

ROOSEVELT MIDDLE SCHOOL MASTER SCHEDULE REVIEW - PROPOSED RECOMMENDATIONS



December 16, 2019

Background

January 2019 Proposal

4x4 Block Schedule

- A.** 85 Minute Blocks (85 min math daily)
- B.** Reduced significant ELA time in grades 5/6 and Foreign Language in grades 7/8
- C.** Humanities course moved to S.S. requiring additional teacher, Academic Strategies (Sped) students served during exploratory courses
- D.** 4-6 additional faculty positions required

**After the initial proposal in
January 2019, a question was posed . . .**

“If there is a risk that making a change would sacrifice a program, some aspects of a program, or a part of the schedule *that we value and is currently meeting students’ needs*, is there an alternative that might provide additional math instruction and also minimize any unintended consequences?

*Considered Master Schedule
Iterations*

5 x 5 Block Schedule

- A.** 75 minute Math block daily
- B.** 36 minute class period for all other subjects;
Open block (75 minutes) each day for all
Exploratory courses and PE classes
- C.** Extends the school day by 30 minutes
- D.** 5 additional faculty positions required and
30 minutes of additional instructional time

*Considered Master Schedule
Iterations*

9 Period Day

A. Double period of Math

B. Math teachers would have an “open” period each day; Exploratory teachers also have an open period per day

C. Extends the school day by at least 30 min.

D. 4 additional faculty positions required and 30+ mins. of additional instructional time

*Considered Master Schedule
Iterations*

47 Minute Schedule

- A.** 47 minutes of math daily (Increase of 30 minutes per week)
- B.** Also increases every other subject by 30 minutes per week
- C.** Increase school day by 48 minutes daily

*Considered Master Schedule
Iterations*

Modified 4 x 4 Block

- A.** A/B Schedule (Day 1 full block, Day 2 half block) Average of 20 minutes of additional math daily
- B.** Foreign Language offered as an Exploratory course in 5/6 and every other day in 7/8
- C.** Creates 7 open periods per week for each math teacher and 5 open periods for 5/6 ELA teachers
- D.** 5 additional faculty positions required

Considerations/Implications of Schedule Revisions Requiring Lengthened Day

1. Decreased minutes in subject areas besides math
2. Decrease or elimination of programs
3. Reduced options for Special Education scheduling
4. Increased frequency of student clustering
5. Gaps in teacher schedules
6. Significant cost increase of hiring more teachers
7. Increased cost of instructional teaching time
8. Longer school day
9. Lack of unassigned classroom space

“If we can’t increase instructional minutes in math without sacrificing a program, some aspects of a program, or a part of the schedule that we value and is currently meeting students’ needs, what else can we do?”

PROPOSED RECOMMENDATIONS

1. Addition of two math teachers

Reduces class sizes in math by 30% in all grades

2. Continuation of Math Department curriculum realignment and professional learning for best practices in pedagogy

- Work will continue in identifying and prioritizing foundational math standards
- Continued emphasis placed on ensuring vertical alignment across 5-9 continuum
- Ongoing commitment to instructional coaching for best practices in math instruction

PROPOSED RECOMMENDATIONS

3. Introduction of *AM Math Academy*

- Optional, additional math support and/or enrichment
- Focused on current instructional topics and skill building to address identified “gaps” in learning
- 8:00 - 8:25 AM, provided at Roosevelt Middle School
- Instruction provided by D90 math teachers, 3-4/wk.
- Math Department will formulate and apply eligibility criteria (formal and informal)

PROPOSED RECOMMENDATIONS

4. No change to the current 8-period/day instructional schedule

The structure of the present master schedule will be retained in order to protect the elements of the academic program that are presently yielding effective results and meeting the needs of students

PROOF OF CONCEPT

KEY CONSIDERATIONS

Impact of “Feedback” on Learning

Effect Size: .70

Impact of “Classroom Discussion” on Learning

Effect Size: .82

Impact of Aligned “Mathematics Programs”

Effect Size: .59

Impact of “Teacher Student Relationships”

Effect Size: .52

Source:

Visible Learning for Teachers, Maximizing Impact on Learning. John Hattie. (Routledge, 2012)

Essential Prerequisites for Success:

- A.** Adequate collaboration time must be provided for math teachers to continue their work in refining math scope/sequence
- B.** Additional, high quality math teachers must be hired and provided with full complement of staff development to ensure cohesive and effective instruction
- C.** Ongoing partnership with UIC Math Consortium must be maintained, with continued commitment to embedded math coaching model

Essential Prerequisites for Success:

- D.** Consistent articulation with OPRFHS must be maintained to monitor student performance over time and address potential curriculum changes (esp. fade)

- E.** Development of AM Academy must address both instructional and practical details (including eligibility, family communications, scheduling matters, teacher supports) and provide mechanism for evaluation

Thank you!

Questions?

