

ATTACHMENT NO. X-B: Preliminary 2015-2016 Staffing Plan

Suggested motion: Move to accept the preliminary staffing plan

Recommended action: Approve the plan

If an individual is not to be with us for the coming school year, action must formally be taken and delivered 45 calendar days prior to the end of the school year for staff being non-renewed (non-tenured) or honorably dismissed (tenured and non-certified staff). Consequently, such formal action should be taken at the Board of Education's regular meeting on March 16 for the 2015-2016 School Year.

North Boone continues to provide our students with an enormous array of personnel, intensive resources, and support services. Overall, class sizes are generally anticipated to remain the same based upon these recommendations.

District

- We reduced the district staffing five years ago by leaving the Director of Technology position vacant and eliminating a computer repair position. We are recommending hiring a permanent director of technology for the 2015-2016 school year.
- We anticipate replacing the two remaining reading specialists and the Title I funded math interventionists with a reaching coach and a math coach. This is based upon a review of the data regarding the student performance.
- Depending upon what we see in the Governor's budget proposal, we may wish to recommend some additional K-4 art staffing, most likely 0.2 FTE.
- We are recommending an additional social worker for the elementary level as the need for social interventions has increased drastically over the last five years.

Capron School

- Capron houses the district's Pre-K and Early Childhood programs. The blended program seems to be going well.
- Currently, Capron has eight K-4 sections. We anticipate a need for 8 K-4 sections next year. We will not have an accurate kindergarten or early childhood count until late April. I anticipate reducing at least two K-6 teachers "as a buffer" until we know what our kindergarten enrollment numbers are district wide. That has been our practice for at least the last five years.

Manchester School

- Currently, Manchester has seven sections. We anticipate a need for 6 to 7 sections next year. We will not have an accurate kindergarten count until late April.

Poplar Grove School

- Currently, Poplar Grove has fourteen sections. We anticipate a need for 13 to 14 sections next year.

North Boone Middle School/Upper Elementary School

- The UE currently has eight sections of 5th & 6th graders. We anticipate a need for the same for next year.
- The MS currently has eight FTE of regular academic teachers. We anticipate continuing the four person teams implemented this year.

North Boone High School

- NBHS staffing is somewhat fluid, but at first glance, we anticipate needing an additional one and one half teachers over our original projections included in PMA. We anticipate needing an additional Social studies or English teacher along with small increases in Spanish, Business Education and FACS. French is down slightly.

Special Education Services

- Special education services tend to start with data team referrals or actual case studies, commencing any level based upon move in status and individual student needs, may change staffing needs at any time. We closely monitor these IEPs, case loads, and staff numbers according to IEP needs. This remains the most difficult part of staffing to accurately forecast.
- We currently anticipate needing one additional special education teacher due to the needs of our current Pre-K students. We are also looking into the possibility of a developmental kindergarten option for children which may lessen the need for special education support at the K-4 level.

These recommendations are based on the PMA five year projections presented at the January 2015 Board of Education meeting. The assumptions within those proposals are liable to change based upon state funding, currently anticipated at an 85% proration of general state aid and a CPI of 0.8%, which was confirmed in late January. These recommendations assume no change in federal funding. If Title I funding, etc. were to be impacted we would have to review the recommendations in that light.

Current 2014-2015 Staffing

Certified Staff		Capron	Manchester	Poplar Grove	NBUE	NBMS	NBHS	District	Total
Administration		1	1	1	1	1	3	4.00	12
Certified Staff		13.25	9.05	20.6	12.50	14.75	32.5	8.00	110.65
		14.25	10.05	21.6	13.5	15.75	35.5	12	122.65
								122.65	
Hours									
Secretarial/Clerical 12 Mo.	8							3.00	3.00
Secretarial/Clerical 10 Mo.	8	1.00	1.00	1.71	1.00	1.00	2.75		8.46
Nurses	5.75	0.50	0.50	1.13	0.50	0.50	1.37		4.50
Bilingual Assistants	5.75	2.21	1.00	1.00	1.00		1.00		6.21
Library Assistants	7	0.40	0.00	0.60	0.20	0.80	1.14		3.14
Teacher Assistants	5.75	2.21	2.70	3.00	1.00				8.91
Pre-K Assistants	5.75	4.21							4.21
Teacher Assistants - Special Ed.	5.75	3.52	1.52	11.00	4.00	2.00	7.21		29.25
Technology Staff	8							4.00	4.00
Custodial Staff	8	1.00	1.00	1.50	1.25	1.90	2.93	0.10	9.68
Seasonal Grounds Staff	6							2.00	2.00
Mechanic	8							1.00	1.00
Bus Drivers								22.00	22.00
Bus Assistant	2.5							4.00	4.00
Lunch Assistant (hours)									0.00
Food Service (hours)		12.50	8.50	10.00		15.00	14.50		60.50

Proposed 2015-2016 Staffing

Certified Staff		Capron	Manchester	Poplar Grove	NBUE	NBMS	NBHS	District	Total	Change from Curr
Administration		1	1	1	1	1	3	4.00	12	0
Certified Staff		13.25	8.05	22	12.50	14.75	34	9.00	113.55	2.9
		14.25	9.05	23	13.5	15.75	37	13	125.55	2.9
								125.55		
Hours										
Secretarial/Clerical 12 Mo.	8							3.00	3.00	0
Secretarial/Clerical 10 Mo.	8	1.00	1.00	1.71	1.00	1.00	2.75		8.46	0
Nurses	5.75	0.50	0.50	1.13	0.50	0.50	1.37		4.50	0
Bilingual Assistants	5.75	2.21	1.00	1.00	1.00		1.00		6.21	0
Library Assistants	7	0.40	0.00	0.60	0.20	0.80	1.14		3.14	0
Teacher Assistants	5.75	2.21	2.70	3.00	1.00				8.91	0
Pre-K Assistants	5.75	4.21							4.21	0
Teacher Assistants - Special Ed.	5.75	3.52	1.52	11.00	4.00	2.00	7.21		29.25	0
Technology Staff	8							4.00	4.00	0
Custodial Staff	8	1.00	1.00	1.50	1.25	1.90	2.93	0.10	9.68	0
Seasonal Grounds Staff	6							2.00	2.00	0
Mechanic	8							1.00	1.00	0
Bus Drivers								22.00	22.00	0
Bus Assistant	2.5							4.00	4.00	0
Lunch Assistant (hours)									0.00	0
Food Service (hours)		12.50	8.50	10.00		15.00	14.50		60.50	0

The administrative team would like to make the recommendation to move away from Reading Specialists, that work with a handful of students, to a Math coach and Literacy Coach that focus on instructing and coaching teachers to better implement strategies that will affect ALL students including the low students that are currently being serviced.

Coaches can make the difference if you consider the following:

Professionals in many fields rely on coaches to help them perfect their skills (Knight, 2007; West & Staub, 2003).

Teacher isolation is a deterrent to improving professional skills (Short & Greer, 2002; Williams, 1996).

Professional development that is specifically related to classroom instruction and student learning is effective (Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003; York-Barr, Zimmers, Ghere, & Montie, 2001).

Opportunities to learn appropriate content and curriculum alignment help teachers close the achievement gap (Adelman, 2006; Conzemius & O'Neill, 2001; English, 2000; Marzano, 2003).

Students can achieve when they have access to high-quality teaching and effective programs (Loucks-Horsley et al., 2003; National Council of Teachers of Mathematics, 2000; National Research Council, 2004b).

Student learning is increased when high-quality programs are adopted, implemented, supported, and sustained (National Research Council, 2004b).

Implementing strong and effective instructional coaches can benefit teachers and students at ALL grade levels.

The International Reading Association (IRA) defines a literacy coach or a reading coach as a reading specialist who focuses on providing professional development for teachers by giving them the additional support needed to implement various instructional programs and practices. They provide essential leadership for a school's entire literacy program by helping create and supervise long-term staff development processes that support both the development and implementation of literacy programs over months and years. These individuals need to have experiences that enable them to provide effective professional development for the teachers in their schools.

The National Council of Teachers of English (NCTE) prefers the terminology "literacy coach" because it suggests that educators in this role work with teachers to improve instruction in all areas of the language arts – reading, writing, and oral language development. They also assist teachers in the design and teaching of lessons in other content disciplines where students continue to develop and use their literacy skills.

Qualifications of a Literacy Coach

The International Reading Association (IRA) has defined needed preparation for literacy coaches as part of their standards. Standard 5 especially addresses literacy coaches and further qualifications are embedded in other standards as well. Looking at this source will be helpful to colleges and universities as they prepare for NCATE and other state accreditations.

http://www.reading.org/resources/issues/reports/professional_standards.html

We believe coaches ought to meet the following qualifications:

Previous teaching experience

Master's degree with concentration in reading/or math education

A minimum of 24 graduate semester hours in reading and language arts/ or math and related courses

At times educators chosen to be coaches do not have all of the qualifications suggested, but do need to be successful teachers who are very knowledgeable about literacy and math development, curriculum, and instruction. They may be asked to enroll in continued professional development through their school district, state, or universities in order to continue building their knowledge of content, content instruction, and content coaching.

IRA, NCTE, and the professional associations of several other content areas have developed Standards for MS/HS Literacy Coaches. These may be found

at http://www.reading.org/downloads/resources/597coaching_standards.pdf

Why move away from Reading Specialists and toward Coaches? Recent studies have cited the following reasons:

- increase of student learning
- facilitate/increase discussion between/among colleagues of professional topics/research
- sharing of successful practices through collaboration
- encouragement of and provisions for reflective practice

- use as a problem-solving vehicle
- reduce isolation among teachers
- promote teacher as researcher
- create a forum for addressing instructional problems
- support and assist new and beginning teachers in their practice
- build collaborative norms to enable teachers to give and receive ideas and receive assistance

Literacy Coach

Reports to: Building Administrator or Superintendent

Job Description & Responsibilities

A coach is a certified teacher who works with classroom teachers in assisting with the full implementation and monitoring of the district's adopted ELA program in response to intervention needed for student achievement.

Role & Responsibilities:

Research and provide staff support that will improve teaching and learning – including: teaching strategies, assessment of literacy skills, interpretation, and use of assessment results, etc.

Mentors new teachers on adopted curriculum.

Research, prepare materials, and identify resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of literacy skills, and interpretation and use of assessment results, etc.

Research and provide information and guidance regarding a range of effective and innovative literacy practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.

Provides support and assistance to all classroom teachers in the full implementation of the district's adopted ELA program through MAP score analysis/interpretation.

Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.

Provides on-site staff development, institute day staff development and afterschool staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).

Assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.

Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.

Assists teacher in preparation pacing for instruction.

Participation in collaborative grade level meetings to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.

Assists grade level teams in setting goals for improved instruction and RTI implementation.

Meets regularly (weekly) with the principal(s) or designee to review benchmarks and established data points to assess student progress towards established instructional goals.

Prepare forms, records and reports as directed.

Attends meetings and trainings as directed.

Professional Responsibilities

1. Encourage literacy and life-long learning
2. Maintain and promptly submitting accurate, complete, and correct records and reports as required by law, by grant regulations, by district policy, and by administrative directives
3. Facilitate or serve as a member on school literacy groups and committees
4. Establish rapport with faculty and staff
5. Work to promote productive relationships with and among school staff
6. Attend and participating in all required meetings
7. Uphold school rules, administrative regulations, and Board policies
8. Take all reasonable and necessary precautions to protect students, equipment, and facilities

Other duties:

Maintain paperwork consistently, appropriately and in a timely manner.

Runs data for building level data meetings

Trains supplementary paraprofessionals on how to run effective interventions and collect data.

Coordinate/facilitates the use of instructional material in math.

Maintain the confidentiality of schools, teachers, and classrooms.

Obtain prior approval from the Building Administrator before distributing written communication and other media.

Meet monthly with other coaches and curriculum team members as determined.

Other duties as assigned.

Evaluation:

The work of a Literacy Coach will be evaluated by an assigned Building Administrator and reviewed by the Superintendent or designee.

Days of Employment:

Salary: Based upon the adopted salary schedule of the NBCUSD.

Math Coach

Reports to: Building Administrator

Job Description & Responsibilities

A coach is a certified teacher who works with classroom teachers in assisting with the full implementation and monitoring of the district's adopted math program in response to intervention needed for student achievement.

Role & Responsibilities:

Research and provide staff support that will improve teaching and learning – including: teaching strategies, assessment of math skills, interpretation, and use of assessment results, etc.

Research, prepare materials, and identify resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of math skills, and interpretation and use of assessment results, etc.

Research and provide information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.

Provides support and assistance to all classroom teachers in the full implementation of the district's adopted math program through MAP score analysis/interpretation.

Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.

Provides on-site staff development, institute day staff development and afterschool staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).

Assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.

Mentors new teachers on adopted curriculum.

Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.

Assists teacher in preparation pacing for instruction.

Participation in collaborative grade level meetings to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.

Assists grade level teams in setting goals for improved instruction and RTI implementation.

Meets regularly (weekly) with the principal(s) or designee to review benchmarks and established data points to assess student progress towards established instructional goals.

Prepare forms, records and reports as directed.

Attends meetings and trainings as directed.

Professional Responsibilities

1. Encourage math literacy and life-long learning
2. Maintain and promptly submitting accurate, complete, and correct records and reports as required by law, by grant regulations, by district policy, and by administrative directives
3. Facilitate or serve as a member on school math groups and committees
4. Establish rapport with faculty and staff
5. Work to promote productive relationships with and among school staff
6. Attend and participating in all required meetings
7. Uphold school rules, administrative regulations, and Board policies
8. Take all reasonable and necessary precautions to protect students, equipment, and facilities

Other duties:

Maintain paperwork consistently, appropriately and in a timely manner.

Runs data for building level data meetings

Trains supplementary paraprofessionals on how to run effective interventions and collect data.

Coordinate/facilitates the use of instructional material in math.

Maintain the confidentiality of schools, teachers, and classrooms.

Obtain prior approval from the Building Administrator before distributing written communication and other media.

Meet monthly with other coaches and curriculum team members as determined.

Other duties as assigned.

Evaluation:

The work of a Math Coach will be evaluated by an assigned Building Administrator and reviewed by the Superintendent or designee.

Days of Employment:

Salary: Based upon the adopted salary schedule of the NBCUSD.