Plus / Delta Evaluation: Schedule Models

Task Force Evaluation Instructions

This document provides a structured framework for task force members to evaluate the proposed secondary scheduling models. Please review each scheduling framework thoroughly and record your observations using the criteria below:

- Plus (+): Strengths, advantages, positive instructional outcomes, operational benefits, and aspects of the model that support student success.
- Delta (Δ): Opportunities for improvement, potential challenges, scheduling constraints, implementation concerns, or recommended modifications.

Model 1: 7/8 Traditional Schedule

The 7/8 Traditional Schedule features standard daily periods (~45–50 minutes each) running consistently across all school days.

Plus (+) Delta (Δ)

• seeing teachers daily • lots of classroom transitions

• teacher burnout less likely • cognitive load/frequency of classes

• potential for less time for application of skill/concepts

• students who need more support/intervention

Plus (+) Delta (Δ)

• missed instruction count is less • reduction of lab time/prep time

• pacing is more efficient/timely • lower participation from teachers in ARDs credit impact possible

• creates equity with current MS schedule

• complete revamp of curriculum products and supports

• better for kids with short attention spans

• possible increase in homework

Athletics is single blocked; allows flexibility in schedule

Decrease in teacher morale, more stressors

• less draw for school choice

• WBL will be impacted/course

Model 4: 7/8 Block Schedule

The 7/8 Block Schedule utilizes extended instructional periods (90 minutes) alternating across block days (e.g., A/B days or modified block framework).

Plus (+) Delta (Δ)

• less impact on students • Teacher burnout • less transitions between classes •

More of impact on attendance

• less cognitive load • look at double-blocked courses; impact on flexibility

program-friendly

• meeting the maximized learning experience • Teacher retention may decrease •

• more aligned with ACC/dual credit opportunities •

• less challenges for student organization grades/assignments/exams •

• supports CTE Center more logistically •

• CTE generates funding;

• Friendly to Fine Arts/Athletics • • PLC - longer

planning time •

• HS students look forward to block schedule experience •

Plus (+) Delta (Δ)

• More conducive to project-based •

learning

General Task Force Notes & Recommendations

Use this section to record overall comparative feedback, key takeaways, implementation prerequisites, or broader recommendations regarding the schedule selection process.

Overall Preference & Rationale

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Key Operational & Pedagogical Considerations

- Can we combine the 2 models?
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Additional Data orInformation Needed

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