

2016-17 Budget Q&A Tracker as of 2.22.16

CATEGORY	QUESTION/REQUEST	RESPONSE
AVID	More information requested on the investment in the AVID program	<p>AVID Memorial High School</p> <p>The AVID priority item recorded on the priority spreadsheet includes:</p> <ul style="list-style-type: none"> • .2 for AVID teacher to enable the offering of two AVID freshmen classes to Memorial High School. Currently we have three 8th grade sections of AVID (1 at each feeder middle school). By offering two AVID sections we ensure greater equity in students being able to articulate into HS AVID from middle school. • .4 for AVID Coordinator. When the other three high schools offered 6 AVID sections we increased AVID coordination to a .6 position. However, due to budget cuts Memorial did not receive this increase, instead they used .2 of discretionary spending to move their coordinator to a .4. We would like all schools to have an equitable AVID coordinator allocation in order to have the infrastructure needed to support AVID implementation. Memorial has not been able to progress monitor and support AVID implementation at the same level as other high school. An increase of .4 AVID allocation allows for Memorial to be on the same footing as the other 3 comprehensive schools. • As memorial increases by one section from 7 to 8, additional funds are needed to bolster staff professional development and AVID elective supports. They also see programming shifts as AVID students age up through the program and move from having 1 senior section to 2 senior sections. These additional supports include: <ul style="list-style-type: none"> ○ \$15,000 for targeted AVID PD at memorial including attendance to Summer Institute and participation in AVID strand training for new site team members and AVID teachers. ○ \$7,000 for the additional supports needed for additional sections and enrollment, which includes tutoring costs, AP and ACT test support at the upper grades. ○ \$39,000 supports AVID Professional Development at the district level to ensure fidelity of implementation providing AVID tutorial training, Critical reading and ensuring all staff required can attend AVID summer institute.
Behavior Education Plan Professional Development	Budget Priorities Discussion Item	<p>As part of the BEP allocation, central office provided school-based funding to schools to support BEP PD in addition to centrally funded Responsive Classrooms and Developmental Designs. While schools' additional financial resources were provided to schools to support their BEP implementation, this funding did not actually support their comprehensive professional development strategy as the funds have largely gone unused (to date less than 18% has been used). Many schools had already developed a strategy for BEP professional development when funds were distributed, including accessing expertise within a building or within the district (at no cost) and strategically using a SIP-</p>

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		aligned PD plan that did not require additional funding and/or carryover to support BEP PD priorities. Moreover, the substitute shortage has made it very difficult to utilize funds for staff release/professional development.
Dyslexia	Budget Priorities Discussion Item	<p>On January 27, 2016, John Harper met with the director and lead trainer from the Children's Dyslexia Center to discuss the current year progress for our teachers (in training) and ideas on how to increase the cohort size for next year. At present we have five teachers seeking Orton-Gillingham certification; they are expected to be certified by the end of the school-year. When these individuals complete their training, the district will have a total of 14 Orton-Gillingham certified staff. John and the Children's Dyslexia Center staff reached agreement to increase next year's cohort to 10 MMSD teachers. Moreover, three MMSD staff members have expressed interest in seeking an advanced status which enables them to train/teach others. Their advanced training is expected to take approximately a year to complete. Doing so positions us to establish a "trainer of trainers" model such that we can achieve our goal of having at least one or more staff with Orton-Gillingham certification (or similar methodology) per school. The district began this specific training opportunity with special educators; however, beginning this current year, we've expanded the opportunity to Interventionists as well. Doing so provides maximum flexibility as these teachers will be able to provide instruction to students with and without disabilities. Within the next month, a heavy recruitment effort will take place to identify the 10 staff members who will begin their rigorous training in June.</p> <p>Additionally, in December 2014, Lisa Kvistad and John met with Tom Linfield from the Madison Community Foundation for an initial conversation to align and coordinate community resources in support of struggling readers. The Foundation has and continues to support tutoring opportunities for students with dyslexia. Many exciting possibilities were discussed with the next step being a Madison Dyslexia Summit which would bring community stakeholders and funding agencies together to create a plan to improve reading outcomes and close opportunity gaps.</p>
Community Schools	Timeline and Summer Activities	<p>To set a little context, we think it is important to help define what we mean by the word "launch." The September launch does not mean that every program and service that the school wants to offer will be operating, but rather that the school committee has done the planning necessary to maximize</p>

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		<p>on the assets it already has and that they will be building the relationships necessary to bring in new or additional resources in the near future.</p> <p>The Resource Coordinator position should be filled by mid-April to early May, and that person will begin meeting with the principal and other key staff in the school to begin the process of mapping the school assets. This person will also collaborate with the school’s parent groups, conduct interviews and/ or community sessions with families and partners in the neighborhood to compile the needs and additional assets. As School Improvement Plans are released to schools in the spring, the Resource Coordinator will also work with the School-Based Leadership Team to use school data to align to priority areas. As the Resource Coordinator moves into the summer months, that person will be building relationships and engaging in continuous planning. In addition, we will offer capacity-building training and support for both selected schools in order to set a foundation for strong implementation. The summer months will provide the Resource Coordinator time to get out in the neighborhood to meet with families, partners and to identify additional people who should be part of the school-level committee. We believe this gives them time to do strong planning so that when school resumes, they have created a strong foundation. For these reasons, we believe there is plenty of good work that needs to occur over the summer in order to help the schools be ready for 2016-2017.</p>
City Bus Passes	Can we get refreshed on the policy of bus passes for next year. I would like to revisit this so as to make recommendations as to changing this. I do not want a family in one housing complex to get a pass when another one at the other end who is somehow less than 1,5 miles from school not. I'd rather it be strictly an income based issue.	At the beginning of school year 15/16, MMSD Central Office sent a note to all secondary principals reminding them of the Board policy guidelines for student eligibility to a District funded Metro buss pass (approximately \$300/pass). This reminder had the intended impact of firming up the bus pass distribution process. However, at Black Hawk Middle School there was a new principal who was not aware of the school's previous distribution practices; therefore, she was not able to identify and adequately communicate to parents that they were not eligible to receive a free pass and wouldn't be receiving bus passes this school year. Because of this short communication window, parents and community members asked for one more year. The Administration agreed that for one more year we would provide the passes. When we issued the passes, we also gave the parents a formal letter stating that this would be the last year of their eligibility