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 5\textsuperscript{th}- 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**

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<tr>
<th>Periods</th>
<th>QTRS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>1A</td>
<td>8:10 - 9:00</td>
<td>Intervention / Enrichment</td>
<td>Intervention / Enrichment</td>
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<td>4</td>
<td>Health</td>
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<td>3</td>
<td>11:21 - 1:19</td>
<td>LUNCH (12:49 - 1:19)</td>
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<td>4</td>
<td>1:22 - 2:50</td>
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**Notes:**
- **LUNCH** is from 12:49 to 1:19.
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Thank you for coming!