

Madison Metropolitan School District
A Report to the Board of Education
Board of Education Workshop – September 29, 2003

ELEMENTARY EDUCATION

Superintendent

Chief of Staff
General Counsel
Public Information
Parent/Community Relations
Framework Resource
Legislative Liaison
Government Programs

Business Services

Administrative Services
Technical Services
Budget, Planning, Accounting Services
Building Services
Food Services
Data Base Management

Secondary Schools

Middle and High Schools
Athletics
Guidance
School Improvement Planning

Elementary Schools

Elementary Schools
School Improvement Planning

Human Resources

Employment
Benefits
Labor Relations
Recruiting
Payroll

Educational Services

Special Education
ESL and Bilingual Education

Teaching and Learning

Career & Technical Education
Fine Arts
Language Arts/Reading
Library Media Services
Mathematics
Physical & Health Education
Social Studies & Foreign Language
Talented & Gifted Programming
Technology & Learning

MSCR

Youth & Adult Sports and Fitness
CLC Grants
School and Community Programs

Student Services

Expulsion
Security
Psychologists and Social Workers
AODA
Health Services/Nursing
Non-Traditional Programs
Research and Evaluation

STRATEGIC PRIORITIES

✓ Instructional Excellence

- **Improve student achievement**
 - . *All students complete third grade able to read at grade level or beyond.*
 - . *All students complete Algebra by the end of ninth grade and Geometry by the end of tenth grade.*
 - . *All students, regardless of racial, ethnic, socioeconomic or linguistic subgroup, attend school at a 94% attendance rate at each grade level.*

- **Offer challenging, diverse and contemporary curriculum and instruction.**

✓ Assure a safe, respectful and welcoming learning environment

✓ Recruit, develop and retain a highly competent workforce that reflects the diversity of our students

✓ Strengthen community and family partnerships and communication

✓ Use resources efficiently and strategically

? This report is one of a series presented as part of the 2003-2004 Budget Development Process. It was prepared by Dr. Jane Belmore, Assistant Superintendent for Elementary Schools.

? For more information:

- A more detailed report or additional information is available in the Board of Education Office, Doyle Administration Building, 545 West Dayton, Room 103. Call Barbara Lehman at 663-1659.
- See the district's website – www.mmsd.org. Look for Board of Education in the District section or Overview of School District Departments in the Programs and Departments section.

Background – Information – Description

The Department of Elementary Schools includes the administrators, teachers, clerical staff and educational assistants of each of MMSD's thirty elementary schools. In addition, there are several people whose functions are also included in this department but whose allocations are budgeted in other departments.

The work of the Department of Elementary Schools is directed toward producing high levels of engagement, learning and relationships for our K-5 grade students.

Creating and sustaining quality school leadership, quality teaching and high levels of student performance in the elementary schools occurs through:

- ◆ Understanding and implementing best practices
- ◆ Using data to guide decisions – especially the continual assessment of individual learning and group performance
- ◆ Collaborating at key levels of the organization:
 - at the school level among principals, teachers, support staff, parents
 - at the leadership and management level through the principal's professional learning community, and
 - at the district level as schools work with other departments to create cohesive coordinated direction and support for schools.

The principals and teachers of MMSD's thirty elementary schools provide a consistent high quality of education for a diverse population of over 10,000 students. The Central Office administrators and staff in the Department of Elementary Schools provide coordinated support for continued school improvement based on MMSD BOE goals and the MMSD strategic priorities.

The following charts represent the demographic composition of the K-5 student population.

Department Members and description of roles

The people in the following 5 positions *function* within the Department of Elementary Schools however the budget for these positions is included in General Administration.

1. **ASSISTANT SUPERINTENDENT FOR ELEMENTARY SCHOOLS** – The Assistant Superintendent holds responsibility for general direction and oversight of all elementary schools' instructional and managerial functions including:
 - ✓ Providing leadership and direction to elementary schools
 - ✓ Participating in the selection of principals and the elementary lead principal
 - ✓ Selecting elementary school improvement planners
 - ✓ Supervising and evaluating principals, elementary lead principal, elementary school improvement planners, and school wide Title 1 facilitators
 - ✓ Serving as a member of the Superintendent's Senior Management Team
 - ✓ Monitoring the development and implementation of all School Improvement Plans and Comprehensive School Reform Initiatives at the elementary level
 - ✓ Approving elementary school budgets
 - ✓ Handling conflicts/problems that can not be resolved at the school level
 - ✓ Serving as the liaison between elementary schools and all other district departments
 - ✓ Working with principals to ensure the appropriate level of school staffing and the efficient and effective operation of schools
 - ✓ Providing leadership to elementary principals in the implementation of standards based curriculum, instructional strategies, assessment and reporting of student progress
 - ✓ Overseeing of the SAGE and Federal Class programs. Compliance with regulations
 - ✓ Overseeing of the Transitional Education Program. Compliance with regulations
 - ✓ Implementing all Board Policies appropriate to the elementary level

2. **ELEMENTARY LEAD PRINCIPAL** – The Elementary Lead Principal works primarily with principals around school level issues to provide support to their leadership role, to assist in creating school cultures open to change and growth, and to coordinate programs across schools. The responsibilities of the ELP include:
 - ✓ Collaborating with Special Ed and ELL coordinators, Teaching and Learning coordinators, and school planners to provide cohesive services to principals and schools

- ✓ Providing consultation and support in using the framework as a basis for strategies to increase minority student achievement and provide appropriate support for all students
- ✓ Provide support to principals in developing and implementing programs and strategies for ELL students
- ✓ Providing specific guidance to principals who need to develop and refine the school's instructional design
- ✓ Providing support to specific principals who are doing complex teacher evaluations or need to develop a teacher plan for improvement. Working in conjunction with Human Resources personnel as needed.
- ✓ Assisting principals in hiring and setting up mentoring systems for new teachers.
- ✓ Assisting principals in using a data analysis procedure with all teachers focused on translating assessment information to instructional plans for individual students (eg. Assessment Literacy). Provide specific support in strategic planning for minority students, and students of poverty.
- ✓ Assisting principals who need support with schedule development.
- ✓ Providing support for grant writing.
- ✓ Coordinating the implementation of SAGE and Federal Class Size reduction student objectives, processes and guidelines.
- ✓ Coordinating the implementation of the Transitional Education Program across schools

3. **SECRETARY**- The secretary for the Assistant Superintendent provides all clerical support to the Assistant and the Elementary Lead Principal. She also is responsible for coordinating communication among all elementary schools. Among her many other responsibilities are:

- ✓ Entering and retrieving data on the AS400 required for mandated reporting, decision making or problem solving
- ✓ Reporting payroll for all thirty-two elementary principals/assistant principals as well as the assistant superintendent, and lead principal
- ✓ Provide first line contact with parents, staff and community at the assistant superintendent level
- ✓ Maintaining schedules and materials for all principal meetings
- ✓ Maintaining calendar for elementary level activities that impact all schools
- ✓ Retrieving and compiling data, reports and general information form elementary schools

4. **SCHOOL IMPROVEMENT PLANNERS**- MMSD is implementing a Five Year School Improvement Planning (SIP) Process that calls for one year of intensive school wide assessment followed by in depth planning that establishes benchmarks for four years into the future. We have been phasing this process into the schools. Last year 20% of the schools were in Year 1 of the process. This year these schools have

moved into Year 2 and an additional 20% of the schools have moved into Year 1. The remaining schools are using the traditional Annual School Improvement Planning Process. There are two elementary level school improvement planners that work with schools to guide the Five Year Process. They also assist principals who are in the Annual SIP process. The planners work primarily with principals to plan and facilitate school improvement efforts. Their responsibilities include:

- ✓ Assisting with the development, implementation and coordination of the MMSD Five Year School Improvement Planning process
- ✓ Working with principals and school leadership teams to plan and implement processes to review school data, determine school needs and root causes and plan future improvement efforts
- ✓ Working with school action teams to develop action plans
- ✓ Providing coordination among schools as they develop, implement and assess school improvement processes
- ✓ Assisting in designing and implementing professional learning activities for principal leadership development

5. TITLE 1 SCHOOL WIDE FACILITATORS – To receive Title 1 funding a school must have the highest levels of poverty in the district. For the 2003-04 school year all elementary schools with at least 30.4% of the student body eligible for Free and Reduced Lunch in January 2003 were designated as Title 1 schools. MMSD has a total of 18 Title 1 Schools. There are two types of Title 1 Schools – Targeted Assistance Title 1 Schools and School Wide Title 1. MMSD has 8 Targeted Assistance Schools and 10 School Wide Schools.

The Targeted Assistance programs are limited by law to providing service only to eligible students within the school. In Targeted Assistance schools, students qualify for eligibility based on achievement measures and Title 1 staff provides service only to these students who qualify.

The School Wide Title 1 programs are based on the Free and Reduced status of the entire school population. The School Wide Title 1 program is an option when a school of over 40% poverty level desires to use their Title 1 funds for all students. In School Wide programs all students receive additional Title 1 service and the Title 1 funding may be used in a variety of ways. School Wide Schools must develop a comprehensive plan including detailed descriptions of how federal regulations for Title 1 will be addressed. Each school that enters the School Wide Title 1 program has a facilitator for the first three years. School Wide facilitators responsibilities include:

- ✓ Assisting principals and teachers in the development of the comprehensive school wide plan
- ✓ Assisting principals and teachers with implementing the school-wide needs assessment and planning professional development opportunities and reform initiatives from these results.

The following programs are supervised or coordinated within the Department of Elementary Schools but are budgeted in other Departments:

- 1. TRANSITIONAL EDUCATION PROGRAM (TEP)**- The MMSD's homeless education model was designed to provide homeless children and youth with equitable access to educational opportunities afforded to housed children. Emphasis is on providing services (eg/ direct instruction, academic screening, advocacy, transportation, school supplies, staff development, coordination of community services, etc.) that will overcome the barriers that prevent homeless children from being successful in school. MMSD's ultimate goal for homeless students is to ensure that they all meet the high academic and attendance expectations that the District holds for all students as noted in the Board of Education priorities for reading, math and attendance. There are homeless students in almost all of our 46 schools, however a special program at the elementary level allows parents to access one of three elementary schools (Emerson, Lapham or Marquette) or one middle school (O'Keefe) that have additional staffing and resources specifically targeted to the homeless population. TEP staff includes 3.5 teachers, 3 educational assistants, 1 clerical, 2 social workers and a part time reading teacher. The TEP staff members work together to provide the following services at the four TEP sites:
 - ✓ initial counseling around school selection decision and community services;
 - ✓ immediate access to a large clothing closet located at Marquette school, hygiene items, and an age-appropriate backpack;
 - ✓ academic assessment to create a student profile for the classroom teacher;
 - ✓ direct tutoring via TEP teachers and EAs (elementary sites only);
 - ✓ team-teaching with the classroom teacher by TEP teachers to provide small group instruction to both homeless and other at-risk students (elementary sites only);
 - ✓ consultations around behavioral issues;
 - ✓ liaison services between the shelter, parent(s), and the school;
 - ✓ monitoring of the daily transportation needs of each homeless student;
 - ✓ consultations with teachers around activities to support highly mobile students in classrooms;
 - ✓ coordination of a small clothing closet;
 - ✓ assistance in transition of the student to a new school setting if the family chooses to transfer schools once permanent housing is found; and,
 - ✓ direct transportation in the form of cabs and shuttle busses to elementary aged students while they are acutely homeless and the provision of city bus passes to middle school youth.

In 2002-03, the district served 582 homeless students identified through the shelter system or by their need for transportation.

- 2. GLENDALE 4-YEAR-OLD PILOT** – This program is a joint venture between MMSD, UW's Waisman Center, and Dane County Head Start. It was an outgrowth of

collaboration among group members of the Early Learning Initiative. The purpose of the pilot is to determine research supported best practices for implementing early care and education programs. Should funding of a district wide 4-year-old program become a reality in the future, the research findings will be implemented on a larger scale. Currently, the timeline for the pilot is one year.

The following positions are included in the Department of Elementary Schools budget and function within the Department.

1. ELEMENTARY PRINCIPALS – administer the schools according to policies of the Board of Education and under the supervision of an Assistant Superintendent for Elementary Schools. Responsibilities include:

- ✓ Leading school community in developing and promoting a defined, shared vision
- ✓ Leading long range school planning, including School Improvement Planning and other school wide reform initiatives
- ✓ Providing leadership for the administrative, instructional and non-instructional staff of the school
- ✓ Managing the day to day operations of the school
- ✓ Establishing and maintaining a safe and orderly learning environment
- ✓ Communicating with parents and parent groups
- ✓ Addressing parent concerns
- ✓ Recommending hiring of elementary personnel
- ✓ Supervising and evaluating elementary personnel
- ✓ Operating as school leader according to Board policies and directives, the laws of Wisconsin, and regulations of the Wisconsin Department of Public Instruction

2. SCHOOL BASED INSTRUCTIONAL STAFF

TEACHERS – are responsible for direct and/or indirect student instruction. They are licensed by DPI and are required to maintain a current certification matching their teaching responsibilities, which include:

- ✓ Instructing students directly according to MMSD standards and principal guidance and Board of Education Policies
- ✓ Assessing students levels of learning and planning appropriate curriculum and instruction to move students to higher levels based on approved MMSD standards
- ✓ Communicating regularly with parents
- ✓ Collaborating with other professionals around teaching strategies and student learning
- ✓ Participating in school/district staff development activities related to their teaching practice
- ✓ Maintaining a safe and orderly classroom learning environment

- ✓ Establishing and following a consistent schedule of instruction
- ✓ Reporting student progress to parents and MMSD

EDUCATIONAL ASSISTANTS – may hold certification or higher degrees but this is not required for the position. They meet all of the qualifications set forth by the principal and Human Resources. Their responsibilities vary but they are always under the supervision of a certified teacher. Some of their responsibilities include:

- ✓ Working directly with students on classroom based instruction under the direction of the teacher
- ✓ Developing or preparing materials necessary for lessons
- ✓ Supporting the school librarian
- ✓ Supervising lunch and recess

CLERICAL – each elementary school has one Administrative Clerk Senior who meets all of the qualifications set forth by the principal and Human Resources. Their responsibilities include:

- ✓ Front line communications with parents, staff and students assisting them with questions, concerns, needs related to school
- ✓ Maintaining student attendance and cumulative records
- ✓ Collecting, inputting and receiving data from AS400 for various District and school reports
- ✓ Reporting payroll information for teachers, educational assistants, substitute teachers and clerical employees assigned to the building
- ✓ Assisting students who are ill, may include administering medications if the nurse is not available
- ✓ Maintaining school financial records

BUDGET- FUNDING SOURCES

The following positions described above that provide leadership and staff support to the elementary schools are funded in the General Administration Budget (Budget Page 117). The General Administration Budget was presented previously by the Superintendent.

Assistant Superintendent	1.0	Operating Budget- General Administration
Elementary Lead Principal	1.0	Operating Budget- General Administration
Secretary	1.0	Operating Budget - General Administration

The following positions are currently located in other Department Budgets but the functions of these positions are within the Department of Elementary Schools.

School Improvement Planners 2.0 Operating Budget- Staff Development

Title 1 School Wide Facilitators 3.0 Federal Grant - Title 1 Budget

The following programs are currently located in other Department Budgets but the coordination of these programs lies within the Department of Elementary Schools.

Transitional Education Program

Program	Salary	Non-Salary	Total	Funding Source
TEP	\$341,446	\$301,072	\$642,518	Operating Budget
TEP	\$148,695	-	\$148,695	Special Education
TEP	\$56,000	\$1,689	\$ 57,689	Federal-EHCY
TEP	\$52,000	\$100,000	\$152,000	Federal-Title 1
Total	\$598,141	\$402,761	\$1,000,902	

Full Time Equivalent Staff Positions

Teachers, Educational Assistants, Clerical 6.0 Operating Budget - Alternative Programs
 Social Workers 2.0 Special Education
 Teacher 1.0 Federal Grant- Education for Homeless Children and Youth
.8 Federal Grant - Title 1 Budget
 9.8

Major Non-Salary Expenditures

Transportation \$356,389

Glendale Four Year Old Pilot

Full Time Equivalent Staff Positions

Teacher 1.0 Federal Grant – Title 1
 Teacher, Educational Assistant 1.8 Special Education
 Nurse, teacher 1.15 Waisman Grant
 3.95

Major Non-Salary Expenditures

Transportation \$42,000

ELEMENTARY SCHOOLS – Summary of Elementary staffing and formula funds from Operating Budget
Budget Page 136

DIVISION	SALARY	NON-SALARY	TOTAL	FUNDING SOURCE
Elementary Schools	\$54,165,222	\$1,614,850	\$55,780,072	Operating Budget

Full Time Equivalent Staff Positions

Administrator	32.00	Operating Budget
Teacher	706.19	Operating Budget
Clerical	30.00	Operating Budget
Educational Assistants	<u>76.88</u>	Operating Budget
Total	845.07	

- ◆ **The calculation of total allocation available and the distribution of allocation are done each year based on projected enrollment. See Attachment A for the process used to calculate and distribute allocation to each school.**

Major Non-Salary Expenditures

Building Formula Allocations	\$1,046,738
Building Talented and Gifted Allocations	30,900
Building School Improvement Plans Allocations	113,094
Building Staff Development Funds	69,398
Miscellaneous Other	<u>354,720</u>
Total	\$1,614,850

- Formula allocation is distributed to each school based on enrollment (\$97.96 per student). Schools receive their formula total budget in the spring for the following year. Each principal then distributes the money into appropriate accounts at the building level. See **Attachment B** for school by school budgets.
- School Improvement Planning Budget - Elementary schools: \$3800 (less that 400 students); \$4000 (more than 400 students) Middle schools: \$4300
- Staff Development Funds are distributed to schools based on the percentage of total district staff in the school.

TITLE 1 – Summary of staffing and instructional materials for elementary schools eligible for Federal Title 1 funding

Budget Page 138

DIVISION	SALARY	NON-SALARY	Total	FUNDING SOURCE
Title 1	\$2,315,200	\$75,095	\$2,390,295	Federal Grant

Full Time Equivalent Staff Positions

Teacher	30.13	Federal Grant
Educational Assistants	7.62	Federal Grant

Major Non-Salary Expenditures

Purchased Services	\$	2,701
Supplies and Materials		72,394

SAGE – Summary of staffing and instructional materials for elementary schools funded through the Wisconsin Student Achievement Guaranteed in Education Grant

Budget Page 138

DIVISION	SALARY	NON-SALARY	FUNDING SOURCE
SAGE	\$6,296,297	0	State Grant

Full Time Equivalent Staff Positions

Teacher	97.39	State Grant
EA	<u>.40</u>	State Grant
	97.79	

FEDERAL CLASS SIZE REDUCTION GRANT – *Summary of staffing for elementary schools funded through the former Federal Class Size Reduction Grant- under ESEA these funds are now in Title II A.*

Budget Page 138

DIVISION	SALARY	NON-SALARY	FUNDING SOURCE
Federal Class Size Reduction	\$941,497		Federal Grant

Full Time Equivalent Staff Positions

Teacher 14.60 Federal Grant

Total Elementary Expenditure Forecast	\$65,408,161
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Relationship to Strategic Priorities

The Department of Elementary Schools effects all district strategic priorities and all Board of Education goals.

Effectiveness - Evaluation

The effectiveness of the Department of Elementary Schools is measured in the following areas:

- Collective and individual school measures of student achievement
- Abilities of schools to meet the individual needs of students
- Safe, orderly and appropriate learning environments
- School and district level evaluation of improvement efforts
- Measures of student attendance, school climate and parental involvement
- Focus and progress to meeting then District's strategic priorities

Projects/Plans for Improvement

Attachment C provides a school by school overview of projects and other information. Department of Elementary Schools Goals may be found in **Attachment D**.

School Improvement Plans will be available in a notebook for your review upon request.