

# Budget Proposal Department of Instruction 2018-2019

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# Mission of the New Milford Public Schools



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.

## Major Initiatives and Road that led us to here.

Theory of Action	District Initiatives
<p>IF we develop a commitment to student learning and achievement over a compliance to directives, THEN students will learn in a more flexible and adaptive environment.</p>	<ul style="list-style-type: none"> <li>• Math and Literacy Initiatives, coaches, PLCs</li> <li>• Administrator Professional Learning, Revision of the TEVAL Process</li> <li>• TEAM (teacher induction), co-teaching</li> </ul>
<p>IF we develop a student centered culture of achievement, belonging and trust THEN all students will be better prepared for life after high school</p>	<ul style="list-style-type: none"> <li>• Curriculum Development, Curriculum implementation,</li> <li>• PBIS, SRBI, Data Teams, Advisory, School Climate Committees, social emotional learning</li> </ul>
<p>IF we develop administrative instructional capacity and teacher leadership opportunities, THEN a culture of professional learners will foster more collaborative efforts to support student learning</p>	<ul style="list-style-type: none"> <li>• Administrative aspirant program, Professional Learning focused on data to drive instruction, assessment development, curriculum alignment, PLC work.</li> <li>• Admin PL focused on teaching and learning strategies and providing actionable feedback</li> </ul>
<p>IF we create learning experiences that support student aspirations for life beyond high school THEN students will graduate on time and with a knowledge of the demands of a 21<sup>st</sup> century economy.</p>	<ul style="list-style-type: none"> <li>• Job embedded professional learning for teachers and admin,</li> <li>• IEP analysis, LHTC</li> <li>• TAG, EL support, adult education, Parent teacher organization/school community partnerships</li> <li>• surveys-Panarama/Alumni surveys</li> <li>• PLTW, CTE</li> </ul>

# 2018-2019 Budget Priorities



- Continue to provide professional development that is job embedded to support curriculum initiatives and instructional practice
- Continue to maintain and improve instructional opportunities for students
- Continue to address the social, emotional and mental health needs of our students
- Continue to fund college readiness and career opportunities
- Continue to enhance school/community partnerships
- Continue to address unfunded state mandate(s)

# Impact of Legislation on New Milford Budget

1. **TEAM (Teachers Educator and Mentoring Program)**: has become an unfunded mandate
  - a. Mentor stipends must be paid with no reimbursement from the state who previously paid the whole amount-cost to NMPS-approximately \$11,000 per year. (Teachers take 2 years to go through the program)-In year's past has been up to \$14,000 based on the number of new staff.)
  - b. TEAM dashboard available at a cost to districts-TBD \$5,000 set aside for that cost.
  - c. Paper Reviewers are paid \$25 per paper and a chief reviewer stipend is paid making the increase an additional \$5000. (Not new costs).
  - d. Total Cost \$21,000-Unfunded mandate cost to NM: \$16,000.

# Impact of Legislation on New Milford

2. **Seal of Biliteracy**-The Connecticut State Seal of Biliteracy recognizes public high school students at graduation who have studied and attained a high level of proficiency in English and one or more additional languages. On June 6, 2017, the Governor signed the bill into law as **Public Act 17-29**.

- The Seal of Biliteracy recognizes the value of students' academic efforts, the tangible benefits of being bilingual and biliterate and prepares students to be 21st-century global citizens in a multicultural, multilingual world. (CT State Dept of Education Seal of Biliteracy Guidelines)
- The Seal of Biliteracy acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. Also, the Seal of Biliteracy provides recognition to English learners (ELs) for the great value of developing English and maintaining their primary language. (CT State Dept of Education Seal of Biliteracy Guidelines)
- Testing necessary-Recommendation is to use **AAPPL Measure (Assessment of Performance towards Proficiency in Languages)** Cost-\$400.00

# Impact of Legislation Continued.....

3. **Adult Education** cut to state grants (TBD-waiting on figure from state)

4. **Bilingual Teacher** necessary at two schools based on number of Spanish speakers (20)(SNIS and SMS)  
The law requires teachers to teach students in their native language as well as English.

- Bilingual grant **was \$4,062.00** in 2015-2016

- Grant has been cut to **\$1,907** in 2016-2017

- Funding from bilingual was used for the after school homework club held at SNIS for children in grades 3-5.

5. **Expulsion Legislation**-Necessitates a “full day comprehensive experience where the learning is comparable to what the student would experience in a regular school environment.” **Public Act 17-220** proposed and revised January 3, 2018-State Board of Education

# Impact of Legislation continued.....

6. Students who are in foster care and their parents reside in New Milford (Nexus)-Nexus must pay for transportation costs.

-In 2017-2018 these costs totalled-**\$30,785.00** and do not include transportation costs which continued from December -June (non-special ed identified students-no state reimbursement). The law helps children in foster placement stay in their home school and maintains stability of credits, friends, etc.

-Nexus districts must pay for the education of students who are enrolled in school, whom are placed by DCF or another agency such as a probation. Placements can be long term and cost anywhere from \$200.00 per hour or upwards of \$9,000.



# Impact of Legislation continued....

7. **DLET (District Literacy Evaluation Tool)**-no funding for professional learning-must take plan for assessment integration and data teams and continue without state aid for supplies or professional learning.
8. **SERC** is not accepting contracts with districts due to budget cuts at the state level-will be an impact on PBIS training and various other supports.
9. **Teacher Evaluation**-Administrators must be calibrated in order to conduct the evaluations. Such calibration is mandated.
10. **Student Data Privacy Act**-local and regional boards begin entering into written contracts with entity with which they share student data by July 1, 2018.

# Impact of Legislation

## 11. **Truancy-CT General Statutes 10-198 and Public Act 15-225**

- This statute requires districts to work with families and community agencies to support students who are truant and/or chronically absent to return to school.
- During the 2016 legislative session, the CT General Assembly passed **Public Act 16-147, *An Act Concerning the Recommendation of the Juvenile Justice Policy and Oversight Committee.***
- The act includes a provision that ***removes truancy and defiance of school rules*** as reasons for the Family with Service Needs (FWSN) referrals to the juvenile court.
- Law went into effect on August 15, 2017.

# Department of Instruction Highlights

- Curriculum Development and Implementation
- Professional Development-Teachers and Administrators
- Social Emotional Learning Support-Students and Teachers
- Assessment Development
- Literacy-Columbia Units of Study K-8
- Numeracy-Investigations K-5 and Connected Math grades 6-8
- Data-Use/Application
- Summer School Grades 3-5 (Grant Funded)
- Algebra Readiness Summer Program- Grade 7 enrolled in Math 7 for potential entrance into Algebra in grade 8(Cost-Teacher Stipend-\$5,000)-17 students enrolled-11 went on to Algebra I

# 2017-2018 Highlights

- Adult Education-CNA, GED, Consumer Math, Green Technology
- ELL and Bilingual Support-CELP-English Language Proficiency Standards and LAS Links Testing
- Title Grants-I, II, III and IV as well as CT Community Foundation
- Parent/Student/Teacher/Staff/Alumni Surveys
- Title IX

# 2017-2018 Highlights

- Leadership Development-Leader Aspirant Program
- Wellness Committee Work
- 504 Training and Development
- Curriculum Council
- TEAM/New Teacher Induction
- PDEC Committee-TEVAL changes approved by State
- Secretarial support attendance, truancy and homelessness
- Hate Has No Home Here/The Truth About Hate
- Positive Behavior Support K-8/Social Emotional Learning

# Department of Instruction

## Overall Budget Request for 2018-2019:

**1.81%** or -\$47,043 (Budget to Budget)

### Budget Drivers:

- Social Emotional Learning (Title IV-PBIS) and Consultant SNIS
- **TEAM (New Teacher Induction) and Other Unfunded Mandates**
- Curriculum Development
- Professional Development
- **ELL/Bilingual**
- TAG and Science Enrichment

# Summer Bridge Program BDZ10030

## Overview of 2017 Summer Program:

- 55 Students Grades 3-5 with 4 Teachers, 3 Paraprofessionals and 1 Administrator
- 96% of students increased one grade level overall in informational reading on post assessments. Of this group, 11 students progressed two grade levels.
- In Math, approximately 90% of students improved to at least 80% mastery of grade level skills. Of that group, 21 students scored 100% mastery of grade-level skills on post assessments.
- Attendance remained consistent at 80%.
- Budget includes shared transportation with Special Education
- Supplies for the summer program-\$900.00

# ELL and Bilingual Education-BDZ10032

- (Mandated) Need for a bilingual teachers at SMS 20+
- Increase in the number of textbooks needed in various languages due to the increase in number of students
- Translation services-movement towards in person translation for meetings and phone calls
- Instructional Materials



	NMHS	SMS	SNIS	NES	HPS
Albanian		1			
Arabic	1		1		
Bengali				1	1
Creole	1				
Gujarati		1			
Italian			1		
Lao					1
Mandarin		3			1
Portuguese	9	2	8	1	7
Spanish	14	20	25	9	17
Swahili	1		1		
Vietnamese			1		1
Yoruba	1				1
TOTAL:	27	27	37	11	29

# Science Enrichment/PLTW-BDZ10033

- Uses Project Lead the Way kits for science exploration
- Enrichment teacher spans K-5:
  - Gr 1: Collaborative Problem Solving and Communication NES 9 HPS 12 students
  - Gr 2: Science Notebooks/Form and Function NES 11 HPS 24 students
  - Gr 3: Flight: 9 students Stability and Motion: 11 students
  - Gr 4: Energy Collisions: 12 students
  - Gr 5: Robotics: 28 students
- Budget Items include items necessary to replenish PLTW kits at SMS and NMHS and PLTW Launch Kits Used for Enrichment at Elementary Schools
- PLTW training
- Science Nights K-5 \$2,000.00 Stipend

# Talented and Gifted-BDZ10033

With the appointment of a Talented and Gifted Specialist at the State Department of Education and legislation guidelines for social-emotional and TAG:

- State focus on best practices for Identification **(required by law PA 17-82)** and teacher professional learning
- Increase in federal grant money for gifted instruction shows a growing interest in meeting specific student needs

## **Budget Includes:**

- Inclusion of funding to continue with universal testing as part of TAG program identification
- Professional Learning for Teachers
- Enrichment and After School Programs (mock trial, Math Olympiads) or students identified for creativity (music, art). Roughly **60** students per semester
- **90** students are serviced in grades 3-8

# Instructional Testing-BDZ10044

## **Testing and Licensing Updates:**

- CoGat-TAG Identification-Grade 3
- NWEA K-8
- Lexia-Intervention Small Group-Reading Decoding and Phonics
- Does not include HS testing-PSAT, AP or ACTFL

# Intervention-Evidenced in School Budgets

- Running Records Assessment implemented K-8 in 2017-18 school year
  - Teachers measure a student's oral reading listening for corrections that involve meaning, syntax and visual cues which provides a reading level
  - Data identified students in need of intervention
- Utilizing the reading specialists-Leveled Literacy Intervention kits are utilized
- Additional needs include intervention libraries to support students at reading levels below grade level for use in classrooms
- Phonics assessment identified as a need through DLET
- Math Intervention-students are serviced by one intervention teacher per building
- High School-Move towards Khan Academy after PSAT administration in Grade 9

# Curriculum Development/Programs

- **Budget does not** address vetting curriculum
- **Budget does not address** vertical articulation of curriculum implementation and feedback
- **Budget does not address** a curriculum mapping tool for implementation of curriculum and creating a live document
- **Budget does not** extend PLTW to grade six
- **Budget does not** include additions to World Language
- Budget **continues** to fund the creation of curriculum aligned to new standards
- Meets NEASC recommendations and state requirements
  - Formation of Curriculum Council
  - Incorporate higher order thinking skills and the school's 21st century learning expectations into all curricula
  - Include current research-based practices and resources into all curriculum documents
  - Ensure that all curriculum documents include both instructional strategies and assessment practices that include use of the school-wide rubrics and course specific rubrics.
  - Ensure that all curricula emphasize depth of understanding and application of knowledge.
  - Evaluate and revise out-dated curriculum using the NEASC-aligned curriculum evaluation rubric used by the self-study committee.

# Professional Development-BDZ20643

- Curriculum Training
- Professional Development for Administrators
- TEAM (Unfunded Mandate-BZ20643)
- Professional Development for Teachers College Training (Reading and Writing) and Co-Teaching on-going training for teachers-PLC's/Thursday after school mtgs
- Overall pd needs for the district teachers (presenters, conferences, etc.)
- Alignment with 5-year math and literacy district plans
- Purchased services include Odysseyware for BIP programs and SMS and NMHS and CBI program which will also include the Alternative Ed Program for Expulsions
- Additional seat cost for magnet school seat-budget correction-BDZ 20643-55600

# Social Emotional Learning

- **Public Act 14-196- An Act Concerning a Statewide Sexual Abuse and Assault Awareness Program** went into effect beginning October 2016
  - K-3 our curriculum supports the performance indicators. (This is due to curriculum revision, instruction and professional development support for health and guidance teachers, and classroom teachers)
  - Grades 5-12 all indicators are aligned by grade band in either guidance and/or health curriculum.
  - Grades 3-5 are up for curriculum revision this summer.
- SERC conducted an audit of our K-8 buildings in early 2016:
  - Created a Plan for implementation of Positive Behavior Supports for each school for 2017 and beyond
- In 2015, the state released the Social Emotional Skills Framework for grades K-3
  - increase in students in K-3 experiencing behavior concerns
    - addition of a new guidance curriculum K-2, (expansion to grade three curriculum is necessary)
    - teachers will work with Social Emotional Learning consultant as done K-2 at grades 3-5 in 2018)



# Social Emotional Learning

- Panarama Surveys-Measure school connectedness and Alumni Survey provide new in 17-18.
- NAMES-Data is used by counselors and support staff to support students and reflect/act on need
- District School To School Transitions
  - Kindergarten Orientation (Changes made in 17-18)
  - Transitions from grades 2-3 from each school
  - Transition from grade 5-6
  - Transition from grade 8-9
- Homelessness- (impact on social workers and the new law spans pre-k-12)
  - 5 students identified as homeless in 2015-2016
  - 13 students identified in 2016-2017,
  - 13 are identified as of January 5, 2018.
- The requirements for schools changed with ESSA and the the amendments to the McKinney-Vento Act went into effect on October 1, 2016.

# Adult Education

- Adult Education Director Position
- Evaluations of teachers conducted by the adult ed evaluator-overseen by Assistant Superintendent and Facilitator

## **Program Supports:**

- Adult Basic Education/GED: 3-5 students
- ESL-45-50 students
- HS Diploma Program-25-30 students
- Citizenship 12-15
- Enrichment Opportunities-230-250 students

# Adult Education Highlights

- Increase in meaningful opportunities for the community will continue and expand:
  - American Jobs Center on site once a month
  - Availability of coursework leading to certifications for both mandated and enrichment students
  - On-line and hands on classroom instruction. (CPR, C.N.A., Reiki, Safserve, Culinary, Customer Service etc.).
- The continued use of the Virtual High School to supplement offerings for both HS and GED.
- Continued availability of day and evening ESL
- Addition of a family literacy component to offerings next year. This Spring the facilitator will be testing out some low cost/no cost family programs to see what the need/interest is.

Questions?

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