

FY 2021-22
Budget Development
Update

A Meaningful Diploma For All Students

Our Mission:

- The Ballston Spa Central School District provide an excellent education that maximizes the potential of each student.
- In partnership with the family and community, our students will become responsible and well-rounded adults.

Our Vision:

A Meaningful Diploma For All Students

A Meaningful Diploma For All Students

Means that our students will:

- *Read, Write, Think, and Learn well* – because we *intentionally, explicitly, and systematically* taught them to

ACROSS ALL CONTENT AREAS and IN A VARIETY OF SETTINGS

- *Be well* – physically, socially, emotionally, and mentally because we know and support our kids
- *Be citizen-ready* – because of the opportunities and experiences that we provide them both in school and in the community

Our Points of Focus

To ensure that all students are able to develop the knowledge and skills and accomplish the work required to attain a meaningful diploma which allows them to access as many post-secondary pathways as possible, we will focus on increasingly effective:

- **Curriculum** – by creating, adapting, and/or adopting a K-12 cohesive curriculum which develops/enhances students' on grade-level abilities in **literacy** (reading across content areas and genre types; writing to communicate to a variety of audiences on a variety of topics); **oracy** (speaking and listening to a variety of audiences and in a variety of contexts); **numeracy** (in line with the standards of mathematical practices); and, as a result, students' **thinking** abilities as applied to a variety of complex problems;
- **Instruction** – by developing/enhancing teachers' instructional abilities through an understanding of how students learn, research-informed instructional techniques and frameworks including the Response to Intervention (RtI)/Multi-tiered System of Supports (MTSS) model, and effective feedback models from peers and supervisors;
- **Assessments** – by developing and enhancing clear understandings of the purpose and design of effective assessments and how they can be utilized to improve teaching and learning;

Our Points of Focus (2)

- **Positive Student Behavior and Wellness** – by promoting student wellness through structured interventions which have a sound basis in educational research and by developing/enhancing staff abilities to identify and mitigate, minimize, and/or correct student behavior which is disruptive to student learning;
- **Recruitment, Retention, and Development of Personnel** – by investing in promising practices for employee recruitment and ongoing, targeted professional learning opportunities, proven methods of evaluation, and feedback;
- **Communications** – by developing useful/helpful internal and external communications based on user feedback and by developing clear processes and protocols; and
- **Long Term Planning** – by investing in programs, structures, and strategies that are proven to positively impact student learning opportunities and outcomes.

BSCSD Priorities for 2020-2021

To ensure that each of our students has access to a variety of rigorous learning opportunities on their way to earning a meaningful diploma, the BSCSD Board of Education and the Administrative Council will prioritize work in the following areas for the 2020-21 school year:

- *Ensuring Student and Staff Wellness and Safety*
- *Providing Equitable Access to Learning and Advancement Opportunities for All Students and Staff*
- *Implementing a Diverse and Rigorous K-12 Curriculum Supported by High Quality Instructional Materials and Assessments*
- *Fostering a Culture of Support for Continuous Improvement in All Areas of Operation*
- *Utilizing Proactive, Transparent, and Substantive Two-Way Communications*

ED = Executive Director
D = Director C = Coordinator

To ensure that each BSCSD student graduates with a meaningful diploma, our focus on student learning, strong instruction, targeted instructional support including professional learning requires Structural Support of our Principals who in turn support our teachers

- **Supt/BOE**

~ Developing mission, policy, and research-based goals which support continuous improvement in teaching and learning

- **Assistant Superintendent**

~ Managing financial and capital resources so as to maximize investment in program/student learning opportunities

- **Instructional Technology**

~ Providing research-based tools applications and network support to improve efficiency/effectiveness of teaching and learning

- **Chief Information Officer**

~ Initiating/providing data inquiries/reports to support key teaching and learning initiatives

- **Community Relations**

~ Providing timely communications and community outreach to support our students & schools

- **Partnership Support**

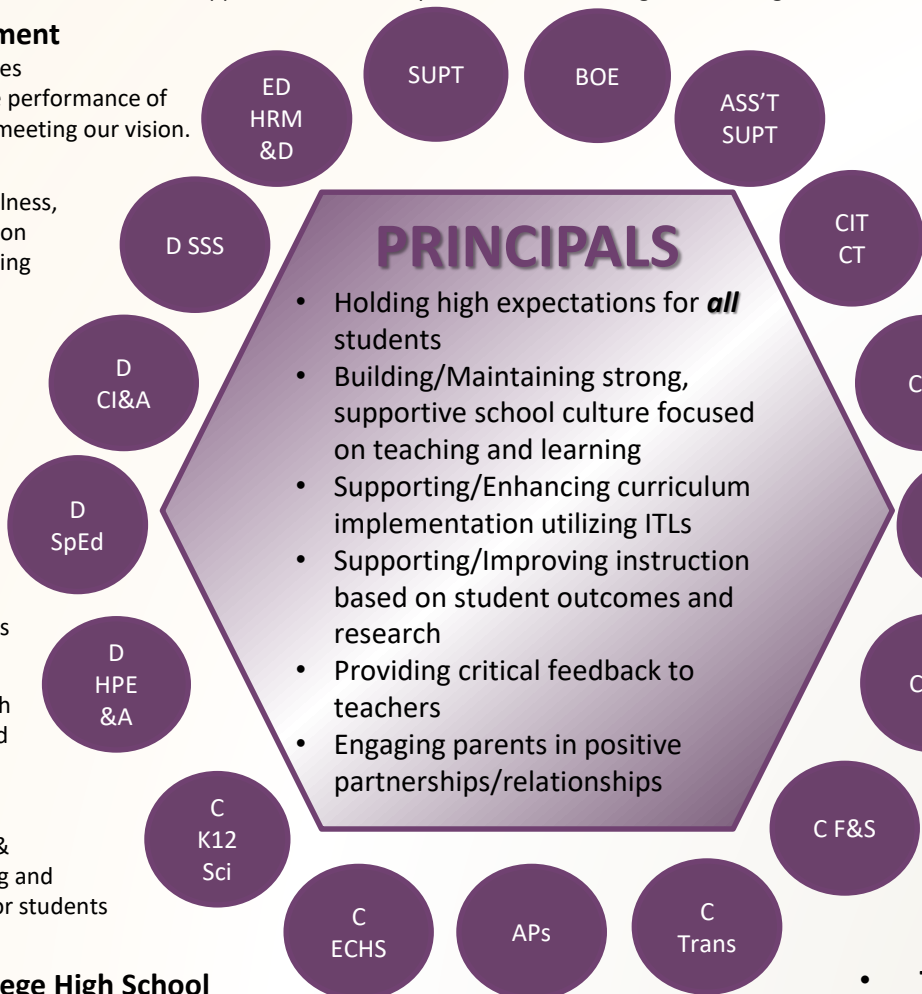
~ Creating partnerships to provide support and external learning opportunities & experiences for students

- **Facilities & Security**

~ With assistance of SRO's (2), providing welcoming, safe, & secure learning spaces in our facilities and on our grounds

- **Transportation**

~ Providing safe travel to and from school and assisting in student behavioral management



PRINCIPALS

- Holding high expectations for **all** students
- Building/Maintaining strong, supportive school culture focused on teaching and learning
- Supporting/Enhancing curriculum implementation utilizing ITLs
- Supporting/Improving instruction based on student outcomes and research
- Providing critical feedback to teachers
- Engaging parents in positive partnerships/relationships

- **Early College High School**

~ Implementing an Early College High School Model that provides multiple pathways for student learning and success

- **Assistant Principals (2 MS/3 HS)**

~ Assisting in the leadership and management of middle and high school programming

*To ensure that each BSCSD student graduates with **a meaningful diploma**, our focus on student academic, social, and emotional learning and behaviors; explicit instruction and interventions; and targeted instructional support including professional learning requires a **Multi-Tiered System of Supports** for students and staff alike*

- **Sustaining Our Focus**

Building and managing a long term plan based on the District's Vision, Priorities, and Goals with a strict focus on student outcomes

A Multi-Tiered System of Supports

- A well-defined **Tier 1** curriculum which supports academic and social/emotional learning and behavioral expectations
- Explicit instruction which meets learning and behavioral expectations
- Clearly defined, structured, and time bound **Tier 2 and 3** interventions for students who do not meet learning and behavioral expectations
- Clearly defined protocols for how a student enters **Tier 4** – referral for special education services and programs
- A **Code of Conduct** which directly aligns to and supports the learning and behavioral expectations while also detailing consequences for behavior that is disruptive to teaching and learning
- A detailed plan for student and staff **Health and Wellness** which supports and balances the academic and behavioral expectations

- **Acknowledging Limited Resources**

Time in particular, which requires that we base our choices/investments in scheduling, staffing, instruction, and intervention on the convergence of research and promising practices as to what works in teaching and learning

- **Developing Curriculum Selection and Review Processes**

Which allow students to meet and exceed the academic and behavioral expectations and which allow staff to improve their teaching abilities

- **Developing/Adopting Aligned Assessments**

Including screening, diagnostic, formative, and summative assessments that are directly aligned to the academic and behavioral expectations

- **Utilizing Accurate and Timely Data**

Managing transition to new standards & necessary changes to instruction; creating and providing new pathways/opportunities for students

- **Providing well-designed Internal and External Learning Opportunities**

That support Tier 1 instruction through course offerings, field trips, internships, externships, and related experiences

- **Designing Alternative Learning Spaces**

That address the learning needs of certain students who would be better able to meet the academic and behavioral expectations in alternative settings

- **Hiring Practices and Policies**

Developing policy, procedure, & practice for recruiting and training/retaining employees who support and strengthen our mission

- **Defining Roles and Responsibilities**

Particularly for academic and behavioral support personnel including intervention teachers, school counselors, psychologists, social workers, and school resource officers

- **Professional Development and Evaluations**

For all instructional and support staff wherein explicit training and opportunities for improvement is provided to meet district expectations

- **Developing Aligned Policies and Procedures**

Especially those that related directly to the support and management of teaching and learning and school climate/culture

- **Communicating with Parents and the Community**

Explaining our expectations and processes and including opportunities for parent/community learning related to our MTSS and how parents can help at home.

*To ensure that each BSCSD student graduates with a meaningful diploma, our focus on student learning, strong instruction, targeted instructional support including professional learning **MUST begin with A Belief That Every Student Can Read at or Above Grade Level***

- **Timely, Targeted, and Sustained Professional Development**

To build knowledge and understanding of the curriculum and to continuously improve instructional practices in literacy

- **Structured Daily Schedule**

To maximize instructional time, provide professional learning support, and encourage collaborative planning

- **Structured Interventions**

To ensure that student skill deficits can be addressed as soon as identified thereby allowing students to achieve a full year's growth

- **Aligned Supporting Materials**

That support and extend classroom instruction and professional learning

- **Research Support**

Which explains the process of learning in general and learning to read in particular and assists us in decision-making

- **Shared Building Goals**

To ensure that each student, regardless of their school, is provided a very similar set of learning experiences that support literacy development

**Explicit Instruction
to ensure that
EVERY STUDENT
is
Reading
At Or
Above Grade
Level**

- **Knowledge-based, Rigorous Curriculum**

Which provides rich content (background knowledge) across multiple disciplines and critical skills needed to read at or above grade level

- **Explicitly Trained Principals**

To lead and support teachers' learning and to be able to identify and maximize critical instructional practices which support students' literacy development

- **Structured Building-level Support**

To maximize instructional impact utilizing trained reading and sp. education teachers, speech therapists, librarians, & reading TAs

- **Explicitly Trained Literacy Coaches**

To build, support, and model instructional practices which help to bring the literacy curriculum to life in K-2 classrooms (Yr 1)

- **Peer Support**

To continuously improve our instructional understandings and practices using in-building, cross-building, and other districts' teachers

- **Community Support of Literacy**

To establish the priority of literacy support from local librarians, parents, and businesses through explicit and purposeful engagement

Designing for Results:

- Providing Welcoming, Safe, and Secure **Learning Environments**
- **Minimizing Obstacles** to Learning/Maximizing Positive Student Behavior
- Designing and Implementing a K-12 **Curriculum** with High Quality, Externally Validated Instructional Materials
- Implementing Research-based **Instruction and Assessment**
- Utilizing **Instructional Technology** to Advantage Teaching and Learning
- Designing Targeted, Meaningful, and Ongoing **Professional Learning**
- **Analyzing Lessons Learned** from Remote and Hybrid Instruction to Carry Forward the Most Impactful Options for Teaching and Learning
- **Aligning Staffing** Structure to Support Priorities and Goals
- Providing Transparent and Ongoing Internal and External **Communications**

Support of the Design/Budget Goals:

- **Ensuring the health and safety of all students (Program, Administrative, Capital)**
 - *Continuing*
 - Ongoing facilities improvements
 - Addition of assistant coaches for varsity sports coaching staff
 - *Maintaining*
 - Current levels of counseling and nursing staff
 - School Resource Officer Program
 - *Reviewing*
 - Possibilities for creation of behavioral specialist position for K-5

Support of the Design/Budget Goals:

- **Prioritizing curriculum development, externally validated instructional materials and technology solutions, targeted professional learning, and mental health services and supports (*Program*)**
 - *Continuing*
 - K-5 Literacy Curriculum support (year 3)
 - K-5 Social Emotional Learning Curriculum Implementation (year 2)
 - K-8 Science Curriculum Implementation (year 1)
 - K-5 Mathematics Curriculum Implementation (year 2)
 - 6-12 Literacy Program Development and Support (year 1 and 2)
 - 6-8 Curriculum Review and Recommendations for Implementation
 - K-12 Multi-Tiered System of Supports (MTSS) for academic and behavioral improvement (year 2)
 - Targeted, well-designed professional development to support each initiative
 - *Reviewing*
 - Possibilities for creation of Instructional Support Coach at secondary level
 - Possibility of Implementing Spa Academy with a remote option

Support of the Design/Budget Goals:

- **Aligning Administrative Staff to Best Support the District's Priorities and Goals** (*Administration*)
 - *Reviewing*
 - Special Education Administrative Structure to support the improvement plan
- **Developing/Supporting Long Range Plans to for Program Continuation and Improvement, Facilities Security and Maintenance, and Financial Sustainability** (*Program, Administrative, Capital*)
 - *Continuing*
 - Five-year Literacy Implementation Plan
 - Long-Range Financial Plan including Reserve Plan
 - Long Range Facilities Maintenance Plan
 - Special-Education Improvement Plan and expansion of Continuum of Services

FY2021 Budget Development Calendar

Date	Activity	Responsibility
10/21/20	Board Adopts Budget Calendar	Board of Education
11/18/20	Board Adopts Budget Principles & Guidelines	Board of Education
12/04/20	Budget Worksheet Materials Distributed	Administration
12/16/20	Board Adopts Budget Goals	Board of Education
01/08/21	Budget Materials Due	Administration
01/11/21 - 03/03/21	Budget Preparation & Compilation	Administration
02/10/21	Budget Review: Superintendent	Board of Education
03/03/21	Budget Review: Superintendent	Board of Education
03/17/21	Budget Review: Superintendent	Board of Education
04/14/21	Presentation of Superintendent's Recommended Budget	Board of Education
02/10/21 - 05/05/21	Public Review and Comment	Board of Education
04/21/21	Final Budget Review and Adoption of Budget	Board of Education
05/05/21	Public Hearing on Budget	Board of Education
05/18/21	Budget Vote	Board of Education

Next Budget Presentation:

March 3, 2020

Budget Review

A Meaningful Diploma For All Students