


Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

October 17, 2018

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools 

Subject: Elementary School Staffing Model

The purpose of this memorandum is to provide information on the staffing model and supports for elementary schools. The staffing model (Attachment 1) is differentiated based on Free and Reduced-price Meals System (FARMS) services rate and each elementary school is classified as Non-focus (FARMS < 35 percent for 3 or more years), Focus (FARMS >35 percent and < 68.18 percent for 2 or more years), or Title I (FARMS > 68.18 percent).

Each elementary school has the responsibility to organize each day and week to include instruction in reading/writing/language arts, mathematics, science, and social studies for students in prekindergarten (pre-K) to Grade 5. Given individual school improvement goals, support staff and staffing for art, music, and physical education are provided to meet the needs of the school. Guidelines for all staffing positions are outlined in Attachment 2.

A limited number of reserve positions are used to support schools that experience significant enrollment increases. Depending on needs, additional staffing may be allocated as a 1.0 Full-time Equivalent or in smaller increments. Adjustments in staffing generally are based on the following:

- Actual enrollment numbers in the student database;
- School schedule, student groupings throughout the day, and the use of additional teaching staff including reading initiative, academic intervention, and focus teachers; and
- In situations where the enrollment is less than the projection and does not support the allocated staffing, positions may be pulled.

Support to Schools

All Montgomery County Public Schools (MCPS) develop School Improvement Plans (SIPs) by following a process that focuses on learning, relationships, respect, excellence, and equity to achieve our ultimate goal for every school and every student to make substantial progress toward closing the achievement gap while meeting the district's targets and milestones. The school improvement planning process has been refined to align with the Evidence of Learning Framework and MCPS' Equity Accountability Model. Staff in the Office of School Support and Improvement

(OSSI) engages schools in a collaborative school improvement partnership to support schools in using data to develop grade level, subject or program goals along with responsive strategies that meet the needs of all students. Staff in the Division of Title I and Early Childhood Programs and Services (DTECPS) coordinates with staff in OSSI and the Department of Elementary Curriculum and Districtwide Programs to provide support and guidance to schools as they create, revise, implement, and monitor their SIPs.

DTECPS staff has aligned the four *Components of a Schoolwide Program* with MCPS' school improvement planning process to assist Title I schools in seamlessly creating SIPs. The four required components are essential to effective implementation of school improvement:

- Conducting a comprehensive needs assessment;
- Identifying schoolwide reform strategies;
- Involving parents/guardians and members of the community; and
- Coordinating with federal, state, and local services, resources, and programs.

Additionally, DTECPS is organized to assist Title I schools with the development of a comprehensive SIP that includes these four components. Each Title I school has an assigned DTECPS instructional specialist who provides technical assistance in the areas of school improvement, equity, teaching and learning, parent/guardian involvement, and data analysis. DTECPS instructional specialists collaborate with the school, community stakeholders, and various central services teams to develop/revise SIPs, support implementation, and monitor actions.

If you have questions, please contact Dr. Maria V. Navarro, chief academic officer, at 240-740-3040 or Dr. Kimberly A. Statham, deputy superintendent of school support and improvement, at 240-740-3100.

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Executive Staff

2018-2019

Type of Staffing	Non-focus Schools (65)	Focus Schools (46)	Title I Schools (23)
Assistant Principal	1.0 Full-time Equivalent (FTE) for school with sustained enrollment of > 430 and future growth	1.0 FTE regardless of size of school	1.0 FTE regardless of size of school
Counselor	<ul style="list-style-type: none"> 1.0 FTE Additional 0.5 FTE allocated to schools with projected Grades K–5 enrollment > 750 	<ul style="list-style-type: none"> At least 1.0 FTE Additional 0.5 FTE allocated to schools with projected Grades K–5 enrollment > 650 	<ul style="list-style-type: none"> At least 1.0 FTE Additional 0.5 FTE allocated to schools with projected Grades K–5 enrollment > 550 and ≤ 650 Additional 1.0 FTE allocated to schools with projected Grades K–5 enrollment > 650
Staff Development Teacher*	0.5 or 1.0 FTE	1.0 FTE	1.0 FTE
Reading Specialist*	0.5 or 1.0 FTE	1.0 FTE	1.0 FTE
Media Specialist*	0.5 or 1.0 FTE	1.0 FTE	1.0 FTE
Classroom Teachers	<ul style="list-style-type: none"> Grade K: 25 Grades 1–3: 27 Grades 4–5: 29 	<ul style="list-style-type: none"> Grades K–2: 18 Grade 3: 26 Grades 4–5: 28 	<ul style="list-style-type: none"> Grades K–2: 18 Grade 3: 26 Grades 4–5: 28
Academic Intervention Teachers	N/A	Allocated based on Free and Reduced-price Meals System) FARMS percentages	Allocated based on FARMS percentages
Focus Teachers	N/A	Allocated to schools with the highest FARMS percentages with formulas based on FARMS and enrollment (local)	N/A
Focus Paraeducator	N/A	Allocated to schools with the highest FARMS percentages with formulas based on FARMS and enrollment (local)	N/A
Title I Teachers & Paraeducators	N/A	N/A	Title I, Part A funds are supplemental funds allocated to each Title I school based on a Per Pupil Allocation (PPA). The PPA for FY19 is \$1445. Each school receives a school-based PPA allocation based on the number of Free & Reduced-price Meals System students enrolled in the school as of October 31. After a thorough

2018-2019

Type of Staffing	Non-focus Schools (65)	Focus Schools (46)	Title I Schools (23)
			review of various data sources and in collaboration with staff and parents, each Title I school develops a budget that allocates funds for additional staffing of teachers and paraeducators.
Primary Talent Development Teacher – Title I	N/A	N/A	Each Title I school is allocated a 10-month .5 FTE centrally allocated Primary Talent Development coach. This is a Focus teacher position responsible for coaching teachers to implement Primary Talent Development modules with students in Grades K-2. Primary Talent Development, a science based critical and creative thinking curriculum, integrates gifted education and early childhood education theory and practice.
Reading Support Teachers – Title I	N/A	N/A	0.5 FTE to 14 schools with highest FARMS percentages
Additional supports – Title I	N/A	N/A	The Title I budget also includes an allocation for non-staffing resources such as instructional materials, professional development, and extended day activities to support specific school needs.
English for Speakers of Other Languages (ESOL) staffing	Level 1: #Stds/7 * .20 Level 2: #Stds/7 * .18 Level 3: #Stds/7 * .16 Level 4: #Stds/9 * .14 Level 5: #Stds/9 * .10	Level 1: #Stds/7 * .20 Level 2: #Stds/7 * .18 Level 3: #Stds/7 * .16 Level 4: #Stds/9 * .14 Level 5: #Stds/9 * .10	Level 1: #Stds/6 * .20 Level 2: #Stds/7 * .18 Level 3: #Stds/7 * .16 Level 4: #Stds/8 * .14 Level 5: #Stds/8 * .10
Clerical Support	Funds allocated based on enrollment and FARMS percentages	Funds allocated based on enrollment and FARMS percentages	Funds allocated based on enrollment and FARMS percentages
Parent Community Coordinators (PCCs)	Central support for specific cases/support	36 total PCCs, supporting 59 elementary schools with the highest FARMS and ESOL populations and schools with Multidisciplinary Educational Training and Supports (METS) sites	36 total PCCs, supporting 59 elementary schools with the highest FARMS and ESOL populations and schools with METS sites

2018–2019

PROFESSIONAL STAFF	
Position	Elementary School Guidelines
Principal	1.0 Full-time Equivalent (FTE) per school
Assistant Principal	1.0 FTE per school if Free and Reduced-price Meals System (FARMS) services rate > 35% or 1.0 FTE per school with sustained enrollment of > 430 and future growth or 1.0 FTE for a school with enrollment > 415 and significant program impact. Every effort is made not to remove an assistant principal one year and have to restore it the next year and maintain administrative stability.
Assistant School Administrator (ASA)	1.0 FTE is allocated to the largest and most impacted elementary schools
Classroom Teacher	Classroom teacher positions for Grades 1–5 are allocated based on enrollment projections for principals to organize the school with class sizes of 27 or less in Grades 1–3, 29 or less in Grades 4–5. Additional classroom teacher positions are provided to the focus and Title I schools to Grades 1–2 using a guideline of 18, to Grade 3 using a guideline of 26, and to Grades 4–5 using a guideline of 28. When numbers support it, positions are allocated for combination classes.
Academic Intervention Teacher	Academic intervention teacher positions are allocated based on percent FARMS.
Special Program Teacher	Special program teacher positions are allocated to support special programs in schools including immersion, Primary Years International Baccalaureate (PYIB), and magnet programs.
Staff Development Teacher	Staff development teachers, reading specialists, and media specialists are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 FTE and which are staffed at 0.5 FTE based on school priorities and needs.
English for Speakers of Other Languages (ESOL) Teacher	ESOL teacher positions are allocated using proficiency-based formulas for initial allocations and then adjusted, as needed, for scheduling once the school year has started. Multidisciplinary Educational Training and Support (METS) teacher allocations are based on pupil/teacher ratio of 15:1. METS students are not included in the ESOL teacher formulas.
Media Specialist	Staff development teachers, reading specialists, and media specialists are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 FTE and which are staffed at 0.5 FTE based on school priorities and needs.
Counselor	1.0 FTE per school. An additional .5 counselor is allocated to non-focus schools with projected Grades K–5 enrollment > 750, to focus schools with projected Grades K–5 enrollment > 650, and to Title I schools with projected Grades K5 enrollment > 550 and ≤ 650. An additional 1.0 counselor is allocated to Title I schools with projected Grade K–5 enrollment > 650.
Focus Teacher	Focus teacher positions are allocated to the schools with the highest FARMS percentages with formulas based on FARMS and enrollment. Focus teachers are locally funded and Title I funded.
Reading Initiative Teacher	Staffing is allocated at a 21:1 ratio. For schools receiving additional staffing for class-size reduction in Grades 1 and 2, no additional allocations are authorized for the program.
Prekindergarten Teacher	Prekindergarten teacher positions are allocated with a 0.5 FTE teacher per 2.5-hour class.

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PROFESSIONAL STAFF	
Position	Elementary School Guidelines
Kindergarten Teacher	Kindergarten positions are allocated on a ratio of one teacher for every 25 students and one for every 18 students at the focus and Title I schools.
Instrumental Music Teacher	Instrumental music teacher positions are allocated to schools based on the participation in instrumental music programs, Grades 4–5.
Reading Support Teachers	Reading support teacher positions provide support to schools that are identified to implement reading intervention programs.
Reading Specialist	Staff development teachers, reading specialists, and media specialists are allocated to schools based on enrollment and FARMS. Schools determine which positions are staffed at 1.0 FTE and which are staffed at 0.5 FTE based on school priorities and needs.

SUPPORTING SERVICES STAFF	
Position	Elementary School Guidelines
Administrative Secretary	1.0 FTE per school
Secretary I (10-month)	1.0 FTE per school for schools with enrollment > 250 students 0.5 FTE per school for schools with enrollment ≤ 250 students Schools with an ASA allocation receive an additional 1.0 FTE for a maximum of 2.0 FTE.
Media Assistant	Schools are allocated positions based on the following projected K-5 enrollments: ≥ 670 = 0.75 FTE < 670 = 0.5 FTE
Paraeducator, Regular	Schools are allocated positions based on the following projected K-5 enrollments: ≥ 850 = 2.0 FTE 800–849 = 1.875 FTE 750–799 = 1.75 FTE 700–749 = 1.625 FTE 650–699 = 1.5 FTE 600–649 = 1.375 FTE 550–599 = 1.25 FTE 500–549 = 1.125 FTE 450–499 = 1.0 FTE 400–449 = 0.875 FTE 350–399 = 0.75 FTE < 350 = 0.625 FTE
ESOL Paraeducator	0.75 FTE per METS class
Pre-K Paraeducator	0.375 FTE per 2.5-hour class
Head Start, Paraeducator	0.6 FTE per 3-hour 15-minute class
Focus Paraeducator	Title I schools are provided resources for paraeducator allocations. Locally funded focus paraeducators are allocated to schools with high educational loads.
Lunch Hour Aide	Allocations are based on the following calculation: FTE = 1 hour and 10 minutes (.146) per 50 projected students