



Mountain View
Whisman
School District

Middle School Schedule Task Force Update 3

December 7, 2017





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School District

Why a New Schedule

Strategic Plan Goal 2

Achievement gaps will be eliminated for all student groups in all areas.

Desired Outcome:

- All students will have access to electives

Actions

- Create middle school schedules that provide for equitable course offerings to all students

Strategic Plan Goal 2

Achievement gaps will be eliminated for all student groups in all areas.

Desired Outcome

- Increase the proficiency of students receiving special education services

Action

- Implement a co-teaching model with special education teachers and general education teachers at all schools.

The new schedule and co-teaching must be implemented at the same time to best meet the needs of students



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Current Progress

Thought Exchange

Surveys conducted: September 21 - October 16

Questions:

- What are some elective opportunities you think would be important for us to offer in our middle schools?
- What are the most important things to consider as we adjust the scheduling of our middle schools?
- What questions or additional thoughts do you have for us at this time?

Participation Numbers

| Group | Participation | Thoughts Contributed | Stars Assigned |
|--|---------------|----------------------|----------------|
| Staff and Parents | 427 | 1,275 | 23,885 |
| <ul style="list-style-type: none"> • 38% participation from Crittenden • 58% participation from Graham • 6% families with an English Language Learner • 10% families with a students with an Individualized Education Plan • 32% 6th grade families • 26% 7th grade families • 15% 8th grade families | | | |
| Students | 1,335 | 2,557 | 115,341 |
| <ul style="list-style-type: none"> • 44% participation from Crittenden • 56% participation from Graham • 33% from grade 6 • 36% from grade 7 • 30.5% from grade 8 | | | |

Question 1 Results

- What are some elective opportunities you think would be important for us to offer in our middle schools?

| Adults | Students |
|--|--|
| STEM/STEAM <ul style="list-style-type: none">• Coding/programming• Robotics/engineering | Home Economics <ul style="list-style-type: none">• Cooking• Baking |
| Foreign Languages <ul style="list-style-type: none">• Variety of languages• Elective vs. mandatory | Free Period <ul style="list-style-type: none">• More time to relax |
| Fine Arts <ul style="list-style-type: none">• Music• Performing arts• Creative writing | Athletics and Sports Programs <ul style="list-style-type: none">• Sports as an elective• No more miles in PE |

Question 2 Results

- What are the most important things to consider as we adjust the scheduling of our middle schools?

| Adults | Students |
|--|--|
| Start school later each day <ul style="list-style-type: none">• Tweens/teens need more sleep | Start school later each day <ul style="list-style-type: none">• Sleep more/Wake up later |
| Elective Scheduling and Timetable <ul style="list-style-type: none">• Balance• Two electives | Prefer single math period <ul style="list-style-type: none">• One period of math• Two electives |
| Variety of electives <ul style="list-style-type: none">• Provide lots of opportunities• Woodshop, cooking, debate, foreign language | More break times <ul style="list-style-type: none">• Extend lunch, breaks, and passing times |

Question 3 Results

- What questions or additional thoughts do you have for us at this time?

| Adults | Students |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none">• More communication before the survey | <p>Facilities and Technology</p> <ul style="list-style-type: none">• Lockers• Heavy backpacks |
| <p>Facilities and technology</p> <ul style="list-style-type: none">• Lockers• Heavy backpacks• Overcrowding - residency checks | <p>Homework and assessments</p> <ul style="list-style-type: none">• Less homework• Stress (grades, homework) |
| <p>Teachers and staff</p> <ul style="list-style-type: none">• Hiring and retaining quality teachers <p>Mountain View Whisman School District</p> | <p>Lunch program</p> <ul style="list-style-type: none">• Shorter lunch lines• Don't split the lunch period |

Current Status

- Task Force meetings 11/20 and 11/27
 - Reviewed staff survey data
 - Discussed feedback from cabinet and Board of Trustees meeting on 11/16
- Added a variation of the 8 period day for consideration

Staff Feedback

- Staff feedback was collected on the two potential schedules.
 - 31 staff members responded from Graham
 - 17 staff members responded from Crittenden
- The themes that emerged included:
 - Can every student have a choice elective and get the support they need in the 7 period schedule?
 - Can English Language Learners and Students with Disabilities have English Language Development, instructional support, and elective in the 7 period schedule?
 - the number of days per week students are with teachers in the 8 period block schedule
 - the length of the periods in the 8 period block schedule

7 Period Day

| 48-minute periods | Student 1 | Student 2 English Learner | Student 3 Student with Special Needs | Student 4 English Learner with Special Needs |
|-------------------|----------------------------|---------------------------------|--|--|
| Period 1 | ELA | ELA | ELA (with co-teaching) | ELA (with co-teaching) |
| Period 2 | Math | Math | Math (with co-teaching) | Math (with co-teaching) |
| Brunch | | | | |
| Period 3 | Science | Science | Science | Science |
| Period 4 | Social Studies | Social Studies | Social Studies | Social Studies |
| Period 5 | PE | PE | PE | PE |
| Lunch | | | | |
| Period 6 | Elective | Elective | Elective | Elective |
| Period 7 | Response to Instruction | Response to Instruction(ELD) | Response to Instruction (Instructional Support) | Response to Instruction(ELD) |

7 Period Day - Pros and Cons

| Pros | Cons |
|--|---|
| <ul style="list-style-type: none">• same number of periods as current schedule• less disruption• would give all students a choice elective• everyone understands the system• equity to all curriculums• more variety in elective choice | <ul style="list-style-type: none">• most students would not have double math• an English Language Learner who also has an Individualized Education Plan (IEP) will not be able to have an extra support class (must rely on co-teaching model) |
| <p>Things to consider:</p> <ul style="list-style-type: none">• Use Response to Instruction block for extra math time for students | |

8 Period A/B Day (single math)

| | Student 1 | Student 2 English Learner | Student 3 Student with Special Needs | Student 4 English Learner with Special Needs |
|----------|----------------------------|------------------------------|--|--|
| Period 1 | ELA | ELA | ELA (with co-teaching) | ELA (with co-teaching) |
| Period 2 | Math | Math | Math (with co-teaching) | Math (with co-teaching) |
| Brunch | | | | |
| Period 3 | Science | Science | Science | Science |
| Period 4 | Social Studies | Social Studies | Social Studies | Social Studies |
| Period 5 | PE | PE | PE | PE |
| Lunch | | | | |
| Period 6 | Elective | Elective | Elective | Elective |
| Period 7 | Elective | ELD | Support | ELD |
| Period 8 | Response to Instruction | Response to Instruction | Response to Instruction | Response to Instruction |

8 Period A/B Day (single math)

| Mon/Thurs | Min. | Tues/Fri | Min. | Wed | Min. |
|-----------|------|----------|------|----------|------|
| Period 1 | 92 | Period 2 | 92 | Period 1 | 69 |
| Passing | 4 | Passing | 4 | Passing | 4 |
| Period 3 | 87 | Period 4 | 87 | Period 3 | 63 |
| Break | 15 | Break | 15 | Break | 15 |
| Passing | 4 | Passing | 4 | Passing | 4 |
| Period 5 | 87 | Period 6 | 87 | Period 5 | 63 |
| Lunch | 40 | Lunch | 40 | Lunch | 40 |
| Passing | 4 | Passing | 4 | Passing | 4 |
| Period 7 | 87 | Period 8 | 87 | Period 7 | 63 |
| | 420 | | 420 | | 325 |

8 Period A/B Day - Pros and Cons

| Pros | Cons |
|--|---|
| <ul style="list-style-type: none">• all students have a choice elective• all students have the support they need• could provide an extra preparation period, which is necessary for co-teaching• students only need to prepare homework for 4 classes a night• teachers see students every other day• students in accelerated math classes can have double math | <ul style="list-style-type: none">• teachers see students every other day• increases the need for staffing longer periods of instruction<ul style="list-style-type: none">○ teachers may need training on block instruction○ will require teachers to revise current plans• The addition of an 8th period decreases the total number of instructional minutes per content area approximately 20 minutes per week |
| <p>Things to consider:</p> <ul style="list-style-type: none">• Teachers will have two preparation periods | |

8 Period Cascading Schedule

| | Student 1 | Student 2 English Learner | Student 3 Student with Special Needs | Student 4 English Learner with Special Needs |
|----------|----------------------------|------------------------------|--|--|
| Period 1 | Math | Math | Math (with co-teaching) | Math (with co-teaching) |
| Period 2 | Response to Instruction | Response to Instruction | Response to Instruction | Response to Instruction or Support |
| Brunch | | | | |
| Period 3 | Elective | Elective | Elective | Elective |
| Period 4 | Science | Science | Science | Science |
| Period 5 | PE | PE | PE | PE |
| Lunch | | | | |
| Period 6 | ELA | ELA | ELA(with co-teaching) | ELA (with co-teaching) |
| Period 7 | Social Studies | Social Studies | Social Studies | Social Studies |
| Period 8 | Elective | ELD | Support | ELD |

What is a Cascading Schedule?

- The cascading schedule is an 8 period schedule
 - students have 8 classes
 - students have 6 classes a day
 - 1 morning class and 1 afternoon class are dropped (cascaded) each day except the late start day
 - all 8 classes meet on the late start day
 - Teachers see students 4 times per week which is the same as the current schedule
 - Class periods are 58 minutes 4 days a week and 32 minutes on the late start day

8 Period Cascading Schedule

| BELL SCHEDULE | | | | | | | |
|----------------------|---------|-----------------------|---------|----------|----------|----------|----------|
| Late Start - Day 1 | Minutes | Days 2-5 | Minutes | Day 2 | Day 3 | Day 4 | Day 5 |
| Period 1 | 36 | SESSION 1 | 60 | Period 1 | Period 2 | Period 3 | Period 4 |
| | 3 | Passing | 3 | | | | |
| Period 2 | 32 | SESSION 2 | 58 | Period 2 | Period 3 | Period 4 | Period 1 |
| | 3 | Break | 10 | | | | |
| Period 3 | 32 | Passing | 3 | Period 3 | Period 4 | Period 1 | Period 2 |
| Break | 10 | SESSION 3 | 58 | | | | |
| Period 4 | 32 | Passing | 3 | Period 5 | Period 6 | Period 5 | Period 5 |
| | 3 | SESSION 4 | 58 | | | | |
| Period 5 | 32 | Lunch | 40 | Period 6 | Period 7 | Period 7 | Period 6 |
| Lunch | 40 | passing | 4 | | | | |
| Period 6 | 32 | SESSION 5 | | Period 7 | Period 8 | Period 8 | Period 8 |
| | 3 | passing | 3 | | | | |
| Period 7 | 32 | SESSION 6 | 58 | Period 8 | | | |
| | 3 | | | | | | |
| Period 8 | 32 | DROPPED PERIOD | | 4, 8 | 1.5 | 2.6 | 3.7 |

8 Period Cascading Schedule - Late Start

| 32 minute periods | Student 1 | Student 2 English Learner | Student 3 Student with Special Needs | Student 4 English Learner with Special Needs |
|-------------------|-------------------------|------------------------------|--|--|
| Period 1 | Math | Math | Math (with co-teaching) | Math (with co-teaching) |
| Period 2 | Response to Instruction | Response to Instruction | Response to Instruction | Response to Instruction/Support |
| Brunch | | | | |
| Period 3 | Elective | Elective | Elective | Elective |
| Period 4 | Science | Science | Science | Science |
| Period 5 | PE | PE | PE | PE |
| Lunch | | | | |
| Period 6 | ELA | ELA | ELA(with co-teaching) | ELA (with co-teaching) |
| Period 7 | Social Studies | Social Studies | Social Studies | Social Studies |
| Period 8 | Elective | ELD | Support | ELD |

8 Period Cascading Schedule - Day 2

| 58 Minute periods | Student 1 | Student 2 English Learner | Student 3 Student with Special Needs | Student 4 English Learner with Special Needs |
|-------------------|-------------------------|------------------------------|--|--|
| Period 1 | Math | Math | Math (with co-teaching) | Math (with co-teaching) |
| Period 2 | Response to Instruction | Response to Instruction | Response to Instruction | Response to Instruction or Support |
| Period 3 | Elective | Elective | Elective | Elective |
| Period 5 | PE | PE | PE | PE |
| Period 6 | ELA | ELA | ELA (with co-teaching) | ELA (with co-teaching) |
| Period 7 | Social Studies | Social Studies | Social Studies | Social Studies |

8 Period Cascading Schedule - Day 3

| 58 minutes periods | Student 1 | Student 2 English Learner | Student 3 Student with Special Needs | Student 4 English Learner with Special Needs |
|--------------------|-------------------------|------------------------------|---|---|
| Period 2 | Response to Instruction | Response to Instruction | Response to Instruction | Response to Instruction or Support |
| Period 3 | Elective | Elective | Elective | Elective |
| Period 4 | Science | Science | Science | Science |
| Period 6 | ELA | ELA | ELA(with co-teaching) | ELA (with co-teaching) |
| Period 7 | Social Studies | Social Studies | Social Studies | Social Studies |
| Period 8 | Elective | ELD | Support | ELD |

8 Period Cascading Schedule - Day 4

| 58 minutes periods | Student 1 | Student 2 English Learner | Student 3 Student with Special Needs | Student 4 English Learner with Special Needs |
|--------------------|----------------|------------------------------|---|---|
| Period 1 | Math | Math | Math (with co-teaching) | Math (with co-teaching) |
| Period 3 | Elective | Elective | Elective | Elective |
| Period 4 | Science | Science | Science | Science |
| Period 5 | PE | PE | PE | PE |
| Period 7 | Social Studies | Social Studies | Social Studies | Social Studies |
| Period 8 | Elective | ELD | Support | ELD |

8 Period Cascading Schedule - Day 5

| 58 minute periods | Student 1 | Student 2 English Learner | Student 3 Student with Special Needs | Student 4 English Learner with Special Needs |
|-------------------|-------------------------|------------------------------|--|--|
| Period 1 | Math | Math | Math (with co-teaching) | Math (with co-teaching) |
| Period 2 | Response to Instruction | Response to Instruction | Response to Instruction | Response to Instruction or Support |
| Period 4 | Science | Science | Science | Science |
| Period 5 | PE | PE | PE | PE |
| Period 6 | ELA | ELA | ELA (with co-teaching) | ELA (with co-teaching) |
| Period 8 | Elective | ELD | Support | ELD |

8 Period Cascade- Pros and Cons

Pros

- all students have a choice elective
- all students have the support they need
- provides two preparation periods, that are necessary for co-teaching
- teachers see students 4 days each week
- students can have an additional math block during the response to instruction period
- period length is long enough for deeper learning, not long enough to cause fatigue

Cons

- increases the need for staffing (same as 8 period A/B day)
- will require students and teachers to adjust to new, rotating schedule
- fewer instructional minutes per class (same as 8 period A/B day)
- having short periods on Wednesday creates inconsistency for lesson planning

- The Task Force recommends that the late start day be moved to Monday to increase consistency in instruction across the week

Communication

What we know

- All students will have access to one choice elective

What we have learned

- No schedule will make everyone happy

What we need

- Clear communication
- Consistent support of process and decision



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Next Steps

Next Steps

- Both middle schools will share the revised 8 period option with staff the week of December 4th
- Middle School Schedule Task Force meets again on December 11th to make a recommendation to cabinet and Dr. Rudolph
- Schedule recommendation will be presented to the Board on January 4