. Christopher Longo, Interim Assistant Principal

September 29, 2015

Dear Dr. Paddyfote,

Strive

Request: In an effort to provide 6th graders more afterschool activities, the Administrative Team is requesting the following club activities that will enhance school life for 6th graders who are new to Schaghticoke Middle School. This request is in response to the Board of Education's increasing funding to the SMS budget for new club activities.

Unite

Rationale: As our team received proposals from our staff, we sought new clubs that would appeal to a variety of student interests. Our team's goal was to identify new learning opportunities that students will find engaging and social. Each of these clubs will have a certified teacher as its advisor. Some of these club activities are scheduled for a half year while others will take place for the entire school year.

Respect

Funding Required: Last spring, the Board of Education allocated \$16,955 for new 6th grade activities including \$1895 for Science Fair and \$1895 for World Language Exploration. In addition to these designated activities, we are proposing to use remaining funds for the following new clubs:

Grow

Hand Drumming – This club offers 6th grade participants an opportunity to learn drumming techniques from an experienced hand drummer. Students will learn how to play a variety of rhythms from around the world including Asian, African, and South American. Drummers will be assigned their own drum to take home in order to practice. Once a week drummers come together for a group session led by their advisor. The drummers will perform for an audience at the end of the club. \$947

Encourage

Computer Club - The Computer Club 6th grade participants will focus mainly on learning to code using the Scratch program. With Scratch, students can program their own interactive stories, games, and animations — and share their creations with others in the online community. Scratch helps students learn to think creatively, reason systematically, and work collaboratively — essential skills for life in the 21st century. The ability to code computer programs is an important part of literacy in today's society. When students learn to code in Scratch, they learn important strategies for solving problems, designing projects, and communicating ideas. Scratch is designed especially for ages 8 to 16, so SMS students will feel right at home and comfortable using this program! \$1419

Leo Club – This 6th grade club will participate in service projects serving the school and the greater New Milford community. The members will meet once a week for the entire year. \$1419

Board Games – This unique club brings together 6th, 7th, & 8th grade students with special needs and typical students in order to build social skills and learn gaming strategies as they play *with*, and *against*, each other. Materials for this club will include popular game board games and Manga. \$1419

Newspaper – The school newspaper will be an academic club open to *all* Schaghticoke Middle School students. As a member of the newspaper club, students will be responsible for a specific section of the newspaper. There will be a creative writing, current events, photography or art, crossword puzzle, and "10 things to know" section in the newspaper. The newspaper club will publish a hard copy of the newspaper every season, or more if time allows. The publication will be updated frequently on the newspaper website. This will allow students to work at their own pace, and publish an article when they are ready. The club will meet a minimum of twice a month. The newspaper club will be an inventive way through which students may express their writing and other creative talents. \$1419

Science Fair – This club will engage 6th, 7th & 8th grade students in creating science experiments and displays that would be on display in a Science Fair at the end of the school year. \$1895

World Language Exploration – On behalf of the world language staff, we propose a language experience that will give 6th grade students an opportunity to learn both French and Spanish so that they can make an informed decision about what language to select for 7th grade. A French teacher and a Spanish teacher will share this stipend. \$1895

6th Grade Student Council – This club meets regularly to plan and execute school projects that address school climate, student transition, and school or community service. For example, Student Council members will organize a First Friday Food Drive to benefit the greater New Milford community. Other activities will evolve from the members of this club which will have a 6th grade teacher as its advisor. \$1419

The clubs described above will be offered to all 6th grade students in addition to existing clubs that are currently in the school's budget. Those clubs and activities include, at no additional cost, Chess Club, Literary Magazine, Academic Fitness, Yearbook, Drama, and several afterschool athletic events.

As the year progresses there may be another possible recommendation for winter and spring student activities depending on student interest. These new opportunities will help our students to become participating members of the Schaghticoke Middle School community.

Total Stipends = \$11,832

Respectfully submitted,

Len Tomasello

Schaghticoke Middle School Vision Statement

Schaghticoke Middle School is made up of a community of learners: students, parents, faculty, staff, administration, and citizens of the greater New Milford area. The foundation of our vision lies upon the positive reinforcement of character: integrity, responsibility, respect, and fairness. Together we will work to create an environment in which all students can reach their potential academically, socially, and emotionally under the guidance and nurturing support of the Schaghticoke community members. We will collaborate to foster an atmosphere of trust and support in order to encourage teachers and students to explore new initiatives in curriculum and assessment to improve student achievement.



TOWN OF NEW MILFORD

Town Hall
10 Main Street
New Milford, Connecticut 06776
Telephone (860) 355-6010 • Fax (860) 355-6002

Office of Patricia Murphy, Mayor

September 23, 2015

Dr. JeanAnn Paddyfote, Superintendent of Schools
Angela Chastain, Board of Education Chairwoman
50 East Street
New Milford, CT 06776

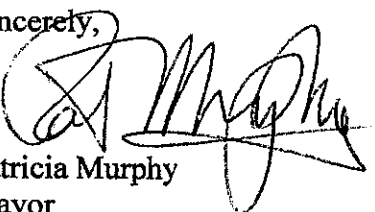
RE: John Pettibone School Building

Dear Superintendent Paddyfote and Chairwoman Chastain,

I am in receipt of John Calhoun, Facilities Manager's letter dated September, 18, 2015 relinquishing statutory rights to the John Pettibone School Building and Property effective September 30, 2015.

Upon receipt of the property, I request that the dollar amount in the John Pettibone School Building Property and Maintenance 2015/2016 Budget also be transferred to the Town for the continued general maintenance of the property.

Sincerely,


Patricia Murphy
Mayor

RECEIVED

SEP 24 2015

NEW MILFORD SCHOOLS
SUPERINTENDENTS OFFICE



NEW MILFORD PUBLIC SCHOOLS

FACILITIES DEPARTMENT

386 Danbury Road
NEW MILFORD, CT. 06776

John E. Calhoun
Facilities Manager

Telephone : (860) 354-6265
Fax : (860) 210-2233

September 18, 2015

Honorable Patricia M. Murphy
Mayor, Town of New Milford
10 Main Street
New Milford, CT 06776

Dear Mayor Murphy:

This letter confirms the intention of the New Milford Board of Education to relinquish the statutory rights to the John Pettibone School building and property effective September 30, 2015. At that time, the building and property and all subsequent related expenses will become the responsibility of the Town of New Milford.

Respectfully,

A handwritten signature in black ink, appearing to be "John E. Calhoun", written over a horizontal line.

John E. Calhoun
Facilities Manager

SCHOOL RESOURCE OFFICER
MEMORANDUM OF UNDERSTANDING
between the
TOWN OF NEW MILFORD POLICE DEPARTMENT
and the
NEW MILFORD BOARD OF EDUCATION

This Memorandum of Understanding ("Agreement") is entered by and between the Town of New Milford Police Department ("Town") and New Milford Board of Education ("Board") on this ____ day of October, 2015.

WHEREAS, The Town and the Board agree that there shall be three police officers whose primary responsibility will be to act as School Resource Officers ("SROs") for the Board's schools; and

WHEREAS, the Parties desire to delineate the respective duties and responsibilities of each other with respect to the SROs;

NOW THEREFORE, in consideration of the mutual promises contained herein, the Parties mutually agree as follows:

1. EMPLOYMENT OF SCHOOL RESOURCE OFFICERS.

The SROs shall be sworn police officers of the Town of New Milford and shall be subject to the administration, supervision and control of the Town. As the employer of the SROs, the Town will be responsible for making payment of wages along with the payment of employment taxes, the maintenance of personnel files and employment records, the evaluation the SROs' performance, the imposition of discipline, and compliance with any and all applicable laws, including but not limited to wage and hour mandates. The Town shall provide three police officers to be SROs at the Board's schools: one to serve at New Milford High School, one to serve at Schaghticoke Middle School and Northville Elementary School, and one to serve at Sarah Noble Intermediate School and Hill & Plain Elementary School ("Schools").

2. TRAINING OF SROs.

The Town shall ensure that the SROs have such basic police training, shall meet all other police training requirements, and shall possess such qualifications

imposed by law for police officers as set forth in Section 7-294d of the Connecticut General Statutes and as School Resource Officers. When federal funds are available, the Town will train the SROs in nationally recognized best practices to prevent students with mental health issues from being victimized or disproportionately referred to the juvenile justice system as a result of their mental health issues.

3. DISCIPLINE AND REMOVAL OF SROs.

The Town shall have the authority to discipline and discharge the SROs in consultation with the Board. A request by the Board for the discipline or removal of any SRO from a School shall be made jointly to the Town's Mayor and Police Chief. Notwithstanding the foregoing, the Board reserves the right to require the immediate removal of any SRO who is assigned to perform services under this Agreement who, in the Board's judgment, is not qualified by temperament or personality to work within the Schools by providing the Mayor of the Town with written direction for such action.

4. CHAIN OF COMMAND.

The SROs shall work in concert with the administration of the Schools, and shall report to the Schools' principals (or designees) for day-to-day goals, assignments and instructions. While working in the Schools, the SROs shall be required to comply with Board policies and procedures, as directed by the Superintendent of Schools, or her designee. However, as an employee of the Town, the SROs will be subject to the chain of command of the Town's Police Department. Should the SROs' duties in the Schools overlap with police work, the SROs shall assume their role as a police officer and any further action by the SROs will be at their discretion as a police officer or at the direction of police and Town authorities.

5. COST.

All costs related the employment of the SROs, their training, resources and equipment shall be borne by the Town.

6. HOURS OF WORK.

The SROs shall be assigned to the Schools when they are in session and as needed to accomplish the responsibilities identified in this Agreement.

7. **ROLE AND RESPONSIBILITIES.**

The primary duties of the SROs are to enforce the law within the Schools so as to facilitate teaching and learning, and to maintain security and order within such Schools. Specific duties of the SROs include, but are not limited to the following:

A. Law Enforcement and Supervision

1. To be a visible, active law enforcement figure at the Schools dealing with law enforcement matters and school code violations originating on the grounds of the assigned School;
2. Assist with students or others who are endangering the safety of others in the Schools, or who are involved in truancy or criminal or illegal activity on school grounds;
3. Investigate the criminal activity on or off school grounds involving students and assist other law enforcement personnel, probation officers and social service agencies in any investigation involving a student;
4. Provide supervision on school grounds;
5. Deter, detect, delay and defeat any individual(s) engaging in violence against the Schools, their students or staff; and
6. Assist in the traffic control during students' arrival and dismissal.

B. Liaison and Law Enforcement Resource

1. Act as the liaison between law enforcement agencies and school administration;
2. Act as an information gatherer for law enforcement agencies and juvenile officials;
3. Participate in educational opportunities for explaining law-related topics in classroom gatherings, assemblies and PTO meetings;
4. Act as a positive role model and foster in students an understanding of the law and a sense of citizenship;
5. Provide students and staff with information on the law and assist students and their families in dealing with community agencies;
6. Assist with mentoring programs for students who experience chronic absenteeism;
7. Assist in orienting new staff to security procedures and protocols.

C. Security and Safe School Planning

1. Work with school administration in safe school planning;
2. Participate in school safety and security committees and safe school climate committees;
3. Participate in crisis response drills and security checks;
4. Make recommendations to the School administration for improving security.

8. CONFIDENTIALITY.

The Town and Board agree that the SRO is deemed to be a "school official", for purposes of the Family Educational Rights and Privacy Act ("FERPA"). As such, confidential student information may be shared with the SRO to the extent that the Board determines that the SRO has a legitimate educational interest in the behavior or conduct of a student. The SRO shall be bound to protect the confidentiality of students and personally identifiable information consistent with the law. Notwithstanding the foregoing, records generated by the SROs in their law enforcement capacity are not "educational records" under FERPA and may be disclosed to other law enforcement officials.

9. GRADUATED RESPONSE MODEL TO STUDENT DISCIPLINE.

The disciplining of students is a Board responsibility. The SROs will not be involved in ordinary school discipline unless it pertains to preventing a potential disruption or risk of harm. School administration will only involve the SRO as needed to maintain a safe environment.

The following sets forth the roles of the parties in a "Graduated Response Model to Student Discipline".

A. Classroom Intervention - The classroom teacher plays a prominent role in guiding, developing and reinforcing appropriate student conduct and is the first line in implementing the Board's rules and its discipline policies. Classroom teachers are responsible for implementing appropriate classroom management techniques prior to any other sanctions or interventions for behaviors that are passive and non-threatening. Teachers may remove a student from a class when the student deliberately causes a serious disruption of the educational process within the classroom.

B. School Administration Intervention - Classroom interventions must be supported by school administrators who address more serious or repetitive

behaviors. Intervention options may include: in school suspension, after-school detention, loss of privileges, and/or parent conferences. In addition, the school administration retains the right to suspend (and refer for expulsion) students.

C. Assessment and Service Provision/Community Intervention - When the behaviors and/or the needs of the student warrant, the Board may implement an assessment process and provide appropriate interventions through both school-based and community-based services. This assessment/service intervention process is managed by the school administration and/or a student assistance team ("SAT"). Examples of students subject to such interventions and who may benefit from community/state agency services include (but are not be limited to) students with truancy issues or emotional needs, and students in a family with service needs. Possible assessment/service intervention options may include i) community service, ii) referral to a Juvenile Review Board ("JRB"), iii) state agency referral and involvement and iv) the interventions set forth in subsections a and b, above, including suspension and expulsion. The SRO can be involved in assessment/interventions in light of his role on SATs and JRBs.

D. Law Enforcement Intervention - The Board will involve the SROs (or other law enforcement personnel) only in the following circumstances:

- when classroom, school and community options have been found to be ineffective;
- in an emergency;
- to protect the safety of the Board's students and staff; or
- to dispose of contraband.

This intervention is managed by the police. Involvement of the police does not necessarily mean arrest and referral to court. Law enforcement options may also include verbal warnings; conferences with the student, parents, teachers and/or others; referral to a JRB and/or community agencies; and referral to court.

10. **TERM.**

This Agreement shall expire on June 30, 2016. However, this Agreement shall renew automatically unless any party notifies the other party in writing by June 1st of any year of its intention not to renew this Agreement for the following Fiscal Year.

IN WITNESS WHEREOF, the parties have hereunto set their hand and seal the day and date first written above.

TOWN OF NEW MILFORD

Pat Murphy
Mayor

Shawn Boyne
Police Chief

**NEW MILFORD BOARD OF
EDUCATION**

JeanAnn Paddyfote
Superintendent of Schools

Memorandum from the Office of the Director of Human Resources

TO: Dr. JeanAnn Paddyfote
FROM: Ellamae Baldell (CP)
RE: List of Substitute Teachers
DATE: October 2, 2015

Attached is the list of substitute teachers for the beginning of the 2015-16 school year. Updates will be provided on or about January 1st and April 1st.


Teacher Substitutes as of October 1, 2015

Marilyn Ahearn
Toni Bentley
Henry Bessel
Richard Bixler
Sara Bouchard
Jacqueline Broder-Walker
Mercedes Canela-Drake
Cheryl Caridad
Susan Carlone
Stephanie Carlson
Tannia Cavajanni
Alice Cherniske
Megan Christian
Jason Clark
Maria Conte
Valerie Culbertson
Suzan Dahl
Paula Davenport
Russell DeGaeto
Robert Flaherty
Jennifer Fodor
Marybeth Folchi
Joy Gaiser
Sandra Gammons
Kyle Gundel
James Hamill
Jill Harrington
Anita Hattar
Veronica Pachon-Hernandez
Lisa Jackson
Kristeen Kaczka
Lisa Kaiser
Kimberley Kesinger-Balstad
Michael Kinnicutt
Andrew Kisling
Peter Kisling
Susan Klimowich
Peter Kohut
William Kraft
Susan Lamb
Roxane Lee
Susan Leroy
Valerie Lorimer

Keri Loth
Harjit Malhi
Kimberly Marcus
Marco Matos
James Matranga
Christine McGrath
Melinda McMahon
Maura McNulty
Emily Mellen
Chelsea Mirkhani
Heidi Mongan
Karen O'Donnell
Charles O'Neill
Donald Olden
Catharine Paradiso
Adrian Pasternak
Patricia Pearl
Nannette Pelletier
Susan Purcell
Denise Reiss
Colleen Romano
Constance Russell
Margaret Ryan
AnnMarie Sarbello
Carol Schroedel
Sara Schuff
Melvin Shapiro
Tammy Siegle
Amanda Silva
Jessica Smith
Jason Steinnagel
Kristine Stewart
Mary Stone
Kyle Sullivan
Claire Thingvold
Joseph Vita
Victoria Waldeisen
Melissa Weiller
Robert Willaum
Ellen Wilson
Cathy Yanik

TOTAL 84

Memorandum from the Office of the Director of Human Resources

TO: Dr. JeanAnn Paddyfote
FROM: Ellamae Baldell 
RE: Certified Substitute Coverage: Report for August and September 2015
DATE: October 2, 2015

Attached is a monthly report of teacher absences and absence reasons.

Certified Substitute Coverage - Report for August-September 2015

Total Teachers = 383

	Total absences	# Unfilled	Full	Half				
8/17/2015	59	1	1	0				
8/24/2015	80	2	1	1				
8/31/2015	105	10	7	3				
Totals	244	13	9	4				
9/7/2015	117	25	18	7				
9/14/2015	104	20	14	6				
9/21/2015	106	17	15	2				
9/28/2015	161	43	34	9				
Totals	488	105	81	24				
Absence Reasons								
	Illness	Pers w	Pers wo	Prof.	Bereave	Jury	Unpaid	
8/17/2015								
Full	31	3	0	0	6	0	12	
Half	5	2	0	0	0	0	0	
8/24/2015								
Full	42	3	0	0	7	0	13	
Half	11	4	0	0	0	0	0	
8/31/2015								
Full	52	5	1	0	3	0	15	
Half	15	7	3	4	0	0	0	
9/7/2015								
Full	39	11	1	13	4	0	13	
Half	23	3	2	8	0	0	0	
9/14/2015								
Full	53	5	3	2	0	0	11	
Half	19	2	2	5	0	0	2	
9/21/2015								
Full	57	9	3	4	0	0	11	
Half	16	4	0	2	0	0	0	
9/28/2015								
Full	69	9	3	40	0	3	15	
Half	14	1	1	5	0	1	0	

Memo

To: JeanAnn Paddyfote Ph.D., Superintendent of Schools
From: Joshua Smith, Deputy Superintendent JS
Date: September 22, 2015
Re: BOE questions regarding Professional Development

This memo is in response to two emails: one from the President of the New Milford Educators' Association that was sent to a Board of Education member on September 19th and the second from a Board member that asks questions about the district's professional development. The two emails ask several questions that I have responded to below.

Question Set One:

1. Did we know, in advance, that the District was paying to send the Data Coach, an elementary principal, and an academic coach to Oregon?
2. How much did this cost the district?
3. Also, how much more does Josh have hidden away in his budget for future trips?

Question Set One I believe references the NWEA National Conference in Chicago:

Background: I presented with the data coach last spring at the state user group meeting in Hamden, Connecticut. At that meeting, the presentation focused on the work we are doing in New Milford with the MAP assessment tools, how we are balancing assessment and instruction, individualizing our approach to instruction and recognizing the nuances when using data as a component for evaluation.

At that presentation, the regional program director suggested that we present New Milford's work at their July national conference in Chicago. I was unable to attend the conference, but asked our data coach and two building administrators to present in my place. As the presentation included talking points around teacher evaluation, I felt it necessary to have that message delivered by an administrator. The three New Milford educators that attended were a principal, an assistant principal and the district's data coach.

This opportunity allowed us to share our work with other districts, learn from the work happening in other districts, build capacity within our own district, and hear from the multiple perspectives represented at the conference. The conference had presentators from 14 states as well as sessions run by the psychometricians and assessment developers behind the assessment tool. A full catalog of the sessions has been provided along with the sessions our staff attended. (See Appendices 1 and 2)

As part of the program offering on the August 20th professional development day, the group held a session for anyone interested to hear what we delivered and what they learned from other districts.

The funds that were used to support staff attending this conference came from grant funds and did not use any of the district's operating budget.

Reimbursed costs of transportation to the airport	\$11.08 total
Total cost of airfare	\$288.00 per person
Cost for hotel rooms	\$660.00 per person
Reimbursed costs for meals	\$121.73 total
Program registration	\$330.00 per person (Discounted from the \$530.00 for non-presenters)

Attendance at out-of-state conferences is not a unique practice and one that the district supports when it can build internal capacity and help foster improvements to curriculum initiatives and priorities. Attached is a list of the other out-of-state conferences that teachers attended in the 2014-2015 school year and the costs associated with them. (See Appendix 3)

Professional development spending has several paths to approval. Most professional development begins at the school level when either a teacher requests particular training or an administrator identifies a need. Once approved at the building level, the request is forwarded to the Curriculum Office for approval.

Other contacts for conferences or consultants originate from the Curriculum Office to support the needs as identified through the Professional Growth and Development Committee, to address identified development needs or other curriculum initiatives.

Direct impact to the district as a result of attending the NWEA conference:

The NWEA conference session provided new learning that the district has begun to implement. We have been able to provide teachers at all schools more detailed training for their student assessment results. All New Milford teachers are in the process of being trained in the use of new NWEA reporting tools, such as the quadrant report that helps teachers understand the individual growth of their current students over time. Many of those teachers are seeing the value in looking at their longitudinal data when it comes time to set their Student Learning Objectives (SLOs) and Indicators of Academic Growth (IAGDs). During the conference we learned about a new program called Skills Navigator, which the district will begin using for struggling students as a component of our intervention process. The tool will provide more consistency in terms of what assessments are being used to track student progress in their specific areas of weaknesses. The feedback we received from other school districts that attended the conference is helping us to make incremental changes to our practice to improve our use of the tool and how we use it to meet the needs of students.

Question Set Two: Professional Development before school started

- 1. I have heard many complaints about the PD offered before school started. It was reported that at both SMS and at NMHS, some sessions were assigned topics and room numbers, but no one showed up to instruct the teachers that wanted to learn about a particular advertised topic.**
- 2. I also heard that SBAC was talked about at some of our K-8 schools, but teachers were not given any individual names and scores of the students they would be teaching this year — so why wasn't this delayed until the student scores were available?**
- 3. Did Josh really talk to SMS teachers about AP scores? Most felt that lecture was a time waster.**

4. Since our administrators are now on 12 month contracts, and had the entire summer to plan, I would have thought that the PD programs would have been well planned and organized. If we can't do that, then we should not have PD at that time.
5. There is a rumor that some administrators are going to fly to Oregon for some conference in October. Is this true.

Question 1: I have heard many complaints about the PD offered before school started. It was reported that at both SMS and at NMHS, some sessions were assigned topics and room numbers, but no one showed up to instruct the teachers that wanted to learn about a particular advertised topic.

At the April 29, 2015 meeting of the district's Professional Growth and Development Committee, the group reviewed final edits to the Teacher Evaluation Plan and representatives from all schools brought input for the August professional development day. The minutes from the meeting were sent to the entire Committee on May 1st (See Appendix 4). Relevant to the questions asked, please see the heading "Structure" under the topic of professional development. The consensus of the Committee was that we begin to expand our use of the EdCamp model, an increasingly popular professional development structure. SNIS has been using it for the past year with a great deal of success.

On Wednesday July 29th, I met with the president of the teacher's union; the president is also a member of the Professional Growth and Development Committee. I reviewed the draft plan for the August Professional Development, the format and the topics that had been incorporated from our April meeting.

On August 17th all staff received a draft copy of the professional development plan for the August 20th professional development day. That email contained a description of the EdCamp model, how it would work, what to expect and that it was a decision made by the Professional Growth and Development Committee to try this new development model. The email also solicited requests for topics or ideas that were not listed. (See Appendix 5)

On August 18th there were several requests made by teachers to add topics. Two samples of those requests have been included (See Appendix 6)

On August 19th all staff received the final schedule and topics with room numbers. That email also contained videos that helped to explain the EdCamp model as well as a short description of how the model works and how educators are using them to individualize professional learning. (See Appendix 7)

I received several emails about how effective the professional development on the 20th was. I did not receive any emails with concerns about the day. (See Appendix 8)

The Professional Growth and Development Committee meets on October 7th and will debrief about the model and how we can make improvements for the future.

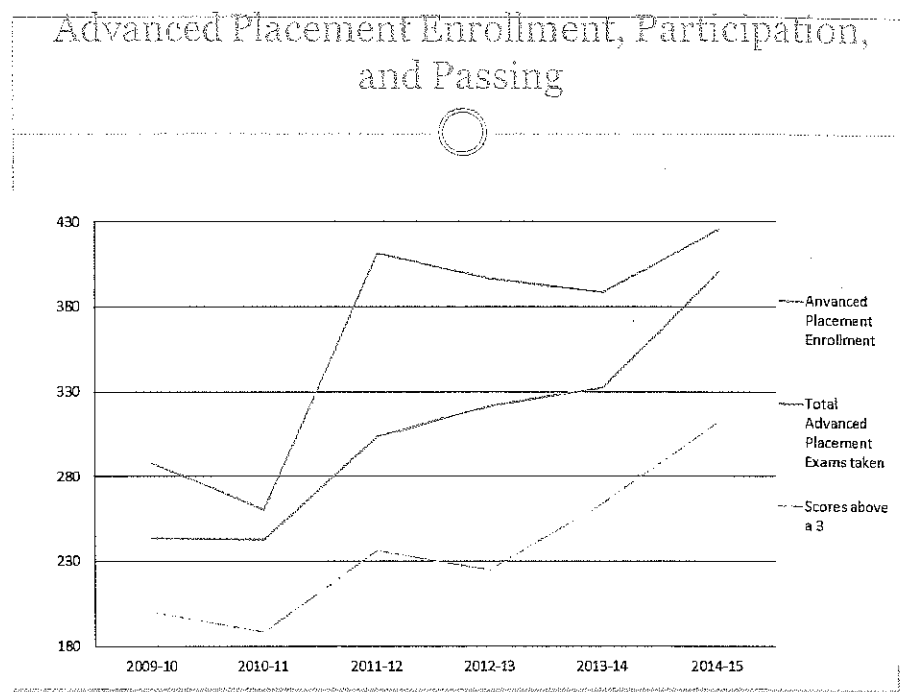
Question 2: I also heard that SBAC was talked about at some of our K-8 schools, but teachers were not given any individual names and scores of the students they would be teaching this year — so why wasn't this delayed until the student scores were available?

The results of the SmarterBalanced assessments have been discussed in multiple environments since the scores were made public. Any report available by teacher or course is tied to last year's enrollment. While we can access individual student scores, there is no simple way to tie them to this year's class lists. We continue to reinforce the perspective that this is one data point, and analysis is

focused on grade level improvements and no decision should be made about an individual student based on one score. We are working to align curriculum and instruction to grade level standards and not teach to specific areas or to the test itself. For students who did not meet district expectations, their performance is used to inform our current intervention supports.

Question 3: Did Josh really talk to SMS teachers about AP scores? Most felt that lecture was a time waster.

On September 16th, I did meet with the staff at SMS. During that meeting I reviewed the assessment presentation that was shared at the September COL meeting. I began the presentation by stating that there may be some who had a less direct relationship to the district's assessment data, specifically teachers that do not teach academic classes. However, I also expressed that if we are going to make systemic improvements that all teachers need to understand our challenges and be connected to our improvement. I went very quickly through the SAT data as that was not as relevant to the SMS staff and did not review the ACT information. In regards to the AP data, I did spend approximately two to five minutes on the slide below. The message was connected to our middle school and focused on what happens when we increase rigor and student expectations. Our AP results over the past few years demonstrate that as we increase expectations and ask students to rise to the occasion, that by and large, they meet those expectations. On our 2015 SmarterBalanced assessments, our 7th and 8th graders were outperformed by our DRG peers by an average of 20% percent in Reading and 11% in Math. This is not because other districts have smarter students or better teachers, but because they have increased rigor and student expectations. My message was that the hard work our teachers are doing to implement new mathematical practices and to revise our language arts curriculums is good for students and that they will be able to meet our increased expectations. There were several questions that teachers asked during the presentation as well as several teachers that approached me afterward to thank me for sharing the district view and how Schaghticoke fits into learning the continuum. If there were any concerns as to the relevancy of the information, they were not expressed to me or the building's administration.



Question 4: Since our administrators are now on 12 month contracts, and had the entire summer to plan, I would have thought that the PD programs would have been well planned and organized. If we can't do that, then we should not have PD at that time.

Please see the answer to question one on page 3.

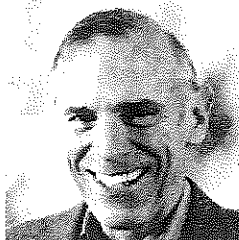
Question 5: There is a rumor that some administrators are going to fly to Oregon for some conference in October. Is this true?

This is not true. The fall NWEA conference is taking place in Portland, Oregon from October 7-9; the district does not have anyone attending this conference.

Keynote Speakers

Tuesday, July 7

General Session: 8:00am – 9:30am



Tony Wagner currently serves as an Expert In Residence at Harvard University's new Innovation Lab. Prior to this appointment, Tony was the first Innovation Education Fellow at the Technology & Entrepreneurship Center at Harvard, and the founder and co-director of the Change Leadership Group at the Harvard Graduate School of Education for more than a decade. His previous work experience includes twelve years as a high school teacher, K-8 principal, university professor in teacher education, and founding executive director of Educators for Social Responsibility. Tony is a frequent speaker at national and international conferences and a widely published author. His work includes numerous articles and five books. Tony's latest, *Creating Innovators: The Making of Young People Who Will Change The World*, was published by Simon & Schuster in 2012 to rave reviews and has been translated into ten languages. His 2008 book, *The Global Achievement Gap* continues to be an international best seller with a Second Edition recently released. Tony also

recently collaborated with noted filmmaker Robert Compton to create a 60 minute documentary, "The Finland Phenomenon: Inside The World's Most Surprising School System." Tony earned an M.A.T. and an Ed.D. at the Harvard University Graduate School of Education.

Wednesday, July 8

General Session: 8:00am - 9:30am



Margaret Heritage

Margaret Heritage is Senior Scientist at WestEd. Prior to joining WestEd she was at UCLA for twenty years, first as principal of the laboratory school of the Graduate School of Education and Information Studies, then as assistant director for professional development at the National Center for Research on Evaluation, Standards, and Student Testing.

Currently, she is also adviser to the Council of Chief State School Officers Formative Assessment for Students and Teachers State Collaborative.

As an internationally recognized expert on formative assessment, Margaret has made numerous presentations all over the United States, in Europe, and Australia and has also published extensively on the topic. Her latest book is, *"Formative Assessment: A Process of Inquiry and Action"*, published by Harvard Education Press.

Thursday, July 9

General Session: 10:30am – 12:00pm



Known to many as "America's Educator," Ron Clark is the 2000 Disney American Teacher of the Year, a two-time New York Times Bestselling author, the subject of a television movie and the founder of The Ron Clark Academy. Ron is regularly featured on network and cable television (The Today Show, CNN and Oprah,) and was dubbed by Ms. Winfrey as her first "Phenomenal Man."

Ron Clark brings charisma, energy and devotion to the education profession. Ron pioneered innovative projects in rural North Carolina working with minority students in a low wealth area. His highly effective programs garnered national attention and led to a White House invitation to be honored by the President of the United States.

Ron Clark's personality is marked by a sense of challenge and adventure. Upon watching a television piece chronicling low test scores and the lack of teachers in inner-city New York, Ron packed his car and moved to Harlem. After being warned by the principal that his class was the least disciplined group she had seen in years, Ron prepared himself by visiting the home of each student before the first day of school. Ron Clark involved his students in projects in the city and state, and his "low achievers" soon began to excel; and by the end of the year, their scores were higher than the "gifted" classes in his district.

In 2003, Ron Clark released the New York Times Bestselling book "The Essential 55" which includes his 55 expectations of students - as well as all individuals - young and old. Ron's second book, "The Excellent 11," was released in August 2004 and further captured the attention of parents, educators and students alike.

Obviously Ron Clark did not stop there. In 2006, Ron Clark founded The Ron Clark Academy, an inner-city school serving students from across metro Atlanta. The privately-funded institution is unique for its innovative teaching methods and curriculum based on worldwide travel. Each year the students, grades 5 through 8, apply their in-class lessons to international adventures. And, by the time of graduation, each child will have visited six of the seven continents. Teachers from around the world visit the Academy to observe the innovative and "out-of-the-box" methods for achieving student success.

Ron's most anticipated book came in 2011, "The End of Molasses Classes: Getting Our Kids Unstuck—101 Extraordinary Solutions for Parents and Teachers." This New York Times Best Seller brought to light 101 innovative and classroom-tested ways for improving America's schools and leading our children to greatness. A must read for every teacher and parent.

In addition to his many duties as an educator, Ron Clark is a much sought after keynote speaker. He shares the uncanny adventures he has had in the classroom and

Audience Key

New data user:

Those districts that are in their first year of MAP implementation and data use and collection.

Experienced data user:

Districts with 2–4 years of experience with MAP data and application.

Advanced data user:

Districts with 5+ years of experience with MAP data and application.

District leadership:

Those who are in a leadership position within a district.

Curriculum and instruction:

Those whose primary role is in curriculum or instruction.

Teacher:

Those whose primary role is teaching.



Protecting the Integrity of the Testing Process

→ Continental A



John Cronin, Senior Director of Education Research, NWEA

This session introduces a discussion that is focused on the ethics of testing and the need for educators to adopt the appropriate policies and practices to ensure the integrity of test results (including those of MAP). The Atlanta cheating scandal offers an unfortunate example. There, the combination of an inappropriate and obsessive drive for results, poorly controlled testing practices and procedures, and unethical behavior on the part of educators has hurt students, destroyed the careers of many educators, and impugned the reputations of thousands of educators. No one wants to see that story repeated elsewhere.

The session will feature a discussion of the ethics of testing and offer policies and procedures to help ensure that MAP results provide an accurate and defensible portrayal of student achievement and growth in your school.

Learning Outcome:

- Attendees will leave with clear steps they can take away to ensure that their results are valid, trustworthy, and defensible when questioned by critics or the media

Audience key: New data user, Experienced data user, District leadership, Curriculum and instruction

A New Lens: Using Skills Navigator with the Learning Continuum to Support Student Learning

→ Continental B



Ann Gordon, Content Design Supervisor, ELA; John Wood, Senior Analyst, Assessment and Education; Carol Kim, Math Content Specialist II, Content Design, NWEA

NWEA offers a new classroom assessment system to complement MAP: Skills Navigator. How will the skills framework of Skills Navigator and the Learning Continuum of MAP compare—and how can they be used together to inform instruction?

Come learn the purposes of MAP and Skills Navigator and discover ways in which their respective learning statements and skills framework support those goals. You'll hear how the Learning Continuum describes the zone of proximal development for students with similar RIT scores whereas Skills Navigator delineates more precisely which skills the individual student knows and is ready to learn.

By examining concrete examples of how the two assessments provide complementary information, you'll see how to use the products in tandem to understand student learning in new ways. Because Skills Navigator is new, the presentation will primarily focus on its classroom uses.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Learn how to better differentiate the data/information produced by the Learning Continuum of MAP and the skills framework of Skills Navigator—including what makes the information similar and different
- Understand how to use the results of MAP and Skills Navigator to better target individual students' zone of proximal development (ZPD)
- Grasp how the information from MAP data can help you use Skills Navigator assessments more effectively

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Setting the Frame for Formative Assessment

→ Continental C



Kathy Dyer, Senior Curriculum Specialist, NWEA

Part of being an assessment-literate educator is knowing how to both integrate assessment practices and turn assessment results into action. Assessment-literate educators also know how to communicate accurately about student learning. Because there's an increased focus on classroom assessment literacy and helping our students become self-directed learners, teachers are looking to expand the ways they (and students) collect information about learning so they can use that information to transform both instruction and learning.

This session provides a high-level perspective of using formative assessment to foster a culture of learning, three (3) key strategies to consider, and what a plan for building formative assessment instructional pedagogy might include.

Learning Outcomes:

- Use research to clarify key strategies of formative assessment
- Connect formative assessment to helping teachers get better and students achieve more

Audience key: New data user, Experienced data user, Advanced data user, Curriculum and instruction

Break Out the MAP: Better Navigation for the Journey

→ Waldorf Room

Corey St. John, Director of Instructional Services, Keokuk Community School District, IA

Presenter St. John states, "I love MAP and so can you!" MAP your way toward improving data-driven decision making in the classroom by using several web-based tools NWEA has to offer. MAP data have the potential to transform learning student by student. With this hands-on approach, you'll discover the road to increasing student achievement through building an assessment system in your classroom, building, and district.

Learning Outcomes:

- Learn the purpose of MAP and the role it can play within an assessment system
- Understand MAP reports and the role they can play informing instruction
- Access your data and begin to make informed instructional decisions based on MAP data

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

RIT 101

→ Astoria Room



Nate Jensen, Research Scientist, NWEA

In this session, get a conceptual review of the RIT scale and its characteristics along with answers to common questions such as:

What is the RIT scale? What is item calibration, and why is that important? How are tests scored? Why isn't the number of correct answers used as the score? How are the scores comparable if students take different test items? Does a RIT score of 200 for a third grade student mean the same thing as a RIT score of 200 for a sixth-grader? Once a teacher knows a student's RIT score, what can he or she do with that score?

This broad overview of many aspects of the MAP/MPG for Primary Grades (MPG) testing process will aim to answer the above—and many others!

Learning Outcomes:

- Develop a strong understanding of many aspects of the MAP/MPG testing process
- Learn the process by which MAP/MPG tests are scored

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Using Your MAP Data to Find Growth Opportunities for Urban Students

→ Williford B

Jordan Argus, Director of Data, Academy of Urban Scholars, OH

Assessment data, analytics, statistics, ad hoc analyses, regression models...all words that have an unintended effect of turning people off. And yet, these terms reflect five essential questions in education:

Where do your students need to get to this year? Where did your students start? Where are they now? Where do you think they will finish? What can you do to get them to grow faster?

Student achievement data tell a story of their own, but when integrated with demographics, social data points, and attendance things start getting interesting. Urban districts trend to have higher student churn and lower student performance. Common sense says that there is a relationship between these two points, but how, specifically, are they connected? Can student attendance predict movement above or below the natural growth we expect from fall to spring? Can the results be turned into action steps? YES! Come join the discussion.

Learning Outcomes:

- Participants will gain two (2) levels of awareness to achievement data in the urban context
- Participants will gain two (2) strategies for using MAP outcomes to drive instruction

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Develop Your Data Mindset

→ Marquette Room

Ashleigh Blikre, Data Support Coordinator and Nathan Anderson, Data Management Specialist, Painted Corners Post School District, NY

Are data in your school causing you to feel more burdened than inspired? Are you interested in transforming data frustration into data utopia? If you answered "yes" to either of these questions, get what you need to develop your data mindset to promote purposeful exploration of data, rejuvenate your energy and enthusiasm toward data, and encourage progressive evolution of decisions and actions guided by data.

Together, we'll review the purpose of data, explore effective data use standards, and learn A+ Inquiry—a framework for putting data knowledge, skills, and professional behaviors into action. To further promote the effective use of data, you'll hear how North Dakota educators have used a data warehouse (the ND Statewide Longitudinal Data System) in connection with MAP reports for comprehensive, data-driven decisions for student success.

Learning Outcomes:

- Understand how to use MAP web-based reports to practice setting goals with students and communicate student progress to stakeholders.
- Answer essential questions using the Student Progress Report
- Apply the A+ Inquiry framework to identify gaps in order to effectively use MAP data

Audience key: Experienced data user, Curriculum and instruction

Setting Sail: Preparing for Successful Testing

→ Williford A Computer Lab

NWEA Partner Support Staff

Learn the tips, tricks, and best practices for setting your district up for Web-Based MAP testing as well as what you need to do each term to ensure success. NWEA Partner Support staff will share what you need to know and answer all of your questions about how to prepare.

Learning Outcomes:

- Learn to ensure that your network and machines are set up properly for Web-Based MAP
- Know how to prepare, submit, and correct your roster (plus check that it was processed correctly)
- Learn how to set up and save testing sessions

Audience key: New data user, District leadership, Curriculum and instruction

Building a Culture of Success: The Role of the Principal Using Assessment Data to Drive Instruction

→ Continental A

Misty Kainer, Former Principal, Benignus Elementary, TX

The culture of a school depends on the leadership provided by the principal. Get ready to discover how dedicated leadership strengthens teaching strategies, student results, and school culture as you hear the recent principal of a high-performing school share an approach to transforming teaching and learning styles, developing teacher leaders, and energizing adult and student learning. You'll see how the collaborative approach of a school using technology, the Project-Based Learning model, and ongoing, specific assessment can improve learning by implementing effective instructional practices through data analysis.

Learning Outcomes:

- Leave with innovative ways to implement various programs
- Learn how to develop a positive culture
- Get practical tips to use when implementing new programs

Audience key: Experienced data user, District leadership, Curriculum and instruction

Sharing Your Progress: A Data Dialogue for Charters

→ Continental B

Brad Banich, Account Executive, National Accounts and Tamika Chambers, Regional Manager, National Accounts, NWEA



Charter schools often have unique requirements and challenges when it comes to communicating student achievement and growth. Especially in the charter environment, it's critical for your school to accurately convey—with supporting evidence—your progress to parents, the community, your Board, your Authorizer, and others. This interactive session will be an opportunity to learn and collaborate with NWEA and charter colleagues around the topic of using MAP data to tell the story of how your school is having a positive impact on students' education.

Learning Outcomes:

- Understand various MAP metrics and reports you can use to communicate student achievement and growth
- Learn how colleagues have used MAP data to communicate progress to stakeholders

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Using MAP Data to Describe Student Proficiency, Growth, and Outcomes

→ Continental C

Kathy Pluymert, Principal, Conyers Learning Academy, IL

Hear from a district that both provides its school board and community with information that relies primarily on MAP data and triangulates MAP with other measures to demonstrate student benchmark performance, multiple indicators of growth and "closing the gap," and long-term outcomes that correlate MAP with EXPLORE data for students exiting the K–8 district. You'll discover how MAP has become increasingly important as a stable data source given the changes in state-developed high-stakes testing practices.

Especially useful for: Communications/PR Officers

Learning Outcome:

- Understand the logic for using multiple targets to describe student performance to school boards for accountability
- Explore a variety of exemplars of benchmark, growth, and outcome measures using MAP data

Audience key: Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Connecting MAP Data to Digital Content

→ Astoria Room



John Wood, Senior Analyst, Assessment and Education and Erin Antonius White, Senior Account Manager, Business Development, NWEA

Teachers who receive information from MAP/MAP for Primary Grades (MPG) tests often ask, "I have this great data, now what?" For the classroom teacher, one important answer is differentiating instruction based on the student's scores. NWEA is committed to linking our MAP/MPG data to digital instructional content to help teachers differentiate. These links can create individualized learning paths for each student in a class by suggesting content that is in the student's zone of proximal development. Equally important, these individualized learning paths can help parents and guardians support students at home.

Come learn how NWEA creates the links to instructional content like Achieve3000, Classworks, Compass Learning, Edgenuity, Study Island, Odysseyware, and Triumph, as well as open education resources like Khan Academy and Gooru. You'll leave understanding how this program supports differentiation.

Learning Outcomes:

- Understand the purpose and scope of the Instructional Content Provider program
- Learn the ways MAP links to Open Educational Resources

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Is Your Effort Worth It? Evaluating Impact Using NWEA Data

→ Williford B

Michelle Erickson, Assistant Director Data and Assessment, Batavia Public Schools, IL

Are you confident that the various programs, strategies, and practices you've implemented in your building/district are having the desired impact on students? Learn how a suburban school district created a process to evaluate school- and district-wide efforts using MAP data.

Learning Outcomes:

- Learn ways of using MAP data to evaluate program effectiveness
- Use data to identify school- or district-wide goals for improvement

Audience key: Experienced data user, District leadership, Curriculum and instruction

Checking in with Skills Checklists: Choosing the Appropriate MAP for Primary Grades Skills Checklist Tests for Your Students



→ Williford C

Leslie Yudman, Sr. Content Specialist, Early Learning; Melissa Bain, Sr. Account Executive; and Elaine Raby, Content Specialist II, Early Learning, NWEA

Gain a better understanding of the three types of assessments included in MAP for Primary Grades. The main focus of the session will be on Skills Checklist tests—specifically how to choose the appropriate tests based on your students' Survey with Goals results.

Learning Outcomes:

- Gain a better understanding of the purposes of the three types of assessments in MAP for Primary Grades
- Learn how to choose Skills Checklist Tests based on Survey with Goals data

Audience key: New data user, Experienced data user, District leadership, Curriculum and instruction

Round Two Sessions

TUESDAY, JULY 7 | 11:45am–12:45pm

Using NWEA to Help Maximize Learning

→ Marquette Room

Christopher Hull, Teacher, North Shore School District #112, IL

Learn how teachers can use MAP data and information to help maximize learning in their classrooms. Hear real classroom examples of how this information can help guide instruction and foster student growth.

Learning Outcomes:

- Learn how to group based upon MAP data
- Discover how to differentiate based upon MAP data
- Understand how data can help foster student growth in reading, writing, and thinking

Audience key: New data user, Experienced data user, Advanced data user, Curriculum and instruction

5+5+5: Reports, Resources, and Action Plan (90-minute session, lunch provided, ticket required and available at registration)

→ Williford A Computer Lab

Brenda Wilson, Sr. Account Executive and Adam Wolfgang, Sr. Support Specialist, Strategic Accounts, NWEA

Please note: this session requires pre-registration and tickets.

Discover five reasons to explore five key reports and resources. Learn why we get results when our inquiry is about changing student and teacher behaviors through the use of MAP data and resources to create a results-oriented mindset. This is an interactive, hands-on lab approach to identifying key reports, codifying curiosity of what the scores are telling us, and integrating the five resources through the SCAMPER (substitute, combine, adapt, modify, put to another use, eliminate, reverse) approach for obtaining observable results.

Learning Outcomes:

- Engage in the inquiry process of applying MAP data to change student and teacher behaviors in the classroom
- Internalize the key reports and resources for instructional core uses
- Integrate reports, resources, and creative problem solving

Audience key: New data user, Experienced data user, District leadership, Curriculum and instruction



Data Speaks. Can You Hear What It's Saying?

→ Continental A

Alissa Thelen, Assessment Specialist, Grand Valley State University Charter Schools Office, MI

Are you looking at your MAP data without really knowing what you should look for? Do you want to create data-driven lesson plans, but aren't sure what steps to take? Learn how to see your Teacher/Class Report in a whole new way, from creating flexible groups using a few easy-to-remember rules to knowing how to interpret median and standard deviation to guide your lesson planning. It all can be done, and in a very short amount of time!

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Understand how MAP normative data work
- Create flexible groups using your Teacher/Class Report
- Grasp the value of median and standard deviation and understand how they can help structure lesson plans

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Data-Driven Leadership and Your Local Growth Model

→ Continental B

Jill Gildea, Superintendent of Schools, Fremont 79, IL

Explore the use of MAP data as part of your local growth model with the goal of designing learning paths that are unique for each student's needs. You'll learn time-saving strategies that you can replicate at your own school site.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Understand how MAP results inform the local growth model
- Apply time-saving techniques in aggregating student data results to best meet individual learning needs
- Review several graphic organizers that can be generated and used with teachers across the district

Audience key: Experienced data user, District leadership, Curriculum and instruction

We Are Listening: How You Made Reports Change for Fall (The Quadrant Report is Back!)



→ Continental C

Michael Harris, Product Manager, NWEA

The new norms are here, and you have better tools to support using them! Come learn about the visual, tabular, and power-user spreadsheet report improvements that are coming in July with the release of the 2015 norms. Hear how your partner voice at the last Fusion and elsewhere informed this work, and the work that is happening for further improvements to reports after fall.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- Prepare for the new norms and changes that are coming to MAP reports for fall
- Learn how these changes will help you use MAP student and school norms
- Learn how NWEA listens to your voice as it improves its products

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Round Three Sessions

TUESDAY, JULY 7 | 1:45pm–2:45pm

TUESDAY, JULY 7

Use of the Learning Continuum to Plan ELA NYS Module-Based Lessons, including International Baccalaureate Middle Years Program Connections

→ Waldorf Room

Michele Wright, Assistant Principal; Tammie Edinger, Teacher; and Caitlin Hatcher, Teacher, Corning Painted Post School District, NY

"We gave the MAP assessment. We compiled and analyzed the data. We presented the data to the staff. Now what?" Sound familiar? Then put your skills to use and overcome the challenge of merging curriculum and program requirements. Presenters from Corning Painted Post School District will provide a tool to help you align ELA Common Core, NYS Modules, and International Baccalaureate Middle Years Program philosophy.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- Understand the connection between MAP skills and program requirements
- Leave with a tool that will enhance and ease instructional lesson planning

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Making the Choice and Diving In: Developing and Supporting a Healthy Data-Driven Culture in Two Years

→ Astoria Room

Matthew E. Rich, Assistant Superintendent for Curriculum and Instruction; Maureen Chmel, Teacher, Kingsley School; Elynn Cunningham, Assistant Principal, Kingsley School, Downers Grove School District 58, IL

Going from zero to 60 miles an hour seems like a tough journey, but with conscious baby steps and support, organizations can make the jump to integrating data in advanced ways to cultivate differentiated learning for students. Learn how Downers Grove School District 58 made the leap from a limited data organization to a highly integrated data organization in a mere twenty-four months. You'll hear about the district's selection process, first steps to implementation, strategies for supporting teachers and building administrators, and choice to reorganize their learning mechanisms to support data and differentiated instruction in a growth model.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Implementing the MAP process
- Supporting teachers and principals as initial users
- Developing advanced capacities for data integration

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

How We Made it Easy to Use MAP as the Anchor for Multi-assessment Triangulation

→ Williford B

Brian Bedrick, Managing Director and Jim Carpenter, Deputy Director Finance and Operations, Interactive Data Partners, NC

American School of Doha (ASD) and Interactive Data Partners (IDP) will share their experience making MAP results easier for both teachers and administrators to use.

Hear how they:

- made MAP the center of a multi-assessment triangulation process that gives a complete picture of each student, teacher, and grade
- overcame teacher resistance and made MAP analysis part of day-to-day practices with easy-to-understand exercises that allow each teacher to take meaningful action based on MAP data in 20 minutes or less
- implemented a common foundation of procedures that ensures everybody is speaking the same language and using consistent processes

Hear mistakes made, lessons learned, and the current status of their ongoing work!

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Using data to guide teaching strategies
- Making data accessible and convenient

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Who Has Time to TEST?!

→ Williford C

Tamika Chambers, National Accounts Manager, NWEA

Join us for a conversation and dialogue on creating test schedules that work for your students and team. Together, we'll look at ways to ensure all mandated tests are taken and how to maintain quality instruction time by prioritizing the test time to meet the data needs of the school entity.

Learning Outcomes:

- Learn how to allow data to drive leadership decisions
- Understand what data comes from testing and what tests are important

Audience key: Experienced data user, Teacher



Goal Setting in Action: It Starts with the Student!

→ Marquette Room

Sylvia St. Cyr, Account Executive, NWEA

Wondering about the success of MAP districts that have used goal setting to transition the ownership of growth outcomes to students? Then come hear innovative ways to generate excitement and autonomy for attainable growth and leave with ideas and resources that you can implement in your district, schools, and classrooms tomorrow.

Learning Outcomes:

- Consider the different types of growth goals that students can set
- Learn more about goal setting resources

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction



Round Three Sessions

TUESDAY, JULY 7 | 1:45pm–2:45pm

Staying Afloat: Ensuring Success

→ Williford A Computer Lab

Partner Support Staff, NWEA



Now that you've set up for Web-Based MAP, let's ensure that your testing season goes smoothly! NWEA Partner Support staff will show you how to train your proctors, set up custom preferences to reflect the needs of your district, troubleshoot common issues, and otherwise ensure that your testing season is trouble-free!

Especially useful for: Data/Accountability Directors; Technology/IT Directors; System Administrators, Assessment Coordinators, and Data Administrators for Web-Based MAP

Learning Outcomes:

- Learn how to train your proctors for optimal testing success
- Know how to troubleshoot common issues
- Know how district preferences can influence testing, and how to customize them

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

TUESDAY, JULY 7

Using RIT to Help Drive RTI and Other District Initiatives

→ Continental A

Michael Clyne, Local School Administrator, New Milford Public Schools, CT

Come learn how New Milford Public Schools has begun to use MAP data to inform decision making across multiple areas, including their RTI process. New Milford is in their second full year of MAP administration and has connected MAP scores with various programs including their RTI system, What I Need Instructional Blocks/Differentiated Classroom Instruction, Student Scheduling and Various Data Collection, and Aggregation and Reporting Tools. New Milford has found relevance for MAP data and increased teacher support by studying internal historic results and providing a framework for using the results effectively.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Deepen working knowledge of reporting tools and the level at which they are most functional (classroom, school level, or district perspective)
- Find throughways to connect data in appropriate ways

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

NOTE: Session Listing was printed before New Milford administrator presenters were confirmed.

Using MAP as an Indicator of College and Career Readiness: Key Takeaways for Educators

→ Continental B

Donna McCahon, Director of Assessments; Jim Soland, Research Scientist; and Andy Hegedus, Sr. Research Manager, NWEA

It's the session designed to answer practical questions you may have about determining whether students are on track for college and career!

First, hear how to use MAP assessments to determine which students are on course for both outcomes, especially in the context of College and Career Ready standards and related assessments. We'll discuss alignment between MAP content and the standards, as well as how MAP has been used to predict college and career benchmarks in three states.

Next, NWEA Research will share a few key takeaways on what measures can be used to supplement MAP scores. Particular emphasis will be given to understanding how the informal data teachers collect on students during everyday observations can be combined with more formal measures to identify students who may not be on track for a bright tomorrow.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- Understand how the requirements in standards are measured by items
- Understand how assessment items are evolving
- Understand how to measure achievement with precision and relate it to college readiness

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction



Different Techniques to Develop Differentiated Engaged Learning Experiences for 2nd and 3rd Graders

→ Continental C

Maureen Chmei, Teacher and Carrie Edwards, Teacher, Downers Grove School District 58, IL

So, you've given the MAP test to your class. You've got your data. Now what? So often as teachers we need to figure out what's next in the learning journey. During this session, second and third grade classroom teachers will share their experience using MAP data to drive instruction in reading and math. You'll hear about various grouping strategies, lesson development, classroom design, and more. From there, there will be time to share and discuss your next steps with other attendees.

Learning Outcomes:

- During this session, second and third grade classroom teachers will share their experience using MAP data to drive instruction in reading and math
- Learn scope and sequence of skills and lesson plan design, including appropriate materials
- Learn about classroom design during guided instruction

Audience key: Experienced data user, District leadership, Curriculum and instruction

Visible Data: A Systemic Approach to Improving Teaching and Learning

→ Waldorf Room

Terry Mootz, Director of Data & Assessment, Lake Zurich CUSD 95, IL

Learn how District 95 is calculating and using effect size and formative data to achieve more impactful teaching and learning by asking:

What instructional practices should we all focus on to learn together? How well do we, or can we, implement and learn these practices? Do our instructional choices make a difference in student learning?

You'll hear the ways data are used to identify district, school, and classroom needs and to measure implementation and ongoing progress in addressing these needs.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Increase your range of strategies, knowledge, skills, and tools in measuring the impact of curriculum, instruction, and assessment
- Connect local data, international research, and continuous improvement to student learning
- Engage in professional conversations with colleagues about measuring impact

Audience key: Advanced data user, District leadership, Curriculum and instruction

Skills Navigator: The New Progress Monitoring and Skills Mastery Assessment from NWEA



→ Astoria Room

Jeff Luther, Product Manager, and John Wood, Sr. Analyst, Assessment and Education, NWEA

Skills Navigator is the new in-the-classroom assessment tool designed to complement MAP. It is a web-based system that quickly and easily measures K–8 foundational skills leading to college and career readiness. Skills Navigator allows educators to drill down from MAP results to find the specific skills that individual students are ready to learn.

This session will provide an overview of Skills Navigator, describing how it can be used to monitor student progress toward mastery of skills and reading comprehension. You'll learn about the skills framework that undergirds the tool and how it was developed. We will explain the processes used to create nearly 10,000 items to assess the skills framework. You'll learn how the tool locates skills that need work and checks for subsequent mastery, how the tool reports progress for intervention programs, how it assesses reading comprehension, and how Skills Navigator links to open educational resources curated by Knovation.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- How partners can use Skills Navigator with MAP
- How Skills Navigator can be used to monitor progress toward mastery of skills and reading comprehension

Audience key: Advanced data user, District leadership, Curriculum and instruction

Scaling Up in Charlotte-Mecklenburg Schools

→ Williford B

Jacqueline Hahn, MTSS Specialist; Danielle Miller, Director, Data Use for School Improvement; Lindsay Messinger, Director of Research & Evaluation, Charlotte-Mecklenburg Schools, NC

In 2012, Charlotte-Mecklenburg Schools piloted MAP as a universal screener in forty-three schools. In 2013, the assessment was introduced to all 128 elementary and middle schools, as well as nine pilot high schools in the district. Come learn how the district created a cross-functional team and support system to support successful implementation, communication, and data utilization to ensure success for every child, every day, for a better tomorrow.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- Gain understanding of how to develop a dynamic cross-functional team
- Learn strategies that can be employed to scale up MAP
- Learn techniques used to build consensus, troubleshoot technology, and ensure appropriate data use

Audience key: Experienced data user, District leadership, Curriculum and instruction

Need to Develop an IEP? Let MAP Data Be Your Guide!

→ Williford C



Virginia Williams, Facilitator and Michael Koranda, Professional Development Consultant, NWEA

If you're looking for help with individual student plans, this is the session for you! (New to MAP? Don't worry, you'll receive sample data so you can learn the process.)

Writing an individual education plan (IEP) can be a daunting task. Ensuring the content contained in the document is targeted to the individual student's needs can be monumental without the appropriate supports. MAP data can assist with student plan development and support student plan content through its data. Three key tools—the Class Report, the Class Breakdown Report, and the Learning Continuum—provide structure and objectivity to the process, along with a strong foundation of research.

By using a "think aloud" process and hands-on activities, you'll be guided through a thought process that underlies the creation of individual student plans. Participants are encouraged to bring their own technology.

Especially useful for: Special Education Teachers and Administrators

Learning Outcomes:

- Understand how to synthesize assessment data and content to develop individual education plans based on student need
- Use the Learning Continuum statements to support the content of individualized goals that support the IEP process

Audience key: New data user, Experienced data user, Advanced data user

The NEW 2015 RIT Student and School Norms: Uses, Questions, and Answers

→ Marquette Room



Yeow Meng Thum, Sr. Research Fellow and Carl Hauser, Research Scientist, NWEA

Get an overview of the new 2015 MAP norms, with selected details that support their valid use for projections and evaluations of individual students and classrooms. You'll see a glimpse of anticipated enhancements that include specialized norms for large districts or the state and new projections and evaluations of individual or classroom progress against middle school college readiness and state proficiency benchmarks. Bring your experiences, comments, and surface concerns and join the discussion!

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- Learn about what makes MAP norming procedures unique and valid
- Voice your concerns and hopes for expanded utility of future MAP norms

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Coming Ashore: Reviewing Testing Data and Reports

→ Williford A Computer Lab



Partner Support Staff, NWEA

Your testing season is over, so now it's time to examine your data. Learn from the NWEA Partner Support staff how to choose and order reports, correct any issues that you find with your data, and set your district up for custom options such as placement testing.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- Know how to close the test window and choose and order reports
- Learn how to correct data issues
- Know how to change district preferences for placement testing and other custom options

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Data Connections from Kindergarten to Twelfth Grade: Structuring and Analyzing Data from a K – 12 Perspective

→ Continental A

Candice Bentley, Assessment and Data Specialist, Pewaukee School District, WI

The Pewaukee School District's Mathematics and Literacy Instructional Data Teams made changes that had a big impact on students and educators alike. Come hear how they worked with MAP data as well as other student assessment data using the mindset that "Students are not static. They worked with learning objectives in a prior grade, and will be working with different learning objectives in the future."

Get a view of their process as they examine and discuss cohort trends, grade level trends, gap group trends, and supporting anecdotal evidence to learn more about their students. Leave with insightful recommendations on improving students' transitions through K – 12 learning objectives and curriculum.

Especially useful for Data/Accountability Directors

Learning Outcomes:

- Structure and prepare for a K – 12 instructional data analysis
- Analyze and discuss K – 12 data
- Make insightful recommendations to improve students' transitions

Audience key: New data user, Experienced data user, Teacher, District leadership, Curriculum and instruction

Improved Reading Achievement: Raising Standards and Changing Roles

→ Continental B

Darren Thelen, Principal, and Beth Reamsnyder, Teacher, Sacred Heart School, MI

Discover a unique approach to reading interventions that improved Reading RIT scores an average of seventeen points in just four months! Hear the behind-the-scenes story from Sacred Heart's elementary school principal and a classroom teacher. They'll share how they used tools and resources already present in elementary schools—and how the school raised standards to expand the existing intervention program.

Learning Outcomes:

- Have the information necessary to expand reading intervention programs at your school or district
- Learn and experience specific reading interventions and strategies to use in small groups

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership

What's in a Name: Clarifying Types of Assessment

→ Continental C



Gayle Frame, Professional Development Senior Consultant, NWEA

Confucius said, "The beginning of wisdom is to call things by their right name." One of the components of a district's/school's comprehensive assessment plan is clear, commonly understood language about assessment terminology. Yet many educators still find themselves uncertain about the meaning of terms such as "summative," "interim," and "formative," creating uncertainty about how to categorize the various assessments that are given in their schools. This often leads to duplication or gaps in the assessment data that are gathered in the local setting.

This interactive workshop will help you define summative, interim, and formative assessment through a process that can be replicated locally, and to use these terms to begin to analyze the types of assessments used in your own settings.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Delineate a process for defining assessment concepts
- Develop local definitions for summative, interim, and formative assessment as part of comprehensive assessment planning

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership, Curriculum and instruction

Changing the Tide to Truly Live Our Mantra: 1 Year of Growth for 1 Year of Time for All Students and the Impact of a Deep Analysis of MAP Data

→ Waldorf Room

Kevin Simmons, Principal; Pete Helfers, Assessment Director; Maria Moreano, Assistant Principal, Gurnee School District, IL

Please note: You'll need to bring a laptop or a tablet with the ability to connect to the internet.

Get hands-on in this interactive session, where you'll sample five (5!) years of data from Prairie Trail School (grades 3 – 5) and work in teams to analyze the data, draw deductions or form hypotheses about the data, and develop recommendations based upon their collaborative analysis for what they believe the school should do to meet or exceed the district target.

From there, you'll hear the story of what this school did and analyze the performance data from the 6th year. In addition to learning more about the specific action plan of the school, you'll also learn more about the historical context of the district, the previous five years of data, and the path that the school has been on for the last six years. If time permits, you'll be able to use the NWEA Calculators to work with some of your own data.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Gain an opportunity to reflect upon the current practices in place in your schools and districts
- Share and receive practical ideas for how to use a variety of tools: ASG reports, Class Roster Files, Growth and Norms Calculators, and other more locally developed tools
- Leave with a few key questions for reflection and use within your organizations to support your MAP performance data

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership, Curriculum and instruction

Why We Do What We Do

→ Astoria Room

Gage Kingsbury, Consultant, NWEA



Why does NWEA exist? It didn't start as a testing company and it didn't start as a technology company, so how did it come to be the organization it is today?

NWEA grew from the efforts of school personnel who were worried that they didn't have the information they needed to serve their students well. Starting as a collegial organization, these folks collaborated on a number of research projects that they thought would help their students learn more. Even though the organization has grown, much of what it does and much of the way that it interacts with your schools come directly from those early roots.

While you'll hear a little NWEA history, this won't be a history lesson. Instead, you'll have the chance to reflect on the meaning of a kid-centric education, and how it may influence classroom practice. You'll also learn the role of NWEA research in helping to inform the use of assessment data—including the role of student growth as a strong motivator—as well as the impact of NWEA research on educational policy. You'll leave understanding where our organization came from, and how you might help NWEA move in the right directions in the future:

Learning Outcomes:

- Understand the roots, mission, and philosophy of NWEA
- See how focusing on kid-centric education has been part of NWEA from the beginning

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership, Curriculum and instruction

Answering Common Partner MAP Research Questions

→ Williford B

Melissa Bain, Sr. Account Executive and Don Draper, Sr. Manager, Research Data Team, NWEA



Come participate in a real-life research-focused MAP FAQ! You'll hear the answers to frequently asked questions on topics such as student growth, transitioning between assessments, test functionality, and many more.

You'll also learn how NWEA approaches addressing and answering your common MAP data and testing questions.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- Learn how to choose the most appropriate MAP assessment for students
- Understand the difference between various MAP data metrics

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership

I'll Have the Special: Learning Continuum, with a Side of Grammar

→ Williford C

Alissa Thelen, Assessment Specialist, Grand Valley State University Charter Schools Office, MI

Are you looking for a way to embed MAP Learning Continuum statements and Common Core Language Standards into your daily teaching routines? Then come learn how to connect grammar-infused learning statements and Common Core standards into your classroom vocabulary routines! You'll also discover a fun, colorful way to make the connection between reading comprehension, writing skills, and grammar knowledge.

Learning Outcome:

- Understand how to create fun and colorful writing lessons for all subjects based on the Language Usage Learning Statements/Common Core

Audience key: New data user, Experienced data user, Teacher, District leadership

Empowering Students to Meet Their Growth Targets Using Khan Academy

→ Marquette Room

Andrea Scheiwe, Instructional Coach; Denise Funk, Teacher; Mike Papierski, Principal, LaGrange Highlands School District #106, IL

Are you looking to encourage your students to take more ownership in meeting their growth targets? Are you struggling to find resources that target the specific instruction your students need? Then look no further than the "MAP to Khan Academy" resource. Discover how one group of middle school teachers uses the MAP to Khan Academy resource to encourage students to take charge of meeting their individual growth targets. Learn more about what the MAP to Khan Academy resource is all about and how you can use this resource to empower your students. Dive into the student goal setting worksheets and use these as a springboard to inform math instruction using the MAP to Khan Academy resource.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Learn to use the MAP to Khan Academy resource to target specific, focused instruction in math
- Discover ways to empower students to take charge of meeting their growth target

Audience key: Advanced data user, Teacher, District leadership

Are All RITs Created Equal? Exploring Student RIT Scores in Context

→ Continental A

Meredith Ross, Sr. Manager Data Analysis and Athena Matherly, Sr. Manager of Innovations, Charter Schools USA, FL

Capturing and evaluating student growth has become a critical component of measuring educator and administrator effectiveness nationwide. As a result, it's crucial that you understand the nuances of student growth relative to your student population.

Leveraging the MAP norms study and actual student data from 70 schools across seven states, this session will explore student growth in a variety of classroom and school environments. You'll leave with answers to questions such as:

When and why are students with identical MAP RIT scores more or less likely to meet their growth targets? What impact do leveled classes or mixed ability groupings have on a student's goal attainment? What can instructors and administrators do to overcome these challenges?

The session will conclude with a discussion of whether schools should adjust their growth expectations based on varying classroom environments, and if so—how?!

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Identify variables that may impact goal attainment for students with the same MAP RIT score
- Use MAP growth norms, in conjunction with the characteristics of a student group, to inform the development of individual learning plans

Audience key: Experienced data user, Advanced data user, Teacher, District leadership

G.O.A.L.S. for All Students

→ Continental C

Beth Guthrie, Professional Development Consultant and Sandie Ellis, Senior Professional Development, NWEA



Please note: You'll need to bring your own device plus your access information for MARC.

Do you want to show growth for ALL of your students? Are you frustrated that your students are indeed learning and growing—yet unfortunately this isn't reflected on a state or other summative test? Or maybe your students ARE indeed growing and learning but they may not show "proficiency"?

Goal setting is one key to gathering evidence of this growth!

In this working session, you'll become familiar with the MAP reports and resources that can be used to write growth learning goals for students. After reviewing data, you'll be coached through writing realistic, MAP-data-based goals for the student(s) you've identified. These goals will reflect growth in learning for all your students. From there, you'll follow a protocol to review your goals with others.

Especially useful for: Instructional Coaches and Intervention Teachers

Learning Outcomes:

- Become familiar with data that can be used for student goal setting
- Learn how to write goals that support student learning growth
- Learn a protocol to validate student goals

Audience key: New data user, Experienced data user, Teacher, District leadership

Close the Gap with MAP

→ Waldorf Room

Maria Yocom, Network Testing Coordinator and Joy Govan and Bonnie Taylor, Regional Assessment Coordinators, Uplift Education, TX

Most of us value MAP for its ability to tell us where a student is instructionally, regardless of what grade they are in. Learn how using the goal area information in "data dive" sessions has enabled Uplift Education in Dallas-Fort Worth to guide teachers and enhance their ability to develop differentiation groups for intervention, enrichment, and daily classroom activities. Sample data will be provided, but you're welcome to bring and work with your own!

Learning Outcome:

- Gain an understanding of how goal areas impact overall RIT

Audience key: New data user, Experienced data user, Teacher, District leadership, Curriculum and instruction Directors

Formative Assessment in Practice and Its Impact

→ Astoria Room I



Dr. Dick Meyer, Curriculum, Instruction and Assessment Director, Kearney Public Schools, NE;
Dr. Beth Tarasawa, Research Scientist and Kathy Dyer, Sr. Curriculum Specialist, NWEA

Decades of research suggest classroom formative assessment helps boost student engagement and achievement. But why should educators focus on it now, more than ever? What is the latest evidence to support its impact? In this panel session, learn about formative assessment efforts through two case studies: Kearney Public Schools in Nebraska and Joint School District 2 in Idaho.

Come discover the benefits these districts are experiencing as well as what they're doing to sustain formative practices over time. During the session, you'll hear from partners implementing Keeping Learning on Track® (KLT™), a professional development program and educator curriculum that helps build local capacity in the use of formative assessment strategies. You'll also learn the results of a two-year research study, which found that KLT influenced teacher practice and student engagement. Expect to leave with ideas of how you can empower teachers and leaders to make formative assessment a successful practice in your district.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Learn how districts are using formative assessment to help teachers get better and students achieve more
- Understand what steps you can take to make formative assessment a habit
- Discover opportunities to collaborate with the NWEA Research team

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District Leadership, Curriculum and instruction

Transition Guidelines: Moving Students from MPG to MAP 2 – 5 and from MAP 2 – 5 Mathematics to 6+



→ Williford B

Michael Dahlin, Sr. Research Scientist and Deb Adkins, Research Scientist, NWEA

Learn about a series of NWEA research studies that examined issues associated with the transitions between MAP for Primary Grades (MPG) and MAP—and between the MAP 2 – 5 and 6+ math tests. In addition to key findings from the studies, you'll hear recommendations and guidelines that will enable you to make better decisions about when to transition students between these test versions.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- Better understanding of the guidelines for transitioning students from MPG to MAP
- Better understanding of the guidelines for transitioning students from MAP 2 – 5 to 6+ Mathematics

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership, Curriculum and instruction

A "SELFIE" Goal

→ Williford C



Michael Koranda, Professional Development Consultant and Sandie Ellis and Dawn Essig, Sr. Professional Development Consultants, NWEA

Learn how to engage students in the goal setting process by using the Student Goal Setting Worksheet (create a SELFIE!). In addition to MAP data, you'll explore how MAP tools can inform the goal writing process.

Learning Outcomes:

- Develop effective use of the Student Goal Setting Worksheet
- Identify MAP tools that can be used for goal development
- Explore how to communicate with students around goal setting

Audience key: Experienced data user, Advanced data user, Teacher, District leadership, Curriculum and instruction

I've Got Data, How About You? Answering the "Now What" Question with Blended Learning

→ Marquette Room

Deborah Rayow, Edgenuity, AZ and Denise Manganello, Principal, Seneca Valley School District, PA
Seneca Valley School District will share how they combined RIT scores and Edgenuity's MyPath curriculum to propel student achievement in math and ELA with blended learning. Hear how Seneca Valley supports teachers in making blended learning work in rotation and flex models and how RIT scores can make blended learning models more effective.

Learning Outcomes:

- Understand how MAP data can make blended learning models more effective
- Learn strategies for professional development that support teachers in blended learning

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership

From Device to Data: Perspective on Getting the Most Out of the MAP Test

→ Continental A

Pete Helfers, Assessment Director, Gurnee School District #56, IL

At Gurnee School District #56 (IL), educators have been using MAP data to inform instruction for over 14 years! Come hear Gurnee's assessment director share ways to get the most out of your MAP data. Beginning with the devices they use for testing and concluding with how they use data to inform decisions about their district's strategic plan, this conversation will cover everything you need to know about maximizing your NWEA experience. Topics include: testing on iPads; training proctors; getting the teaching staff to "buy in" to the MAP experience; developing local norms; and using data to inform and support a strategic plan.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Understand optimal device setup on the iPad
- Discover how to develop locally based norms
- Learn how to tie your data to your strategic plan

Audience key: Advanced data user, Teacher, District leadership, Curriculum and instruction

Challenging Your Top Scorers on MAP Mathematics 6+ Tests

→ Continental B

Jason Major, Network 1 – Chicago Public Schools (50 schools), IL

There are many fantastic resources out there that can help challenge your students who are "high-flyers" on the MAP Mathematics 6+ assessment—and many of them are free! Enjoy a conversational format that aims to share these resources for high performers and will likely include discussion of other issues in math education.

- Learn some excellent resources to use with the top-scoring students on MAP Mathematics 6+
- Discuss the intersection of MAP data and math education issues

Audience key: Advanced data user, Teacher

A New Lens: Using Skills Navigator with the Learning Continuum to Support Student Learning



→ Continental C

Ann Gordon, Content Design Supervisor, ELA; John Wood, Senior Analyst, Assessment and Education; Carol Kim, Math Content Specialist II, Content Design, NWEA

NWEA offers a new classroom assessment system to complement MAP: Skills Navigator. How will the skills framework of Skills Navigator and the Learning Continuum of MAP compare—and how can they be used together to inform instruction?

Come learn the purposes of MAP and Skills Navigator and discover ways in which their respective learning statements and skills framework support those goals. You'll hear how the Learning Continuum describes the zone of proximal development for students with similar RIT scores whereas Skills Navigator delineates more precisely which skills the individual student knows and is ready to learn.

By examining concrete examples of how the two assessments provide complementary information, you'll see how to use the products in tandem to understand student learning in new ways. Because Skills Navigator is new, the presentation will primarily focus on its classroom uses.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Learn how to better differentiate the data/information produced by the Learning Continuum of MAP and the skills framework of Skills Navigator—including what makes the information similar and different
- Understand how to use the results of MAP and Skills Navigator to better target individual students' zone of proximal development (ZPD)
- Grasp how the information from MAP data can help you use Skills Navigator assessments more effectively

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and Instruction

Making Teacher Goal Setting More Powerful



→ Waldorf Room

Andy Hegedus, Sr. Research Manager, NWEA

Most of us believe that when individuals have goals, their performance improves. Today, schools across the country are putting this belief to the test by requiring goals to be part of teacher evaluation policies. Unfortunately, these goals are often focused solely on attaining measurable student achievement or learning targets. Come hear alternative ideas based on 45 years of research about goal setting and leave with a better understanding of the positive impact thoughtful goals can have on performance and outcomes.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Describe a model for how goals improve performance
- Identify specific ideas that can improve the beneficial impacts of teacher goal setting

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and Instruction

Charter Schools: Critical Educational Issues

→ Astoria Room



Kristy Smith, Senior Account Executive, NWEA

Hear what leaders of charter organizations throughout the U.S. have to say about key issues! This panel discussion focuses around school accountability, funding, and the future of the charter movement.

Featuring Mickey Landry, CEO of New Orleans' Recovery School District-Choice Foundation; Terry Ryan, President of Idaho Charter School Network; and many others. Dr. Tamika Chambers, manager of the National Accounts team at NWEA, moderates.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Learn the relevant and important topics that affect charter organizations
- Get insights from panel members regarding the federal/state/local decisions and policies that affect their mission and goals for their students
- Hear success stories from panel members who've used MAP data to facilitate change in their organizations

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

It Only Takes a Spark....The Sequel

→ Williford B

Cherise Easley, Principal and Deborah Pingitore, Teacher, Kenosha Unified School District; with Becky Blink, Ph.D., Account Executive, Compass Learning, WI

Looking for inspiration? Whether or not you caught them at a past Fusion, come hear the next chapter in the story of how EBSOLA elementary school in Kenosha, Wisconsin has dramatically and consistently improved student performance over the past two years! Under new leadership, the school set goals, focused on student performance, and emphasized the spirit of a team. Using motivation, inspiration, innovation, and Compass Learning Hybride™, Principal Easley has put EBSOLA Elementary School firmly on the path to success.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- Be inspired
- Feel empowered to design your own data culture
- Leave with ideas you can implement immediately

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction Directors

MAP and Visible Learning: A Powerful Combination

→ Williford C

Kelly Wegener, Educational Consultant, Hamilton County Educational Service Center, OH

Do you know the impact you're having on your students? Are you interested in using the most effective strategies to promote student growth? By pairing MAP data with John Hattie's research on effective practices, you can maximize impact and accelerate student growth. In this engaging session, you'll learn how to harness the power of MAP to enhance practices shown to have the most significant impact on student learning. Leave with practical tools and ideas you can implement immediately. Come investigate effective practices and strategize ways to impact student growth!

Learning Outcomes:

- Understand John Hattie's research of effective instructional practices
- Apply MAP data to Teacher Clarity, Effective Feedback, and Student Ownership
- Apply strategies to accelerate growth in your students

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership, Curriculum and instruction

Using MAP Data for Response to Intervention and Special Education Eligibility Decisions for ELL Students

→ Marquette Room

Kathy Pluymert, Principal, Community Consolidated School District # 15, IL

One of the most challenging aspects of Response to Intervention (RTI) decision making is ensuring that cultural, linguistic, and social-economic factor are considered. Hear how one district's journey to create increasingly sophisticated analysis of MAP data to inform decision making led to a locally derived norm study. The study takes single and multiple variables that could impact student performance into consideration when considering achievement data for Response to Intervention and Special Education eligibility decision making.

Learn how the district used MAP data as a way to create valid and reliable peer-to-peer comparison groups. Additional considerations for triangulating data with other school-based qualitative and criterion-referenced measures will be reviewed.

Especially useful for: Data/Accountability Directors; Communication/PR Officers

Learning Outcomes:

- Briefly review socio-cultural and linguistic considerations for RTI and Special Education decision making (i.e.: What are key factors to consider in choosing the correct group?)
- Learn key questions to ask when reviewing MAP data as part of problem solving for students with specific backgrounds, including the use of criterion-referenced and qualitative measures
- Review a process that could be used to sort and analyze MAP data to determine salient factors for "peer" comparisons and to create local norms

Audience key: Experienced data user, Advanced data user, Teacher, District leadership, Curriculum and instruction

Applying Lexile Levels in the Classroom

→ Williford A Computer Lab



Dawn Essig and Michael Koranda, Professional Development Consultants, NWEA

Get ready to develop a better understanding of Lexile levels and the increased rigor required for Common Core. This hands-on session allows you to explore resources that can be used in classrooms to address the diversity of Lexile ranges and further support differentiation by content in your classrooms.

Learning Outcomes:

- Develop an understanding of what Lexile scores are and how they can be interpreted on MAP data
- Identify resources that can be used to support Lexile in the classroom

Audience key: New data user, Experienced data user, Teacher

Technology-Enhanced Items: Added Complexity, Added Value



→ Continental A

Michael Laus, Content Acquisition Supervisor; Lindsay Sanders, Item Acquisition and Vendor Manager; and Becka Nethers, Classroom Assessment Specialist, NWEA

NWEA has been developing technology-enhanced items (TEIs) to increase the depth and breadth of our content coverage. This session will introduce a detailed description of the active TEI types that are currently in MAP, including the added benefits and increased student information TEIs provide. See the TEI types currently in the MAP item bank, then be part of small group discussions!

Discussion groups will analyze sample multiple choice items and share how the content in the items could be better addressed using TEIs; they'll also outline pros and cons of using TEIs to assess the content. Each small group will then design a TEI using the content provided in the sample items.

The session will close with report-backs where teams will share insights and item designs with the entire group. Post-session, NWEA staff will build the items you created and provide a link that allows you to see the TEIs built during the group work.

Especially useful for: Technology/IT Directors

Learning Outcomes:

- Understand current NWEA TEI types
- Understand the benefits of using TEIs to assess content
- Understand how to design TEIs

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership

The Little Chute That Could: How a Micro-blended Charter School Implemented Personalized Learning Through NWEA and Compass Learning

→ Continental B

Kent Swanson, Principal and Betsy Brooks, Teacher, Flex Academy, WI

Student assessment should both inform improvement of practice and illuminate students' individual progress in school. Come hear how a Wisconsin charter school implemented a personalized approach to learning and used MAP assessment data to provide a robust environment for students through Compass Learning. The result? Outstanding! By allowing teachers differentiated professional development opportunities, and using digital programs for data-driven instruction, the blended learning charter school has proven to be a highly effective learning experience for all stakeholders.

Learning Outcomes:

- Use the strands established by NWEA to learn innovative, effective, and timesaving practices that nurture the individual student's needs and evolve his or her growth and proficiency level
- Discover how to maximize data to provide specific learning paths for students to achieve success
- Learn how to incorporate Web-Based MAP testing with Compass Learning to provide hassle-free personalization

Audience key: Experienced data user, Teacher, District leadership

Using Data to Engage Student Learning in the Middle School ELA Classroom

→ Continental C

Bernice Homel, Nicole Ferrol, and Addie Kostellic, Teachers, Downers Grove School District #58, IL
Come hear how middle school teachers use MAP data in a real classroom, with real students! You'll learn how to use MAP data to drive instruction within a middle school reading program, with an emphasis on various goal setting strategies that engage students in their own growth. Presenters will discuss how their student-driven reading curriculum aligns with Common Core strategies and MAP data—and you'll walk away with student goal sheets, RIT band placement groupings, and many other relevant tools to use immediately in the classroom.

This session includes student testimonials, relatable teacher struggles, and presenters' real-life results during their journey with MAP.

Learning Outcomes:

- Set goals with your students using MAP data
- Create instructional groups using RIT bands
- Design a reading program driven by student needs

Audience key: Experienced data user, Teacher, District leadership

Create Deep, Building-Wide Understanding of Healthy Data and Instructional Practices for All Students

→ Waldorf Room

Mark Stange, Principal; Jessica Stewart, Assistant Superintendent for Special Services; Elynn Cunningham, Assistant Principal, Downers Grove School District #58, IL

Wondering how to get students, parents, and faculty to understand, value, and use MAP data? Come hear from those who have succeeded in understanding the various lenses those different groups use to view—and use—the data.

Every building in Downers Grove District #58 shares a mission: creating a culture that not only values data, but understands how to use it to make learning personal for all students. Learn how educators have used MAP data to enable students to set goals for themselves, parents to receive a deeper understanding of their child as a learner, and faculty to create differentiated instruction experiences.

Learning Outcomes:

- Build a school-wide data culture
- Create ownership amongst stakeholders

Audience key: Experienced data user, Teacher, District leadership

English Language Learners: How Language Proficiency Relates to Achievement and Growth on MAP

→ Astoria Room

Adam Withycombe, Content Specialist II, Early Learning, NWEA

Interested in the performance of English Language Learners (ELLs) on MAP? Then come hear the key takeaways from a recent study of 2,006 grade 3 – 5 ELL students who attend a large Midwestern school district. Of particular interest is the relationship between a student's level of English language proficiency and achievement and his or her fall to spring growth on the MAP reading test. You'll also hear about item writing considerations that reduce linguistic complexity, making MAP tests more accessible to all students, including those who are ELLs.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Gain a deeper understanding of how a student's level of English proficiency relates to achievement and growth on MAP
- Understand item writing considerations appropriate to all students, including those who are ELLs

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District leadership, Curriculum and instruction



Changing a School Culture

→ Williford B

Kevin Goralczyk, Principal; Melissa Jay, Kari Wuszke, Teachers, Diocese of Fort Wayne/South Bend, IN
If you're wondering, "How do we better educate our students to prepare them for life after high school?" then come learn why Our Lady of Hungary School chose to answer the same question with, "Begin by building positive relationships with staff and students." You'll hear how the school adopted and committed to MAP testing and NWEA professional development, including their progress now that they're in the midst of a three-year commitment with NWEA.

Among other decisions, the school has implemented Keeping Learning on Track (KLT), a professional development program and educator curriculum that helps build capacity in the use of formative assessment strategies. Discover how they've overhauled their entire process of how they zero in on their daily lesson objective and the way they formatively assess students to ensure that mastery learning takes place daily. With data-informed instruction and the KLT model, these educators are changing the way their students learn!

Learning Outcomes:

- Participate in and take away examples of how KLT groups are run
- Hear a school's strategy behind holding teacher/student meetings after MAP testing sessions end

Audience key: New data user, Teacher, District leadership

Using MAP to Set Goals and Inform Instruction

→ Williford C

Amy Rubin, Director of Learning & Assessment Services; Brian Bullis, Principal; and Scott Schwartz, Principal, Deerfield School District #109, IL

Learn how middle and elementary schools principals and teachers use MAP data to set and achieve growth goals for the school, the classroom, and individual students. School leaders will walk you through a process of making the data come alive for all members of your school or district. They'll also share concrete examples of how they used MAP data to set goals and inform instructional practices so you can return home and immediately apply your new learning.

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Understand how to set growth goals for school improvement
- Understand how to set growth goals for individual classrooms/teams
- Understand how to set growth goals for individual students

Audience key: Experienced data user, Teacher, District leadership

Let's Simplify MAP. Informing Instruction...for ALL or for One: How It's Done

→ Marquette Room

Lee Homesley, Teacher, Midtown Academy, MD

Can you say:

I can find my students' Lexile measures and plan ideas for using the scores in my classroom.
I can locate and use the Breakdown Reports to plan for whole group instruction and differentiation.
I can find time in my day to use MAP data in my classroom.
I can use MAP data as a motivational tool in my classroom or school.

If you answered "no" or "maybe?" to the above, come learn what you need to turn every answer into a confident YES.

Learning Outcomes:

- Understand how to use MAP to find a student's Lexile measure
- Use MAP data to pinpoint specific skills to close gaps in the classroom
- Use MAP data to identify an individual's specific needs

Audience key: New data user, Experienced data user, Teacher, District leadership

Flipping Your Professional Development Using Destination PD



→ Williford A Computer Lab

Barb Mullins, Sr. Manager of Online Professional Development and Kristin Moran, Facilitator, NWEA

In this hands-on presentation, you'll use content in Destination PD™ as pre-learning for more focused small-group discussion. Choose an NWEA report—Grade Report, District Summary Report, or Normative Data with the Class Report—and learn to interpret and apply the data by viewing specific content in Destination PD. From there, you'll use sample data to collaborate within a small group, working to apply what you've learned using a sample report and guided discussion questions. Leave knowing how resources in Destination PD can be used in your own school or district!

Learning Outcomes:

- Learn basic strategies for a flipped Professional Development model
- Discover how content in Destination PD can support this model
- Share strategies for using Destination PD in your local setting

Audience key: New data user, Experienced data user, Advanced data user, Teacher, District Leadership

Data Speaks. Can You Hear What It's Saying?

→ Continental A

Alissa Thelen, Assessment Specialist, Grand Valley State University Charter Schools Office, MI

Are you looking at your MAP data without really knowing what you should look for? Do you want to create data-driven lesson plans, but aren't sure what steps to take? Learn how to see your Teacher/Class Report in a whole new way, from creating flexible groups using a few easy-to-remember rules to knowing how to interpret median and standard deviation to guide your lesson planning. It all can be done, and in a very short amount of time!

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Understand how MAP normative data work
- Create flexible groups using your Teacher/Class Report
- Grasp the value of median and standard deviation and understand how they can help structure lesson plans

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Transitioning from a Proficiency to Growth Mindset

→ Continental B

Athena Matherly, Manager of Innovations and Meredith Ross, Sr. Manager of Data Analysis, Charter Schools USA, FL

Are you new to NWEA? Will you be implementing MAP for the first time? Beware, you may experience leaders and teachers who have a hard time transitioning from a proficiency mindset ("Is the student passing?") to a growth-oriented ("Is the student progressing?") one.

Set yourself up for success by learning the change management strategies used when a network of over 70 schools in seven states transitioned from traditional benchmarks to MAP assessments. The texts "Annual Growth, Catch-Up Growth" and "Mindset: The New Psychology of Success" will drive the discussion around how to effectively lead this type of shift!

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Differentiate characteristics of fixed and growth mindsets and describe how each relates to the traditional focus on annual growth as well as a more proactive focus on catch-up growth
- Identify and implement key strategies for managing the proficiency to growth transition in their building(s).

Audience key: New data User, Teacher, District leadership, Curriculum and instruction

CPAA: Designing a Prescriptive Response for K – 1 Students

→ Continental C

Maria Moreano, Assistant Principal; Kevin Simmons, Principal; Pete Helfers, Assessment Director, Gurney School District #56, IL

Learn how innovative educators use the English- and Spanish-language versions of Children's Progress Academic Assessment (CPAA) from NWEA! It starts with pre and post-testing K – 1 students in order to see their performance on the Common Core State Standards over time, but you'll also hear how you can use CPAA reports to formulate flexible, student need-based groups across classroom and grade levels. Presenters will walk you through the prescriptive nature of this formative assessment, show you how to make flexible groups, and share their process for intervening with students at all levels of skill acquisition.

Learning Outcomes:

- Use CPAA data to organize flexible groups
- Use CPAA data to drive instruction

Audience key: Advanced data user, Teacher, District leadership

MAP as a Predictor of State Assessment Results: A Multi-Factor Model

→ Waldorf Room

Steven Bourgeois, Director of Research and Stephanie Brown, Standards & Accountability, Responsive Education Solutions, TX

This presentation details methodology for multi-factor model in which the presenters used MAP, previous achievement, campus effects, and additional latent factors to predict student passing of the STAAR assessment in Texas. The current model represents the culmination of two years refining their predictive analytics, and the attainment of predictive accuracy exceeding 90%. They'll describe methodological procedures for leveraging the predictive capacity of MAP in both math and reading for students in grades 3 – 8 within a district of 19,000 students. Paramount in the discussion are strategies for identifying patterns of student performance, triggering targeted intervention, initiating of adjustments of instructional resources, analyzing early appraisal of student/campus performance, and transforming the approach to data for a learning organization. Through their predictive model, they anticipate the academic needs of students across the spectrum of demographic and socio-economic backgrounds.

Learning Outcomes:

- Learn the potential of MAP as one element in a multi-factor predictive model
- Learn predictive data for early identification of performance trends, ensuring continuous improvement at the district, campus, and classroom levels

Audience key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

Going Visual: Supporting Insights with New Interactive Growth Analysis Reporting



→ Williford C

Andy Hegedus, Sr. Research Manager, NWEA

Easily manipulating your MAP data to find areas of strength and areas for deeper exploration is a vital need whether you're using the data in a formal school improvement process or just wanting to gain new insights. Come see the new visual, intuitive, and interactive reports you can obtain right now to help you gain deeper, statistically defensible knowledge from your MAP data. These reports show your growth compared to either national norms or to a matched group of schools and students so you can make a true "apples to apples" comparison.

These new reports create a "wow" effect that's great for superintendents reporting to school boards as well as for building leaders who present to parents or staff!

Especially useful for: Data/Accountability Directors

Learning Outcomes:

- Learn how to change conversations and provide proof that growth in a setting like yours is possible
- Learn about new reports that help you easily gain deeper insights from your MAP data

Audience Key: New data user, Experienced data user, Advanced data user, District leadership, Curriculum and instruction

5+5+5: Reports, Resources, and Action Plan (90-minute session, ticket required and available at registration)



→ Williford A Computer Lab

Brenda Wilson, Sr. Account Executive and Adam Wolfgang, Sr. Support Specialist, Strategic Accounts, NWEA

Please note: this session requires pre-registration and tickets.

Discover five reasons to explore five key reports and resources. Learn why we get results when our inquiry is about changing student and teacher behaviors through the use of MAP data and resources to create a results-oriented mindset. This is an interactive, hands-on lab approach to identifying key reports, codifying curiosity of what the scores are telling us, and integrating the five resources through the SCAMPER (substitute, combine, adapt, modify, put to another use, eliminate, reverse) approach for obtaining observable results.

Learning Outcomes:

- Engage in the inquiry process of applying MAP data to change student and teacher behaviors in the classroom
- Internalize the key reports and resources for instructional core uses
- Integrate reports, resources, and creative problem solving

Audience key: New data user, Experienced data user, District leadership, Curriculum and Instruction

Team Approach to MAP-Based Goal Setting and Conferencing: How Can We Effectively Involve Students and Parents in the Process?

→ Continental A

Luann Wheaton, Special Education Teacher; Nicole Letson, Math Teacher; and Kate Moore, Math Teacher, Corning Painted Post School District, NY

Henry Ford said, "Coming together is a beginning. Keeping together is progress. Working together is success." Presenters from the Corning Painted Post School District will share methods they used to teach students how to "level up" their performance and articulate their goals and strategies for achievement. You'll also learn how parents were included in this process and why collaboration greatly enhances each student's opportunity for success.

Learning Outcomes:

- Learn how to inform and equip students in a way that allows the student to become the leader in his/her educational experience
- Get strategies that allow your students to become independent learners

Audience key: Advanced data user, Teacher, District leadership, Curriculum and instruction

Skills Navigator: The New Progress Monitoring and Skills Mastery Assessment from NWEA



→ Continental C

Jeff Luther, Product Manager and John Wood, Senior Analyst, Assessment and Education, NWEA

Skills Navigator is the new in-the-classroom assessment tool designed to complement MAP. It is a web-based system that quickly and easily measures K–8 foundational skills leading to college and career readiness. Skills Navigator allows educators to drill down from MAP results to find the specific skills that individual students are ready to learn.

This session will provide an overview of Skills Navigator, describing how it can be used to monitor student progress toward mastery of skills and reading comprehension. You'll learn about the skills framework that undergirds the tool and how it was developed. We will explain the processes used to create nearly 10,000 items to assess the skills framework. You'll learn how the tool locates skills that need work and checks for subsequent mastery, how the tool reports progress for intervention programs, how it assesses reading comprehension, and how Skills Navigator links to open educational resources curated by Knovation.

Especially useful for: Data/Accountability Directors; Technology/IT Directors

Learning Outcomes:

- How partners can use Skills Navigator with MAP
- How Skills Navigator can be used to monitor progress toward mastery of skills and reading comprehension

Audience key: Advanced data user, District leadership, Curriculum and instruction

Attaining 90%+ Growth in Math and Reading

→ **Waldorf Room**

Efren Toledo, Principal; Ami Thaker, Teacher; and Cynthia Delgado, Teacher, Chicago Public Schools, IL
The goal of achieving over 90% of your students meeting growth target is attainable with mutual respect, a clear understanding of student goals, and a plan that involves the teacher, student, parent, and principal. Learn how the combination of focusing on student data to drive instructional decisions plus establishing a culture of high expectations will enable you to use your MAP data as a motivating factor that encourages students take ownership of their learning.

O.A. Thorp Scholastic Academy ranked #1 in growth for Network 1 (50 schools) in Chicago Public Schools—with many teachers having over 90% of their students achieving growth targets in both math and reading. Come hear successful strategies for how you can use MAP data to achieve similar milestones!

Learning Outcomes:

- Learn strategies for engaging all stakeholders in order to help students achieve MAP growth goals
- Understand how to create a culture of high expectations to achieve success on MAP assessments

Audience Key: Experienced data user, District leadership

Integrating MAP with Schoolzilla and Digital Learning to Evaluate Programs and Improving Student Achievement

→ **Williford B**

Doug Rawlins, Principal and Blair Brown, Superintendent, Panhandle ISD, TX and Vlad Gutkovich, Sales Team Leader, Schoolzilla

Come explore how a high-performing Title 1 school fuses the results of MAP tests into Schoolzilla charts. These graphs allow the results to be broken down into specific categories to assess growth by Common Core strands or state reporting categories. These data easily show areas of strengths and weaknesses, can be used to create a specific growth plan for each student, and provide the basis for differentiated tutoring groups and setting student goals. This unique data analysis is instrumental in assessing campus training needs as well.

Learning Outcomes:

- Learn to efficiently and precisely breakdown strands to ensure academic progress of each student
- Learn how to take the data collected and maximize instructional time in the classroom

Audience Key: Experienced data user, Advanced data user, Teacher, District leadership, Curriculum and instruction

From K – 6: Similar Understandings of Data leads to Powerful Learning at Different Ages

→ **Williford C**

Janice Conboy, Teacher and Beth Hatlen, Teacher, Downers Grove School District #58, IL

Learn how to use MAP reports to effectively create instructional groups while developing an understanding of how RIT scores can help guide instruction. The session covers a variety of MAP resources, including the MAP Learning Continuum, data reports, and DesCartes: A Continuum of Learning® skills. Together we'll explore the use of data to help set student goals as well as guide teacher instruction. Presenters will share their experiences from both the primary and intermediate classroom setting—more specifically, a kindergarten and sixth grade teaching perspective!

Learning Outcomes:

- Use MAP reports to effectively create groups and develop an understanding of RIT scores and how they can help guide instruction
- Understand how DesCartes skills help guide small group instruction
- Examine student data and explore MAP reports to effectively conference and set goals with students

Audience Key: Experienced data user, Teacher, District leadership

NWEA Fusion Conference

Sessions attended by New Milford Educators:

1. Break out the MAP: Better Navigation for the Journey
2. Building a Culture of Success: The role of the Principal Using Assessment Data to Drive Instruction
3. Data Driven Leadership and your Local Growth Model
4. Improved Reading Achievement: Raising Standards and Changing Roles
5. Skills Navigator 101
6. A New Lens: Using Skills Navigator with the Learning Continuum to Support Student Learning (all attended)
7. Flipping Your Professional Development using Destination PD
8. CPAA: Designing a Prescriptive Response for K-1 Students
9. Attaining 90%+ Growth in Math and Reading
10. RIT 101
11. Is Your Effort Worth It?
12. We are Listening: How you made reports change (the quadrant report is back)
13. Answering Common Partner MAP Research Questions
14. Are all RITs created equally
15. Using MAP to set goals and inform instruction
16. MAP as a predictor of state assessments
17. Attaining 90+% growth in math and reading
18. Setting the Frame for Formative Assessment
19. Building a Culture of Success: The Role of the Principal Using Assessment Data to Drive Instruction
20. Using RTI to Help Drive RTI and Other District Initiatives (Presented)
21. Goal Setting with Students
22. Improved Reading Achievement: Raising Standards and Changing Roles
23. Closing the Gap with Map
24. Making Teacher Goal Setting More Powerful
25. English Language Learners: How Language Proficiency Relates to Achievement and Growth for MAP assessments
26. Data Speaks. Can you Hear What It's Saying?

2014-Present Out of State Conferences/Workshops:

Date	Workshop/Conference	Teachers Attending 17	Location	Workshop Fee	Other Expenses	Funding Source
10/17/2015	Columbia University	(estimated)	New York, NY	0	1250	Title I
8/3-5/2015	PLTW	1	Baltimore, Maryland	650	369.15	Title I
7/20-7/31 7/17-	PLTW	1	Rochester, NY	2350	1175	Title II
20/2015	2015 ILA Conference	1	St. Louis, MO	448	0	Title II
7/6-9/2015	Fusion Conference	3	Chicago, IL	990	3322	Title II/I
5/7-8/2015	Landmark College Day Visits	1	Putney, VT	0	0	N/A
4/12-15, 2015	NCSM Annual Conference NAfME Eastern Division	1	Boston, MA	295	502	Title II
4/10/2015	Conference	1	Providence, RI	175		Title II
4/9/2015	Music Conference	1	Providence, RI	125		Title II
3/28/2015	Columbia University	15	New York	0	920	Title II
10/18/2014 12/11-	Columbia University	12	New York	0	1020	Title II
12/2014	NEASC Conference Pace University Counselor	2	Boston, MA	650	864	Title II
12/5/2014	Program	1	New York, NY	0	25	Title II
11/20/2014	NCTE Annual Convention	1	Washington, DC Annandale-on-Hudson, NY	150	155	Title II
11/7/2014	Modern Poetry Workshop	1	NY	250	65	Title II
10/28/2014	Presidents and the Constitution	2	New York, NY	0	106	Title II
9/25/2014	Guidance Expo 2014	2	Westchester, NY	0	33	Title II
9/19/2014	Brayden Carr Coaching Clinic	1	Hackensack, New Jersey	150	0	Title II

Other In-state Conferences:

July	TAFT	7	6550	Budget/Title II
October	CRA	10	1700	Title II
October	CMEA	6 (estimated)	240	Title II
October	CECA	6	780	Title II
Nov	Wadsworth	8 (estimated)	300	Title II

Workshops presented or will be presented at New Milford Schools:

Math Workshops with Peggy Neal/CREC

K-6 Workshops with Litlife

Social Studies Workshop with Heidi Lynn Jacob

Teachers participated in other workshops/conferences in Connecticut throughout the year (over 200 PD opportunities with an approval rate of more than 98%, almost no request for professional learning was denied by the curriculum office).

Smith, Josh

From: Smith, Josh
Sent: Friday, May 01, 2015 3:19 PM
To: Amodeo, Jennifer; Balanda, Marc; Baldelli, Ellamae; Beddows, Diana; Bilko, Anne; Bilmes, David; Brenneke, Karen; Chin, Debbie; Curtis, Elizabeth; DelMonico, Kathleen; Duggan, Denise; Ferguson, Jeff; Ficke, Jean; Foss, Kim; Gil-Rogers, Monique; Hall, Linda; Hennessy, Dolores; Hicks, Robyn; Hores, Karen; Longo, Christopher; Mack, Justin; Mosey, Lisa; Mueller, Ann; Murray, Susan; Nocera, Anthony; Parker, Grace; Patella, Kim; Renner, Robin; Scoralick, Linda; Singer, Jennifer; Smith, Josh; Stoughton, Susan; Tuozzoli, Jennifer; Williams, Connie
Cc: Parker, Grace; Paddyfote, JeanAnn
Subject: Professional Development Planning 2015-16
Attachments: Professional Development Planning 2015-16.docx

Good afternoon all,

Attached are some of the take-aways from Wednesday's professional growth and development committee. I would say it was a productive meeting where we focused on two items.

The first items discussed focused on areas of the TEVAL plan that could be clarified and then we moved on to ideas and needs for the August professional development days.

The attached document contains the current draft language additions to the teval plan as well as the list of ideas and topics requested for the fall pd.

Thank you all for your submissions and feedback. We had a good response and although there were many conflicts that prevented us from meeting as a larger group, the email submissions helped to shape the conversation and I hope you see many of your ideas on the list.

I will begin to draft a schedule for what the August PD days could look like and circulate a draft in the next few weeks.

Please let me know if you have any questions.

Thank you,

-josh

2015-2016 Teacher Evaluation Revisions and Professional Development planning

Addition to TEVAL Plan

SLOs: At any time over the course of the year, the SLO can be revisited as conditions change, as new information becomes available, or the indicators identified at the beginning of the year prove to not be appropriate indicators for success. The re-visitation can be suggested by the teacher or administration as needed.

Role of Department Chairs: The High School Department Chairs will all be trained in the New Milford Teacher Evaluation Plan and calibrated either through district based training or regional, state sponsored ones. The Department Chair will provide support to the evaluation process through informal observations, the development of Student Learning Objectives (SLOs) and student growth indicators (IAGD). Department Chairs will also provide coaching and support to new teachers and members of their department that have failed to meet a rating of Accomplished. Building Administrators will work in collaboration with department chairs to foster professional growth within their respective departments.

Informal Observations and ratings: For domains not rated through informal observations evidence should be uploaded by all educators.

Professional Development:

Structure:

Short, self-directed or peer led learning sessions mixed with more traditional, facilitated PD

No lecture driven workshops.

Topics:

Google Apps,

Dyslexia, autism, behavior management,

Science and Social Studies implementation with standards, in general and specifically as it applies to grades 4 and 5

Twitter & social media as classroom/PD tools.

Time exploring websites to use to extend or enhance student learning in all academic areas.

Understanding your students IEP

SRBI- strategies for utilizing the interventionist

Purposeful use of the Smart board

How to deal with students with Mental Health Issues

How to use "BYOD" for a successful classroom

How to foster student leaders

How to engage students with reading print text

Effective co-teaching for inclusive classrooms

PD related to the specific subject you teach. Enriching your knowledge with outside PD that is more geared toward a teachers profession , rather than PD for general teaching techniques.

Excel training for formulating WIN groups

Opportunity, with grade level, to evaluate math program and supplement when needed

Teacher websites

I would like PD on how to embed critical/creative thinking questions in the regular curriculum

Outlook- I believe it has a lot to offer and we don't even know ½ of what it can do

Responsive classroom

Collaboration time with other colleagues on grade level district assessments

PLC's,_What are they? How can we use them as a department?

Student Motivation

Creating Lessons for the 21st Century Learner

Stem Training

Stress and Time Management

Smith, Josh

From: Smith, Josh
Sent: Monday, August 17, 2015 4:35 PM
To: All District Teachers; All District Guidance/Psychologist
Cc: Paddyfote, JeanAnn; Parker, Grace; Administration
Subject: August 20th
Attachments: Ed Camp Sessions 8-17 Draft.docx; August 20 2015 PD Staff version .doc

Good afternoon and welcome back.

I look forward to seeing all of you and to the start of the school year.

Attached are two draft documents for Thursday's professional development day. I would like to thank all of the members of the Professional Growth Committee that helped in the planning and their efforts to make the day as individualized as possible. I will send out a final version on Wednesday.

Morning:

For most of you, the morning is a time for you to meet as a grade level or vertical team. With all of the changes and adjustments, this is an opportunity for you to meet your new teaching partners and reconnect to your content peers. Use this time to: review new curriculums, align assessments, review vertical scope and sequence, discuss issues around grading policies, homework, or other topics that are specific to your grade or discipline.

Talk with your peers about your SLO's, what worked, what didn't? What types of data did you collect and did it work or will you look for other types of artifacts this year? How do you define growth and what should we look for?

Afternoon Ed Camps:

During the afternoon, we have structured classrooms and topics based on the requests and feedback we received from you last spring.

Ed Camps are designed for you to meet and share with your peers on topics you have interests in, knowledge about and want to share. They are unstructured and do not have a designated instructor. Each session will have topics and classrooms identified. If you want to know about that topic or feel you can help others, go to the identified room and talk with whomever else is interested. If you are the only one in the room, try another topic. If there are too many people in the room, you can split the group in two or go to a different session.

Ed Camp sessions do not have traditional instructor and learner roles. Each person who attends the session is both a learner and a leader. If you have a question that nobody can answer, see if you can find some partners that are interested in finding the answer together.

You will see that there are still some open sessions. If you have a topic that you would like to focus on and don't see it, please send it to me by Wednesday and I will try to add as many as possible.

The Professional Growth Committee recognizes that this is a new format that is very different than what we have done in the past. This format allows you to play an active role in your learning, to work with your peers on shared questions. This provides time for you to collaborate across grade levels in ways that will be much more difficult during the school year.

We will be using all of the labs as well as a good number of chromebooks throughout the sessions, but we encourage you to bring any device you prefer to work on.

Some of our schools have used the Ed Camp model before with positive feedback, however this will be the first time we try it as a district. As with anything new, we expect that there will be a learning curve and I look forward to hearing your feedback.

Thank you,

-josh

Joshua Smith
Deputy Superintendent
New Milford Public Schools

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Session Title	Description
Excel – imports and exports	How to move data from Excel into other programs or taking information from tools like word, google docs, gradebooks and other sources and importing them into excel.
Excel – Data sorting	Using tools available in newer versions of Excel such as advanced sorting, conditional formatting and other features to organize and analyze large data sets
Analyzing MAP scores and how to use the information to drive instruction	Bring some student scores or review last year's data to discuss patterns or observations and how they can help inform your instruction.
Math Exemplars	K-5 Math extension problems for students. If you have used the tool before, come see what is new, if you haven't come explore and learn from your colleagues
Preparing for the Reading Survey	If you are one of those participating in the reading survey, come explore questions and the process.
Using twitter and Social media	Don't have an account? Have an account but not sure how to use it? Have you been using it for years? Come share what works and how you use it.
NewsELA	Teachers in grades 3-8 can access non-fiction content that can be tailored by Lexile levels.
Standards Based Report Cards	Review your grade level report cards and the standards that will be reported. K-3 teachers can share how you transitioned and 4-5 teachers can ask what worked. Together you can talk about how to structure assignments
Google Docs in Writers workshop	How do you use Google docs to support the workshop model? How could you use it?
Using the gradebook 6-12	For many this will only be the second time you have set up the gradebook, for some it is the first time. Take this opportunity to work together to set up grade weighting, assignments and groups. Work with others learning for the first time or share what worked in the past.
Using the GradeBook 3-5	
WIN groups K-1	Take this opportunity to talk with others about how they have or plan to approach the WIN blocks. How are you planning to group students in the first few weeks? What concepts will you look at first and what types of student data can you use to help.
Win Groups 2	
WIN Groups 3	
WIN Groups 4-5	
K-3 Science	Review current district units
4-5 Science	Review current district units
HS School Climate	
Ted Talks	Share your favorite TED talks, how to use them with students.
Level 2 Spanish Curriculum	This session is designed for those that teach level 2 Spanish or are interested in the curriculum.
Office 2012	For many, you have only had access to an old version of Microsoft Office. The district has upgraded the software and for many, you will now have access to newer tools. Use this time to explore the new features, work with others who are new or join the group to share what you have learned.
NWEA Presentation	This summer New Milford was asked to present at the national NWEA conference and share some of the work we are doing. This session will

[illegible]

DRAFT

New Milford Public Schools
Professional Development
August 20, 2015

Grades K-5 Regular Ed (Grades PK-5 Special Education Teachers see last page)

Time	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8:00 - 9:30	CONVOCATION					
9:30 – 10:45	Math Assessment & Pacing Calendar Review Room	Literacy Assessment & Pacing Calendar Review Room	Positive Behavioral Approaches for All Students R. Parenti, Education Connection Room: Lecture Hall		PLC's, Portal, Report Cards Room	Review Pacing Guides Room
	Literacy Assessment & Pacing Calendar Review Room	Math Assessment & Pacing Calendar Review Room			Review Pacing Guides Room	PLC's, Portal, Report Cards Room
10:45 – 12:00	Positive Behavioral Approaches for All Students R. Parenti, Education Connection Room: Lecture Hall		Math Assessment & Pacing Calendar Review Room	Literacy Assessment & Pacing Calendar Review Room	Positive Behavioral Approaches for All Students R. Parenti, Education Connection Room: Lecture Hall	
			Literacy Assessment & Pacing Calendar Review Room	Math Assessment & Pacing Calendar Review Room		
12:00 – 12:40	LUNCH WILL BE SERVED IN THE CAFETERIA					
12:45 – 1:20	See Ed Camp Schedule Session 1					
1:25 – 1:55	See Ed Camp Schedule Session 2					
2:00 – 2:40	See Ed Camp Schedule Session 3					
2:45 – 3:30	See Ed Camp Schedule Session 4					

**New Milford Public Schools
Professional Development
August 20, 2015**

Grades 6 - 12 Faculty

Time	Grades 6-12 English	Grades 6-12 Math	Grades 6-12 Social Studies	Grades 6-12 Science	Grades 6-12 World Language	Grades 6-12 Business / Tech / Practical Arts
8:00 - 9:15	CONVOCATION					
9:30 – 10:45	Vertical Team Meeting Room:	Vertical Team Meeting Room:	Vertical Team Meeting Room:	Vertical Team Meeting Room:	Vertical Team Meeting Review Current Scope & Sequence and Discuss Possible Changes Room:	Vertical Team Meeting Room:
10:45 – 12:00	Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room:	<u>Grades 6-7</u> CMP Planning, Unit One & Assessments Room: <u>Grades 8-12</u> Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room:	Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room:	Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room:	Spanish & French Common Assessments & Final Exams Room:	Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room:
12:00 – 12:40	LUNCH WILL BE SERVED IN THE CAFETERIA					
12:45 – 2:00	<u>Grades 6-8</u> Positive Behavioral Approaches for All Students R. Parenti, Education Connection Room: Lecture Hall					
12:45 – 1:20	See Ed Camp Schedule Session 1					
1:25 – 1:55	See Ed Camp Schedule Session 2					
2:00 – 2:40	See Ed Camp Schedule Session 3					

**New Milford Public Schools
Professional Development
August 20, 2015**

2:45 – 3:30

**See Ed Camp Schedule
Session 4**

**New Milford Public Schools
Professional Development
August 20, 2015**

K-12 ELL, Unified Arts Faculty, Reading Teachers, Library Media Specialists, K-12 Paraeducators

Time	Grades K-12 PE / Health	Grades K-12 Art	Grades K-12 Music	Grades K-12 ELL	Grades K-8 Reading Specialists	Grades K-12 Library Media Specialists	Grades K-12 Paraeducators
8:00 - 9:15	CONVOCATION						
9:30 – 10:40	Vertical Team Meeting Room:	Vertical Team Meeting Room:	Vertical Team Meeting Room:	Positive Behavioral Approaches for All Students R. Parenti – Education Connection Room: Lecture Hall	Positive Behavioral Approaches for All Students R. Parenti – Education Connection Room: Lecture Hall	Positive Behavioral Approaches for All Students R. Parenti – Education Connection Room: Lecture Hall	DCF B. Murphy Room: Theater
10:45 – 12:00	Review Curriculum & Assessments, Share SLOs, Benchmarks, Standards & Reporting Room:	Review Curriculum & Assessments, Share SLOs, Benchmarks, Standards & Reporting Room:	Review Curriculum & Assessments, Share SLOs, Benchmarks, Standards & Reporting Room:	Vertical Team Meeting Room:	SRBI Room:	Vertical Team Meeting Room:	Paraeducator Evaluation: Updates and Reflections E. Baldelli and L. Olson Room: Theater
12:00 – 12:40	LUNCH WILL BE SERVED IN THE CAFETERIA						
12:45 – 2:00	Grades K-8 Positive Behavioral Approaches for All Students R. Parenti – Education Connection Room: Lecture Hall			Review New Standards RTI and Support Models Room:	See Ed Camp Schedule	Review Curriculum & Assessments, Share SLOs, Benchmarks, Standards & Reporting Room:	Paras As Partners: Overview of Spring 2015 Conference O. Rella, T. Bass, M. Freeman Room: Theater
12:45 – 1:20	See Ed Camp Schedule Session 1						TBD
1:25 – 1:55	See Ed Camp Schedule Session 2						
2:00 – 2:40	See Ed Camp Schedule Session 3						
2:45 – 3:30	See Ed Camp Schedule Session 4						

Paras: Please note on August 21st - 8:00-9:15 a.m., Positive Behavioral Approaches, NMHS

**New Milford Public Schools
Professional Development
August 20, 2015**

K-12 Faculty – PK-12 SPED Teachers, Social Workers, Counselors, Psychologists, SLP'S

Time	Grades PreK-3 SPED Teachers	Grades 3-8 SPED Teachers	Grades 9-12 SPED Teachers	Grades K-12 Social Workers	Grades K-12 Counselors	Grades K-12 School Psychologists	Grades K-12 SLP's
8:00 - 9:15	CONVOCATION						
9:30 – 10:40	“Closing the Gap” J. Forman Centris Group Room:		DCF B. Murphy Room: Theater				SLP Meeting J. Titus Room:
Positive Behavioral Approaches for All Students R. Parenti Education Connection Room: Lecture Hall							
10:45 – 12:00							
12:00 – 12:40	LUNCH WILL BE SERVED IN THE CAFETERIA						
12:45 – 2:00	Positive Behavioral Approaches for All Students R. Parenti Education Connection Room: Lecture Hall		“Closing the Gap” J. Forman Centris Group Room:				
12:45 – 1:20	See Ed Camp Schedule Session 1						
1:25 – 1:55	See Ed Camp Schedule Session 2						
2:00 – 2:40	See Ed Camp Schedule Session 3						
2:45 – 3:30	See Ed Camp Schedule Session 4						

-josh

Joshua Smith
Deputy Superintendent
New Milford Public Schools

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From:
Sent: Monday, August 17, 2015 5:03 PM
To: Smith, Josh
Subject: RE: August 20th

Hi Josh - I think the draft schedule looks great. How do you plan to schedule the the edcamp sessions? Will everything on that list be put into a specific session time once or do you plan to schedule space for all of those for every session time? For some of those topics that are very specific, will necessary materials be there? I'm thinking about the report card, math exemplars, current district units for sci, etc. - I'm not sure we have access to all that to bring with us or if what we have is uniform and current.

If you're interested here is the session board from EdcampCT that I went to on Friday: <https://goo.gl/Peoegl>

In part of a session, I came across a PD idea to consider in the future. One guy shared how his district teamed up with several other local districts and chose a common PD day (like election day) and one district would host a regional PD for all of the district staff that don't usually have many peers (librarians, PE, Art, coaches - all the "silos", as he called them). Other staff in those districts had their regular PD but this gave those others an opportunity to talk to peers that they wouldn't normally get. Something to think about.

Thanks for bringing the committee's ideas and suggestions forward and giving them a chance, I appreciate it.

From:
To:
Subject: Re: August 20th
Date: Tuesday, August 18, 2015 9:56:21 AM

I took that column off in yesterday's draft because it isn't complete. You didn't miss anything. Glad you are thinking

Sent from my iPhone

On Aug 18, 2015, at 9:50 AM,

Missed that third column. That's embarrassing. Sorry!

Not sure of the district but I think it was the EastConn RESC.

From: Smith, Josh
Sent: Tuesday, August 18, 2015 9:37 AM
To:
Subject: RE: August 20th

Welcome back.

The list of sessions draft that I sent out actually has a third column where I will list room numbers and the sessions it will be available. Some sessions we will offer more than once and some, like the one for Spanish Two teachers will not be repeated. For the curriculum and report card sessions, we will have copies in the room for teachers, I am working on that list now and we will have copies at the high school by tomorrow. Math exemplars is a bit different in that we need to have some accounts created and will do what we can to make sure teachers can access, but there may be some who don't have accounts by Thursday, especially new teachers. (I like how you are thinking)

We have tried the common pd day, specifically on election day. World Language teachers, music teachers and art teachers have all gone to other districts or to WestConn for pd. I think that it works well in November, but is complicated at other times. That is part of the reason behind the regional calendars, but time will tell. I think it works best when department heads work together to plan the day and that is beginning to happen. Do you know what district the person was from?

Hope you had a great break.

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From:
Sent: Monday, August 17, 2015 4:51 PM
To: Smith, Josh
Subject: Re: August 20th

Hi Josh -

Could we offer something surrounding the redesigned SAT? I think some time to explore the documents that have been released, the practice tests, and the materials on the Khan Academy site would be useful.

Thanks!

Sent from my iPhone

On Aug 17, 2015, at 4:35 PM, Smith, Josh <jsmith@newmilfordps.org> wrote:

Good afternoon and welcome back.

I look forward to seeing all of you and to the start of the school year.

Attached are two draft documents for Thursday's professional development day. I would like to thank all of the members of the Professional Growth Committee that helped in the planning and their efforts to make the day as individualized as possible. I will send out a final version on Wednesday.

Morning:

For most of you, the morning is a time for you to meet as a grade level or vertical team. With all of the changes and adjustments, this is an opportunity for you to meet your new teaching partners and reconnect to your content peers. Use this time to: review new curriculums, align assessments, review vertical scope and sequence, discuss issues around grading policies, homework, or other topics that are specific to your grade or discipline.

Talk with your peers about your SLO's, what worked, what didn't? What types of data did you collect and did it work or will you look for other types of artifacts this year? How do you define growth and what should we look for?

Afternoon Ed Camps:

During the afternoon, we have structured classrooms and topics based on the requests

From:
To:
Subject: RE: August 20th
Date: Tuesday, August 18, 2015 11:36:00 AM

Happy to add that session, I do not know if I can get copies made. Would they be ok with web access?

Joshua Smith
Deputy Superintendent
New Milford Public Schools

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From
Sent: Tuesday, August 18, 2015 11:34 AM
To: Smith, Josh
Subject: RE: August 20th

Hi Josh --

Another suggestion (this one should get credit for). Time for teachers to explore, review, and edit the activities and other materials that have been distributed by the state for Algebra 1, Geometry, and Algebra 2.

Thanks!

From: Smith, Josh
Sent: Tuesday, August 18, 2015 8:26 AM
To:
Subject: RE: August 20th

Great suggestion!

Thank you,

-josh

Joshua Smith
Deputy Superintendent
New Milford Public Schools

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Smith, Josh

From: Smith, Josh
Sent: Wednesday, August 19, 2015 4:02 PM
To: All District Teachers; All District Guidance/Psychologist
Cc: Administration
Subject: Professional Development
Attachments: August 20 2015 PD Final version.pdf; Ed Camp Sessions Final version.pdf

Good afternoon,

Attached are the updated version of the topics and sessions for tomorrow following the morning convocation.

As the afternoon EdCamp model is new to us as a district, I have included two videos that should help explain how they work.

The afternoon is divided into four EdCamp sessions. We will make an announcement at each transition period and encourage you to join a new conversation. Some topics are scheduled for repeat sessions, some only occur one time.

EdCamp overview: <https://youtu.be/gr7teMAk-hA> (1 minute)

EdCamp TedTalk: <https://www.youtube.com/watch?v=vVDUIoMavLM> (16 minutes)

EdCamps are defined as: free, democratic, participant-driven professional development for K-12 educators worldwide

- Edcamps are:
- non-commercial and conducted with a vendor-free presence
- hosted by any organization interested in furthering the edcamp mission
- made up of sessions that are determined on the day of the event (we modified this part a bit as this is New Milford's first time)
- events where anyone who attends can be a presenter
- reliant on the "law of two feet" that encourages participants to find a session that meets their needs
- Designed so that your take-aways are determined by your inputs

A big thank you to all of you who participated in creating and owning this process, I look forward to seeing everyone and to a day that will help all of us improve our craft.

Thank you,

-josh

Joshua Smith
 Deputy Superintendent
 New Milford Public Schools

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**New Milford Public Schools
Professional Development
August 20, 2015**

Sign-in sheets for both the AM/PM workshops will be set-up in the center hallway on the 1st floor

Grades K-5 Regular Ed (Grades PK-5 Special Education Teachers see last page)

Time	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8:00 - 9:15	CONVOCATION					
9:30 – 10:45	Math Assessment & Pacing Calendar Review Room 2104	Literacy Assessment & Pacing Calendar Review Room 2105	Positive Behavioral Approaches for All Students R. Parenti, Education Connection Room 2325, Lecture Hall		PLC's, Portal, Report Cards Room 2109	Review Pacing Guides Room 2110
	Literacy Assessment & Pacing Calendar Review Room 2105	Math Assessment & Pacing Calendar Review Room 2104			Review Pacing Guides Room 2109	PLC's, Portal, Report Cards Room 2110
10:45 – 12:00	Positive Behavioral Approaches for All Students R. Parenti, Education Connection Room 2325, Lecture Hall		Math Assessment & Pacing Calendar Review Room 2104	Literacy Assessment & Pacing Calendar Review Room 2105	Positive Behavioral Approaches for All Students R. Parenti, Education Connection Room 2325, Lecture Hall	
			Literacy Assessment & Pacing Calendar Review Room 2105	Math Assessment & Pacing Calendar Review Room 2104		
12:00 – 12:40	LUNCH WILL BE SERVED IN THE CAFETERIA					
12:45 – 1:20	See Ed Camp Schedule Session 1					
1:25 – 2:00	See Ed Camp Schedule Session 2					
2:05 – 2:40	See Ed Camp Schedule Session 3					
2:45 – 3:30	See Ed Camp Schedule Session 4					

**New Milford Public Schools
Professional Development
August 20, 2015**

Sign-in sheets for both the AM/PM workshops will be set-up in the center hallway on the 1st floor

Grades 6 - 12 Faculty

Time	Grades 6-12 English	Grades 6-12 Math	Grades 6-12 Social Studies	Grades 6-12 Science	Grades 6-12 World Language	Grades 6-12 Business / Tech / Practical Arts
8:00 - 9:15	CONVOCATION					
9:30 – 10:45	Vertical Team Meeting Room 2102	Vertical Team Meeting Room 3102	Vertical Team Meeting Room 2303	Vertical Team Meeting Room 3307	Vertical Team Meeting Review Current Scope & Sequence and Discuss Possible Changes Room 1312	Vertical Team Meeting Room 2124
10:45 – 12:00	Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room 2102	<u>Grades 6-7</u> CMP Planning, Unit One & Assessments Room 3104 <u>Grades 8-12</u> Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room 3102	Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room 2303	Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room 3307	Spanish & French Common Assessments & Final Exams Room 1312	Review Curriculum & Assessments Share SLOs, Benchmarks, Standards and Reporting Room 2124
12:00 – 12:40	LUNCH WILL BE SERVED IN THE CAFETERIA					
12:45 – 2:00	<u>Grades 6-8</u> Positive Behavioral Approaches for All Students R. Parenti, Education Connection Room 2325, Lecture Hall					
12:45 – 1:20	See Ed Camp Schedule Session 1					
1:25 – 2:00	See Ed Camp Schedule Session 2					
2:05 – 2:40	See Ed Camp Schedule Session 3					
2:45 – 3:30	See Ed Camp Schedule Session 4					

**New Milford Public Schools
Professional Development
August 20, 2015**

Sign-in sheets for both the AM/PM workshops will be set-up in the center hallway on the 1st floor

K-12 ELL, Unified Arts Faculty, Reading Teachers, Library Media Specialists, K-12 Paraeducators

Time	Grades K-12 PE / Health	Grades K-12 Art	Grades K-12 Music	Grades K-12 ELL	Grades K-8 Reading Specialists	Grades K-12 Library Media Specialists	Grades K-12 Paraeducators
8:00 - 9:15	CONVOCATION						
9:30 – 10:40	Vertical Team Meeting Room 1104	Vertical Team Meeting Room 1315	Vertical Team Meeting Room 1314	Positive Behavioral Approaches for All Students R. Parenti – Education Connection Room 2325, Lecture Hall	Positive Behavioral Approaches for All Students R. Parenti – Education Connection Room 2325, Lecture Hall	Positive Behavioral Approaches for All Students R. Parenti – Education Connection Room 2325, Lecture Hall	DCF B. Murphy Room Theater
10:45 – 12:00	Review Curriculum & Assessments, Share SLOs, Benchmarks, Standards & Reporting Room 1104	Review Curriculum & Assessments, Share SLOs, Benchmarks, Standards & Reporting Room 1315	Review Curriculum & Assessments, Share SLOs, Benchmarks, Standards & Reporting Room 1314	Vertical Team Meeting Room 1210	SRBI Room 1313	Vertical Team Meeting Room LMC	Paraeducators Evaluation: Updates and Reflections E. Baldelli and L. Olson Room Theater
12:00 – 12:40	LUNCH WILL BE SERVED IN THE CAFETERIA						
12:45 – 2:00	<u>Grades K-8</u> Positive Behavioral Approaches for All Students R. Parenti – Education Connection Room 2325, Lecture Hall			Review New Standards RTI and Support Models Room 1210	Follow Ed Camp Schedule Below	Review Curriculum & Assessments, Share SLOs, Benchmarks, Standards & Reporting Room LMC	Paras As Partners: Overview of Spring 2015 Conference O. Rella, T. Bass, M. Freeman Room Theater
12:45 – 1:20	See Ed Camp Schedule Session 1						Breakout Sessions Rooms 1318, 1319, 1320 Paras: Please note on August 21 st - 8:00-9:15 a.m., Positive Behavioral Approaches, NMHS
1:25 – 2:00	See Ed Camp Schedule Session 2						
2:05 – 2:40	See Ed Camp Schedule Session 3						
2:45 – 3:30	See Ed Camp Schedule Session 4						

**New Milford Public Schools
Professional Development
August 20, 2015**

Sign-in sheets for both the AM/PM workshops will be set-up in the center hallway on the 1st floor

K-12 Faculty – PK-12 SPED Teachers, Social Workers, Counselors, Psychologists, SLP'S

Time	Grades PreK-3 SPED Teachers	Grades 3-8 SPED Teachers	Grades 9-12 SPED Teachers	Grades K-12 Social Workers	Grades K-12 Counselors	Grades K-12 School Psychologists	Grades K-12 SLP's
8:00 - 9:15	CONVOCATION						
9:30 – 10:40	"Closing the Gap" J. Forman Centris Group Room LMC (group will meet to the right of the LMC)		DCF B. Murphy Room: Theater				SLP Meeting J. Titus Room 2110
Positive Behavioral Approaches for All Students R. Parenti Education Connection Room: Lecture Hall							
10:45 – 12:00							
12:00 – 12:40	LUNCH WILL BE SERVED IN THE CAFETERIA						
12:45 – 2:00	Positive Behavioral Approaches for All Students R. Parenti Education Connection Room 2325, Lecture Hall		"Closing the Gap" J. Forman Centris Group Room LMC (group will meet to the right of the LMC)				
12:45 – 1:20	See Ed Camp Schedule Session 1						
1:25 – 2:00	See Ed Camp Schedule Session 2						
2:05 – 2:40	See Ed Camp Schedule Session 3						
2:45 – 3:30	See Ed Camp Schedule Session 4						

Ed Camp Schedule
August 20, 2015

Session Title	Description	Room Number/ Lab or Chromebooks
Excel – imports and exports <u>Sessions 1 & 3</u>	How to move data from Excel into other programs or taking information from tools like word, google docs, gradebooks and other sources and importing them into excel.	Lab 2111
Excel – data sorting <u>Sessions 2 & 4</u>	Using tools available in newer versions of Excel such as advanced sorting, conditional formatting and other features to organize and analyze large data sets	Lab 2112
District Website <u>Sessions 1 & 3</u>	As we acquire new tools for communication such as twitter, remind101, parent portal and google docs, what information should be on a teacher's webpage? How do we balance information without confusing the messages? Discuss and view each other's pages, what is working, what should be updated and how often?	LMC Lab
Office 2012 <u>Sessions 1 & 3</u>	For many, you have only had access to an old version of Microsoft Office. The district has upgraded the software and for many, you will now have access to newer tools. Use this time to explore the new features, work with others who are new or join the group to share what you have learned.	Lab 2117
Analyzing MAP scores and how to use the information to drive instruction <u>Session 2</u>	Bring some student scores or review last year's data to discuss patterns or observations and how they can help inform your instruction.	Room 2114 Chromebooks
Math Exemplars <u>Sessions 2 & 4</u>	K-5 Math extension problems for students. If you have used the tool before, come see what is new, if you haven't come explore and learn from your colleagues	Lab 211S
Preparing for the Reading Survey <u>Session 3</u>	If you are one of those participating in the reading survey, come explore questions and the process.	Room 2118 Chromebooks
Using Twitter and Social Media <u>Session 2</u>	Don't have an account? Have an account but not sure how to use it? Have you been using it for years? Come share what works and how you use it.	Room 2121 Chromebooks
NewsELA <u>Sessions 3 & 4</u>	Teachers in grades 3-8 can access non-fiction content that can be tailored by Lexile levels.	Lab 2116
Standards Based Report Cards <u>Sessions 1 & 4</u>	Review your grade level report cards and the standards that will be reported. K-3 teachers can share how you transitioned and 4-5 teachers can ask what worked. Together you can talk about how to structure assignments <i>(copies of report cards will be available)</i>	Room 2123
Google Docs in Writers Workshop <u>Session 2</u>	How do you use Google docs to support the workshop model? How could you use it?	Lab 3104 Chromebooks

Ed Camp Schedule
August 20, 2015

Session Title	Description	Room Number/ Lab or Chromebooks
Using Grade Book – Grades 6-12 <u>Sessions 1 & 3</u>	For many this will only be the second time you have set up the gradebook, for some it is the first time. Take this opportunity to work together to set up grade weighting, assignments and groups. Work with others learning for the first time or share what worked in the past.	Room 2204 Chromebooks
Using Grade Book – Grades 3-5 <u>Sessions 2 & 4</u>		Room 2205 Chromebooks
WIN Groups – Grades K-1 <u>Session 1</u>	Take this opportunity to talk with others about how they have or plan to approach the WIN blocks. How are you planning to group students in the first few weeks? What concepts will you look at first and what types of student data can you use to help.	Room 2310
WIN Groups – Grade 2 <u>Session 2</u>		Room 2311
WIN Groups – Grade 3 <u>Session 3</u>		Room 2312
WIN Groups – Grades 4-5 <u>Session 4</u>		Room 2313
K-3 Science <u>Session 4</u>	Review current district units (curriculum copies will be available)	Room 2109
4-5 Science <u>Session 3</u>	Review current district units (curriculum copies will be available)	Room 2110
Ted Talks <u>Sessions 1 & 3</u>	Share your favorite TED talks, how to use them with students.	Room 3114 Chromebooks
Level 2 Spanish Curriculum <u>Session 4</u>	This session is designed for those that teach level 2 Spanish or are interested in the curriculum.	Room 3115
NWEA Presentation <u>Session 1</u>	This summer New Milford was asked to present at the national NWEA conference and share some of the work we are doing. This session will share our presentation, the feedback we received and what we learned from other school districts	Room 3116
EXCEL – Preschool <u>Session 1</u>	A session for EXCEL Pre-School teachers to discuss ECO pre-school standards.	Room 3117
Reading A-Z <u>Sessions 2 & 3</u>	If you have changed grade levels or not used the program in a bit, come explore, review progress monitoring tools	Room 3118

Ed Camp Schedule
August 20, 2015

Session Title	Description	Room Number/ Lab or Chromebooks
Portals Plus - Grades 6-12 <u>Sessions 3 & 4</u>	You can send email messages to parents, students, both, or only specific students or specific parents. You can email attachments, etc. right from the portal. You can get to your gradebook with one click from Portal.	Room 3121 Chromebooks
Google Forms and Tools <u>Sessions 1 & 3</u>	Do you use Google forms, have you ever created one or are you interested in how they work?	Room 3122 Chromebooks
Google Websites <u>Session 4</u>	Discover and develop Google websites	Room 3124 Chromebooks
The Redesigned SAT <u>Session 3</u>	Explore the documents that have been released, the practice tests, and the materials on the Khan Academy site.	Room 3313 Chromebooks
State Math Curriculum Guides <u>Sessions 2 & 3</u>	Explore, review, and edit the activities and other materials that have been distributed by the state for Algebra 1, Geometry, and Algebra 2.	Room 3123 Chromebooks
Global Studies <u>Session 4</u>	Sharing strategies and resources for Global Studies	Room 231S
Collection Division 202 <u>Session 1</u>	Working with other professionals, learn how to effectively plunder a library collection of over 16,000 volumes. In the course of the workshop you will put theory into practice in a hands-on encounter with the JPS LMC collection, rescuing what you can from storage	Room LMC Classroom
Special Education <u>Session 2</u>	Multi-Sensory Reading	Room 3318
Differentiated Assessments and Rubrics <u>Session 3</u>	Join a conversation about how to assess student learning and design instruction to meet the different needs of students.	Room 3320

Smith, Josh

From:
Sent: Friday, August 21, 2015 10:56 AM
To: Paddyfote, JeanAnn; Smith, Josh; Shugrue, C
Subject: Opening Week

Thank you all for the noticeable flexibility and increase in the amount of time we have had to work independently and with colleagues during opening week. It really is appreciated and of value.

Convocation was very select. The band was excellent as always. Moreover, the Teacher of the Year presentation was inspirational enough so that I did not miss the motivational speaker.

At the high school, we had the chance to work independently and in small groups to fulfill school wide objectives. This allowed for more clarification, discussion and ownership.

Last, the Ed Camps provided for a welcomed exchange of new ideas and strategies. In particular we were able to reach out to two of our new dept. members.

Thank you again,

Smith, Josh

From:
Sent: Friday, August 21, 2015 8:38 AM
To: Smith, Josh
Subject: RE: August 20th

It was the best and most productive PD I have had, bar none!

It took some time to get used to.

I helped a lot of people and was helped a lot.

As we get used to it I think it will get better and better.

thanks

From: Smith, Josh
Sent: Thursday, August 20, 2015 5:24 PM
To: All District Teachers; All District Guidance/Psychologist; Administration
Subject: August 20th

Good afternoon,

I just wanted to recognize the good work everyone contributed today. I witnessed so many deep conversations about curriculum and instruction and saw such a collaborative effort by so many.

Our first experiment with an Ed Camp model was not without speed bumps or issue, but overall there were so many positives and so many really invested in making it work.

I would like to thank all of you for being a part of our professional learning community and for helping to move us forward as a collective whole.

I look forward to a great year ahead.

Thank you,

-josh

Joshua Smith
Deputy Superintendent
New Milford Public Schools

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Smith, Josh

From:
Sent: Thursday, August 20, 2015 2:01 PM
To: Smith, Josh

Exemplars and social media rooms are great

Sent from my Verizon Wireless 4G LTE smartphone