

Budget Proposal
Department of Instruction
2019-2020

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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"> • Math and Literacy Initiatives, coaches, PLCs • Administrator Professional Learning, Revision of the TEVAL Process • TEAM (teacher induction), co-teaching
<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"> • Curriculum Development, Curriculum implementation, • PBIS, SRBI, Data Teams, Advisory, School Climate Committees, social emotional learning
<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"> • Administrative aspirant program, Professional Learning focused on data to drive instruction, assessment development, curriculum alignment, PLC work. • Admin PL focused on teaching and learning strategies and providing actionable feedback
<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 21st century economy.</p>	<ul style="list-style-type: none"> • Job embedded professional learning for teachers and admin, • IEP analysis, LHTC • TAG, EL support, adult education, Parent teacher organization/school community partnerships • surveys-Panarama/Alumni surveys • PLTW, CTE

Learning Targets-”Moving From If to Then”-Administrative Retreat 2018

Administrators will...

- understand and share common definition of “**Collective Teacher Efficacy**” and “**Assessment Capable Learner**”
- describe what happens between the “**If**” and the “**Then**”
- develop a **framework and plan** for professional learning at their school
- develop a common system of **aligning feedback** within the educator evaluation system
- develop a **portfolio of materials** for their first meeting with teachers

Department of Instruction Highlights

Department of Instruction Highlights 2015-2019

- Curriculum Development and Implementation (Expanded School Year Opportunities)
- Professional Development-Teachers and Administrators
- Reading/Writing Increase on Smarter Balanced Assessment in Students Achieving Grade Level Benchmarks
- Numeracy-Investigations K-5 and Connected Math grades 6-8 Exemplar work
- Data-Use/Application (Local and District Level)
- Summer School Grades 3-5 (Grant Funded) and Algebra Readiness Summer Program- Grade 7 enrolled in Math 7 for potential entrance into Algebra in grade 8(Cost-Teacher Stipend-\$5,000)
- English Learner Homework Club at SNIS (28 students attended-grant funded)
- Science Planning-Instructional and Curricular
- Phonics Pilot
- English Language Partnership with Families via Adult Ed

Highlights Continued....

- Work of the Curriculum Council, Wellness, New Teacher Induction and Professional Learning Committee
- Positive Behavior Support K-8/Social Emotional Learning focus K-2
- Kindergarten Registration (February)
- Intervention and Supports
- Adult Education-Certified Nursing Assistant(CNA), General Education Diploma (GED), Community Job Placements, Workforce board visits
- Title Grants-I, II, III and IV as well as CT Community Foundation
- Parent/Student/Teacher/Staff/Alumni Surveys

Percent Increase to Department of Instruction

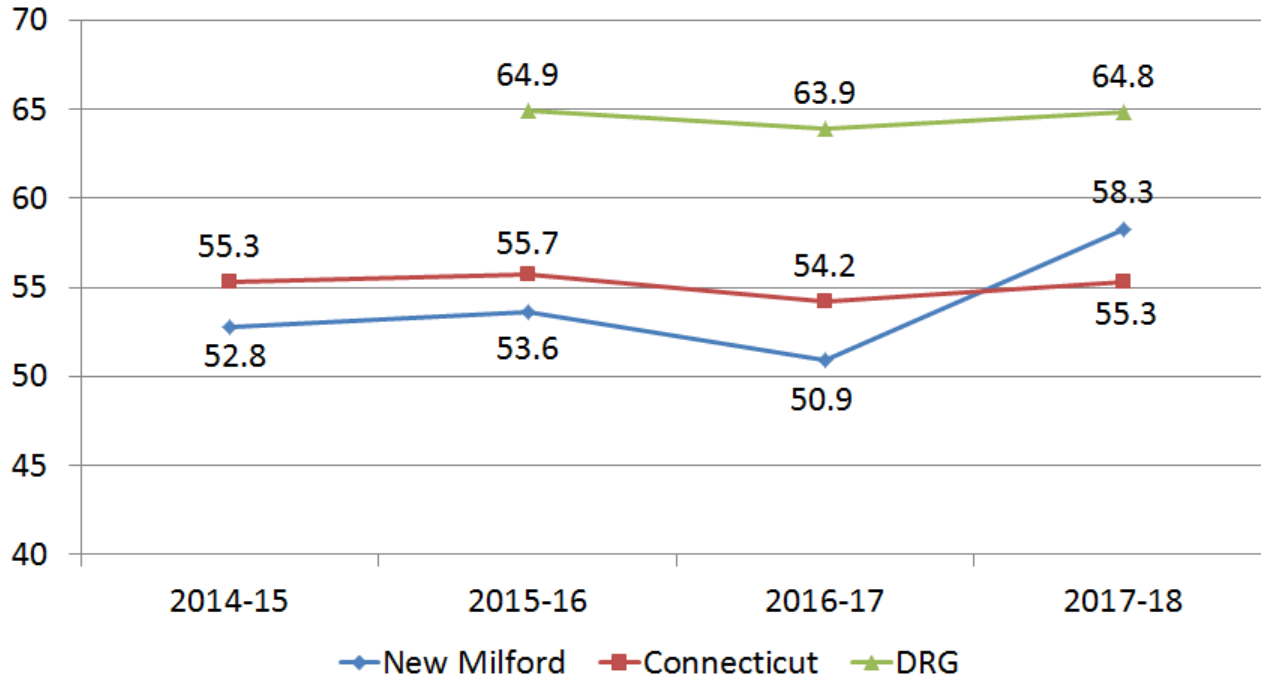
- Percent increase for 2019-2020 equals: 2.52%
 - This number includes transportation increases, tuition and technology dept requests increases
 - This number does not include adult education.
 - Reduction in salaries overall in DOI
 - Any increases in budget are tied to school sites and professional learning
 - Funding for pd was reduced last year
- DOI budget was cut approximately \$80,000 overall last year

Needs of NMPS Director of Curriculum

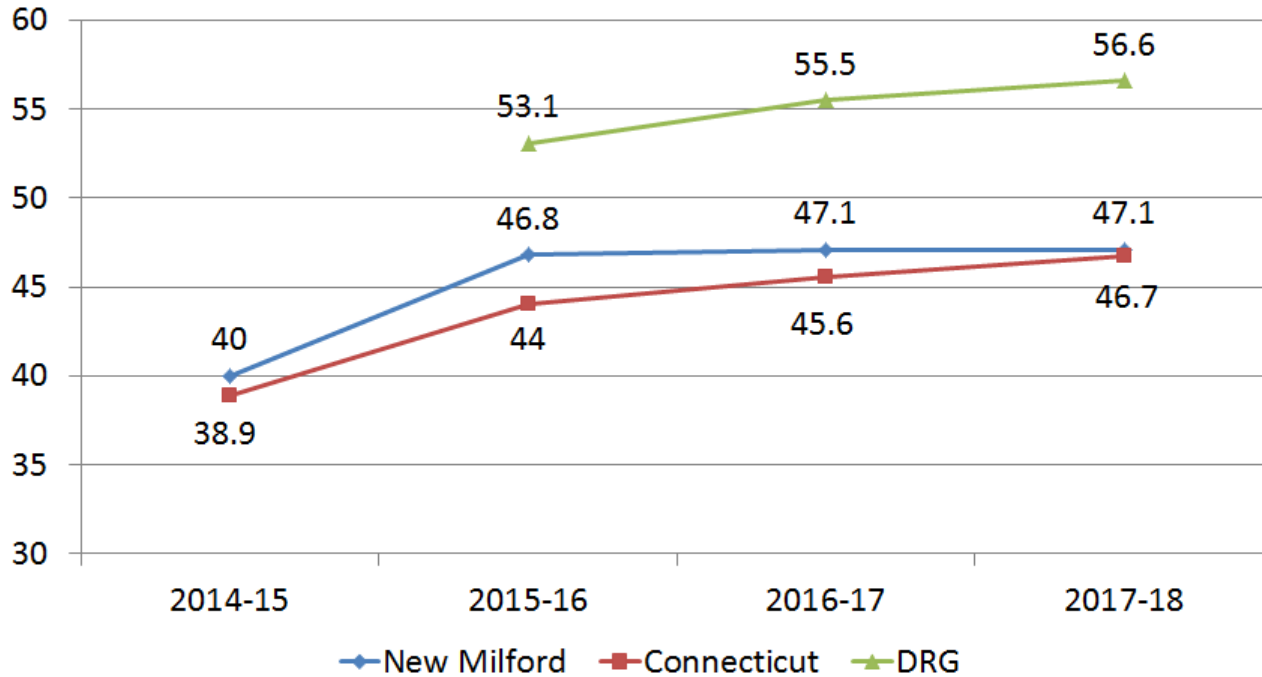
Needs of New Milford: Curriculum and Assessment

- Vetting of curriculum
- Curriculum alignment from grade to grade (articulation with teacher teams)
- Curriculum alignment across the grade (articulation with teacher teams)
- Development of a living curriculum for each course/subject
- Development of common assessments within grade levels/alignment of assessments to standards
- Pacing organization and support K-12
- Identifying patterns in data that are a result of curriculum strengths and addressing deficits vertically/horizontally
- Report card updates that align with new assessments, work habits and running records reporting
- Mastery based learning/graduation requirement (Class of 2023)
- NEASC-Portrait of the Graduate-4c's Critical Thinking, Collaboration, Creativity, Communication tied to assessment and standards K-12.
- Science NGSS support and guidance
- Parent opportunities to better understand curriculum/SEL/community supports

Smarter Balanced Results ELA Historic Performance



Smarter Balanced Results Math Historic Performance



Current DOI Department Staffing Makeup

- 2 (1 Math and 1 ELA) Split Instructional Coaches K-2
- 2 (1 Math and 1 ELA) Instructional Coaches-3-5
- 2 (1 ELA/SS and 1 Data Coach supporting Math and Science) Instructional Coaches 6-8
- HS has no coaches or curriculum support-has some support with PL from department chairs
- Other Content areas at K-8 are not supported instructionally like that of ELA and Math

Current Department Of Instruction Budget Supports for K-12:

- Money to develop curriculum
- Money to train to write curriculum
- Professional Learning

Current Staffing in EL (DOI) Includes one additional English Language teacher at SNIS-Bilingual staffing appears at the building level

Budget does not Support: English Language Coordinator K-12

Curriculum Support Overview

Keys to Success:

- Curriculum development/Training to Write/Vetting
- Support in understanding the standards and how they're measured
- Support in vetting interventions and materials
- Support in creating assessments aligned to standards
- Support in calibrating/scoring assessments
- Report system that aligns with the work
- Scaffolding support/Differentiation

How Neighbors are Supporting Curriculum Work:

- Assistant Superintendent and Director of Curriculum
- Assistant Superintendent, Supervisor of K-5 and Supervisor of 6-12, and Coaches
- Assistant Superintendent, Director of Curriculum, Various Coordinators of Curriculum and Coaches
- Director of Curriculum and Coordinators and Coaches

In New Milford.....

- We rely heavily on a few (in number) hardworking coaches and our staff of hardworking teachers to help support curriculum implementation.
- Because curriculum support is lacking:
 - Coaches roles morph into curriculum pacing and responding to questions, which takes away from Professional Learning time
 - When the two coaches who are split K-2 meet once every 12 days with teachers during Professional Learning Communities this impacts the Professional Learning time
 - When teachers need curriculum decisions made, they must contact the Assistant Supt. who:
 - Must review the standards, review pacing, alignment, impact, material acquisition and think through Professional Learning needs of staff
 - This takes time with competing subjects and duties-teachers must wait for responses which can put them behind.
 - Curriculum vetting also takes time and provides a waiting period

In New Milford.....

- 15% of our teaching staff is new to the profession defined as within their first five years of teaching.
- We offer Talented and Gifted K-8 and Science Enrichment K-5 to our highest performing students, but we need to provide support for our teachers with curriculum so they can ***differentiate for learners at all levels in all subject areas.***

Need of NMPS:
English Language Coordinator

Why an English Language Coordinator?

- Support teachers and students with English Language support services and professional learning
 - There are **14 languages** to engage in learning causing teachers to ask for support
 - Large impact-LAS (Language Assessment Scales) links coordination and testing/data dissemination and teacher supports
 - Home Language Survey coordination
 - New Arrivals Survey Coordination
 - Oversight of bilingual programs 3-12
 - Scheduling of tutors and teachers in all buildings with administration and inform programming
 - Guidance to administration with student scheduling
 - Test readiness (state reporting, data base alignment of supports for students for testing) and reporting for NWEA (Northwest Evaluation Association) and Smarter Balanced Assessment
 - Allocation and acquisition of supplies for budget
 - Oversight of homework club as administrator/arrange transportation, market the program,etc, communicate with families

Why an English Language Coordinator?

- Act as a liaison to families and schools with newcomers
- Ensure translation app is applied to and working on computers with technology dept.
- Support with interviewing of staff (English Language and bilingual teachers, tutors, etc)
- Student and staff support for all summer programming K-12
- Review with guidance of “on-track to graduation”
- Professional learning support for all teachers of English Learners K-12

*It is important to note that this position is not in the current budget.

English Language Teacher

- An English Language teacher for SNIS has been added to Dept. Of Instruction staffing
- A bilingual teacher to NMHS staffing has been added (unfunded mandate).

Budget Priorities

2019-2020 Budget Priorities

- Director of Curriculum-subject specific support for curriculum implementation K-12
- 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 provide college readiness and career opportunities
- Continue to enhance school/community partnerships
- Add support for English Language students and teachers of English Language students (Support for students included but not teachers)
- Continue to address unfunded state mandate(s)

Impact of Legislation

Impact of Legislation

Bilingual Education's historical funding by the state:

1. \$4,062.00 in 2015-2016
 2. \$1,907 2016-2017
 3. \$3877 in 2018-2019
- Funding from bilingual was/is used for the after school homework club held at SNIS for children in grades 3-5.
 - With the restoration of some funding, we were able to extend the program to 2 days per week and add a tutor to work with the bilingual teacher.
 - Funding is not enough to cover the mandated bilingual teachers or to provide support an English Language coordinator to support professional learning, help teachers understand Language Assessment Scales Links testing, etc.

Impact of Legislation-Graduation Requirements

New Graduation Requirements: (c) “Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering, and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject of the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.”

—Public Act No.17-42; Sec. 1 (c)

Graduation Requirement Impact on New Milford

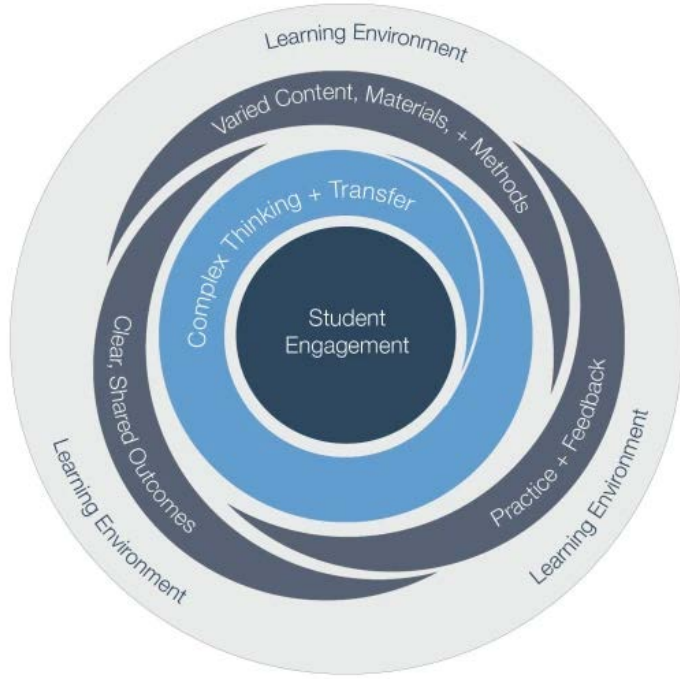
- Need to create a second general Health Course-Reduce a PE Credit
- Portrait of the Graduate Work-4c's Standards and Assessments

*(As defined by Great School Partnership and CAPSS in Brief 2: Graduation Requirements Unpacked: “Elements of Effective Instruction”) January, 2019.

While the statute addresses the spread of credit requirements across larger and more flexible content areas, a single reality remains the same as ever: **the daily quality of classroom instruction impacts student learning more than any other factor under the control of the teacher, the school, or the district.** This brief focuses on the foundational elements of instructional practice that foster increased student engagement and ownership as well as increased **equity and rigor.**

- This creates a broad-reaching impact on curriculum, professional learning, administrators, guidance, teachers, students.

Graduation Requirement Impact on New Milford: Curriculum, Instruction and Assessment



Elements:

1. **Learning Environment:** The learning environment supports all students to take risks, ask questions, and make and learn from mistakes. The physical space, routines and procedures, and **development of positive relationships create a physically, socially, and emotionally safe environment.**
2. **Clear, Shared Outcomes:** The learning outcomes are shared and internalized by teachers and students. **These outcomes anchor and guide the choices of instructional activities, materials, practice assignments, and assessment tasks. Outcomes are understood and used by students to set goals, guide learning, and prompt self-reflection.**

Impact on New Milford: Curriculum, Instruction and Assessment

These foundational elements, supporting beliefs, and key traits are critical guardrails to begin creating more flexible graduation requirements.

*(Excerpts and Graphic on Slides 28 and 29 were taken from: Brief 2: Elements of Effective Instruction: CT High School Graduation Requirements Unpacked, Great School Partnership and CAPSS, January, 2019.)

3. **Varied Content, Materials, and Methods of Instruction:** Students explore ideas and information in varied ways and access learning through multiple entry points. **Teachers select content and materials to engage and meet the needs of all learners.**
4. **Feedback and Practice:** Students have opportunities to practice what they are learning and are given timely, specific feedback based on their current performance in relation to the desired outcomes.
5. **Complex Thinking and Transfer:** Students are coached and taught to **engage in higher order thinking through instructional activities and practice tasks. Curriculum, instruction, and assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or novel situations.**

Graduation Requirements Mastery Based Lrng

New Graduation Requirements: “(f)[...]For the purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through online coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.”

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards”

Impact of Legislation-Transportation Costs

Students who are in foster care and their parents reside in New Milford (Nexus)-Nexus must pay for transportation costs. The law helps children in foster placement stay in their home school and maintains stability of credits, friends, etc.

-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).

5. We also must provide special transportation for students who are injured/have a 504 plan (medical):

-In 2018-2019 costs total \$26,689 as of January 2, 2019.

6. 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....

- Teacher Evaluation-Administrators must be calibrated in order to conduct the evaluations. Such calibration is mandated.
- 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.
- Next Generation Science Standards implementation/testing-costs to districts to provide training as well as curriculum resources and materials.
- High School Graduation Requirements
- English Language-Language Assessment Scales Links Testing, Professional Learning for teachers, support for students
- All other instructional impacts that come out of the legislative session and Governor Lamont's Education plan

Department of Instruction

Overall Budget Request for 2019-2020 (Highlighted Areas Represent What is Out of NMPS Control)

2.52% for DOI

Budget Drivers: (Does not Include English Language Coordinator that was requested)

- Phonics Pilot (Building Based)
- Social Emotional Learning
- TEAM Teacher Education and Mentoring-(New Teacher Induction)-Cost to New Milford \$12,000-Unfunded Mandate
- Curriculum Development-Science Curriculum/Programming
- Professional Development
- English Learner Teacher addition at SNIS (50 students) and Bilingual teacher at HS (projection 20 Spanish speaking students)
- Talented And Gifted and Science Enrichment
- Director position
- Tuition increase at the Danbury Magnet School-\$4050 total
- Does not include increases to the number of seats at Vocational-Agricultural (Vo-Ag)/Agri-Science (Agricultural Science) placements-currently at 20 students
- Unfunded mandates (\$15,000 Transportation Line)

Opportunities for Students

Summer Bridge Program BDZ10030

Overview of 2018 Summer Program:

- 37 Students Grades 3-5 with 3 Teachers, and 1 Administrator
- 91% of students increased one grade level overall in informational reading on post assessments. Of this group, 14 students progressed two or more grade levels.
- In Math, approximately 80% of students improved to at least 80% mastery of grade level skills. The average score improved 48 points on average.
- Attendance remained consistent at 81%.
- Students have had a 6% improvement on their NorthWest Evaluation Association Measures of Academic Performance (MAP) Assessments in Reading and Math from the Spring of 2017-2018 (24th percentile) to the Winter of 2018-2019 (40th percentile).
- Budget includes shared transportation with Special Education
- Supplies for the summer program-\$900.00

Summer Algebra Readiness Program

- Staffed with 1 Teacher who ran two sessions
- 21 students enrolled. 18 attended all sessions. 14 students passed course and moved into the Algebra course (78%)
- Students who actively participated have had a 5% improvement on the Northwest Education Association Measures (NWEA) of Academic Progress Assessments (MAP) Math score from the Spring of 2017-2018 (72nd percentile) to the Winter of 2018-2019 (77th percentile).

Programs/Supports to Schools Included in Dept of Instruction

Science Enrichment/PLTW BUDZ10033

- Uses Project Lead the Way kits for science exploration
- Enrichment teacher spans K-5
 - Gr 1: NES 9/HPS 12 students, Gr 2: 11/24 Gr 3: Flight:9, Stability and Motion: 11, 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 Kits Used for Enrichment at Elementary Schools
- PLTW training
- Science Nights K-5 \$2,000.00

Talented and Gifted-BDZ10033

- TAG-With the appointment of a Talented and Gifted Specialist at the State Dept 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
 - *State does not require districts to service TAG students*
 - Inclusion of funding to continue with universal testing as part of TAG program identification
 - Enrichment and After School Programs
 - Students are serviced in grades 3-8

Instructional Testing-BDZ10044

- Testing and Licensing Updates
 - CoGat-Talented And Gifted Identification (Cognitive Abilities Test)
 - NorthWestEvaluationAssociation K-8 (NWEA)
 - Lexia-Intervention Small Group-Reading Decoding and Phonics
 - Does not include High School testing-PSAT (Preliminary Scholastic Aptitude Test, AP (Advanced Placement) or ACTFL (American Council on the Teaching of Foreign Languages)

Professional Development-BDZ20643

- Curriculum Training
- Professional Development for Administrators
- TEAM (Teacher Education and Mentoring) (Unfunded Mandate-BZ20643)
- Professional Development for Teachers College Training (Reading and Writing)/AP (Advanced Placement) Course Training
- Overall pd needs for the district teachers (presenters, conferences, etc.)
- Alignment with math, literacy and science plans
- Purchased services include Odysseyware for Behavior Intervention Programs for SMS and NMHS and Computer Based Instruction program which will also includes the Alternative Ed Program for expulsions (required by law)

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- **January, 2019 pending authorship.**
- 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

- Panorama Surveys-Measure school connectedness as does the Alumni Survey
- Names Can Really Hurt Us Assembly (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 were identified as of January 5, 2018.
 - 6 were identified as of January 2, 2019.
- The requirements for schools changed with ESSA (Every Student Succeeds Act) and the the amendments to the McKinney-Vento Act went into effect on October 1, 2016.

Adult Education Budget

Adult Education

Staffing

1. Assistant Supt as Program Director
 2. 1 Program Facilitator
 3. Adult Education Evaluator (PT)
 4. Mandated Teaching Staff GED (General Education Development) and HS Diploma Programs
 5. Enrichment Offerings
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Adult Education

Program Supports 2017-2018

1. Adult Basic Education/General Education Development (GED): 3-5 students
2. ESL (English as a Second Language)-45-50 students
3. HS Diploma Program-25-30 students
4. Citizenship 12-15
5. Enrichment Opportunities-230-250 students

Program Supports 2018-2019:

1. Adult Basic Education/GED: 2-4 students
2. English as a Second Language-60-70 students
3. HS Diploma Program-50-55 students
4. Citizenship 10-12 students
5. Enrichment Opportunities-450-500 students

Adult Education Highlights

1. Increase in meaningful opportunities for the community will continue and expand:
 - a. American Jobs Center on site once a month
 - b. Availability of coursework leading to certifications for both mandated and enrichment students
 - c. On-line and hands on classroom instruction. (CPR)-Cardiopulmonary Resuscitation, Certified Nursing Assistant, Reiki, Safserve, Culinary, Customer Service etc.
2. The continued use of the Virtual High School to supplement offerings for both HS and General Education Development.
3. Continued availability of day and evening English Second Language (ESL)
4. Addition of a family literacy component to offerings
5. Parent partnerships with English Language families in NMPS

Questions?
