

**DISTRICT 97
2014-2015 STAFFING
CONSIDERATIONS**

May 13, 2014

CURRENT SCHOOL YEAR STAFFING & CHANGE FROM PRIOR YEAR

Employee Type	2012-13 Actual	2013-14 Actual	Percent Change
Elementary Classroom	175.0	181.0	3.4%
Middle School Classroom	89.0	90.0	1.1%
Special Education	95.0	101.9	7.3%
Specials / Other	108.1	108.59	0.5%
TOTAL	467.10	481.49	3.1%

Student Enrollment Change (1.6%)

September 2012 - 5,781

September 2013 - 5,876

2014-15 PROPOSED STAFFING

Employee Type	2013-14 Actual	2014-15 Proposed	Percent Change
Elementary Classroom	181.0	182.0	0.6%
Middle School Classroom	90.0	96.0	6.7%
Special Education	101.9	102.9	1.0%
Specials / Other	108.59	109.92*	1.2%*
TOTAL	481.49	490.82	1.9%

Student Enrollment Change (1.2%)

May 2013 - 5,875

May 2014 - 5,943

Proposed New FTE: 9.33 positions

* Specials increase for IB program delivery only,
5 specials staffing needs to be finalized

K-

ELEMENTARY (K-5) CLASSROOM STAFFING

- Worked collaboratively to develop common parameters
 - Section under 20 students at Kindergarten
 - Section under 23 students at Grades 1-3
 - Section under 25 students at Grades 4-5

- Classroom space is an issue at several buildings
 - Offsetting the addition of 3 regular classroom sections
 - We will commence the school year with 3 classrooms in Grades 1-3 with 23-24 students

- Kindergarten enrollment is high for this time of year
 - 494 registered as of May 1st
 - Numbers are supporting Kindergarten sections allocated

MIDDLE SCHOOL CORE INSTRUCTIONAL MODELS

4 Person Team 5 Core Content Sections (Approx 100-125 Students)	5 Person Team 6 Core Content Sections (Approx 120-150 Students)
Math	Math
Science	Science
Language Arts	Language Arts
Humanities (Soc St)	Humanities (Soc St)
<i>(all 4 teach an integrated studies section)</i>	Integrated Studies

- The middle school delivery of instruction varies based upon the team composition
- The 4 person team is the preferred instructional model
 - A more authentic “Integrated Studies” (IS) program
 - All teachers vested/involved in the IS curriculum
 - Higher interdependence, team functioning

INSTRUCTIONAL RATIONALE FOR MIDDLE SCHOOL INCREASE

- There are currently several different instructional models
 - 4 Person Team
 - 5 person team
 - Split team (4 teachers – 2 grade levels)

- The split team at Julian is not optimal
 - Teachers with both 7th and 8th grade students
 - Imbalanced class sizes

- The 5 person team cannot efficiently accommodate grade levels beyond 300 or more students (and are at their maximums)
 - Core class sizes with theoretical averages of 25 students
 - 300 total students, two five person teams
 - Class sizes with theoretical averages of 28 students
 - 330 total students, two five person teams
 - True class sizes can be greater, as schedule cannot be truly equalized

GOAL: A MORE UNIFORM MODEL THAT WILL SUIT GRADE LEVEL SIZES FOR THE NEXT 5-7 YEARS

Teaming Model 2013-14	Total Teams	Brooks	Julian
4 Person Team	6	1	5
5 Person Team	7	5	2
Split Team	1	0	1

Proposed Model 2014-15	Total Teams	Brooks	Julian
4 Person Team	16	7	9
5 Person Team	1	1*	0
Split Team	0	0	0

* Brooks 7th Grade cohort lowest among all (280) – only sub 300 group

MIDDLE SCHOOL RECOMMENDATIONS

- Move to three separate four-person teams at 5 of the 6 grade levels where grade level sizes exceeds 300 students

- Julian – all three grade levels above 300 students
 - Cohorts from 300-340 students
 - 2 additional FTE needed

- Brooks – 6th and 8th grade levels above 300 students
 - 4 additional FTE needed
 - Move two “5-5” grade teams to “4-4-4” grade teams
 - The “5-5” model not recommended for 310 and 330 grade level cohorts as a long-term solution

- Retain a “4-5” model with the current Brooks 7th grade cohort
 - Consider all at “4-4-4” following the graduation of this cohort

FUTURE MIDDLE SCHOOL COHORTS

- The “4-4-4” team model will serve the grade levels coming to the middle schools (figures based on current enrollment)

Future Cohorts	Brooks	Julian
2014-15 (5th)	336	346
2015-16 (4th)	322	325
2016-17 (3rd)	288	370
2017-18 (2nd)	301	329
2018-19 (1st)	313	345

SPECIAL EDUCATION

- Special Education recommendation for a staffing increase of 1.0 FTE
- Adding of a DLP classroom at Holmes
- Possible 0.5 reduction for a split building assignment at Whittier

MIDDLE SCHOOL SPECIALS

- Middle School Specials recommendation for a staffing increase of 1.33 FTE
- Changes within the middle school specials offerings to align with the IB program
 - Elimination of the Family & Consumer Science curriculum
 - Increase in Foreign Language and Design staffing
 - Decrease to Art and Instructional Music staffing