

Sectioning Update

August 12, 2015

The Placement Puzzle (Elementary)

Goals of student placement:

- Assure each student is placed in a nurturing learning environment
- Assure each student has a learning peer group
- Streamline services (speech, ELL, Reading Lab, etc.) for efficiency
- Assure students get to know all peers in cohort
- Balance classes (gender, ability, behavior)

The Placement Puzzle (Elementary)

Process:

- Current grade level teams divide their students into balanced groups
- “Specials” teachers give input
- Adjustments can be made following spring data meetings to be efficient and streamline services.
- Groups are randomly assigned to teachers
- Students enrolling over the summer are placed based on as much as we can learn about them

Preschool Sections

- By midyear, preschool offerings are determined and communicated to the community.
- Early February - preschool registration begins. Registration paperwork asks for first and second choice of offerings. A security deposit is required.
- Mid March - preschool screenings are held.
- Students with special needs are placed in classrooms.
 - Spots are held for IEP students who turn 3 and/or move in during the school year.

Preschool Sections 2014-2015

a.m. classes	p.m. classes
Preschool 4s (16 students) <ul style="list-style-type: none"> ● T/Th (2 students) ● M/W/F (8 students) ● M/T/W/Th/F (6 students) 	
Preschool 4s (16 students) <ul style="list-style-type: none"> ● T/Th (1 student) ● M/W/F (3 students) ● M/T/W/Th/F (12 students) 	Preschool 3s & 4s (14 students) <ul style="list-style-type: none"> ● T/Th (2 students) ● M/W/F (5 students) ● M/T/W/Th/F (7 students)
Preschool 3s (23 students) <ul style="list-style-type: none"> ● T/Th (7 students) ● M/W/F (8 students) ● M/T/W/Th/F (8 students) 	Preschool 3s & 4s Extended Day (12 students) <ul style="list-style-type: none"> ● T/Th (1 student) ● M/W/F (1 student) ● M/T/W/Th/F (10 students)
ECSE 3s & 4s (7 students) <ul style="list-style-type: none"> ● M/T/W/Th/F (7 students) 	ECSE 3s & 4s (5 students) <ul style="list-style-type: none"> ● M/T/W/Th/F (5 students)

Preschool Sections 2015-2016

a.m. classes	p.m. classes
<p>Preschool 4s (15 students)</p> <ul style="list-style-type: none">● T/Th (0 students)● M/W/F (4 students)● M/T/W/Th/F (11 students)	
<p>Preschool 4s (17 students)</p> <ul style="list-style-type: none">● T/Th (2 students)● M/W/F (5 students)● M/T/W/Th/F (10 students)	<p>Preschool 3s & 4s (10 students)</p> <ul style="list-style-type: none">● T/Th (3 students)● M/W/F (5 students)● M/T/W/Th/F (2 students)
<p>Preschool 3s (16 students)</p> <ul style="list-style-type: none">● T/Th (5 students)● M/W/F (7 students)● M/T/W/Th/F (4 students)	<p>Preschool 3s & 4s Extended Day (13 students)</p> <ul style="list-style-type: none">● T/Th (4 students)● M/W/F (3 students)● M/T/W/Th/F (6 students)
<p>ECSE 3s & 4s (3 students)</p> <ul style="list-style-type: none">● M/T/W/Th/F (3 students)	

Preschool Sections

- Tentative classrooms are formed based on time of registration and first preference.
 - Preference for the 4 year old program is give to those currently in the 3 year old program.
- Parents are notified in April as to their placement.
- Parents are notified in August as to their teacher.

Kindergarten Sections

- Preschool teachers divide their current students into balanced groups (gender, ability, behavior)
- Students enrolling over the summer are placed based on as much as we can learn about them.

Kindergarten 2014-2015

Mrs. McFadden	Ms. Olsen	Mrs. Oskroba
<p><u>Beginning of school year</u> 21 students</p> <ul style="list-style-type: none">● 11 male● 10 female● 16 full day● 5 half day	<p><u>Beginning of school year</u> 21 students</p> <ul style="list-style-type: none">● 11 male● 10 female● 17 full day● 4 half day	<p><u>Beginning of school year</u> 20 students</p> <ul style="list-style-type: none">● 10 male● 10 female● 16 full day● 4 half day
<p><u>End of school year</u> 22 students</p> <ul style="list-style-type: none">● 11 male● 11 female● 18 full day● 4 half day	<p><u>End of school year</u> 21 students</p> <ul style="list-style-type: none">● 11 male● 10 female● 19 full day● 2 half day	<p><u>End of school year</u> 20 students</p> <ul style="list-style-type: none">● 10 male● 10 female● 16 full day● 4 half day

Kindergarten 2015-2016

Mrs. McFadden	Ms. Olsen	Mrs. Oskroba
<p><u>Beginning of school year</u> 20 students</p> <ul style="list-style-type: none">● 11 male● 9 female● 17 full day● 3 half day	<p><u>Beginning of school year</u> 18 students</p> <ul style="list-style-type: none">● 9 male● 9 female● 16 full day● 2 half day	<p><u>Beginning of school year</u> 19 students</p> <ul style="list-style-type: none">● 11 male● 8 female● 17 full day● 1 half day

First Grade Sections

- Kindergarten teachers divide their current students into balanced groups (gender, ability, behavior)
- Parents opting out of Job-Share classrooms are considered and replaced.
- Adjustments can be made following spring data meetings to be efficient and streamline services.
- Students enrolling over the summer are placed based on as much as we can learn about them.

The Placement Puzzle (Middle School)

Goals for the Scheduling Process:

- Students will be provided the appropriate supports and academic challenges to best reach their learning potential through the provided courses.
- Appropriate balances in class demographics will be sought in gender, ability, behaviors, and to meet state guidelines (Special Education 30% rule).
- Available resources will be best used to meet the needs of the students (staff FTE, classrooms/labs, materials)

The Placement Puzzle (Middle School)

Goals for the Scheduling Process (cont.):

- Common Team Time will be provided for staff members to best collaborate on services and supports for students at each grade level.
- English Language Arts classes (literary arts and composition) will be aligned to provide continuity of instruction and best deliver the curriculum.
- Interventions and supports (Math and Reading Labs) will be scheduled to allow for fluid entry/exit

The Placement Puzzle (Middle School)

Challenges to the Scheduling Process:

- Shared instructors/resources across the grade levels
- Establishing multiple pathways that intersect at one point. (Special Education/RtI Interventions)
- Summer testing for change in level placements in Math
- Greater number of new students to the district - 16 registered, with 5 pending
- Differentiated courses creating multiple pathways and impact class size

The Placement Puzzle (Middle School)

Differentiated courses creating multiple pathways and impact class size - 8th Grade Example

- In a Class of 93 students:
 - 49 in Above Level ELA
 - 27 in Above Level Math
 - 11 in Double Accelerated Math at LT
 - 8 potential 7th Grade Students in 8th Grade Accelerated Math
 - 23 in Above Level Math and ELA
 - 4 in AL Math and Regular ELA
 - 11 in LT Math and AL ELA
 - 15 in Regular Math and AL ELA
 - 2 pathways for Special Education students

Fifth Grade Sections

83 Returning Students with 3 new - 86 total

Subject	Section1	Section 2	Section 3	Section4
AL Language Arts	22			
Language Arts	23	23	18	
AL Math	18			
Math	24	22	22	
Science	18	22	23	24
Spanish	22	18	17*(5)	18*(4)
Social Studies	20*(3)	18*(5)	18	22
Physical Education	22(per class)			
Specials	14(per class)			

* Students scheduled in interventions

Sixth Grade Sections

101 Returning Students with 5 new - 106 total

Subject	Section1	Section 2	Section 3	Section4	Section 5	Section 6
AL Language Arts	25					
Language Arts	23	20	21	17		
AL Math	18	16				
Math	17	17	18	19		
Science	24	22	22	16	22	
Spanish	18	17	16* (4)	16*(5)	18	18
Social Studies	19	14* (4)	23	18	18* (5)	
Physical Education	26 (per class)					
Specials	18(per class)					

* Students scheduled in interventions

Seventh Grade Sections

80 Returning Students with 5 new - 86 total (1 additional pending)

Subject	Section1	Section 2	Section 3	Section4
AL Language Arts	19	18		
Language Arts	24	24		
AL Math	13	14		
Math	18	18	15	
Science	15	22	23	22
Spanish	22	14* (3)	19* (5)	20
Social Studies	23	21	24	18
Physical Education	21 (per class)			
Specials	14 (per class)			

* Students scheduled in interventions

Eighth Grade Sections

91 Returning Students with 2 new - 93 total (3 additional pending)

Subject	Section1	Section 2	Section 3	Section4
AL Language Arts	26	23		
Language Arts	23	21		
AL Math	13(+ 7th gr)	14	11(at LTHS)	
Math	17	18	20	
Science	25	24	26	18
Spanish	21	26	14* (14)	18
Social Studies	26	26	23	17
Physical Education	23 (per class)			
Specials	16 (per class)			

* Students scheduled in interventions

Questions/Comments