

Budget Planning - **CURRICULUM AND INSTRUCTION**

Academic Year 2022-2023

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STAFFING

The Hendrick Hudson School District is focused on maintaining staff and programs while remaining fiscally responsible. To the extent possible, we look to effect personnel reductions through attrition and maximize staffing via scheduling efficiencies. We recognize and accept the challenge from the Board of Education and from the community to:

- Maintain existing levels of services and extracurricular activities
- Continue focus on ongoing efforts to achieve efficiencies
- Consider long-term implications of any additions to the budget

Elementary

The District will reorganize its elementary division in 22-23 from three K-5 schools to a grade-banded approach with 1 each of PreK-1, 2-3, 4-5. As a result of the reorganization, the District reduced 7 classroom teaching positions and shifted 1 music position to BMMS.

Secondary

In the 2022-2023 school year, there are no staffing changes at Blue Mountain Middle School. However, in response to reducing enrollment, the District will continue to review staffing in future years.

The High School, also seeing reduced enrollment, has a current staffing model largely based on desired courses as opposed to a planned set of courses offered to students in each school year. There is a planned review of the course catalog to identify classes that may be offered on a rotating basis (alternate years), to address low enrollment in courses, and to weed out electives that may no longer be popular with the student body. We are unsure of the potential impact on staffing as changes would be contingent on specific course enrollment, which is not available at time of publication.

Special Area Classes

Special Area instructors are considered K-12 employees and assigned to various schools and programs.

Special Education

We offer a continuum of services for students with disabilities, always seeking to meet the needs of our children in the least restrictive environment. In-district special education classes range from Consultant Teacher (Direct and Indirect), Resource Room classes to Integrated Co-Teach classes, special class and self-contained classes.

At the elementary level, we anticipate 11 Integrated Co-Teach classes based on projections for 2021-2022. Our ABC program continues in K-5 (3 classes), 6-8 (1 class) and 9-12 (2 classes). We currently have three 12:1:1 classes for students in grades K-2 and 3-5.

ENL (English as a New Language)

In 2022-2023, we anticipate that our number of English Language Learners will increase at all levels. Shifts from one school to another to accommodate enrollment is always under consideration. Like many districts in our region, the District has seen an increase in newcomers with no second language learning in their background. This means an increase in service time for our current staffing. Meeting the requirements of Part 154 for our newcomers may result in the need to hire an additional ENL teacher at the elementary level.

Enrichment-Elementary Program

The District expects to formalize the role of the W-I-N (What-I-Need) block to provide enrichment for all students at each school on an ongoing basis. The W-I-N block focuses alternatively on ELA or Math. Students are placed for instruction depending on their 'need' within each content at a time designated by each school where no new instruction takes place and all teachers on the grade collaborate to deliver instruction. Students who are considered to be above grade level in either content area will have enrichment opportunities during the W-I-N block. These opportunities will not necessarily be connected to the content area.

Multi-Tiered System of Supports, K-12

Under the Multi-Tiered System of Supports (MTSS) model, the goal is that 85% of our students have their learning needs met in the general classroom. For the past several years, we have worked hard to implement balanced, scientifically researched CORE programs in both literacy and math, and as a result, student outcomes have improved. MTSS provides yet another opportunity for the schools to identify students who need assistance (academic or SEL) and/or students who would benefit from a challenge in an academic area.

The staffing for AIS teachers in both Math and ELA at all schools is always driven by enrollment/need and changes may be made prior to the start of the 22-23 school year. We are currently reviewing these needs in ELA. There is the potential for staff reduction in reading and/or a shift in assignment to BMMS.

Additionally, in 22-23 and through Grant funding, the District trained a Reading Recovery teacher. Reading Recovery is a specialized 1:1 reading program focused solely on bringing first graders to grade level.

Science/STEM Specialists

Over the past five years, the District has steadily shifted the library special time to a greater focus on STEM, including coding and early robotics work. For the 22-23 school year, our three elementary schools will make the final transition to a Science/STEM special. Students will go to this special twice in their 6 day cycle and it is here that the District's elementary science curriculum will be taught, along with the NYS computer standards and age-appropriate coding, robotics and STEM activities. Our libraries will remain intact, albeit smaller as they address the needs of the two grades at each school. A range of readability in fiction choice, as well as non-fiction that supports the school's curriculum will remain for student book exchange. A full time Teaching Assistant will manage book exchange and work closely with the HS Librarian to maintain the school's collection.

DISTRICT-WIDE PROGRAMS AND POSITIONS

The Hendrick Hudson School District employs a number of teachers and other professional personnel who serve students in a variety of capacities, outside of a traditional classroom teacher. Many of these are District-wide positions and are assigned to each school based on the needs of students and other criteria that change frequently. These criteria include: class-size, grade-level and school enrollment, state and federal mandates, changes in student program placement and needs of individual students.

In 22-23 the District will employ the following positions throughout the five schools:

Position	# of Staff – FTE
Art	7
Music	10
Physical Education	9
AIS Reading, K-12	8
AIS Math, K-5	3
English as a New Language (ENL)	7
Science/STEM, K-5	3
Library/Media Specialist	2 (MS/HS)
Social Worker	8
Psychologist	3
Occupational Therapist	2
Physical Therapist	1
Guidance Counselors	10

Typically these staff are assigned to each school over the summer when we have more accurate information on student enrollment, program needs and other relevant data.

CURRICULUM/PROGRAM, K-12

The work on curriculum and instruction is ongoing. Teachers reflect on their curriculum and instructional practices and revise their Units of Study (Curriculum Maps) accordingly throughout the year and, on occasion, into the summer months. Curriculum development is the central work of our professional learning community. We work side-by-side to codify ‘what’ we are teaching across a grade or a course in alignment with the learning standards and with agreement amongst teachers who share that curriculum and ensure common outcomes for all students in that grade or that course of study.

Because this work is never done, teachers continue to work collaboratively with administrators and outside consultants to craft units of study that will better address the rigor of our new standards in all content areas. This work will continue in 22-23.

To respond to new standards and the goal of improved student outcomes, changes to current program anticipated in 22-23:

Elementary Schools:

- In K-5 ELA, we have completed the acquisition of Words Their Way, a phonics, spelling, vocabulary program that provides differentiated instruction based on student assessment
- New NYS Next Generation Science21 kits will be utilized in grade 5
- Eureka Squared, an update to our math program, will be acquired
- Executive Functioning will begin in small groups identified by school psychologists and teachers

Middle School:

- ELA: Grs 6-8 will continue to refine their writing instruction and have begun work on a standards-based reading map with vertical articulation
- SCIENCE: Grade 8 begins teaching their new standards-aligned curriculum, which completes MS transition to the NYS Next Generation Standards
- MATH: will begin to use eMath in grades 6-8
- LOTE: will explore ways to screen Native Speakers for more accurate Spanish language placement

High School:

- Social Studies will begin the implementation of the Seal of Civic Engagement

INSTRUCTION/PROFESSIONAL LEARNING

'How' we teach is as important as 'what' we teach. Our teaching staff is the district's most important asset, it is critical to provide teachers with the continued learning they need to enable them to respond to adapting student needs and to, therefore, improve student achievement. The District's professional learning goals target the instructional repertoire of all teachers in an effort to provide rigorous learning experiences and heightened levels of student engagement. Support in making these changes is provided from outside consultants working at each school.

In addition to the professional learning goals identified at the District level, each department is asked to determine what goals they have for improving their own content/instructional techniques. The department leaders provide this prioritized information and work collaboratively with me to develop a plan for the coming school year.

The District's Professional Learning Plan, revised each school year with input from Leadership Teams, addresses the needs of administrators, teachers, and teaching assistants across each school year and in alignment with District goals.

MENTORING

The mentoring program has become an integral part of new teacher induction in the District. Our mentor program was developed by the Professional Development Team with a commitment to continue to monitor and improve the program based on the needs of our entering staff. We seek feedback from our probationary staff about their experiences in the induction process and strive to adjust the program to best meet their needs.

Beyond the first year Mentor Program experience, the administrative team across the five schools has developed a New Teacher Induction Program intended to provide continuing professional learning and support around key curriculum and instruction topics. This program begins in the teacher's second year in the district and continues through to the teacher's tenure date. Administrators and outside learning opportunities provide continued learning around APPR, instructional planning/delivery, use of technology, curriculum development/revision, knowing and supporting our students, communicating and partnering with families and the expectations for collegial relationships.