

Dr. Collins,

Monday December 21, 2009

Here is the narrative that you requested as documentation for our 2010-2011 scheduling proposals. These models represent the current discussions and thoughts for the possible construction of teams for the 2010-2011 school year. All of these models have been vetted through participatory involvement with the staff, team leaders, and SIT membership. Each of these models also represents the following:

- Dedication of strengthening the concept of the middle school academic inter-disciplinary team as indicated in the Strategic Plan and the Middle School Oversight recommendations.
- In each case, all core teachers are assigned 6 sections of core teaching.
- Mathematics returns to each core team.
- The numbers indicated are projections for student population with an allowance built in for anticipated growth.
- In all models there is no request for any additional staff.

#1

This model represents 2 teams at each grade level. Each teacher is assigned to a core content area. We maintain the services of our GTD. We incorporate an RtI interventionist to assist in delivering interventions to the level 2/3 students in literacy skills development.

#2

This model attempts to make the team size smaller. (A consideration anticipating some degree of community reaction to the larger team sizes in Model #1). The 7th and 8th grade teams are exactly the same as in #1. The difference here is in the 6th grade. This model has 3 teams at 6th grade with each core teacher also teaching a section of reading. (6th grade teachers have traditionally always taught reading along with another core content subject area.) The staff allocation in this model is 32 FTE. As such, we are not able to maintain a separate GTD or RtI interventionist. In this model all gifted / acceleration needs, as well as level 2/3 RtI interventions, are met within the core structure.

#3

This model is almost a duplicate of #2 with 1 exception. We have reinstated the academic support class in this model. The only anticipated impact here is that class sizes in the other 5 core content sections will increase. Again, as in #2, the staff allocation in this model is 32 FTE. As such, we are not able to maintain a separate GTD or RtI interventionist.

#4

This model is comparable to #1. We have constructed 2 teams at each grade level. The change here is that we have blocked the Reading and Language Arts classes into a 90-minute block. We strongly feel that this creates a better intimacy, as each LA/Reading teacher will directly meet with only 50% of the team population. The research base connected with building strong student-teacher relationships supports this. As in #1, we maintain the services of our GTD and we incorporate an RtI interventionist to assist in delivering interventions to the level 2/3 students in literacy skills development. This is the model that currently has the strongest support with the staff, team leaders, and SIT.

We look forward to your input as you review these scheduling models. We know that we are working in a tight time-line as we anticipate the staffing needs for the 2010-2011 school year. Please let me know what the next steps might be. I have also included as an attachment a letter from the Brooks Language Arts Co-Chair, Ms. Lisa Hendrix, in support of the blocked 90-minute class of LA/Reading. (Model #4)

Thank you for your support

Tom Sindelar