

Parent/Principal Advisory Council – 10/18/2023

Welcome from Principal Patt (PP)

- Schedule change coming for next year
- Two options for how this council can be run:
 - Active outreach to community and very action oriented group of individuals
 - Relaxed approach with conversation and insights as to what's happening and why at the high school – I tend to favor this one
- This is a safe place for open dialogue – confidentiality is important, so not everything we discuss will be published to the minutes
- Introductions – Council consists of 3 returning parents and 4 new parents

Questions from Parents

- How does JIT work? Do you always get to meet with the teacher that you request?
 - Two JIT times – lunch or JIT
 - Flexible schedule – everyone is assigned to homeroom on Monday and the rest of week. Teachers have to claim students because attendance is taken. Students can request to be claimed and/or change their own placement so they can do what they need to. Teacher will claim them, or if not because of class-size limitations, (for example only 10 students are available, and more are needed and others in the class aren't able to rotate out to another classroom) there will be another opportunity to meet with that teacher another day. If students don't show up, they are marked absent.
 - Data is kept on it:
 - Number of students claimed
 - Number of teachers requesting students
 - Etc.
 - The goal is to have one JIT block next year for the whole school.
 - Only release upper classmen for JIT if they are in good standing and they are leaving for work and/or have a coop opportunity. Release is done through counselors and special permission given for JIT from me.
 - Half hour time is there – proposed to be 35 minutes with next year's block schedule. It will be interesting to see what'll happen with that and if it'll be used more
- Does a block schedule change how many classes students will be able to take?
 - We are exploring an option with A days and B days, so they'll still have semester classes and yearlong classes.
 - In a two week period you'll attend 5 A days and 5 B days.
 - Still have the ability to take 8 blocks of classes per year, so no it shouldn't limit their options.
- Will there be weirdness with that A/B schedule on early dismissal days?
 - Still ends up being 70 minute days instead of 95, it'll work out OK.

Schedule for next year discussion from PP

- Not yet approved by the Board. Has gone to the Teaching and Learning Committee already. Could have a full board vote on it in November.
- Started in Sep 2022 to review and discuss current HS schedule. The Teacher's Union went through most of the work to get us what we use now.
- Current concerns – Mondays feel rushed & overwhelming, lots of transitions throughout day, inconsistency in instruction, missing instructional time with a drop two schedule.
- Conducted Strengths, Weaknesses, Opportunities, Threats analysis – evaluated system-level data – determined exploring alternative schedules was advantageous – developed priorities

- Student-centered schedule that allows access to rigorous coursework and college and career pathways – access to Early College Credit, Dual Enrollment Academy, AP Courses, Band, etc.
- Increased instructional minute allocation to support daily curriculum implementation
- Manageable workloads for teachers and students
- Stay within the current start/end times that exist for high school
 - Small shift made (7:30 – 3:00), open to feedback
- Continue to provide students with service
- Current Schedule / Straight Sevel Schedule / Trimester / Block – straight 4 (3 options) or A/B
- Recommendation made of A/B Block **subject to change:**
 - A (Early) Lunch Schedule
 - Block 1: 7:30 – 9:00
 - Block 2: 9:05 – 10:35
 - A (Early) Lunch: 10:40 – 11:10
 - Block 3B: 11:15 – 12:45
 - HR/JIT: 12:50 – 1:25
 - Block 4: 1:30 – 3:00
 - B (Late) Lunch Schedule
 - Block 1: 7:30 – 9:00
 - Block 2: 9:05 – 10:35
 - Block 3A: 10:40 – 12:10
 - B (Late) Lunch: 12:15 – 12:45
 - HR/JIT: 12:50 – 1:25
 - Block 4: 1:30 – 3:00
- Teachers would see students one week for 2 days and the next week for 3 days
- This schedule doesn't limit the student's options with classes and pairing options, a straight 4 schedule would
- If you have the A/Early lunch, you always have that same lunch all year. The A/B Lunch blocks are not based on A days or B days, and we are looking at renaming them to decrease confusion.
- Lunches will be intermixed between all the grade levels.
- Professional development will be key to planning this out and ensuring teachers and students are successful.
 - Billy Banks Boot Camp used at Brookfield East; peer observation; pacing guides
- 4 curricular components, science will be new anyway, year 2 or 3 in math, not going to be as stressful if the curriculum hasn't been getting taught the same way for years
- Conversations are happening already to get this done and planned out so that it is successful
- We've had 30 new staff members in the last 3 years here at West; they are already struggling to find things in this schedule. As we start planning differently, next semester's focus will be on planning for future.
 - Would changing up lighting or seating help students stay in the classrooms longer?
 - Currently the desks are in pods, there's a lot of collaborative time built in, some classes have higher tables and chairs in the back so students can basically stand if needed and not disrupt class flow, overall environments have become more fluid in movement – flexible in what they want to see
 - Goal isn't to have kids in rows being lectured at for 90 minutes at a time
 - Is a rubric of best practices being developed?

- Arrowhead is moving to A/B block – they went to Pewaukee to check in, we’ve done the same ... we’re working with what’s already out there to ensure success
- Will there be fidelity checks to make sure things are happening properly? What are the non-negotiables?
 - We are using lots of resources. Checklists will be developed and used to help keep things simple and help with planning and purposefully collaborating.
 - Teachers know it’s coming, and they are already getting ready for it.
- Student behavior – have you seen from what other districts have done, does it have an increase of positive behaviors, or has it further escalated issues?
 - Block scheduling doesn’t change standardized testing data. Some schools, it changes academic data, or it changes only slightly.
 - Definitely decreases amount of behavioral issues. Most of the things we’ve run into issues on have happened during transition times and times students are out of classrooms. Block schedule helps promote an overall feeling of calm because things aren’t a rush.
- How would this impact internships and release time?
 - If you have a coop at end of day, will have to wait and see how that turns out.
 - ECC program – dual enrollment (WCTC) or ECC (Carroll or UWM) – if doing it in morning, will actually miss less class because we’d be more like a college.
 - We think it’ll be similar with that, and we know there are things that we need to work through and figure that out as we keep moving forward.
- What about students with attention issues? Is it harder?
 - Kari Doepke (teaches a straight block schedule at Brookfield East): You have to know what you’re dealing with and work through things differently. You learn to read the students and it’ll look different with each class.
 - Principal Patt (PP): If the teacher has a good understanding of the student for 1.5 hours, that’s helpful. Still there to do break pass or walk or what-have-you.
 - Kari: You get to know them better when you are able to work better with them for a longer time. Better to develop relationships.
 - PP: Teachers will have a prep period every day.
- Any concern that everyone has JIT at the same time?
 - Current data says we should be OK. At most, there should only be 20% of students that need support to come in and work with the teacher. We can handle that.
 - Right now, teachers don’t have access to all their students because of how the scheduling is set up.
 - Next year, it should be easier to be able to get into your teacher.
- How does that work if the teacher wants to work with 5 students, do they then need to also monitor the kids regularly scheduled in your homeroom?
 - Yes, and it usually works fairly well.

- Some teachers may want more students to work with and to just send the rest of their homeroom kids away – that’s not OK. They have to figure out a way to make it work with the homeroom students who haven’t been claimed by another teacher.
- Can keep numbers low overall. With lower classman, only 17 scheduled in a classroom. Upper classman, 25 scheduled in a classroom because they’ve got a better feel for things by that point.
- It’s a great opportunity for makeup time with teachers.
- Are teachers excited about this block schedule?
 - I have not come across a teacher who has worked in a block before who isn’t looking forward to getting back to it.
- Parents and students will have a voice on this, and we may have listening sessions during 2nd semester to discuss further. I’ll get out the presentation that we’ve looked at tonight, to get details out to everyone, before then.