

IHS Master Schedule

Winter 2018

FAQ

Please explain the support and preparation faculty will receive to effectively teach units in the new schedule.

For the past 6 years, the IHS faculty has been focused on developing learning experiences that are student centered in all of our classes. This includes engaging in an instructional design model that targets daily learning aligned to the instructional goals of knowledge, skill, meaning making and transfer. Through our partnerships with educational consultants, as well as in-district professional learning, teachers have been developing lessons that elevate student thinking. The new schedule will provide a balance of 42 minute and 77 minute periods, providing teachers with the ability to align targeted learning experiences accordingly. For any class period length, strong planning includes segmenting or “chunking” a lesson into a series of activities. The next phase of our professional learning this year will include partnering with an industry expert in block scheduling whose teaching philosophy is grounded in brain research that supports the concept of chunking and working with teachers to develop lessons accordingly. Teachers will also be provided with extended time (such as during our PLRD days, Superintendent’s Conference days and faculty meetings) to sequence their units and redesign their lessons on the block days. This work will begin in the Winter of 2019 in advance of the implementation of the new schedule and will then continue through the 2019-20 school year.

Will this impact the electives offered at IHS? Are there any classes students won't be able to take anymore?

Student choice, offering a varied and diverse catalog of course offerings, aligned with the core beliefs of the IHS school culture was identified as a priority for developing any new master schedule. Therefore, the proposed master schedule model was beta tested using our current year course sections and actual student requests. The beta model offers exactly the same number of courses and sections as our current year schedule. The beta testing results show that the new schedule maintains all of our elective classes and programs with an overall enrollment that is consistent with our current levels of enrollment. One particular area of focus in the beta testing was our Classics program. Proudly, our new master schedule will offer our full complement of Regents, Electives, Selectives, Honors and AP classes and maintains levels of enrollment in each and all of

our classes in the Classics program that are virtually identical to the current year's actual enrollment levels.

How does the school plan to accommodate all students during the same lunch period?

Unit Lunch supports the philosophy that all students need access to a break in each school day to support their physical, emotional and social well-being.

Our plans for implementation include:

- Strategic planning for IHS lunch with consideration for IMS lunch periods
- Providing additional seating and tables throughout the campus (including cafe'-like environments) with a plan for implementation by September 2019,
- Planning with Aramark to provide students with access to food options in a timely manner including:
 - Planning for satellite service stations
 - Vending machines for fresh hot and cold grab and go food
- Partnering with local food establishments to align delivery schedules to accommodate the student food delivery culture
- Engaging students in a Unit Lunch Committee to anticipate additional needs and supports and identify solutions.

How will this change impact students with special needs?

We believe that the new master schedule offers all students the opportunity to engage in learning that will address a variety of different learning styles. In addition, the schedule provides enhanced opportunities of support for students with special needs for the following reasons:

- Block periods will provide added opportunities in support classes to develop strategies aligned to individualized goal setting and skill development.
- In our current model, students with special needs often forego lunch and club period in order to meet their additional needs. Unit lunch and I/E provide students with the same opportunities for essential pauses in their school day, as well as equitable access to academic interventions and enrichment via clubs and activities.
- Students with testing accommodations are often pulled from other subjects to complete their assessments. Block periods will provide testing opportunities that minimize the need for students to miss time from another subject to meet their testing needs.
- A school-wide focus on teaching into the block will lead to further growth in developing student-centered learning experiences that support engagement, differentiation and increased opportunities for feedback.