



# **Fox Lane Middle School Structure and Schedule**

October 25, 2023  
Board Of Education Meeting

# Problem Solving the Middle School Structure

Historically, Fox Lane Middle School has had a structure that is not responsive to fluctuations in student enrollment, causing annual budgetary additions and reductions which is unsustainable.

## Goals of Study with Michael Rettig, Scheduling Consultant:

- Address declining enrollment
- Maintain fiscal responsibility
- Maintain integrity of the house and team structure
- Maintain optimal class sizes
- Create a model that will be sustainable over time

# Scheduling Logistics and Realities

- amount of classrooms
- physical plant of the Fox Lane Middle School Campus
- need to address individual Student Needs within the master schedule
- need for Middle School students to be scheduled all day
- limits on class sizes and teacher Caseload
- preservation of specific district and school programs
- projected Enrollment decline

# Current Elementary School Enrollment

Enrollment as of October 6, 2023

	<b>Curent Year</b>					
Grade	BHES	BVES	MKES	PRES	WPES	Total
K	52	64	69	28	37	250
1	30	55	96	35	36	252
2	52	51	91	34	44	272
3	39	52	74	33	50	248
4	57	49	86	41	45	278
5	55	35	75	38	32	235

# Projected MS Enrollment

Enrollment as of October 6, 2023								
	Curent Year							
Grade	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	Average over next 6 years
6	279	235	278	248	272	252	250	256
7	256	279	235	278	248	272	252	261
8	256	256	279	235	278	248	272	261
Total	791	770	792	761	798	772	774	778
Change	BASE	-21	22	-31	37	-26	2	

- **Current** enrollment as of October 6, 2023
- **Projected** enrollment at FLMS for the next 6 years
- Enrollment **change** from year to year (range cohort size 230-280)
- Each Grade Level Team can be no more than 125 students
- Purple - Cohort size that is at or below 250 students
- Green - Cohort size that is above 250 students

**Any cohort size above 250 students will require more than two Grade Level Teams.**

# Model A: 2 ½ Teams with Current Schedule

## Schedule:

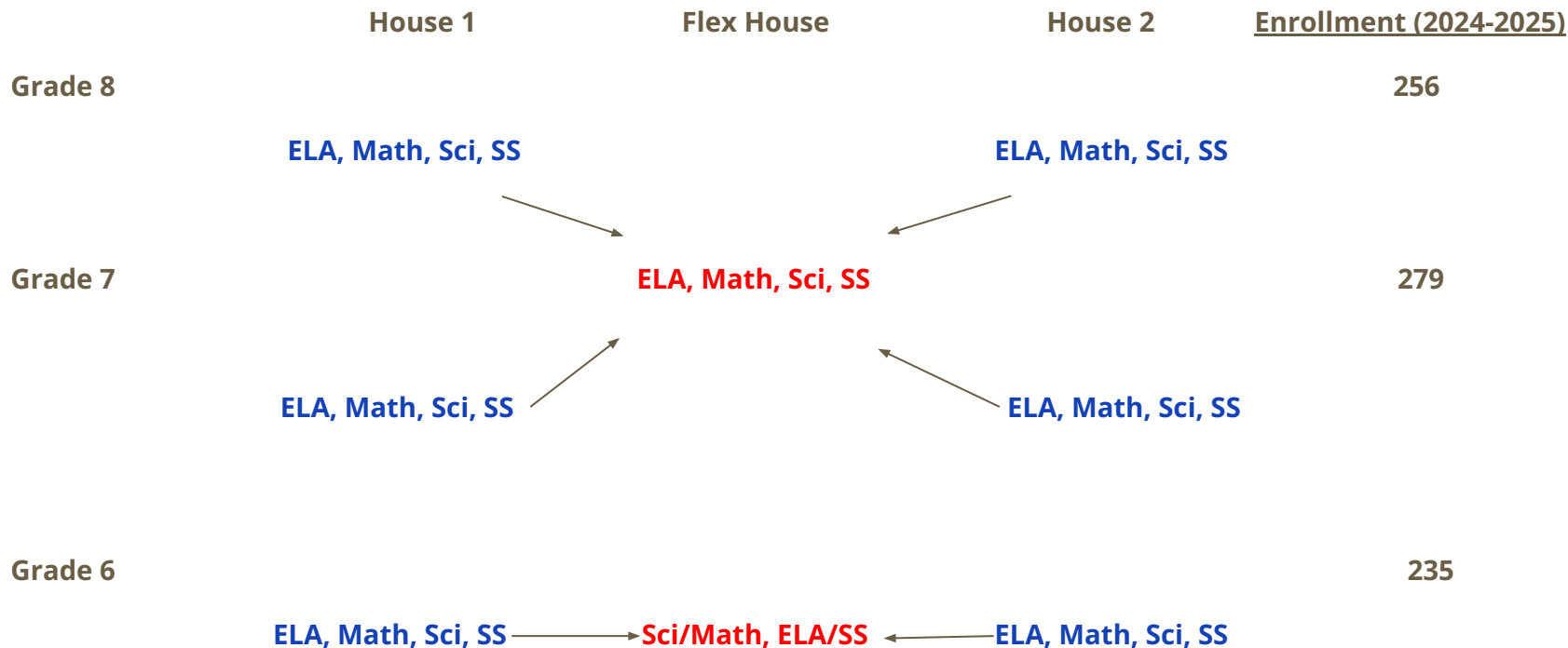
- 7 class periods + Lunch
- 5 academic periods (including WL)
- 10 minute Homebase
- 44 minute academic periods
- Maintain current schedule
- Class size 19-23

## House/Team Structure:

- Two houses each with three grade level teams (6,7,8) and a clinical team
- “Flex” house fully operational (core academics, World Language, tiered supports)
- Group of 6th/7th/8th grade teachers serving all teams
- Budget reduction (2.0 FTE or more)

<b>6th</b>	<b>HB 10</b>	Period 1 44	Period 2 44	Period 3 44	Period 4 44	Period 5 44	Lunch 44	Period 7 44	Period 8 44
<b>7th</b>	<b>HB 10</b>	Period 1 44	Period 2 44	Period 3 44	Period 4 44	Lunch 44	Period 6 44	Period 7 44	Period 8 44
<b>8th</b>	<b>HB 10</b>	Period 1 44	Period 2 44	Period 3 44	Lunch 44	Period 5 44	Period 6 44	Period 7 44	Period 8 44

# Model A: 2 ½ Teams with current schedule visual



# Projected Enrollment, Class Size, Sections and FTE



# Model B: 3-Day Cycle

## Schedule:

- 6 Class Periods + WIN/HB + Lunch
- 4 Academics + WIN/HB period
- 51 minute academic periods
- World Language = 2x in a 3-day cycle
- Art/Music/PE = 1x in 3-day cycle
- Class size 20-24

## House/Team Structure:

- Reinstate 3 Houses & 3 Teams
- Would require 4.0 FTE additional core teachers (reinstate 1 team)
- Possible FTE reduction in encore subjects (Music/Art/PE)

6th	HB 30	Period 1 51	Period 2 51	Period 3 51	Period 4 51	Lunch 35	Period 5 51	Period 6 51
7th	HB 30	Period 1 51	Period 2 51	Period 3 51	Lunch 35	Period 4 51	Period 5 51	Period 6 51
8th	HB 30	Period 1 51	Period 2 51	Lunch 35	Period 3 51	Period 4 51	Period 5 51	Period 6 51

# Projected Enrollment, Class Size, Sections and FTE

# Considerations of Model A: 2 ½ Teams with Current Schedule

- Maintains Teams and Houses
- Sustainable and predictable structure accounts for enrollment fluctuation over the next six years
- Maintains optimal class sizes (19-23)
- Special Education & ESOL services meet every day
- Physical Education/Unified Arts/Music meets every other day
- World Language remains in core academic block - meets daily
- Designated intervention periods exists within the current schedule
- Fiscally responsible

# Considerations of Model B: 3 Day Cycle

- Maintains Teams and Houses
- Increased class time for core subjects
- Provides for a designated period for intervention and enrichment (WIN)
- Model will continue wide fluctuation of class sizes (doesn't address optimal class size goal)
- World Language meets 2 out of 3 days (not daily)
- Music/PE/UA meets 1 out of 3 days (not daily)
- Special Education, ESOL, Literacy/Math support rotation meets 2 out of 3 days (not daily)
- Room Assignment Issue: Overlap of two periods does not coincide with number of classrooms
- Budgetary implications (increase of 4.0 FTE)

# Best Match to Goals

## Model A: 2 ½ Teams with Current Schedule

- Address declining enrollment
- Maintain fiscal responsibility
- Maintain optimal class sizes
- Create a sustainable model
- Maintain integrity of the house/team structure





# Thank you!

Questions & Discussion

