

# Elementary School Budget Information

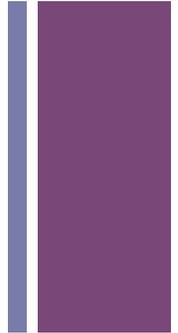
PVES 2014-15

Margaret Podesta, Principal

Presented at BOE Business Meeting of 2/27/14

# + PVES Focus

- Aligning Curriculum to the Common Core Standards
- Implementation of improved, child-centered schedule to increase instructional time and meet learning needs of all students
- Continuing need for Professional Development, Teacher Collaboration Time and new teaching/learning materials to meet the demands of curriculum changes
  - ELA shifts
  - Math Focus Committee



# + Current Initiatives Update at PVES:

- Increased student achievement and performance
- Emphasis on whole-building culture for learning
- Curriculum Alignment with Common Core Grade-Specific Standards
- Professional Development
- Curriculum Work by teachers (ELA and Math focus)
- New and updated materials/resources for instruction
- Improved Instructional Child-Centered Schedule
  - Increased classroom instructional time
  - Improved Special Education design
  - Common Planning Times for all teachers at same grade level

# Summary of Needs Assessment Survey:

## Work In Progress (ES and MS):

Teachers would like current programs updated to the Common Core and or additional resources that align to the Common Core.

\*Modules, domains, *Ready* books, building practice tests that reflect NYS assessments

Several teachers wanted module training and wondered where modules fit?

\*ES teachers attending BOCES training sessions.

Majority of teachers use (tier 3) content-driven vocabulary.

\*Words of the week, WordlyWise

Majority of teachers said teacher team sessions should consist of professional development.

\*Consultant work, curriculum planning, building questions and lessons

\*Teachers are willing to share best practices at grade level meetings.

## Future Needs:

Majority of staff would like professional development for basic clarification and implementation of the Common Core Standards.

Where do special educators and specialists fit in and how do they make the standards work for their populations?

Majority of staff would like professional development on conference days or after school.

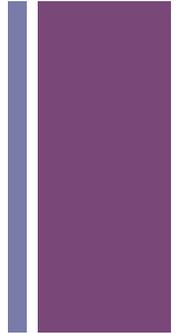
Majority of staff would like conference days that consist of collaboration with grade level teams, departments, specialists, and Common Core workshops.

# + ELA Shifts in Common Core Standards

Grade	Progress	Next Steps
K-2	<ul style="list-style-type: none"> <li>• Learning the 3 pillars in the domains (BOCES training)</li> <li>• Experimenting with the read aloud domain, looking at questions that align to the Common Core</li> <li>• Professional development in close reading</li> <li>• Discussing ways to increase rigor and accountability (oral and written)</li> <li>• Use of on-demand writing assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 1-2 creating 40 close reading lessons that align with science and social studies content (20 fiction/20 non-fiction)</li> <li>• <i>Foundations</i> for phonics instructions</li> <li>• Workshop lessons aligned to the Common Core</li> <li>• Increased close reading instruction</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Piloting/experimenting with modules</li> <li>• Incorporating questioning that aligns with state assessments, use of <i>Ready</i> books</li> <li>• Reflecting on workshop lessons, using standards to drive teaching points</li> <li>• Professional development in close reading</li> <li>• Discussing appropriate student tasks to meet standards, increase rigor and accountability</li> <li>• Increasing the amount of written response to readings</li> <li>• Use of on-demand writing assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Including questions in lessons that reflect expectations of the state assessments</li> <li>• Workshop lessons aligned to the Common Core with raised accountability during independent reading time</li> <li>• Increased close reading instruction</li> <li>• Increasing rigor in reading/writing homework</li> </ul>



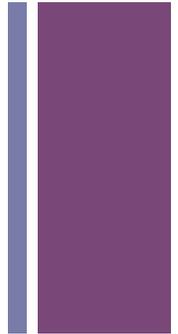
# Math Shifts in Common Core Standards



- Math shifts to standards-aligned lessons, involving more rigor and higher level application
- Math Consultant – Professional Development
- Module training at BOCES for teachers at each grade level
- Flashmaster use for Computational Fluency in grades 2-4 /Module Sprints K-4
- Whole-school Problem of the Day
- Math Journaling
- Ready book use by grades 3 & 4, for increased rigor, application and test format awareness
- Math Focus Committee of ES teachers – examining curriculum, research, other districts' work, standards alignment

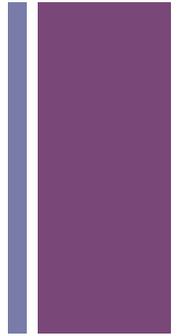
# + Proposed Initiatives for Budget Year 2014-15:

- Continued Curriculum Work and Professional Development by faculty with grade-specific standards
- Continued Grade-Level professional development – including curriculum writing, reflection on student work, planning sessions
- New or updated instructional materials/texts
- Professional Education Consultants to assist us in our work
- Continued focus on whole-school culture of the elementary building



# + Improved Instructional Schedule for PVES

- Improved focus of protected Child-Centered Instructional Time for classrooms
- Intervention Block for each grade level for pull-out and push-in services
- Built-in collaborative time for teachers at same grade level; Common Specials Block and Lunch/Recess Block for each grade level
- Effective, Student-Centered design of Special Education schedule and Resource Rooms for all grade levels
- Designated, protected blocks of ELA and Math times for each grade level that coordinate with Special Ed rooms
- Whole-school centered schedule that benefits all children at every grade level



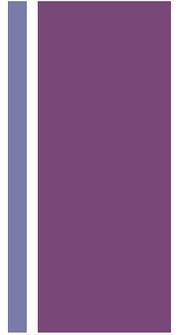
<b>Enrollment per Grade</b>	<b>2013-2014 Current # Sections/ Average Class Size</b>	<b>2014-2015 Projected # Sections/ Average Class Size</b>	<b>Projected Enrollment Total 2014-2015</b>
K	5/21	5/22*	110*
1	6/21	5/21	109
2	5/22	5/24	122
3	5/24	5/22	116
4	5/27	5/24	121

# + PVES Staffing:

Staff:	#
Kindergarten Tchrs:	5 + 1 Sp. Ed.
1 <sup>st</sup> Gr. Tchrs:	6 + 1 Sp. Ed.
2 <sup>nd</sup> Gr. Tchrs:	5 + 1 Sp. Ed.
3 <sup>rd</sup> Gr. Tchrs:	5 + 1 Sp. Ed.
4 <sup>th</sup> Gr. Tchrs:	5 + 1 Sp. Ed.
Specialists:	6
AIS Tchrs:	3
Sp. Ed. (NH & Achieve):	4
Speech Tchrs:	2
Psychologists	2
Teacher Aides:	21
Clerical:	2
Lunch Monitors	12

# + Proposed PVES Staffing Changes for 2014-15:

- Reduction of .2 of each special area teaching position due to enrollment (.2 x 5 teaching positions = 1.0 FTE).
- Decline in number of second grade sections, due to enrollment numbers (There will be 5 general education classroom sections at each grade level next year).

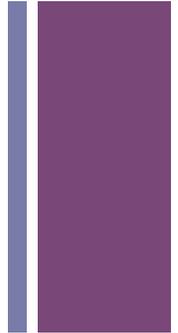


# + Budget Summary:

Description	2013-2014	2014-2015
Equipment		
Contractual	\$12,526	\$20,926
Materials & Supplies	\$92,014	\$94,116
Library Books	\$17,464	\$17,464
Software	\$3,158	\$3,159
Textbooks	\$45,390	\$25,390
TOTAL:	\$170,552	\$161,054



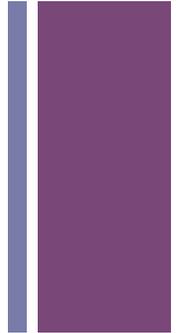
# Childside – Keeping the Program



- Number of sections of first grade in Childside is not budget related. (Does not affect total number of first grade sections). However, we aim to keep 2 sections of first grade and 2 sections of second grade in Childside next year.
- Student placement into all first grade classes (including Childside) will be done by the Administration, taking parent Placement Sheet into consideration - following Informational Meeting for K Parents. All first and second grade classes will be designed to be equitable in number and gender.

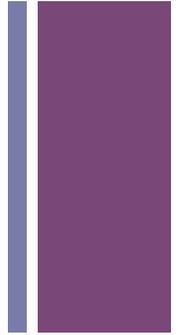
# + Childside...

- Overall Child-Centered Schedule allows for more collaborative time for teachers at each grade level and for children at same grade level. All Childside classes will have common whole group Homebase time, common ELA and Math times, and common Social Studies and Science times at the end of the day. Lunch times will overlap for first and second grades to allow for teacher collaboration.
- The “heart” and integrity of Childside and the many positive parts of the program are what we aim to preserve and protect, along with the *longevity* of the program. These highlights include learning environment, looping design, multi-grade Science and Social Studies instruction, and two-year program by students.





Keeping the Needs of  
EVERY PVES Student in Mind



***The Child First and Foremost:  
Building a Foundation for the Future!***

***Thank you for working together!***