

Curriculum Budget Presentation FY21

Overview

- 11,000+ students from age 3 to 18 in preschool through grade 12.
- 1000 teachers
- 400 paraprofessionals (351 special education)
- 60 administrators/directors
- Budget supports all curriculum, instruction, assessment, and professional development.
 - Curriculum – all content areas and unified arts
 - Instruction – for all students along with a multi-tiered system of support.
 - Assessment – both the learning rate and level of performance of all students.
 - Professional Development – ongoing, sustained, high quality investment for all educators (teachers, paraprofessionals, administrators)

Budget Rationale

- To continually invest and refine early childhood education/interventions so all students are ready to succeed when they get to school (cognitively, socially, emotionally, and physically).
- To provide a curriculum aligned with the research of a “growth mindset,” with the levels of support and challenge to meet the diverse academic needs.
- To provide high-quality instruction for all students along with a multi-tiered system of support.
- To continually assess both the learning rate and growth of all students.
- To provide high-quality professional development for all educators.

Early Childhood Education/Intervention

- To continually invest and refine early childhood education/interventions so all students are ready to succeed when they get to school (cognitively, socially, emotionally, and physically).
 - Established equity with supplies and schedules
 - Add additional Kindergarten paraprofessionals to meet the diverse range of student learners
 - Utilize/refine NSD Kindergarten screening tool
 - Utilize results for balanced classes, instruction, intervention, and enrichment
- Continue Blast-Off to Kindergarten Summer Program
- Continue Title I Preschool
- Continue Power Scholars – NSD, 21st Century, & YMCA
- Continue Summer Kindergarten Institute for teachers

Curriculum

- To provide a curriculum with the levels of support and challenge to meet the diverse academic needs.
 - English Language Arts
 - Elementary - Monitor implementation of mini-lessons, interactive read-aloud kits, and guided reading materials, Units of Study for Teaching Writing K-5
 - Middle - Continue with StudySync 6-8 implementation, pacing, and results; explore pilot of Units of Study for Teaching Writing 6-8
 - High – vertical alignment, summer curriculum work
 - ELA Steering Committee - CBE, review/revise curriculum documents, common assessment data collection
 - Mathematics
 - Elementary & Middle
 - Consumables K-6, digital suite – support for teachers
 - Further explore
 - High – vertical alignment, process/procedure for acceleration
 - MSC – CBE, review/revise curriculum documents, common assessment data collection

Curriculum

- To provide a curriculum with the levels of support and challenge to meet the diverse academic needs.
 - Science
 - Elementary - Implement recommendations from science pilot
 - Middle – PD on Next Generation Science Standards (NGSS), review implementation of Amplify
 - High – PD on NGSS, vertical alignment
 - Science SC- meet with curriculum cabinet (K-12), plan summer curriculum work
 - Social Studies
 - Elementary - align to new state standards/frameworks, connections with ELA,
 - Middle – common alignment & assessments, scope & sequence
 - High – vertical/horizontal alignment
 - SS SC – meet with curriculum cabinet (K-12), plan summer curriculum work

Instruction

- To provide high-quality instruction for all students along with a multi-tiered system of support.
 - All students receive high-quality, research-based instruction in the general education classroom. (Tier One)
 - Ongoing student assessment - Universal screening and progress monitoring provide information about a student's learning rate and growth.
- Continue to outline/define Tiered Instruction
 - Response to Instruction (RTI)
 - Multi-tiered Systems of Support (MTSS)
 - A multi-tier approach is used to efficiently differentiate instruction for all students.
 - Provide PD and materials for Tier Two and Tier Three
 - Frequency and duration of intervention, and level of training of the professionals providing instruction or intervention.

Assessment

- To continually assess both the learning rate and growth of all students.
 - Review responses from Building-based Instructional Leadership Teams (BBILT) per Strategic Plan
 - SP1.10 – Re-evaluate/re-design district-wide assessments to be purposeful, connected, and equitable for all learners.
 - Continue to work on building a Competency Based Education system PK-12 (SP 1.9)
 - Continue with PD for elementary and middle schools, summer curriculum work
 - Invest in TeacherEase for elementary CBE for common assessments, reporting, data review
 - Work with Steering Committees for balanced assessment administration & collection
 - Ensure K-12 vertical & horizontal alignment

Professional Development

- To provide high-quality professional development for all educators.
 - Professional development is the fuel that runs the engine. Knowing what skills are needed and the existing skills of the faculty will inform professional development needs.
- Professional Development Master Plan (PDMP)
 - Teacher Development and Evaluation System (TDES) – Growth Mindset
 - A process for using aggregate data from evaluation outcomes to develop meaningful professional development programs at the district level that are planned collaboratively by teachers and administrators.
 - Peer Coaches and Mentors
 - High-quality training for all individuals evaluating teachers to create consistency in the observation and evaluation process.
- Conference/workshop attendance
- Summer Institutes - Teachers, Administrators
- District Early Release/In-Service days
- On-site graduate leadership cohort – Southern New Hampshire University

Funding Sources

SOURCE	AMOUNT
Operating Budget	\$617, 526
Title II - Preparing, Training & Recruiting High Quality Teachers & Principals	
	2017-18 \$667,484.57
	2018-19 \$715,318.71
	2019-20 TBD
Title IV-Part A-Student Support and Academic Enrichment Grant	
	2018-19 \$336,217
	2019-20 \$370, 106

Additional Funding Requests for 2020-21

- Kindergarten Paraprofessionals (4.0)
 - Budget Rationale - To continually invest and refine early childhood education/interventions so all students are ready to succeed when they get to school (cognitively, socially, emotionally, and physically).
 - For the 2019-2020 School Year:
 - 40 Kindergarten Classrooms
 - 22 Paraprofessionals
 - More balanced Teacher/Para Ratios
 - Assist with assessments – Kindergarten Screening, Benchmark Assessment System (BAS)
 - Provide additional individual and small group instructional/behavioral support