

Middle School Schedule Options

Overview:

Our middle school day is 8:45 -4:00 (7:40 -2:55 for K-8). That equals a 7 hour and 15 school day or 435 minutes. If we deduct time for pass periods (40-50 minutes) and lunch (30 minutes), that leaves 375 minutes for instructional time. Based on this here are three options listed below:

Schedule Options	Plus (Pros for this option)	Delta (Cons for this option)
<p>7 period Day</p> <ul style="list-style-type: none">○ 53-54 minutes per class period○ This would be a straight schedule all classes will meet each day○ Lunch would be 30 minutes○ 5 minutes per pass period <p>NO LONGER BEING CONSIDERED</p>	<p>Meeting Daily for core classes helps continuity and retention of learning.</p> <p>I agree MS students need contact with their teachers/learning everyday.</p> <p>Consistent daily attendance in class will facilitate seamless instruction for students.</p> <p>Daily student contact seems more appropriate for middle level students; particularly 6th graders. Low attentive students struggle with a 90 minute block.</p> <p>Meeting daily allows for more consistency with students and teachers.</p> <p>The pros include continuity and repetition. Retention and flow of initiatives may work</p>	<p>Too many transitions results in more unstructured time and an increase in behavior infractions.</p> <p>53 minutes would hinder performance based classes/science labs/hands-ons on learning as well as hinder Tier II remediation within classes.</p> <p>We have 5 core subjects that include PLTW so this would eliminate an elective. Students would not be able</p> <p>The drawbacks of implementing a 7-period day include the increased number of transitions to plan for, with a significant portion of disciplinary infractions occurring in the hallways.</p> <p>Students would lose an elective. Often,</p>

	<p>better. I have been in the transition from Block to 7th period day. Less class discipline</p>	<p>elective offerings are the reason parents choose public rather than private entities. MMS.</p> <p>There is a loss of staff and budget. Shortened classes for labs.</p> <p>This schedule has an increased number of transitions which oftentimes lead to increased behavior infractions.</p>
<p>6 period Day</p> <ul style="list-style-type: none"> 63 minutes per class period Two options for this schedule: <ul style="list-style-type: none"> Option A: Straight 6 period day. Students would attend all classes each day. Students would have 6 classes for the year, except for those that are semester or 9 weeks courses. Option B: Modified block - English and Math meet daily. All other courses would be on an A/B schedule. Students would have a total of 10 classes for the year, except for those that are semester or 9 weeks courses. <ul style="list-style-type: none"> Lunch would be 30 minutes 5 minutes per pass period 	<p>Meeting Daily for core classes helps continuity and retention of learning.</p> <p>Option B. A hybrid approach that secures additional seat time for the major core classes can impact student achievement in tested areas.</p> <p>Double Blocking Math & English classes would be beneficial for all students with the belief that student achievement would improve in those areas</p>	<p>(Option A) More transitions result in more unstructured time and an increase in behavior infractions.</p> <p>63 minutes would hinder performance based classes/science labs/hands-ons on learning as well as hinder Tier II remediation within classes.</p> <p>Having only six classes would make it difficult to meet all state required courses and have elective options.</p> <p>The lack of electives would severely hurt recruitment efforts. A variety of elective offerings are what separates us from our competitors.</p> <p>(Option B) 10 classes in the year would not be cost effective as that would allow students more electives than they currently have.</p>

		<p>Fair Prep: Option B might create confusion among students as they would need to navigate classes that meet daily along with an A/B schedule. Additionally, the transition to the Atlas Assessment in the state poses challenges for Science teachers in adequately preparing students for the summative assessment.</p> <p>Option B may necessitate the need for additional electives.</p> <p>Option B would require an increase in electives which seems to go against the purpose of changing the schedule.</p> <p>Possible equity issues.</p>
<p>5 period Day</p> <ul style="list-style-type: none"> ○ 75 minutes per class period ○ Two options for this schedule: <ul style="list-style-type: none"> ■ Option A: Straight 5 period day. Students would attend all classes each day. Students would have 5 classes for the year, except for those that are semester or 9 weeks courses. ■ Option B: Modified block - English and Math meet daily. All other courses would be on an A/B schedule. Students would have a total of 8 classes for the year, except for those that are semester 	<p>Meeting Daily for core classes helps continuity and retention of learning. (Option A) - Only five transitions is most like the current 4 period day.</p> <p>(Option B) LOVE IT! Allows students access to the same number of elective options they currently have while having contact in literacy and math daily.</p> <p>Since it is most like the current schedule; there would not be a difficult transition for students and parents.</p>	<p>(Option A) Having only five classes would not allow us to meet all state required courses and there would be no elective options.</p> <p>The lack of electives would severely hurt recruitment efforts.</p> <p>No, specific problems with Option B but in general:</p> <ul style="list-style-type: none"> ● <i>Could</i> require more teachers if certifications are not aligned. For example, this option would require more sections on ELA and Math which means SS and Sc teachers would need to pick up sections

<p>or 9 weeks courses.</p> <ul style="list-style-type: none"> ○ Lunch would be 30 minutes ○ 5 minutes per pass period 	<p>Our favorite! This would help us with our 5 core classes and our electives.</p> <p>Option B. A hybrid approach that secures additional seat time for the major core classes can impact student achievement in tested areas.</p> <p>Option A: Not too different from what we have and may be easiest to adjust to for students and staff.</p>	<p>BUT if a teacher is 7-12 licensed they would not be able to teach another course.</p> <p>Our worry stems from the potential elimination of our career-based as well as our Fine Arts programs due to the reduction in the number of offerings throughout the school year.</p>
---	--	--