

# Knowledge Café

Exploring potential middle school  
scheduling configurations

November 15, 2011

# Purpose

- ▶ *To engage the Chappaqua Board of Education in exploring the value of potential middle school scheduling configurations*

# Format of the October Knowledge Cafés

- ▶ Presentation and clarifying questions (1 hour)
- ▶ Table discussion (50 minutes)
- ▶ Wrap up (10 minutes)

# The Knowledge Café Process

- ▶ A time to discuss
- ▶ A time to learn other's perspectives
- ▶ A time to suspend judgment
- ▶ Not a time for decisions

# Why?

## ▶ Instructional need

- Longer periods for teaching and learning
- Fewer transitions for more “sense of belonging”

# Why Now?

## ▶ Fiscal need for more efficiency

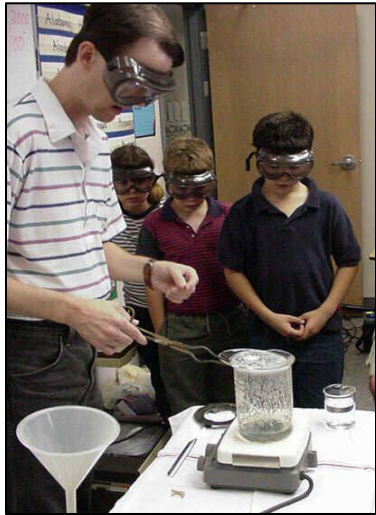
- Declining state aid and 2% property tax cap
- Declining enrollment

# Instructional Need for Longer Periods (Balanced Instruction)

**Teacher directly explains**



**Teacher models/  
demonstrates**



**Teacher guides**



**Students work independently  
with feedback**



# Fiscal Need: more efficiency as enrollment declines

Grade	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	P R O J E C T E D					
					2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
K	274	292	260	260	284	287	286	283	280	279
1	329	281	293	270	266	290	295	293	290	287
2	301	334	293	294	276	272	295	301	298	295
3	340	305	337	298	298	279	276	299	305	302
4	326	342	312	341	302	303	283	280	303	309
5	325	330	347	311	344	304	304	285	281	304
6	361	328	338	355	317	351	310	310	291	287
7	312	359	326	339	354	316	351	310	310	290
8	312	312	357	329	339	355	317	352	311	311
9	324	311	310	353	327	337	351	315	349	308
10	306	321	310	306	350	324	333	348	312	346
11	334	296	319	308	301	347	321	329	345	309
12	368	335	298	319	309	302	348	322	330	346
Total	4212	4146	4100	4083	4066	4066	4070	4025	4004	3973
Elementary	1570	1554	1495	1463	1425	1431	1434	1455	1476	1473
Middle	1310	1329	1368	1334	1354	1326	1283	1256	1192	1193
High	1332	1263	1237	1286	1287	1310	1353	1314	1336	1308
Total	4212	4146	4100	4083	4066	4066	4070	4025	4004	3973
Out of District Placement	40	37	34	38	38	38	38	38	38	38
Total	4252	4183	4134	4121	4104	4104	4108	4063	4042	4011

These projections do not include new housing developments, such as Chappaqua Crossing.

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# Challenging Question

- ▶ How can we offer a strong, rich middle school program in the context of diminishing state aid and a 2% property tax cap?

# Process to date

- ▶ 2007–2010
  - ✓ Reviewed values and looked at schedules
- ▶ January 2011 – present
  - ✓ Created 16 models with Michael Rettig and middle school administrators
  - ✓ Met with middle school faculty
  - ✓ Updated capacity study
- ▶ October 2011 – November 2011
  - ✓ Met with larger school community to discuss four models
  - ✓ Discuss at BOE meeting on November 15

# What We Value

- ▶ Breadth of education
- ▶ More time
- ▶ Opportunities for strong teacher–student relationships
- ▶ Teams
- ▶ Inclusion
- ▶ Strong arts, physical education, health, FACS, and technology programs
- ▶ Ability to schedule in blocks to allow for a variety of instructional approaches
- ▶ Ability for teams to schedule flexibly
- ▶ Common planning and parent conference time
- ▶ Advisory

# Four Models to Consider

1. Current 9-period  
schedule with  
eight 40m periods and  
40m lunch  
in  
two 5-8 schools

2. Current 9-period  
schedule with eight 40m  
periods and 40m lunch  
in  
one 5/6 school &  
one 7/8 school

3. 7-period schedule  
with  
six 55m periods  
and 38m lunch  
in  
two 5-8 schools

4. 7-period schedule  
with  
six 55m periods  
and 38m lunch  
in  
one 5/6 school &  
one 7/8 school

## Eight 40-minute periods and a 40-minute lunch

		7:55 AM	8:00 AM	8:03 AM	8:08 AM	8:13 AM	8:18 AM	8:23 AM	8:28 AM	8:33 AM	8:38 AM	8:43 AM	8:46 AM	8:51 AM	8:56 AM	9:01 AM	9:06 AM	9:11 AM	9:16 AM	9:21 AM	9:26 AM	9:29 AM	9:34 AM	9:39 AM	9:44 AM	9:49 AM	9:54 AM	9:59 AM	10:04 AM	10:09 AM	10:12 AM	10:17 AM	10:22 AM	10:27 AM	10:32 AM	10:37 AM	10:42 AM	10:47 AM	10:52 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:38 AM	11:43 AM	11:48 AM	11:53 AM	11:58 AM	12:03 PM	12:08 PM	12:13 PM	12:18 PM	12:21 PM	12:26 PM	12:31 PM	12:36 PM	12:41 PM	12:46 PM	12:51 PM	12:56 PM	1:01 PM	1:04 PM	1:09 PM	1:14 PM	1:19 PM	1:24 PM	1:29 PM	1:34 PM	1:39 PM	1:47 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM
	HR	Period 1 40	Period 2 40	Period 3 40	Period 4 40	Period 5 40	Period 6 40	Period 7 40	Period 8 43	Period 9 40																																																																									
Grade 5	HR	Core 40	Core 40	Encore 40	Core 40	Core 40	Lunch 40	Encore 40	Encore 40	Writing & L. Lab 40																																																																									
Grade 6	HR	Acad. Ext. & Lit. 40	Encore 40	Core 40	Core 40	Encore 40	Encore 40	Lunch 40	Core 40	Core 40																																																																									
Grade 7	HR	Core 40	Core 40	Encore 40	Encore 40	Lunch 40	Core 40	Core 40	Encore 40	Acad. Ext. & Lit. 40																																																																									
Grade 8	HR	Encore 40	Core 40	Core 40	Lunch 40	Encore 40	Core 40	Core 40	Acad. Ext. & Lit. 40	Encore 40																																																																									

# Model 1 – Program Impact:

(current 9–period day in two 5–8 schools)

## ▶ Benefits

- ✓ Broad, rich program
- ✓ Pure teams with flexibility to manipulate schedule
- ✓ Music and PE meet every other day
- ✓ World language meets every day
- ✓ Rotation classes meet every day for a quarter
- ✓ 40–minute lunch

## ▶ Limitations

- ✓ Short periods instructionally limiting
- ✓ 9 transitions per day
- ✓ Difficult to meet program requirements in some core classes

# Model 2 – Program Impact:

(current 9–period day in a 5/6 and 7/8 school)

## ▶ Benefits

- ✓ Same as existing schedule (Model 1)
- ✓ All students transition together 5–12

## ▶ Limitations

- ✓ Same as existing schedule (Model 1)
- ✓ Sense of school community more challenging to develop
- ✓ Another transition between schools
- ✓ Longer bus rides

## Six 55-minute periods and a 38-minute lunch

[illegible]



# Instructional Time and Frequency for Students

	Current 40-Minute Classes			55-Minute Classes			
	Meetings per Year	Length	Total Instructional Minutes	Meetings per Year	Length	Total Instructional Minutes	+/- Instructional Hours
English	180	40	7200	180	55	9900	+45.00
Math	180	40	7200	180	55	9900	+45.00
Social Studies	180	40	7200	180	55	9900	+45.00
Science	180	40	7200	180	55	9900	+45.00
Academic Ext.	90	40	3600	Integrated			
Literacy Per.	90	40	3600	Integrated			
World Lang.	180	40	7200	120	55	6600	-10.00
PE	90	40	3600	60	55	3300	-5.00
B/O/Ch/GM	90	40	3600	60	55	3300	-5.00
Tech. 5	45	40	1800	30	55	1650	-2.50
Tech. Gr. 6-8	45	40	1800	30	55	1650	-2.50
FACS Gr. 6-8	45	40	1800	30	55	1650	-2.50
Life Skills 5	45	40	1800	30	55	1650	-2.50
Health Gr. 7-8	45	40	1800	30	55	1650	-2.50
Art 5	45	40	1800	30	55	1650	-2.50
Art 6-8	45	40	1800	30	55	1650	-2.50
GM 6 For All	45	40	1800	30	55	1650	-2.50

# Model 3 – Program Impact:

(Six 55-minute periods with a 38-minute lunch)

## ▶ Benefits

- ✓ Broad, rich program
- ✓ More instructional time in core subjects
- ✓ Longer periods allowing more balanced instruction, differentiation, and interdisciplinary work
- ✓ Pure teams with flexibility to manipulate schedule
- ✓ Longer periods facilitate in-class support services
- ✓ Fewer transitions

## ▶ Limitations

- ✓ Although the total number of hours remains similar to current totals, PE, performing arts, special areas, and world languages meet less frequently
- ✓ Because the academic extension period is integrated, rotational scheduling for services is more challenging

# Model 4 – Program Impact:

(55-minute model in a 5/6 and a 7/8 school)

## ▶ Benefits

- ✓ Same as 55-minute schedule in 5–8 school (Model 3)
- ✓ All students transition together 5–12

## ▶ Limitations

- ✓ Same as 55-minute schedule in 5–8 school (Model 3)
- ✓ Sense of school community is more challenging to develop
- ✓ Another transition between schools
- ✓ Longer bus rides

# *In summary...*

Scheduling Models	Program Impact (Major Points)	Est. Staffing	Est. Busing	Est. Savings
<b>Model 1 (Current)</b> 9-period day with eight 40m periods and 40m lunch in two 5-8 schools	<ul style="list-style-type: none"> <li>✓ Broad, rich program</li> <li>✓ Short periods limiting</li> <li>✓ PE, performing arts, special areas, and world language meet frequently</li> </ul>	--	Same as now	0
<b>Model 2</b> 9-period day with eight 40m periods and 40m lunch in one 5/6 school and one 7/8 school	<ul style="list-style-type: none"> <li>✓ Broad, rich program</li> <li>✓ Short periods limiting</li> <li>✓ PE, performing arts, special areas, and world language meet frequently</li> <li>✓ Sense of community more challenging to develop</li> <li>✓ Longer bus rides</li> </ul>	Reduction of 2 to 3 positions	\$200,000 increase	\$0-\$100,000
<b>Model 3</b> 7-period day with six 55m periods and 38m lunch in two 5-8 schools	<ul style="list-style-type: none"> <li>✓ Broad, rich program</li> <li>✓ Longer periods allow for more core instruction, differentiation in all subjects, and interdisciplinary work</li> <li>✓ Although number of hours remain similar, PE, performing arts, special areas, and world language meet less frequently</li> </ul>	Reduction of 5 to 6 positions	Same as now	\$500,000 - \$600,000
<b>Model 4</b> 7-period day with six 55m periods and 38m lunch in one 5/6 school and one 7/8 school	<ul style="list-style-type: none"> <li>✓ Broad, rich program</li> <li>✓ Longer periods allow for more core instruction, differentiation in all subjects, and interdisciplinary work</li> <li>✓ Although number of hours remain similar, PE, performing arts, special areas, and world language meet less frequently</li> <li>✓ Sense of community more challenging to develop</li> <li>✓ Longer bus rides</li> </ul>	Reduction of 7 to 8 positions	\$200,000 increase	\$500,000 - \$600,000

# Knowledge Café Feedback

- Keeping grades 5-8 in one school is best
- Dividing schools into a 5-6 and 7-8 configuration keeps children transitioning together, which is good
- Longer periods are more effective, especially for differentiation, skill development, and hands-on learning
- Students need free time
- Teaming is important
- Daily academic classes are important
- World language should meet daily
- Longer lunch (>30 minutes) is important. Students need downtime
- Time for reading is critical in middle school

# Knowledge Café Feedback *(continued...)*

- More time to teach writing is needed
- Transportation across town is a concern. Longer bus rides would be difficult
- Breadth of programs is important
- Keeping a music program that includes opportunities for lessons is important
- We want students to go beyond the content—less teaching to the test
- It is important to have middle school students in an environment where they are nurtured for four years. It is important to ensure the social/emotional comfort of students
- Balanced instruction is necessary
- We value fewer transitions

# Questions

- Can a child attend for 56 minutes?
- How can we ensure that encore classes are not diminished because of reduced frequency?
- How will special education and AIS students be serviced?
- How does the longer period work for inclusion?
- Does flexible blocking take care of longer periods?
- Can encore subjects be incorporated into core classes?
- Would blocking for 112 minutes be too long?
- How will busing concerns impact the decision?
- What is the impact of students not having world language daily?
- How will students and teachers be supported in adjusting to longer periods?





