Department of Instruction

Budget Presentation
2026-2027
January 14, 2026

New Milford Public Schools Mission Statement and Ideas We Live By

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;
- **To embrace challenges** with vigor;
- **To 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.

Alignment of Our Work

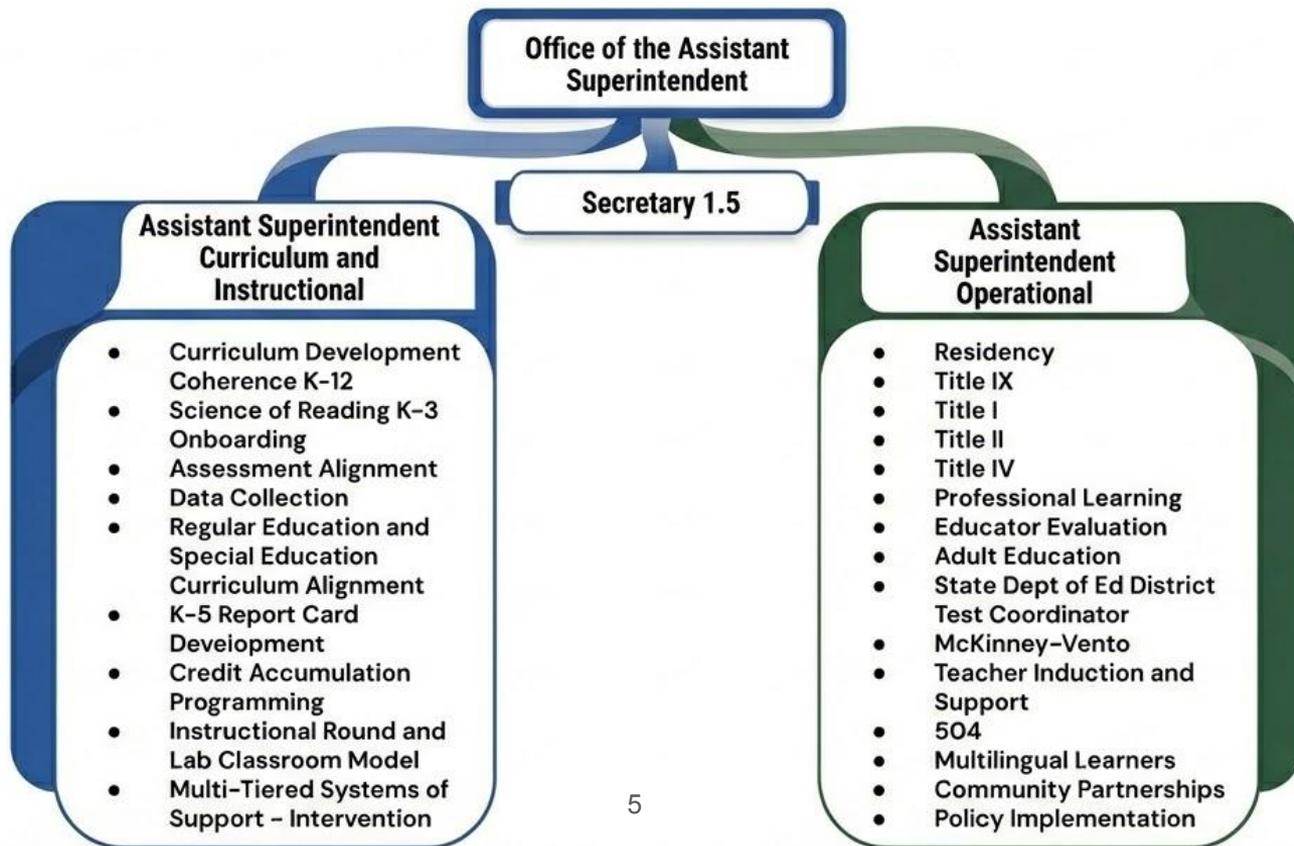| Board of Education		District	Department Of Instruction and the Assistant Superintendent
Student Achievement: Increase the achievement of every student through high quality curriculum, instruction, assessment, and programming		**Student Achievement and Support:** **Goal:** Support PK-12 students to meet their academic and social/emotional growth targets	**Student Achievement and Support:** Support PK-12 students in meeting their academic and social/emotional growth targets by ensuring strong systems are in place that support data-informed decisions for tier-one whole and small-group instruction.
Family and Community Engagement Increase families' engagement in their children's learning through consistent communication and the development of trusting relationships; increase community partnerships through ongoing outreach and opportunities.		**Family and Community Engagement:** Build and strengthen relationships with students, staff, families, and the broader community	**Family and Community Engagement:** Develop and maintain robust community partnerships to engage the community in our progress. .
Budget Development and Fiscal Management Practice fiscally responsible, transparent budget development and ongoing fiscal management that addresses district priorities and maximizes available resources.		**Systems and Structures:** **Goal:** Operationalize efficient, consistent, and effective systems and structures across the district	**Systems and Structures:** Goal: Operationalize efficient, consistent, and effective systems and structures across the district.
District and School Environment: Promote safe school environments that are physically, socially, and emotionally conducive to teaching and learning		**District and School Environment:** **Goal:** Foster a safe, welcoming, and respectful school and district climate to support achievement and success	**District and School Environment:** Support the district's school climate committee as they develop the goals based on individual schools' needs.
District Workforce: Hire, develop, and retain passionate and exceptional staff who will contribute to a collaborative, caring, and innovative culture, defined by continuous improvement.		**District Workforce** **Goal:** Hire, develop, and retain passionate and exceptional staff who will contribute to a collaborative, caring, and innovative culture, defined by continuous improvement	**District Workforce** Continue to support teacher leadership.

NEW MILFORD PUBLIC SCHOOLS

Mission of the Department of Instruction

- The Department of Instruction provides **coherency and consistency** of learning systems to support leaders and teachers in building knowledge. (*FOCUS)*

- Our goal is to create a risk free environment for **educators** so that they **feel empowered to engage as collaborative partners in learning**, supporting our colleagues in understanding the why behind our curricular and instructional decision making and the impact on student learning. (*CREATIVITY)*

- As a department we create a **partnership** with leaders and stakeholders to ensure that New Milford Public School's instructional core stays at the forefront, threading adult and student learning theory into practice in order to heighten both staff and student engagement within the New Milford Ideas We Live By and Instructional Keystones.(*HEART)*

- We work with **all departments t**o be proactive in building shared ownership of appropriate and fair learning experiences for all students. We don't wait until students or teachers fail – we equip all with the necessary tools to prevent failure and support success. (*COLLABORATION)*
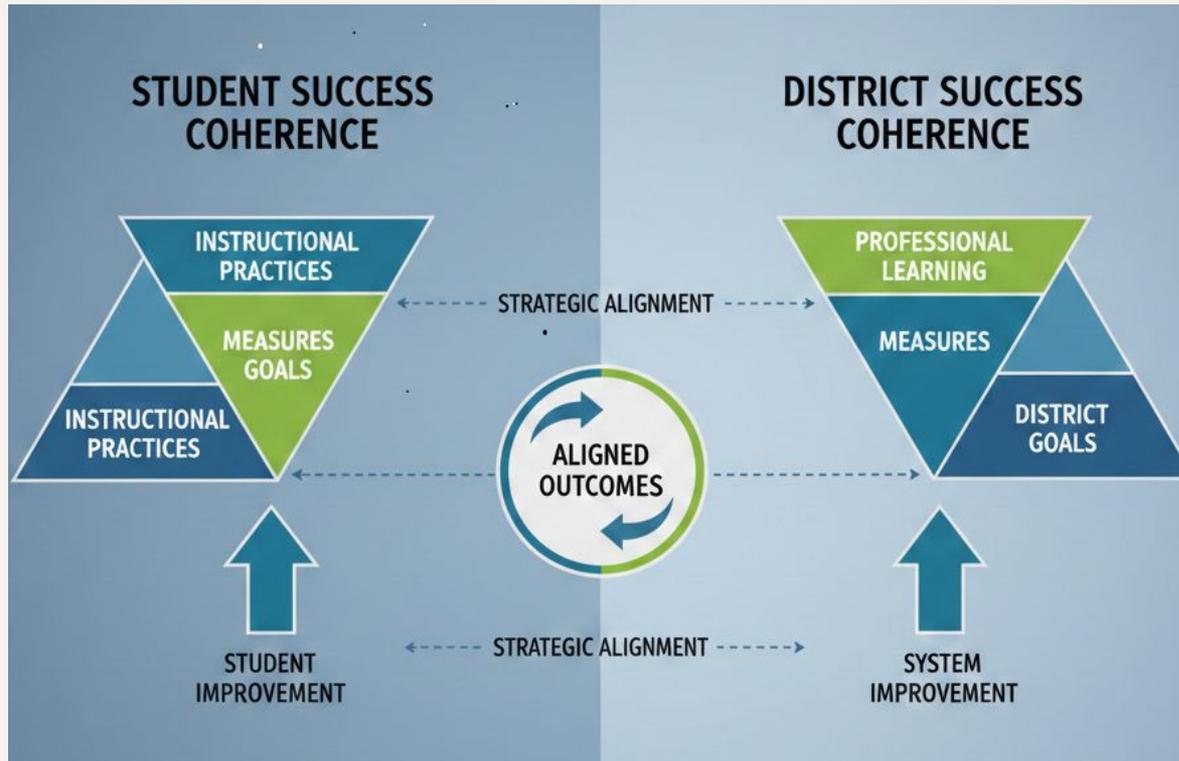
This ensures that we as the educator community can focus on what matters most—advocating for every child's success and fostering a high-quality education.

Roles and Responsibilities

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                    │  Office of the Assistant │
                    │      Superintendent      │
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                    │   Secretary 1.5 │
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Assistant Superintendent Curriculum and Instructional

- Curriculum Development Coherence K–12
- Science of Reading K–3 Onboarding
- Assessment Alignment
- Data Collection
- Regular Education and Special Education Curriculum Alignment
- K–5 Report Card Development
- Credit Accumulation Programming
- Instructional Round and Lab Classroom Model
- Multi–Tiered Systems of Support – Intervention

Assistant Superintendent Operational

- Residency
- Title IX
- Title I
- Title II
- Title IV
- Professional Learning
- Educator Evaluation
- Adult Education
- State Dept of Ed District Test Coordinator
- McKinney–Vento
- Teacher Induction and Support
- 504
- Multilingual Learners
- Community Partnerships
- Policy Implementation

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Strong Systems for Success

Supporting Teaching and Learning

Curriculum

- Science of Reading: Focus on Bookworms – Comprehension, Fluency, and Vocabulary
- iReady Classroom Mathematics – Year Three Implementation and Delivery Student Center Learning
- Alignment of 6-8 Mathematics Curriculum
- High School Pathways Curriculum
- K-5 STEM Units of Study
- K-5 NGSS Units of Study
- 6-8 NGSS Units of Study
- Support courses for 9th graders– Academic Reading and Math Lab

Instruction

- Using data to support instruction
- Learning walks done by teachers and leaders to examine our tier one instructional practices
- Model Classrooms for Teacher Learning in Literacy K-5 and Numeracy at K-8

Professional Learning

- Deepening our Understanding of Progression of Skills
- Data Informed Instruction through Formative Assessments
- 5-12 Discipline Literacy
  - Vocabulary
  - Comprehension
- Strategies to Support Multilingual students

Teacher Leadership

Leaders of Learning

"For every ounce of accountability, there needs to be an ounce of support.
Richard Elmore

- K–5 Lab Classrooms
- 6–12 Lab Classrooms
- K–5 Report Card Refinement Committee
- K–12 Mathematics Coherence
- Instructional Rounds
- Classroom Walkthrough Model
- K–5 Head Teachers
- Special Education Inclusion Facilitators
- Curriculum Development Committee

Highlighted Programs and Supports

Multilingual Learners

Multilingual Learners

Programs and Services for ELs/MLs

English language development is Tier 1 instruction, no matter where or with whom the instruction takes place. The Civil Rights Act of 1964, Title VI, and the Office of Civil Rights require that every identified English learner/multilingual learner must receive services for English language development, even those who are also identified with a disability. The only exceptions are those students whose parents/caregivers have opted them out of language services. However, districts should monitor these students closely.

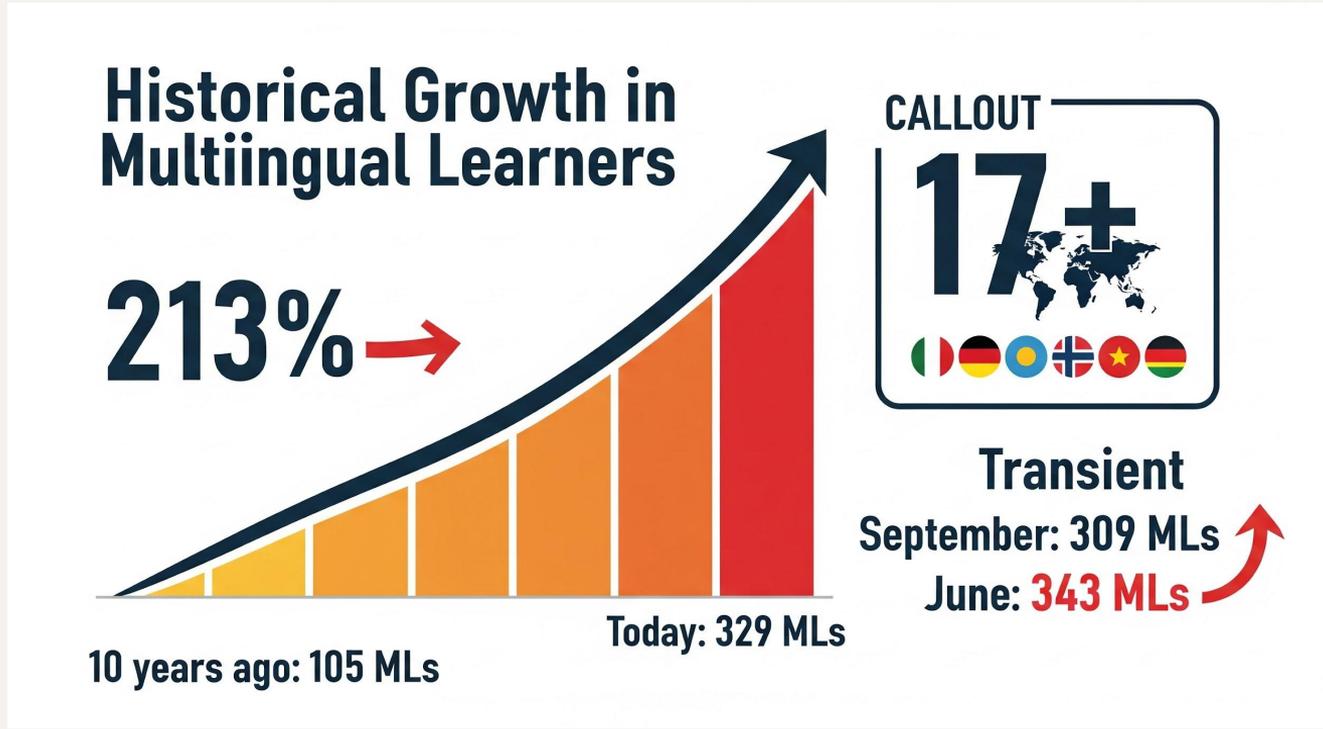**CT SDE Guidelines for Administrators**

District Responsibilities to MLs and Their Families

Responsibility	Responsible Party
Determine an English Learner Assessment Coordinator (ELAC) for the district and report to contact person at CSDE Performance Office (Cristi Alberino, Cristi.Alberino@ct.gov).	Central office administrators
Determine a contact person for Title III and bilingual distribution lists and provide information to CSDE English Learner Consultant, Megan Alubicki Flick, Megan.Alubicki@ct.gov.	Central office administrators
Clearly communicate all policies (federal, state, and district) about ELs/MLs to all stakeholders.	Central office administrators, building administrators, ESL/bilingual supervisor/director
Submit yearly order in June for placement assessment to the Performance Office, as necessary.	ELAC or ESL/bilingual supervisor/coordinator
Review EL/ML data annually (e.g., demographic, enrollment, and performance trends). Determine to what degree the ELs/MLs have met the growth targets determined by CSDE. *Resource:* CT's Growth Model for the ELP Assessments *Resource:* Using EdSight to Support Students who are EL/ML Video Series See EdSight for updates.	Central office and building administrators, ESL/bilingual supervisor/coordinator
Determine if data review warrants any changes to staffing, programming approach, curriculum, instructional materials, professional learning, leadership, etc.	Central office and/or building administration (with recommendations from supervisor/coordinator), ESL/bilingual supervisor/coordinator in administrator position

Historical Look By the Numbers

Historical Growth in Multilingual Learners

213% →

10 years ago: 105 MLs

Today: 329 MLs

CALLOUT 17+

Transient
September: 309 MLs
June: 343 MLs

Current Level of Support

School	Numbers (as of 1/10/26)	Number of Teachers
HPS	63	2.0
NES	38	1.0
SNIS	87	2.5
SMS	75	2.0
NMHS	74	1.5

Our Programming – Consistency and Clarity

Accomplishments

- Intake process
- Classroom placement procedures
- Review of curriculum
- Progress monitoring/Intervention systems/Dually identified students
- Data collection and goal setting for current teachers of MLs
- Staffing/program models
- Professional development recommendations

Continued Work

- Growth Model Plan
- Language Development Plan
- Clarity and Consistency in Identification during registration
- K–12 Curriculum
- Building Based Programming to Support Graduation
- Translation Tools
- State Mandates

Adult Education

Towns (through their local education agencies or regional educational service centers) are required to provide instruction in the following areas:

- Adult Basic Education (ABE): Instruction for adults functioning below the secondary level who need basic reading, writing, and numeracy skills.
- English as a Second Language (ESL) / English Language Acquisition: For adults with limited English proficiency.
- Secondary School Completion: Pathways to earning a high school diploma via:
  - Adult High School Credit Diploma Program (AHSCDP): A credit-based program requiring a minimum of 25 credits in specific subject areas (e.g., English, math, social studies, science, arts/vocational education).
  - General Educational Development (GED): Preparation for the computer-based examination that, upon passing, awards a Connecticut State High School Diploma.
  - National External Diploma Program (NEDP): An online portfolio assessment program for adults who have acquired skills through life experience.
- Citizenship Preparation: Instruction designed for adults who wish to become U.S. citizens.

NEW MILFORD PUBLIC SCHOOLS

Preparing for the Workforce

Adult Education now functions under the Department of Labor **WIOA Target Requirements** Employment Measures	2025–2026 State Target
Employment Second Quarter after exit	34.5%
Employment Fourth Quarter after exit	35.5%
Median Earnings Second Quarter after exit	$6,625
Credential Attainment	
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit	30%
Attained a Postsecondary Credential while enrolled or within one year of exit	30%
Measurable Skill Gains	
Measurable Skill Gains (MSGs) Types 1–5	39.7%

By the Number

Number of Students by Academic Year
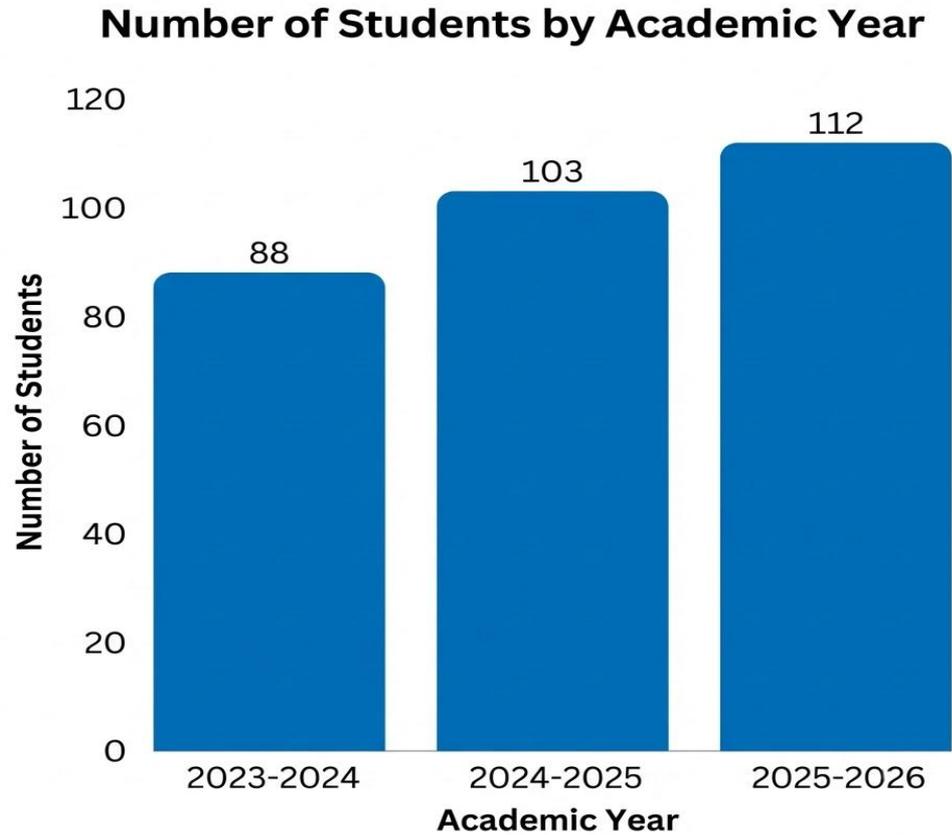
Our Current Structures and Systems of Adult Education

Program Staffing

Program Director – 1

Program Facilitator – 1

Guidance Counselor – 1.5 (.5 is grant funded)

Secretary – 1

Adult Education Evaluator – 1

Teachers – 12

Services and Offerings

- Provide in person and remote credit diploma programs allowing a student to earn up to 10 credits per year
- Provide computer instruction for GED in English and Spanish
- Provide in person ESL instruction in multiple levels
- Provide remote instruction options for ESL in multiple levels
- Provide programs that earn certificates in Digital Literacy, OSHA 10 workplace safety and employability skills
- Provide opportunities for credit in CTE in career pathways (Cosmetology, Culinary, etc.)

Grants

INSTRUCTIONAL INNOVATION –$30,000

Innovation is the core of adult education. This funding allows us to develop and experiment with new and creative instructional approaches to meet the demonstrated needs, demands and interests of a cohort of our students. Activities align with both the objectives of Workforce Innovation and Opportunities Act and current labor market needs.

TRANSITION, CAREER NAVIGATION AND SUPPORT–$50,000

To promote the self–sufficiency of adult education students and to strengthen their response to the needs of a rapidly changing labor market; to provide exposure to, and experience in, relevant industry sectors/career pathways as identified in the Workforce Development Board local plans, and to ensure that Connecticut has workers with the necessary skills, competencies and credentials to be successful in the 21st century workplace including broadening opportunities for students in adult education by creating a bridge between adult education programs, employment, postsecondary education and training opportunities.

*This is a four year grant.

Funding

Our Adult Education programming has been funded through LEA budget, State Adult Education grant funds as well as federal funded grants.
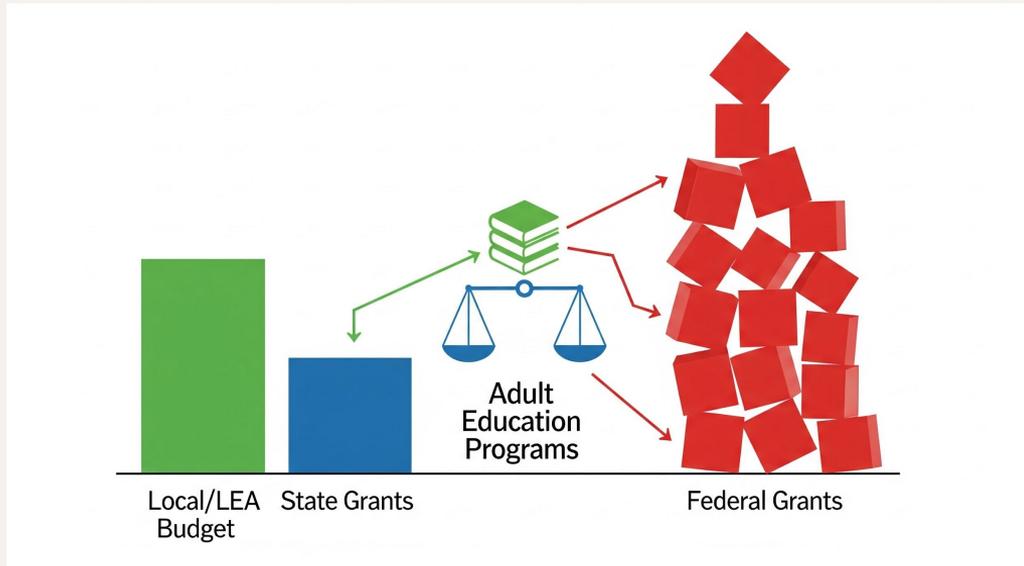
Budget Overview for Adult Education

Major Object Code	25–26 Budget	26–27 Budget	Budget to Budget Change	Budget to Budget Change
Salary	121,081	134,095	13,015	10.75%
Professional Services	6,400	6,400	0	0.00%
Other Services	1,500	1,500	0	0.00%
Supplies	15,878	15,878	0	0.00%
Total	144,859	157,874.	13,051	8.98%

Tuition

Arigricience, Magnet and Career Technical School Budget

Shepaug Agriscience 9–12
- 34 Seats
- Total Tuition Cost to New Milford for Agriscience: $134,538

Western Connecticut Academy of International Studies (K–5) in Danbury
- 18 Seats
- Tuition Cost to District per seat: $1,247
- Total Tuition Cost to New Milford for Magnet School: $22,446

Henry Abbott Technical High School
- 17 seats on average from SMS with anywhere from 70–100 district-wide

Impact on the Budget

Strengthening Coherence & Instructional Quality

Purpose:

- Build consistent, student–centered instructional systems that improve teaching and learning across schools.

Evidence of Impact:

- Improved instructional consistency across classrooms.
- Greater efficiency and clarity for principals and teachers.
- Stronger alignment between district priorities and classroom practice.

Aligned Curriculum: Math & ELA Programming

Unified Math Pathway:

- K–5: Implemented i-Ready Math (standards-aligned lessons and diagnostic data).
- 6–8: Implemented Savvas Math (ensures consistent instructional models).
- 9th Grade: Math Lab

ELA & Literacy Programming:

- K–3: Launched Bookworms, a structured, Science-of-Reading-aligned approach.
- Expanding implementation to grade 4 next year.
- Commonized screening, benchmark, and formative assessments across K-5.
- 9th Grade: New Offering - Academic Reading

Curriculum Usability & Teacher Support

Improving Curricular Documents:

- Revising the district curriculum template to make materials clearer and user-friendly.

Strengthening Coaching:

- Utilizing lab classroom teachers to build teacher leadership and extend professional learning.

Data & Professional Learning:

- Increased teacher access to real-time, actionable data to inform instruction.
- Provided ongoing professional learning related to new programming and instructional practices.

Updated K-5 Progress Report

- Provides a clearer, more parent-friendly communication about student progress

Collaboration Across Student Support Networks

Coordinated Efforts:

- Collaboration between General Education, Special Education, ML
- Services, and Student Services to ensure coherent support for diverse learners.

Key Actions:

- Reviewing core materials together and beginning to refine intervention structures.
- Established streamlined processes for implementing interventions and MTSS structures.
- Improved communication channels via shared data dashboards and regular data-inquiry cycles.

# Multi–Tiered Systems of Support (MTSS)

Multi–Tier Systems of Support

MTSS is a framework for enhancing the implementation and adoption of a continuum of evidence–based interventions to achieve important academic and social–emotional outcomes for ALL students.

Connecticut State Department of Education (2020).

Current Level of Support

School	Numbers (as of 12/23/25)	Percentage (as of 12/23/25)	Number of Interventionists
HPS	32	13%	2
NES	28	11%	2
SNIS	137	18%	4
SMS	107	14%	3
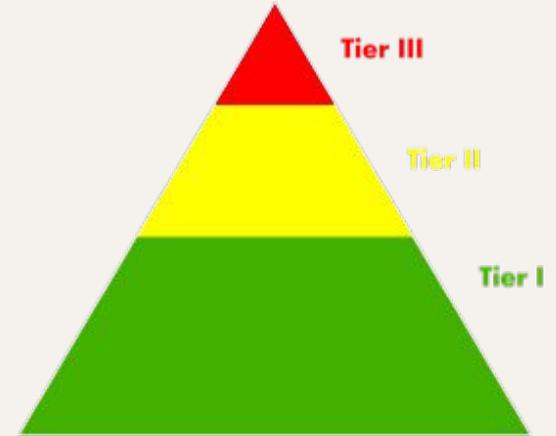
Righting the Triangle – Coherence in Systems, Data, and Practices

Accomplishments

Systems
- Established consistent systems for identifying, monitoring, and discussing student needs across schools.
- Conduct mid-cycle data reviews to evaluate student progress within interventions and adjust instruction as needed.
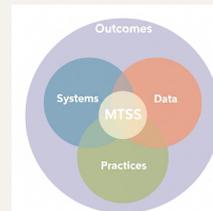
Data

- Implement common, research-based assessments to support consistent and effective progress monitoring.
- Developed and refined district- and building-level protocols for reviewing student data.

Practices
- Ensure alignment and coherence across intervention programs to promote consistent instructional support.

Continued Work

- Ensure long term systems sustainability.
- Continued emphasis on strong tier 1 instructional practices to support all students.
- Adjusting MTSS practices to meet the needs of students at the secondary level.
- Monitor and refine supports as student needs change with stronger core instruction.
- Emphasizing whole child model through a strengths based approach.
- Incorporate and refine MTSS for SEL and Attendance.
- Professional learning administration, teachers, interventionists, and support staff.
- Examining and refining the continuum of supports from Tier 1 to Special Education.

Staying the Course

- Continue to commit to high quality data driven decisions for teaching and learning
- Continue to address the State Department of Education standards, regulations, and continual changes in best practices
- Continue our efforts with our Right to Read literacy plan with an emphasis on programming to support phonemic awareness, phonics, fluency, vocabulary and comprehension for K-4
- Support the vision for mathematics from short-term knowledge of procedural fluency to conceptual understanding, long-term procedural fluency and mathematical reasoning through the continued refinement of K-5 iReady Classroom Mathematics
- Continue our 6-12 math alignment with a focus on 6-8 core materials
- Begin the process of looking at our grades 5th - 8th literacy programming needs
- Support teachers as learners through high-quality professional learning as part of our Educator Evaluation Plan
- Continue to formally build teacher leadership

Budget Overview for the Department of Instruction

Major Object Code	25–26 Budget	26–27 Budget	Budget to Budget Change	Budget to Budget Change Percent
Salary	1,200,089	1,242,258	42,169	3.51%
Professional Services	466.043	466.043	0	0.00%
Other Services	290,968	273.913	–17,055	–5.86%
Supplies	134,335	134,335	0	0.00%
Dues & Fees	8,489	8,489	0	0.00%
Total	2,099.934	2,125.048	25,114	1.20%

Questions for the Department of Instruction