TTU - FY26 Budget Presentation

February 1, 2025
10:45 a.m.

GRATITUDE

Vision Statement

The Tri-Town School Union believes in nurturing a dynamic learning environment where creative thinkers and innovative problem-solvers develop the empathy, resilience, self-management, and kindness needed to positively impact the world.

Born: 2025

Kindergarten: 2030
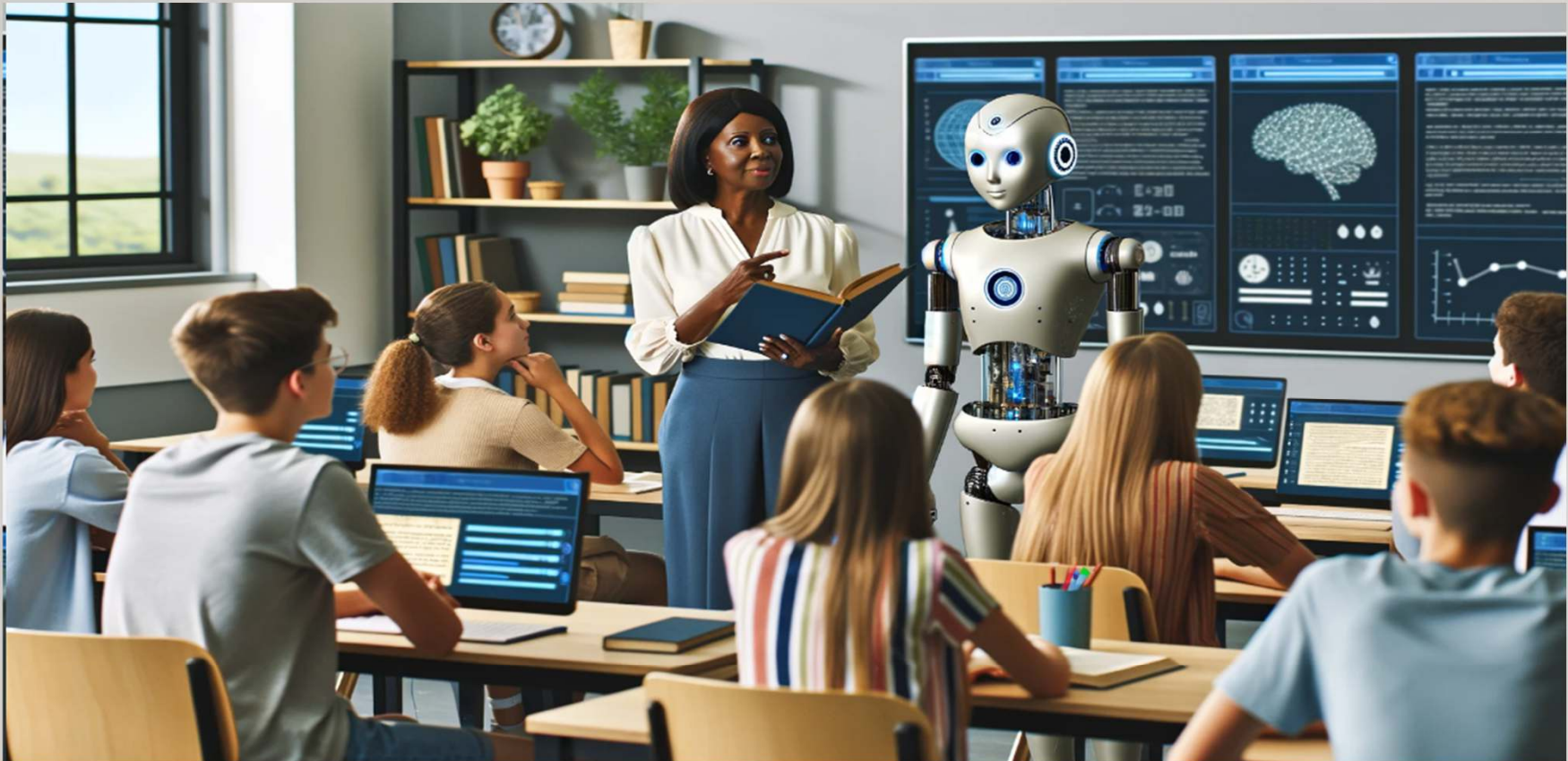
High School: 2039

Graduates HS: 2043

College: 2043-2047

Workforce: 2047-2048

- **By 2030, activities that account for up to 30 percent of hours currently worked across the US economy could be automated—a trend accelerated by generative AI.** However, we see generative AI enhancing the way STEM, creative, and business and legal professionals work rather than eliminating a significant number of jobs outright. Automation's biggest effects are likely to hit other job categories. Office support, customer service, and food service employment could continue to decline.

- **The United States will need workforce development on a far larger scale as well as more expansive hiring approaches from employers.** Employers will need to hire for skills and competencies rather than credentials, recruit from overlooked populations (such as rural workers and people with disabilities), and deliver training that keeps pace with their evolving needs.

McKinsey Global Institute

Cognitive

Critical thinking
- Structured problem solving
- Logical reasoning
- Understanding biases
- Seeking relevant information

Planning and ways of working
- Work-plan development
- Time management and prioritization
- Agile thinking

Communication
- Storytelling and public speaking
- Asking the right questions
- Synthesizing messages
- Active listening

Mental flexibility
- Creativity and imagination
- Translating knowledge to different contexts
- Adopting a different perspective
- Adaptability
- Ability to learn

Interpersonal

Mobilizing systems
- Role modeling
- Win–win negotiations
- Crafting an inspiring vision
- Organizational awareness

Developing relationships
- Empathy
- Inspiring trust
- Humility
- Sociability

Teamwork effectiveness
- Fostering inclusiveness
- Motivating different personalities
- Resolving conflicts
- Collaboration
- Coaching
- Empowering

Self-leadership

Self-awareness and self-management

- Understanding own emotions and triggers
- Self-control and regulation
- Understanding own strengths
- Integrity
- Self-motivation and wellness
- Self-confidence

Entrepreneurship

- Courage and risk-taking
- Driving change and innovation
- Energy, passion, and optimism
- Breaking orthodoxies

Goals achievement

- Ownership and decisiveness
- Achievement orientation
- Grit and persistence
- Coping with uncertainty
- Self-development

Digital

Digital fluency and citizenship

- Digital literacy
- Digital learning
- Digital collaboration
- Digital ethics

Software use and development

- Programming literacy
- Data analysis and statistics
- Computational and algorithmic thinking

Understanding digital systems

- Data literacy
- Smart systems
- Cybersecurity literacy
- Tech translation and enablement

EDUCATION & WORKFORCE CONVENING

Panelists
- **NS Workforce Board:** Mary Sarris, *Director*

- **Workforce:** Nate Gravel - *Gravoc*; John Flinn - *Innovent*; Carol Zichella - *Salem Hospital*

- **Higher Education:** Dale McLennan, Julie Calzini, Kristen DiGiovanni *Endicott College;* Eliza Bobek, *Salem State University*

- **MA DESE:** Liz Losee, *Director of Educator Effectiveness Policy;* Nicole Smith, *Assistant Director of the Office of College, Career, Technical Education*

THE ENVELOPE PLEASE!

ACTIVITY – Based on your current perspective, how would you rank these skills from most important to "least important?" (Distributed envelopes)

Panel Member
- *Creativity/Originality*
- *Resilience*
- *Reasoning*

Panel Member
- *Reasoning*

Panel Member
- *Critical Thinking*

Panel Member
- *Active Learning*
- *Reasoning*
- *Critical Thinking*

Panel Member
- *Resilience*
- *Reasoning*
- *Problem-Solving*

Panel Member
- *Active Learning*
- *Reasoning*
- *Resilience*

Panel Member
- *Reasoning*
- *Leadership*
- *Social*

Panel Member
- *Flexibility*
- *Reasoning*
- *Resilience*

Panel Member
- *Reasoning*
- *Problem-Solving*
- *Resilience*

Into Reading
Adoption and Budget

FY26

"There is a 'mountain of real-world evidence' signifying that high-quality, coherent curriculum is the single largest factor contributing to gains in learning (DuFour & Marzano, 2011; Sahm, 2017).

—Schmoker 2023

Summary

01

Long-standing need

The need to create ELA curriculum coherence was identified at least seven years ago

02

SOR training completion

Necessary to understand the latest research and develop a common understanding of what is needed from curriculum

03

ELA Curriculum Review Committee

A full year of review from January-December 2024. Considered all of the highly rated K-6 options.

04

ELA Pilot

TTU's pilot method recognized by DESE. Reasonable sample size: piloted 25% of *EL Education* and 20% of *Into Reading.*

EdReports Ratings

2020

Into Reading

PUBLISHER
Houghton Mifflin Harcourt

SUBJECT	**GRADES**	**REPORT RELEASE**
ELA	**K-6**	**01/23/2020**

REVIEW TOOL VERSION
v1.0

FORMAT
Core: Comprehensive

ALIGNMENT (GATEWAY 1 & 2) ⓘ

Meets Expectations

USABILITY (GATEWAY 3) ⓘ

Meets Expectations

KEY AREAS OF INTEREST

Foundational Skills ⓘ **81/84**

Building Knowledge ⓘ **214/224**

DESE CURATE Ratings

Into Reading

Houghton Mifflin Harcourt, 2020
English Language Arts and Literacy, Grades K-5
Publication Date: 2021

- Text Quality and Organization
- Classroom Tasks and Instruction

Standards Alignment

- Accessibility for Students
- Usability for Teachers
- Impact on Learning

Classroom Application

Overall

Meets Expectations - Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be well served and strongly supported by them.

Partially Meets Expectations - Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

Does Not Meet Expectations - Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Massachusetts teachers and students meet the state's expectations for teaching and learning.

No Rating - Evidence is insufficient to generate rating.

Reasons for Adopting *Into Reading*

01   **A highly rated curriculum**

02   **A consistent format and approach K-6**

03   **A range of quality texts**

04   **A focus on knowledge building**

Reasons for Adopting *Into Reading*

05 **Strong foundational skills and vocabulary work**

06 **Frequent writing opportunities and a grammar scope and sequence**

07 **A wide variety of resources to meet student needs**

08 **Easy to use teacher resources**

Timeline for Implementation

01

ELA
Committee
selected
the program

December

02

Full day
launch PD by
grade level

January PD

03

Early release
PD focused on
program
components

Spring PD

04

Launch with
students

September

Program Components

**Digital Licenses
Student & Teacher**

My Book

**Teaching Pal &
Teacher Manual**

Writing Units

**Student
Choice Library**

**Big Books &
Read Alouds**

**Structured
Literacy**

**Know It Show It
workbooks**

**Instructional
Card Kits**

Thanks!

Do you have any questions?
Peggy McElhinney
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ClearGov®
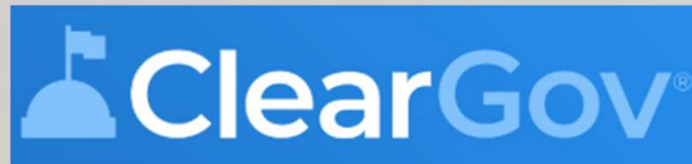
Tri-Town

FY2026 PROPOSED MIDDLETON BUDGET

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