



MIDDLE SCHOOL SCHEDULE PARENT PRESENTATION

WEDNESDAY, NOVEMBER 20TH





Why look at the middle school schedule?

- **The current schedule does not fully support the:**
 - **FPS Learning Principles**
 - **Expectations of recently adopted curriculum**
 - **Vision of the Graduate and Academic Expectations**
 - **Current graduation requirements**
- **Provide additional learning opportunities for students including intervention and enrichment**
- **Increased instructional time with fewer transitions throughout the school day**



High School Original Guiding Principles and Middle School “Core Commitments”

1. Increased instructional time
2. Lunch time for all students
3. Improved pace of the day
4. Longer instructional periods
5. More access to electives
6. Opportunities for increased graduation requirements
7. Opportunities for collaboration by teachers
1. Maintain the team model
2. Provide time for interventions and enrichment opportunities
3. Provide PD to support any change in the instructional block
4. Improve the pace of the day, fewer transitions
5. Longer instructional opportunities
6. Base decisions in neuroscience and educational research
7. Equity to accessibility in all subjects
8. Lunch by grade level
9. Commit to existing contractual language
10. Maintain opportunity for teachers to collaborate
11. Commitment to a home base for all students



From a student's perspective:

- Opportunity to be challenged at my level
 - Teachers would have the time to group appropriately and meet the needs of each group
 - Enrichment opportunity during the I/E Block time
- Pace of the day
 - No more constant running to next period for fear of being late
 - Reduced anxiety of pleasing everyone at all times
- Staggered homework assignments
 - Won't over-do it going "all out" for multiple subjects of homework
 - Can schedule myself effectively to try to have a balanced life
- Going deeper into topics, not wider
 - I need to stop and think, not just do and move and on



From a student's perspective:

- Time to process
 - I have a hard time starting, so I won't get behind as the class moves on
 - Once I get going, I can maintain and will use the time well
 - Focus, Focus, Focus
- Opportunity to be challenged at my level
 - I will benefit from the creative structures you will implement in the lesson (i.e. "mixing it up).
 - Access to teachers or school time to get things clarified during the I/E
- Fewer transitions
 - I have a hard time shifting so many times during the day, so fewer shifts will help me stay focused and be more successful



“The four periods in a day was much easier to handle. This schedule helps you focus much more on the classes you have on that day.”

“Only having homework in 3-4 classes a night was more manageable than 6-8 classes a night.”

The Students Remarks

Regarding the Day1/Day2
Schedule



“Having two nights for homework allows us to manage our time when we know we have activities on certain nights.”

“We stay organized by having two backpacks, one for “Day 1” classes and one for “Day 2” classes.”

The Students
Remarks
Regarding the Day1/Day2
Schedule



“Teachers
make a
greater effort
to change the
activities
during the
longer block
more than
they did in the
shorter
period.”

“This
schedule is
just way less
stressful.”

The Students
Remarks
Regarding the Day1/Day2
Schedule



How will teachers be supported in the transition?

- Provide professional learning for staff on teaching in longer instructional periods
 - November 5th- Professional Development Day – Presentation to middle school staff by High School Headmaster and staff
 - Ongoing professional development during department and school staff meetings throughout the 2019-2020 school year
 - Utilize current high school staff in ongoing professional development
 - Run two practice days for teachers and students – Spring 2020
- Collaborate to develop offerings for enrichment and intervention periods
 - Work with teachers in winter, 2020 to develop enrichment course offerings by department and by school.



PANEL MEMBERS INCLUDE:

Math:

Brenda Farrell

Elly Zach

Social Studies:

Sara Goepfrich

Mark Drexel

Colleen Sousa

Lauren Marchello

Jeremy Timperanza

Russell Sherman

ELA:

Tina Rembish

Heather DelSole

John Whaley

Susan O'Donnell

Theresa Jacksis

Science:

Lisa Tunucci

Sania Werner

World Language:

Julia Fedoryk



Video clips

1. Do you find that you are able to cover the full course curriculum?
2. Do you find you are teaching “more”, “less”, or “about the same” in an extended instructional block?
3. What does a typical class period look like? How long are you engaging in “direct instruction” or “lesson” work? What types of alternative tasks or activities do students engage in during an extended block?



Sample Student Schedules

8th Grade

Periods		QTRS	A	B	C	D
1A	8:10 - 9:00		Intervention / Enrichment	Intervention / Enrichment	Intervention / Enrichment	Intervention / Enrichment
1B	9:03 - 9:46		PE	Music	PE	Music
2	9:50 - 11:18	1	FCS	World Language	FCS	World Language
		2	Tech Ed		Tech Ed	
		3	Art		Art	
		4	Health		Health	
3	11:21-1:19 LUNCH (12:49-1:19)		CORE	CORE	CORE	CORE
4	1:22-2:50		CORE	CORE	CORE	CORE

GRADE 7

Periods	Times	Quarters	A	B	C	D
1	8:10 - 9:46		CORE	CORE	CORE	CORE
2A	9:50-10:33		Intervention / Enrichment	Intervention / Enrichment	Intervention / Enrichment	Intervention / Enrichment
2B	10:36-11:18		PE	Music	PE	Music
3	11:21-1:19 LUNCH (12:05-12:35)		CORE	CORE	CORE	CORE
4	1:22-2:50	1	FCS	World Language	FCS	World Language
		2	Tech Ed		Tech Ed	
		3	Art		Art	
		4	Health		Health	

GRADE 6

Periods		Quarters	A	B	C	D
1	8:10 - 9:46		CORE	CORE	CORE	CORE
2	9:50 - 11:18		CORE	CORE	CORE	CORE
3	11:21-1:19 LUNCH (11:21-11:51)	1	FCS	World Language	FCS	World Language
		2	Tech Ed		Tech Ed	
		3	Art		Art	
		4	Health		Health	
4A	1:22-2:05		Music	PE	Music	PE
4B	2:08-2:50		Intervention / Enrichment	Intervention / Enrichment	Intervention / Enrichment	Intervention / Enrichment

QUESTIONS ???

Thank you for coming!