

NEW MILFORD BOARD OF EDUCATION

**New Milford Public Schools
50 East Street
New Milford, Connecticut 06776**

NEW MILFORD, CT

**COMMITTEE ON LEARNING
MEETING NOTICE**

2016 FEB 19 P 12:16

RECEIVED
TOWN CLERK

**DATE: February 23, 2016
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

- A. Summer School Proposal

4. Items of Information

- A. Curriculum Council K-12
- B. Professional Development Updates
- C. Adult Education Promotional Video

5. Public Comment

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6. Adjourn

Sub-Committee Members: Bill Dahl, Chairperson
Dave Littlefield
Brian McCauley
Tammy McInerney

Alternates: J.T. Schemm
David A. Lawson



Proposal for the Sarah Noble Intermediate *Summer Bridge Program*: grades 3-5

(A pilot program)

Background:

- All young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer (White, 1906; Heyns, 1978; Entwisle & Alexander 1992; Cooper, 1996; Downey et al, 2004).
- Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).
- More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al, 2007).

(http://www.summerlearning.org/?page=know_the_facts)

Proposal:

July 25, 2016 – August 11, 2016 Literacy & Math
Monday – Thursday for three weeks for students entering grades 3 through 5 for the 2016-2017 school year.

Student Schedule:

9:00 – 10:15 Student A will take Literacy and Student B will take Math
10:15-10:45..... Students A & B will participate in an activity/recess
10:45-12:00..... Student A will take Math and Student B will take Literacy

Class Size: 12-15 students per class

Student Identification Process:

Using student performance data on district MAP assessments (20-40 percentile), student grades, and teacher observation/anecdotal/qualitative evidence, approximately 125 students will be invited to participate in this summer program based on their performance during the 2015-2016 school year.

Scheduling this program at the end of the summer will “jump start” and pre-teach these students to ensure that they will be better prepared for the beginning of their next school year. This summer program will mitigate loss

of learning, which research demonstrates takes place with some of our struggling students. Students will be given a pre and post assessment to gather data about their academic gains during this summer program. This information will be communicated to parents.

Students will be recommended to this program by mid-end April and parents will be notified in early May of this summer opportunity for their children. Students will be provided with bus by the district.

Academic Focus for Summer Program:

In Literacy:

- For students entering Grade 3, the target standard for summer school will be RI 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Students will need to demonstrate progress with this skill to be successful both as a reader and a writer with the third grade curriculum.
- For students entering Grade 4, the target standard for summer school instruction will be RI 3.2: Determine the main idea of a text; recount the details and explain how they support the main idea. Students will need to demonstrate progress with these skills to be successful with grade 4 curriculum which requires a shift to more interpretative work with text.
- For students entering Grade 5, targeted instruction will focus on summarization of informational and literary text, as the fifth grade curriculum requires students demonstrate the ability to grow this skill to tracing themes across a genre.

In Math:

Grade 3

- CCSS.Math.Content.2.OA.A.1
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- CCSS.Math.Content.2.NBT.B.5
Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- CCSS.Math.Content.2.NBT.B.7
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Descriptors

- ❖ Efficient strategies for 2 and 3 digit addition problems.
 - Add in parts
 - Keep one number whole; add other in parts
- ❖ Tools: number line; equations

Subtraction

- ❖ Use efficient strategies for 2 and 3 digit subtraction problems.
 - Take away in parts

- Think addition to subtract
- ❖ Tools: number line; equations
- CCSS.Math.Content.2.OA.B.2
Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- ❖ Ten-minute math practice - focus on subtraction
- ❖

Grade 4

- CCSS.Math.Content.3.OA.A.2
Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
- CCSS.Math.Content.3.OA.A.3
Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- CCSS.Math.Content.3.OA.B.5
Apply properties of operations as strategies to multiply and divide.² *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
- CCSS.Math.Content.3.OA.B.6
Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Descriptors

- ❖ Understand and use the distributive property as a strategy to solve multiplication and division problems
- ❖ Solve story problem involving multiplication and division
- ❖ Solve division problems with unknown factors

Grade 5

- CCSS.Math.Content.4.NBT.B.5
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- CCSS.Math.Content.4.NBT.B.6
Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Descriptors

- ❖ Use rectangular arrays and/or area models to represent multiplication up to 4 digit by 1 digit and 2 digit by 2 digit.
- ❖ Use rectangular arrays and/or area models to represent division.
- ❖ Connect array and area model representations of multiplication and division with equations.

Summer School Expectations:

- Students identified are students who are ready to move forward to the next step. (This program does not supersede the summer school program for students with special needs.)
- Students will be given pre and post common assessments to measure gains. This information will be communicated to parents and 2016-2017 classroom teachers.
- Summer school homework is not expected for this program.



CURRICULUM COUNCIL

**New Milford Public Schools
February 2016**

Curriculum Council Roles and Responsibilities

The New Milford Public Schools Curriculum Council is a standing committee of teachers and administrators who meet regularly to support and guide curriculum development projects, and to ensure the curriculum is current, relevant, coherent, and aligned to the Connecticut Core Standards. The Council will engage in collaborative decision-making to ensure that our students are engaged with learning via a rigorous, meaningful, challenging curriculum to meet their college and work/career goals. Council Committee members will remain current regarding educational practices and will make decisions based on research and data. This Council will serve an advisory role to the Assistant Superintendent.

Curriculum Council members:

- Attend regular Curriculum Council meetings (3-4 times per year);
- Support the curriculum initiatives in the district's five-year curriculum plan and strategic plan;
- Develop and implement annual curriculum goals for the district and review grade-level/dept. annual goals;
- Foster the integration of 21st Century skills into teaching and learning;
- Share information regarding curriculum and programs with their departments or grade levels after each meeting;
- Prioritize, develop, publicize, and monitor curriculum/program review cycle;
- Regularly update the district's Curriculum Handbook and five-year curriculum plan;
- Publicizes curriculum information on the district's website for students, parents and community members;
- Share information on best practices both inside and outside the district; and
- Monitor the effectiveness of the curriculum and instruction of the district by examining assessment data on an annual basis.

Membership of the Curriculum Council

Representatives of the Curriculum Council should expect to serve a 2-3 year term and school administrators in consultation with the Assistant Superintendent will appoint all representatives. Staff who is interested should complete the ***Application for the New Milford Curriculum Council***. Members of the Committee, totaling approximately 28, will include the following:

- Teacher representatives from each school with attention to a balance between elementary, secondary departments, special education teachers, and specialists
 - One representative for each grade level kindergarten through grade 6 (7)
 - District-wide representative Art, Music, PE, Technology/Family Consumer Science, and Guidance (5)
- K-8 Curriculum Coaches (5)
- Data Coach (1)
- 5 High School Dept. Chairs: English, Math, Science, Social Studies & World Language (5)
- 4 administrators (4)
- Assistant Superintendent (1)

On a daily basis the curriculum coaches and high school department chairs provide coherent leadership for curriculum while classroom teachers and principals are involved in the implementation and oversight of the curriculum.

2015-2016 School Year Curriculum Council Topics

For the remainder of the **2015-2016** school year, the Curriculum Council will meet twice in March and May, 2016 @ 3:30-5:00 P.M.

- Review the New Milford Curriculum Handbook
- Review Curriculum information on district and staff only websites
- Review New Milford's Five-Year Curriculum Cycle
- Identify 21 Century Skills for curriculum inclusion
- Finalize Curriculum Initiatives for **2016-2017**, e.g. fostering a student centered classroom, digital learning opportunities, communication and collaboration, and nontraditional learning environments to ensure that all New Milford students are "college and career" ready.

CURRICULUM COUNCIL

New Milford Public Schools



Application for the New Milford Curriculum Council

Name: _____

Position: _____

School: _____

Grade/Dept.: _____

Why do you want to join the Curriculum Council?

How will New Milford Public Schools and your school in particular benefit from your membership on the Curriculum Council?

Although not essential for membership, please describe your experiences with curriculum development and revision.

Although not essential for membership, please describe your experiences with professional development (designing, presenting, facilitating).

Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

*Please return to Genie Slone, Acting Assistant Superintendent by **March 18, 2016.***