**Morningside Elementary School**

**Date: March 4, 2020**

**Time: 4:30-5:30**

**Location: MES Media Center**

Present: Audrey Sofianos, Randy Fink, Cara Frattasi, Marva Nelson, Kelli Balloon, Max Weiss, Tim Richman, Yolanda Foreman

1. **Budget**
	1. **Review 20/21 proposed budget**

**Audrey: at last meeting PE came up as a big issue so Audrey reached out to other (similarly sized) schools to collect data on PE models and, based on other models, realized that a 1PE teacher model wouldn’t be best model for our school.**

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| **All Schools within APS** | **PE Models** |
| School A | 2 PE Teachers, Share 1 gym, 70 total students |
| School B | 1 PE Teacher + 1 Paraprofessional, Share 1 gym, 55-60 total students |
| School C | 1 PE Teacher + 1 Para, 1 gym, No more than 54 class size |
| School D | 2 PE Teachers, 2 gym spaces, 40 per teacher |
| School E | 2 PE Teachers, Share 1 gym, 50-60 students |
| School F | Hourly PE Teacher, 1 gym, No more than 40 class size |
| School G | 2 PE Teachers, Share 1 gym, no more than 80 total students |

**Schools she reached out to were similarly sized (we’re projected to be biggest school in APS next year) and looked at total class sizes and facilities. Wants to ensure our model will best meet the needs of students, so she adjusted the 20-21 budget to include 2 PE teachers. To pay for this, she will eliminate proposed PE paraprofessional and second paraprofessional (who was slated to work on cafeteria duty, building safety, and floating instruction). In addition, will have to reduce some funding allocated for supplies (about $14K less).**

**Tim: can we potentially raise money from PTA and/or foundation? Audrey: both have said in emergency, they will kick in if needed. Paper is surprisingly expensive, a third of budget can go towards paper alone. Admin is looking at how to reduce paper used. Overall, feels good about $54K in budget currently allocated for supplies and thinks they can make it work.**

**Audrey: proposed changes to SST also came up as a big concern, so Audrey collected some data on similar school’s SST models as well. Found there is quite a variety of different ways schools are meeting their SST requirements, highlighted in the chart below (which Audrey had emailed team prior to the meeting, but included in minutes so public can see data used to inform decision-making):**

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| **All Schools within APS** | **SST Models** |
| School A | .5 SST (Works 1/2 time for APS) |
| School B | Eliminating SST as a position, requirements will be divided up among assistant principals and counselors |
| School C | 1.0 SST with various administrative duties “other duties as assigned” |
| School D | .5 SST (Will be shared with another school or ½ time with APS – TBD) |
| School E | 2.0 Teachers handle requirements plus teach intervention |
| School F | 1.0 Master Teacher Leader handles all requirements and teaches intervention |
| School G | .5 SST and .5 ESOL (English Language Learning Teacher) |

**Questions have come up by teachers and parents regarding how these proposed changes to SST will potentially impact our subgroups, specifically—what proportion of students qualify for these services and what subgroups do they fall into-- so Audrey pulled following data (as of 2/24):**

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| **Sub-Groups** | **Total # Students at MES, 2/24/20** | **Active SST** | **Active SST** | **% Active SST Students** | **Active 504** | **Active 504** | **% Active 504** | **% Sub-Group Supported through SST or 504** | **% Sub-Group NOT Active in SST or 504** |
| Asian | 75 | SST | 3 | 3% | 504 | 2 | 3.6% | 6.7% | 93% |
| Black | 93 | SST | 19 | 19% | 504 | 7 | 12.5% | 28% | 72% |
| Hispanic | 77 | SST | 17 | 17% | 504 | 3 | 5% | 26% | 74% |
| Multi-Racial | 68 | SST | 1 | 1% | 504 | 2 | 3.6% | 4% | 96% |
| White | 629 | SST | 60 | 60% | 504 | 42 | 75% | 16% | 84% |
| **TOTALS****(7 Active both SST/504)** | **942** |  | **100** |  |  | **56** |  |  |  |

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| \*5th Graders 19-20 | 140 5th Graders | SST | 16/100 SST | 16% of SST | 504 | 14/56 (504) | 25% of 504 |
| \*Kindergarten 19-20 | 172 Kinder | SST | 5/100 SST | 5% of SST | 504 | 0 | 0% |

**Given this data coupled with closer look at job descriptions and historical calendar analysis to ensure both positions can realistically be done in less time (SELT and SST), Audrey remains confident that the .5 SST funding is adequate.**

**Additional questions arose regarding the proposed Master Teacher Leader (MTL) role and what the position would look like in practice.**

**Cara: since the MTL role is new and there seems to be uncertainty (and even some concern) about it's effectiveness and what it will look like in practice, I wonder if it makes sense to pilot the role with just one MTL to gauge effectiveness before investing in two positions. I'm ALL for innovation and trying new things, however there's quite a bit of ed policy research supporting the idea that when rolling out something new it's best to start small, reflect, refine, and then replicate. This would free up funds to address other key areas that were cut due to budgetary restrictions, while still trying something new. Just something to consider, I don't mean to oversimplify what is clearly a very complex puzzle to work out.**

**Audrey: Great suggestion, starting small, reflecting and refining is the way to go! We also need to continue our forward momentum with our sub-group work, promoting more students achieving at higher levels and reducing achievement gaps. It is critical to fund both priorities for our kids. I will adjust the proposal to add a teacher for this work, that we can deploy where needed based upon data to further our sub-group work and focus on the sub-group majorities not supported by SST and 504. This teacher will work directly with kids possibly in a push-in or pull-out mode, depending upon the data we get from this year’s assessments. This change has no budget impact, as a Master Teacher Leader and a Teacher are same amount.**

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| **Embed a data driven, multi-tier system of support to improve subgroup performance Academic Program**  | **Build a comprehensive assessment program; Analyze sub-group tier performance and instructional activities; Design individual plans as needed.** | **Additional Teacher** | **$93,123** |
| **Strengthen our intervention program to include customized learning strategies not only for students below standard, but students on or above standard Academic Program** | **Start to track the on and above level students who are receiving customized learning strategies; Pursue Gifted Certification for all teachers and staff; Identify the best practices that can be incorporated school wide to increase rigor** | **Master Teacher Leader** | **$93,123** |

**MTL will \*not\* be a classroom teacher and will have interaction primarily with teachers in a coaching/support role, but also with students and families as needed. See job description online (search under different section “career pathways”). A key part of the role will be to make professional development more job embedded. This role will be evaluated in the same way as a teacher and they will look closely at outcomes data for students**

**Audrey went through questions submitted by parents via email to GO Team chair and addressed each individually.**

**1. What is the current caseload for each of these positions? How many students do each of these positions currently support?**

942 Students Total, 19-2020

SELT: 42 Students, 19-2020 (26% 5th Grade)

SST: 149, 19-2020 (21% 5th Grade)

951 Student Projection, 2020-21

SELT: ~ 40 Students Anticipated, 2020-21

SST: ~131 Students Anticipated, 20-21

**2. Can all of this be overseen by part-time positions in a way that won't interfere with student progress and outcomes?** Yes. Essential duties for each job description have been analyzed, as well as a historic calendar analysis for both positions. In addition, SST/504 may be supported by an administrator or counselor if needed and appropriate.

**3. How will shifting these positions from full-time to part-time influence student's performance and our school's CCRPI rate?** Making this shift could lead to a positive impact on children in SST & 504, as well as those students who are not in SST & 504. Shifting these positions from full-time to part-time will have no negative impact on student’s performance 20-2021 and on the CCRPI 2021 rate.

**4. How will the Master Teacher Leaders support the strategic priorities?** In the budget, there is one Master Teacher Leader, 50% teaching students/50% supporting teachers. All staff focus on both priorities during the 20-2021 year. There will be one Master Teacher Leader focused on support for Priority #2: Strengthen our intervention program to include customized learning strategies not only for students below standard, but students on or above standard. He or she will begin by modeling instructional strategies and co-teaching with teachers to expand STEM – science, technology, engineering and mathematics to all children while providing job-imbedded professional development to staff.

**5. If the proposed Master Teacher Leaders are responsible for the strategic priorities that are tied to the positions above, how will their success be measured and evaluated for accountability?** The one Master Teacher Leader is not responsible for the strategic priority, but supports it. This person will be on a teacher salary and schedule, will teach 50% of the time and will support teachers 50% of the time. He or she will be evaluated the same as a teacher.

**6. If the Master Teacher Leaders are not interacting with parents and students, how will they fulfill the void of stakeholder interaction left by the two positions above being changed from FT to PT?** The one Master Teacher Leader will interact with parents and students as a teacher would, there will be much interaction!

**7. If the Master Teacher Leaders don't come from the same grade, who teaches that homeroom class the other half of the day/week**? The one Master Teacher Leader will not teach a grade level class, but in another teaching position that is NOT a homeroom.

**8. Besides being year-round and therefore costing more, how is a Program Administrator different from an Assistant Principal? What specific programs will this position implement and/or oversee?** Program Administrator and Assistant Principal have identical job descriptions and essential duties, minus the work year and reference to secondary campus on the Program Administrator position summary. Morningside has received a “Dual Campus Supplement of $121,082 in the FY21 Budget. This was requested and approved due to the size of our school and number of portable classrooms. Both Program Administrator and Assistant Principal will focus on the job description below. MES is projected to be the largest elementary school 2020-21. The Program Administrator will have added responsibilities as opposed to the Assistant Principal, due to the work day difference.

**9. How will the Program Administrator impact and support students?** Similar to an Assistant Principal, with added responsibilities as the Program Administrator works year-round. The difference in position cost is $10,119.

**10. If this position is being used to help with the move to Inman, what happens to this position when we move back to Morningside?** Program Administrator and Assistant Principal will both provide leadership and administrative support to promote and sustain high academic achievement for all students. The budget is done year to year with the funds available, based on student projections.

**\*Job descriptions for all roles can be found on APS website.**

**Important to note: the salary amount seen in job descriptions is a cost allocation set by APS and doesn’t necessarily reflect how much the person in the role actually gets paid.**

**Randy: so glad that budgetary decisions were made based on data, which is a great way to move forward with decision-making in general..**

**Max: wants to confirm that only change since last meeting (and last proposed budget) were the reallocation of funds for personnel. Audrey: yes, confirmed.**

**Audrey: If we get reserve funds ($136,269) back, we will look at hiring additional teachers and paras, as needed (along with additional teacher stipend and $ for supplies)**

**Randy: question about goal of increasing proficiency by 1%-- how was that number formulated? Audrey: we started out too aggressive last year—at 3%-- which is not reflective of what can typically be moved in just one year. Moving 1% is still a big lift when you have a large student body. Currently at 82%, goal is to increase [proportion of students scoring proficient or higher on GMAS] to 83% next year.**

**Cara: what items should be on agenda for next week?**

**FECAC meeting recap:**

**-Randy would like to brainstorm what is/isn’t effective for communication next yeat. --What to communication/what not to communicate.**

**-Figure out what the role of the committees are**

**Community member brainstorming**

**Strategic planning timeline for next year’s GO Team (Diane: GO Team will need to wrap up strategic plan before you head to winter break next year)**

**Schedule date/time for budget approval meeting – confirmed for Wednesday, 3/11 @ 4:30 in the Media Center**

**Adjournment—Cara adjourned the meeting at 5:36pm**