

# Montville Public Schools

## Critical Needs for the 2021-2022 Operating Budget

- Grades K-5 English Language Arts Coach - \$80,000
- Replacement of Part-Time Paraprofessionals with Full-Time Paraprofessionals - \$50,000
- Teacher-Leaders at Leonard J. Tyl Middle School - \$20,940
- School Climate and Security Officer at Leonard J. Tyl Middle School - \$23,700

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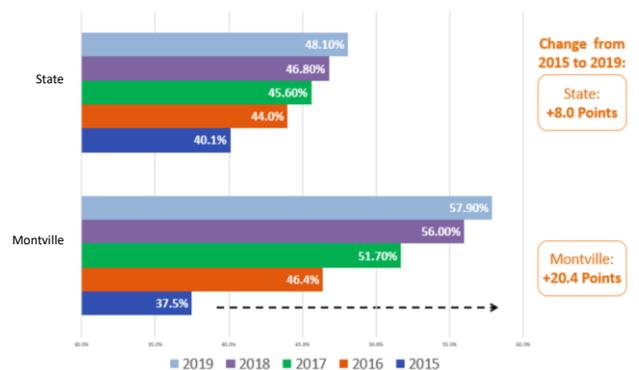
# Grades K-5 ELA Coach

## What is the value of an instructional coach?

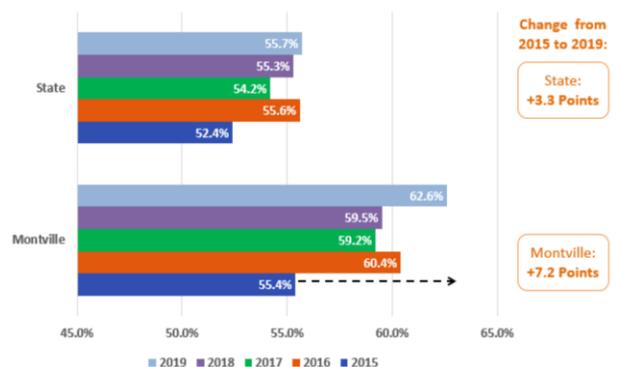
Montville added math instructional coaches in 2015 in an effort to improve students' math performance in our elementary schools. These coaches provide expertise regarding selection and use of program materials and online resources, train teachers and provide model lessons, lead development of curriculum and assessments, provide key resources to teachers and to families, review assessment data and make recommendations for revisions to instruction, implementation of interventions, and strategies for program improvement. The impact of their efforts can be measured in myriad ways; growth in math proficiency on the Smarter Balanced Assessment (shown above right) is one example.

The same students, taught by the same teachers, using a highly rated ELA program, do not show similar sustained year-over-year gains in ELA. We have a model for the program leadership necessary to promote growth in reading and writing. Research clearly shows that students' early literacy gains are tied to success throughout their lives.

SBA Math Proficiency (State and MPS)



SBA ELA Proficiency from 2015 to 2019



## Key responsibilities for ELA Instructional Coach:

- Provide in-house professional development to build capacity in literacy instruction
- Model and facilitate best practices for ELA instruction
- Support teachers with the implementation of the components of the literacy block
- Assist teachers with the collection and analysis of data results
- Evaluate student achievement and assist with placing students in appropriate intervention and support services
- Identify needs and make recommendations for appropriate curriculum revision, instructional materials and assessments
- Meet regularly with grade level teams and principals to report on instructional practices and progress, while also planning "next steps" for student and school improvement
- Network with other instructional coaches and participate fully in ongoing professional development to extend literacy and instructional competencies in all content areas.

# Middle School Teacher-Leaders

## What is the Value of a Head Teacher and Grade Level Teacher Leaders?

The **Head Teacher** holds an administrative certificate and is capable of making decisions when an administrator is not in the building. This person provides support to teachers dealing with minor disciplinary issues and allows for more rapid processing of behavioral issues. The head teacher provides a proactive presence in hallways between classes, assists in daily operations by providing assistance at drop-off and dismissal, overseeing lunches, and supporting afterschool activities and the late bus. Delegating some of these responsibilities to a head teacher frees the principal to spend more time in direct interaction with families, students, and teachers. The head teacher shares responsibility for successful implementation of school improvement plans and promotes student safety.

**Grade level teacher leaders** build the entire school's capacity to improve. They serve as liaisons who provide the administration with a clear understanding of teachers' needs and share instructional resources and effective strategies with their peers. As leaders on the school improvement team, they share in defining the school's vision, and bring feedback from the leadership team back to teachers. They facilitate learning opportunities for teachers and support school initiatives. They ensure continuity in instruction, assessment, and expectations across a grade level and help teachers consistently apply ideas across content areas. They lead conversations in analyzing and using data to strengthen instruction.



Tyl Middle School has about the same student population as the high school. Yet the high school has 6 department chairs who act as teacher-leaders and a third administrator (the Athletic Director) who helps in daily operations at the school.

**As catalysts for change, committed to continual improvement, teacher leaders are powerful engines for school improvement.**



# Full-Time Paraprofessionals



## Our Paraprofessionals Play a Key Role in Student Success

Paraprofessionals team with certified teachers to provide essential instructional and support services to our students. They implement reading and math intervention programs, provide goal-based, individualized instruction to students with IEPs, and provide essential one-to-one services. The relationships paras build with their students and families are critical to our work.

## Our district cannot hire and retain the paraprofessionals it requires.

Unlike many of our neighboring districts, almost all of our paras are part-time employees. They work only 19.75 hours per work and do not receive benefits like paid holidays, retirement, and insurance. We have over 100 part-time paras, and this year to date we have had 29 paras resign (almost 30%); the great majority of them citing they are leaving to pursue a full-time job. We currently have 10 unfilled para vacancies. This turnover requires costly retraining of new paras and a lack of continuity for the students they serve. The number of paras employed requires significant teacher and administrator supervision.



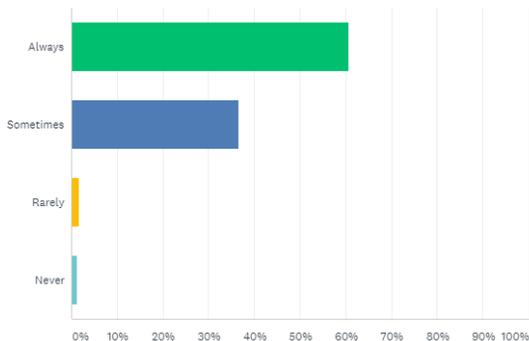
Transitioning to a greater number of full-time paras will cost the district money, but the benefits of a more stable workforce, enabling us to keep training and expertise gained through experience in the district and increasing the continuity of services for our students, are well-worth the cost. Furthermore the observation of individualized student safety protocols is greatly improved by using one consistent service provider.

*“The para is an integral member of the class. Not only is she always professional, she brings warmth, humor, and compassion to the students. While she is assigned to work with a student one-to-one, she always reaches out to other students in need while never neglecting the one student she is assigned to. She has helped to create a community of trust and compassion and added to the learning experiences of all students. Her dedication and love for our kids is obvious.”*

# Tyl School Climate and Security Officer

Do you feel safe at school?

Answered: 246 Skipped: 2



## Recommendation of the District Safety Committee and the Montville Town Public Safety Commission

Members of our administrative team, the Board, and our district safety committee have all visited an area district which has security officers in every district school. Based upon our student survey results (top and right), our experience with a security officer at MHS (which has a similar number of students), and our priority for student safety, this a model to which we aspire. We added a security officer temporarily at Tyl this year as part of our COVID-19 re-entry plan, and we believe it is important to make this position a permanent part of our operating budget

## Key Responsibilities of the Climate and Security Officer

- Maintain safe school environment by regularly monitoring hallways, open spaces, bathrooms, parking lot and grounds.
- Respond rapidly to a crisis in the building or on school grounds
- Participate in crisis management as appropriate.
- Build positive relationships with students, staff, parents and the community to improve the overall school climate.
- Work with students with behavior challenges.
- Assist students with making positive choices.
- Provide support using restorative practices, Ruler, PBIS and SEL practices.
- Collaborate with administration on reinforcing positive behavior.
- Contribute to the social emotional goals of the school.

## Role of the School Climate and Security Officer

The School Climate and Security Officer is responsible for the overall safety and security of the school and plays a critical role in building a calm, structured, and positive learning environment. The School Climate and Security Officer is actively involved in the progressive discipline system and supplements the administrative team to defuse and de-escalate student misconduct and/or serious incidents.

Is there an adult you can go to if you are having issues?

Answered: 245 Skipped: 3

