Superintendent's Proposed Budget 2024-25

Live Oaks School April, 1997

Lived and learned from:

Columbine

September 11

No Child Left Behind

Mortgage Crisis 2008

MPS School Closing and reconfiguration 2010

MPS reconfiguration 2015

COVID

Lifelong Learner

Celebrated and learned from:

Communicator

National Board Certified Teacher

Collaborator

Opportunities to build new teams

Collaborate with community support systems

Analyst

Awardee of the first Dawn Hochsprung Elementary Principal of the Year

Thinker   Solution Focused

Member of interview teams, HQI, curriculum, professional learning, safety and Security, virtual learning, vision and mission, Social and emotional learning, equity and diversity…

Intentional Planner

Current availability of reading interventionists for elementary students

Total # of reading interventionists (i.e., reading specialists, literacy coaches, and reading consultants)	24
Total # of elementary students	2,968
Number of elementary students who struggle in reading*	1,095
Students per reading interventionist	**46**

*assumes 30% of students in general education and 80% of students in special education based on CMT scores

- Overall, there is one reading interventionist for every 46 elementary students who struggle in reading.

- Given the existing number of reading staff, it is possible for each reading interventionist to reach all students who struggle. Best practice districts typically have one reading specialist for every 30 to 50 students who struggle. This cadre of reading teachers could provide 30-60 minutes of daily supplemental instruction to all struggling students, with and without disabilities, over and above their core reading time.

2017 Coherence & Capacity Review
conducted by
The CT Center for School Change

Purpose of study: the degree to which MPS is approaching improvement in a coherent and aligned fashion and possess the necessary capacity to achieve its improvement aims.

Key Findings:
- Lots of areas of work are being pursued with earnestness by people who are thoughtful, intentional and hard working
- Instructional priorities are not clear
- Degree of urgency toward system-wide improvement tied to raising achievement is inconsistent
- There seem to be many improvement strategies but how they connect is not always clear
- Some variation in degrees of trust exist in the system; collaborative practices within and between buildings and departments are not always evident
- Communication lines beginning with the CO and across buildings are sometimes ineffective or confusing
- Milford professional learning opportunities appear vast but there are questions regarding the transfer of professional learning into classroom practice

2019 Literacy Program Review conducted by Leading for Learning, LLC

Literacy Review 2019

In 2019 an external program review was done in the area of literacy, in that program review it was shared that **less than 30% of our students were exited from intervention and there was not a systematic plan for how students received support or from whom.**

To learn more about this finding, the district did extensive research on the lack of long term impact of a remediation model particularly in the area of foundational reading. **The findings did show that a model of acceleration and a model which prioritizes teacher capacity around instruction had longer lasting effects**.

2019 Literacy Program Review conducted by
Leading for Learning, LLC

Component	Strong Sense of Understanding and Comfort Implementing the Component	Uncomfortable or Feeling Unsuccessful Implementing the Compone nt
Interactive Read Aloud	66%	5%
Shared Reading	**46%**	**20%**
Guided Reading	64%	11%
Strategy Group	55%	7%
Conferring	45%	10%
Running Records (Formative Assessment)	46%	12%
Reading Minilesson	66%	4%
Word Study lessons	**36%**	**27%**
Shared Writing	**23%**	**34%**
Interactive Writing	**24%**	**40%**
Writing Minilesson	45%	20%
Guided Writing	**26%**	**39%**
Book Clubs	37%	19%
Assessing Readers & Writers	59%	9%

In a survey, teachers were asked to assess their capacity and comfort in delivering components of a comprehensive core literacy program. You will see the results from the teacher survey. The results highlighted are to illustrate what percent of staff feel a strong sense of understanding and implementation as well as the percent of teachers who feel they unsuccessful in implementing the component. The remaining responses fall in the good capacity range. The bold faced items are areas that staff has indicated need more clarity.

A point to note is that phonemic awareness and phonics were not listed on this survey for teachers to respond to. Weak phonemic awareness is one of the key signs of dyslexia.

2019 Mathematics Program Review: Key Findings

- Expand knowledge of instructional and assessment practices and strategies that enable teachers to effectively differentiate instruction

- Design and provide a plan for supporting students in need of Tier 1 and Tier 2 interventions and allocate sufficient resources of time and staffing to implement the plan

- Explore and implement programs and practices designed to better support students at risk of falling behind in their understanding of mathematics

- Increase opportunities for students to develop problem-solving skills while at the same time developing conceptual understanding of grade level mathematics

2021-2022 School Year

Move to 4 coaches in September 2021

Maxed out on absences

Long term quarantining (10 days)

Adult absenteeism was doubled

Coaches were often used as subs

2022-2023 School Year

Professional Learning for Coaches

Building Teacher Capacity around New Curriculum

Onboard a Data Platform

2023 Superintendents' Network Visit

- There's a culture where teachers feel safe to take risks and try new things
- Teachers find great value in learning labs (or other forms of visiting one another's classrooms)
- Coaches are valuable thought partners
- Teachers appreciated coaches modeling, providing feedback and problem solving in real time
- HQI takes time to learn
- Teachers and coaches feel a high level of agency
- There's a high level of coherence in talking about HQI - more variance in implementing HQI across classrooms
- **More clarity is needed from the district on a coaching framework (or in other words, clarify the role of the coach)**
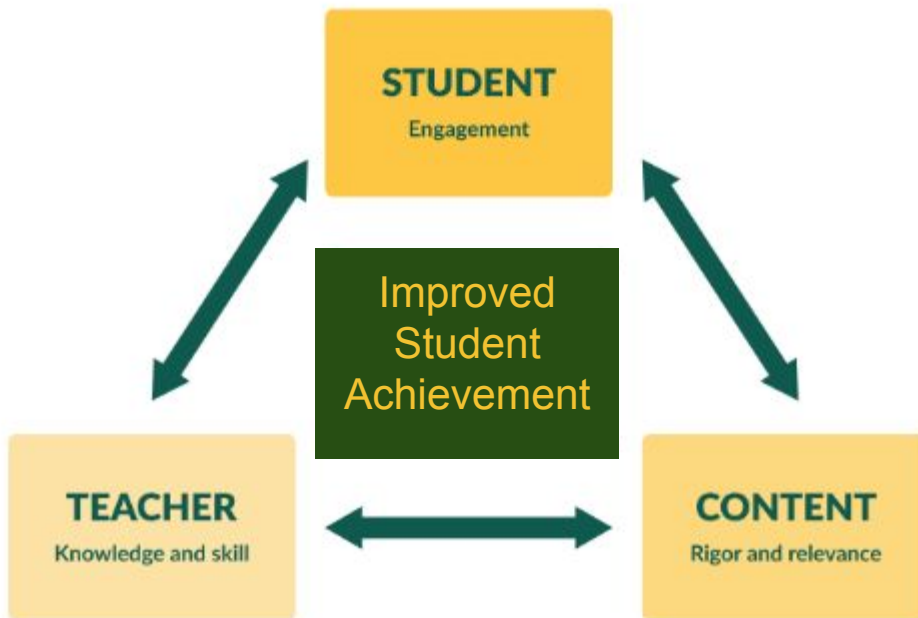- **More clarity is needed in the role of coaches and principals in implementing HQI across all classrooms**

Acceleration:
Closing the Opportunity Gap

Students who have limited access to grade-appropriate assignments or **strong instruction** have fewer opportunities to demonstrate their knowledge of grade-level work, so they're misconceived as "low achievers." **They will have few opportunities to ever "catch up" to grade level expectations.**

The achievement gap is not inevitable. It's baked into a system where some students have more access than others, resulting from the decisions adults make, consciously and unconsciously, about which students get what resources. *It is a gap of our own design.*
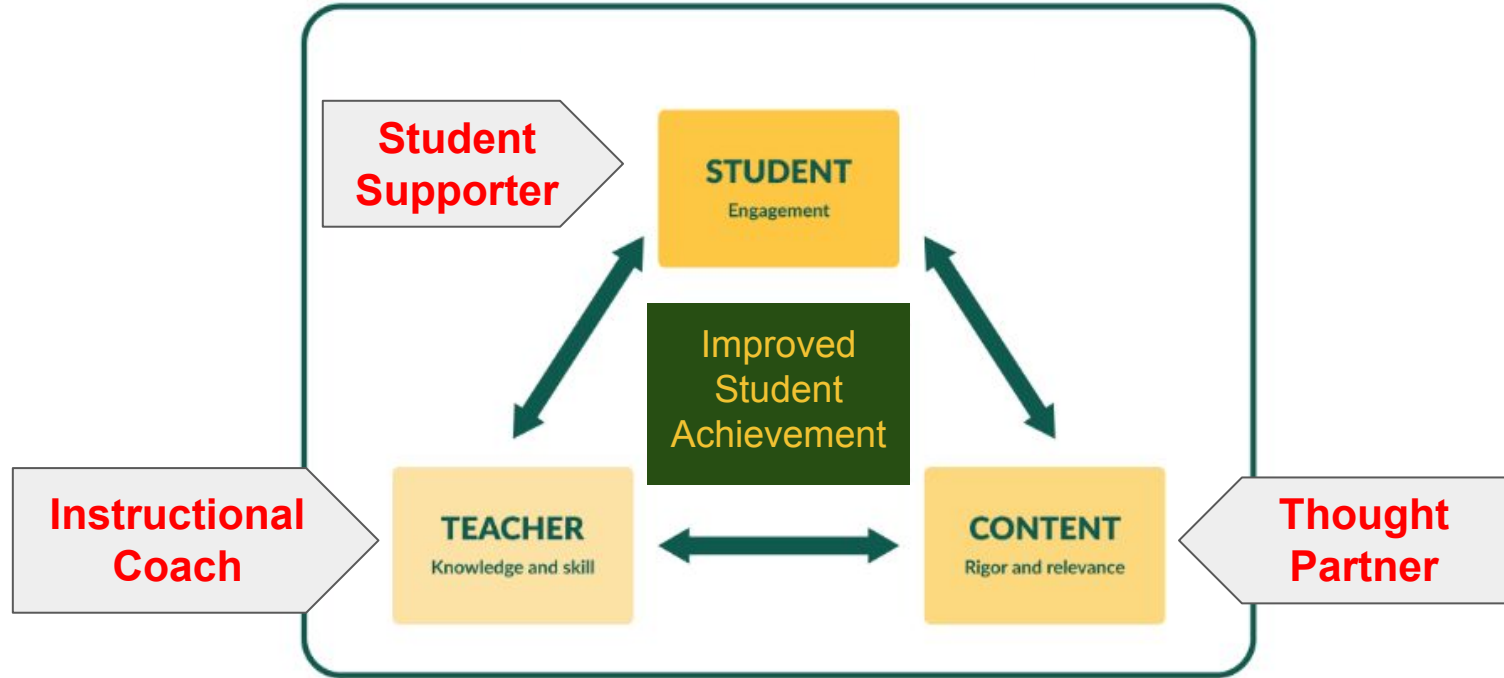
TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It.

The Instructional Core

STUDENT
Engagement

Improved Student Achievement

TEACHER
Knowledge and skill

CONTENT
Rigor and relevance

Improving The Instructional Core
The Role of Each Coach:

Expanding on the Role of the Coach - Student Support
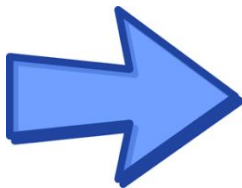
What it Looks Like

Provide direct instruction with small groups and individual students in real time

Analyze student work and performance data

Utilize formative assessment to address unfinished student learning

Develop learning goals with Student Assistance Team

Support teacher with impactful strategies

Impact on Students

- Students are provided with small group or individualized support to help with unfinished learning

- Students' gaps between grade level learning and below grade level learning decreases

- Students have opportunities to be supported in struggle while learning resilience

- Students set, monitor, adjust, and evaluate goals to achieve success academically and socially

- Students will master reading, writing and communicating across the academic disciplines

Expanding on the Role of the Coach - Instructional Coaching

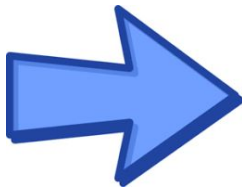| What it Looks Like	Impact on Students

What it Looks Like:

- Small cycles of continuous improvement
- Plan intentional instruction side-by-side with teachers
- Collaboratively identify learning intentions and success criteria for lessons
- Pinpoint instructional strategies that foster thinking
- Side-by-side coaching with immediate feedback
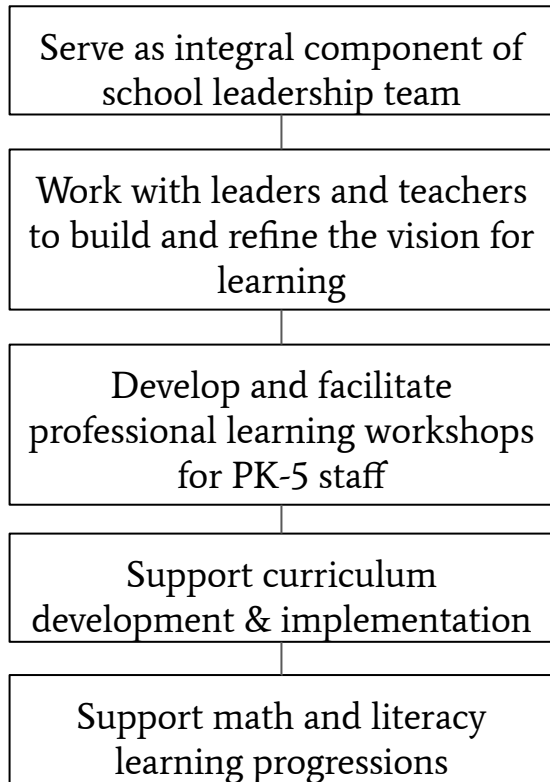
Impact on Students:

- Students are making their thinking visible so that teachers and coaches can guide them in real time

- Students gain the skills needed to engage in productive struggle during class

- Students are provided with feedback to move toward being able to understand who they are as learners

- Students utilize success criteria to monitor and respond to learning progress

Expanding on the Role of the Coach - Thought Partner
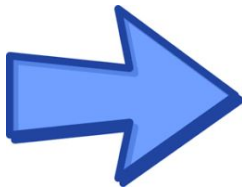
What it Looks Like	**Impact on Students**
Serve as integral component of school leadership team	• Students interact with a rigorous research based curriculum that promotes thinking and problem solving.
Work with leaders and teachers to build and refine the vision for learning	• Students will master reading, writing and communicating across the academic disciplines
Develop and facilitate professional learning workshops for PK-5 staff	• Students master a core body of knowledge in all academic areas
Support curriculum development & implementation	• Students analyze, reason, and construct arguments based on evidence
Support math and literacy learning progressions	• Students express themselves clearly, purposefully, and creatively

The MTSS (Multi Tiered System of Supports) model in Milford Public Schools

Intensive Support

Tier 3

3–5%

Target Support & Assessment/ Classroom Based

Tier 2

10–15%

Research Based Core Instruction/ Universal Assessments

Tier 1

100%

UNDER CONSTRUCTION