**Minutes of the**

**Middle School Program Planning Committee**

**November 19, 2014**

**4-6 PM**

**Attendees:**

**Shaker Middle Staff**: Terri Aiken, Kelly Anderson , Jason Clemens, Mario Clopton, Jennifer Currie, David Glasner, Ron Grosel, Terry Hastings, Robyn Hegele, Anna Hruby, Miata Hunter, Sara Lambert, Keesha McCants-Travis, Robert McMahon, Ilka Nieves, Robert Rea,

Tim Richards, Adrienne Richard-Casselberry, Linda Roth

**Others:** Jake Albanese, Peggy Caldwell, Stephen Wilkins

**Parents:** Anna Grossman-McKee, Angela Hughes, Maria Koutroumanis-Pelleter, Eric Siler

**Students:** Cori Moore, Jack Smith

**Absent:** Sara Cole, Dexter Lindsey, Kevin Thomas (staff), Lynne Kulich, John Rizzo, Marla Robinson, (others), Dylon Bishop (student)

**Welcome:**

David Glasner welcomed those present and thanked them for coming again to continue to provide input into the process of revising our current curriculum program at Shaker Middle School. He listed the following norms to guide the discussion:

**Discussion Norms**

* We are all on the same team and part of the same community.
* We are discussing the Middle School program and plan for the future, not individual teachers’ strengths and weaknesses
* Whenever possible, we should frame our comments in terms of what is best for students
* We will be respectful of the many different subject areas and interests that are present in this room and on this committee
* We will not put down our school, district or things that have happened in the past, but instead focus on how our work will strengthen student learning moving forward
* Our job is to balance creativity and outside-the-box thinking with the limitations that we face due to circumstances beyond our control

Format of Meeting

Members were split up into four groups with a table leader who shared a series of questions relevant to our program and our plan, along with issues to consider. The table leaders rotated approximately every 15 minutes to discuss each set with the table groups so that each group had an opportunity to think about and discuss each set of questions.

**Question Group 1 – David Glasner, Table Leader**

***Questions:***

*How many periods per day should we offer? Why?*

*Should all class periods be the same length and how long should they be?*

*Should we maintain the current schedule of after school conferences? Why or why not?*

*When should the school day start and end?*

Input Received

* We should have **IB as our focus**. Everything else falls in line with that. We should go with a bell schedule that a current IB schedule falls. They have 8 periods a day plus lunch. Lunch is 30 minutes (similar to what we have). Their day starts at 9:10 and ends at 4:10. Their lunch only takes a half period. Their Mondays are "wildcat" days - with advisory. They can make changes to their Monday schedule as they see fit. They would have assemblies during Raider day. On other days, they have an A and B schedule - a Tuesday. All periods do not meet every day. They are on Block times.
* For certain subjects it is more important that they **meet every day**.
* I've done the **rotating block schedule (A-F days, 6 different days)**. The advantage - for example, science can do the experiment, etc. When I was on the rotating block schedule, we still had language every day. We need to aim for **55 minute periods because what we have is too short**. Science and English would be block. Language would meet every day.
* Blocks at Township are 1.35 min.
* You could always half a block (1A and 1B)
* **Summary:** How many periods per day should be secondary to length of period. Blended block/regular
* **Go down to 8 periods and eliminate conferences time. Adding 85 min per day.**
  + One thing I would say about **need conference time** – **difficult to have time to work with struggling students** I don't know when I would get to work with a struggling student or make up work
  + We think **conferences** could be cut down to **25 minutes**. But, I think eliminating it entirely. **Or** it could be a **couple of days a week**.
* For us, advisory wouldn't work b/c we are not on teams.
* Instead of advisory time, it could be **intervention time**. But where do students go who don't need intervention?
* Discussion of how we would get to 8.
* Is there any way to do the cycle differently?
* My experience is for every minute of quality conference time; there is a lot of wasted time. They become silent study halls - or kids hanging out.
* It could be cut back - maybe 2 days or 1 day a week.
* **I don't know when I would give a makeup test**. I don't want students to miss that.
* **Conferences are a service that no other district provides**.
* It's free tutoring with a ride home.
* But, that' snot always the case
* But some of us are doing it.
* **If we eliminated 2 buses in the afternoon. You could have a MS run, an elementary run and an Elementary 4:30. It would save the district money, b/c the drivers would just be doing late runs as part of their schedule. DO a 4:00 bus and a 5:45 bus**
* Other good schools must be doing what we do without conferences - it would be worth figuring out what they do.
* **If you have a language teacher in the library for every LSH, I could give them my quiz. That would be great for makeup work, but it wouldn't be great for makeup work.**
* But if you had the longer day, with longer periods, wouldn't that give you longer time with a student? Yes, but we would be expected to give instruction, so make up work would still be a challenge.
* Part of the reason why conference period, is b/c we have kept them penned up. They are done and I'm done.
* I average b/w 12-15 students, and it is hard to get everything done. One on one time is very beneficial. What is happening is kids are basically in a holding pattern. They are the kids who probably need conferences the most. The kids who play sports are the high achievers now. But they are very busy, so the thought of making them just....keeping them here later, might be later. They need longer instructional periods - everyone here is until 4:00. Can you imagine teaching a class at 3:00? You have to be sensitive to the time of the day. But, I don't think we need 45 min for a conference period. Maybe 2 days a week. 20-25 minutes. Days extend a little bit to 3:30 and conferences.
* Can you stagger conferences with other classes? PE and conference balance out.
* There is a sports issue also, b/c sports games would mean that students miss parts of their last classes every day.
* Research shows that a later start time is better for teens. We have to think about what group we are going to target
* You gotta' give something. Something has to be shortened.
* Changes to transportation - 30 min window b/w runs. Elementarys get out at 3:30. Woodbury gets out at 4. Buses could have a MS, Elem and a conference bus.
* Now I'm thinking it would make more sense to have 2 MS
* We could start as early as 7:30.
* Kids need their sleep, but parents would be happy and when you are thinking about sports, that would be better
* 2 years ago, we talked about flopping - elementary earlier and MS later. But there is so much planning involved....
* Teacher day could be 8-4. I think this is only the third year that we have had a 7:45-3:45
* What about a staggered schedule?
* This happened in Cleveland, this was called a **twilight schedule**, but, they were able to help students out throughout the day. **Different interventions - some students were on the twilight track.** I like that idea, for those reasons.
* On the HR side, there wouldn't be a cost increase, if you could figure out how to put teachers on different shifts. It's worth probably surveying.
* The3 one thing I think - getting **more time** is the most **key** thing. I think we have to figure out lunch. That is where we lose the most time. This is the first year I haven't done lunch duty. WE have to figure out lunch. The **lunch study hall is a waste of time** during the school day. If we could eliminate a lunch period and have only 2 lunch periods, or with a half block on either side. So, they don't have 30 min to do. Even if you put it
* The thing with R180, they shouldn't be going home with additional HW. That would be like enrichment for the skills they need, but not necessarily another burden:
* They don't have HW for algebra lab for mathletics. Do they have to do music and art?
* If we were to offer more than 9 periods per day...
* WE could look at block scheduling. So, M/W is English and Math.
* Is block scheduling just for core classes?
* You could have skinnies. 4x4 block, so 90 minutes period, with 50 min "skinny" Like band, foreign language might be a skinny. Music and language every day. Blocks alternate with skinnies. How many blocks?
* We had a sample of a block schedule
* They could do a science lab
* Where would PE fall? Would it be a skinny?
* Think about the kids on the bubble - the block is so necessary.
* You would see one group of kids M/W/F. I would like the longer periods.
* I think I would too. So would science teachers. Math might not agree.
* You need the classes that rely on repetiveness v. the classes that don't
* No matter what, for the population of our students that are below grade level, clearly they need a schedule like this. They can't have a 39 min - it's such a shame.
* Solon had something like that.
* We agree that the Lunch Study Hall is a waste.

Conferences:

* I'm torn. Some kids just want to do their HW. Some kids have to stay.
* It's still nebulous. I had a flood of kids today. We're not all consistently doing it, b/c on a team they might flood to some teachers, b/c other teachers are busy. You have an influx of 30 kids, half of whom will just mess around. I'm not for it.
* When you look at HTC, is that something that could come into play - is that something that could start right after school.
* I think it's an extension of a social time.
* I know my children have benefitted from being able to ask a specific teacher - quickly and they are on their way.
* We are giving re-takes and....when else are they going to be...study halls. There are lots of kids going from teacher to teacher during study halls. And then we have conferences as well. Maybe not both. But, you need something.
* I'm getting to the point where they have to sign up in advance.
* From what I've gathered, from that offering, is there any kind of structure to it?
* It's not structured as a class.
* Sometimes you have students who really need help and then you have kids who are unattended. Kids who are just not going home, and they might have work to do, but you don't have time to attend to them.
* I definitely think we need to have some type of intervention/enrichment during the day, I'm not sure if that would resolve the conference issue. But the block schedule might gives students time to talk to teachers.
* Solon schedule is interesting.
* I wonder if conferences are shorter
* I feel obligated to let students in if they come in my door

School day

* I don't know if we could start any earlier
* Let's say we start at 7:45, students start at 7:50.
* Runs into a bus scheduling thing. Said they can start earlier. There is an option to start later. That could be a good collaborative time for teams. For kids, developmentally is later.
* They should all be the same length. 7 or 8 minutes is a long time. That class ends up getting considerably farther ahead. I think we would then have to look at what we do with conferences.
* My son is often booked out of conferences or they go to the cafeteria. Sometimes the conference doesn't end up helping the student who needs help b/c they can't sign up for the conference. That's not very helpful.
* I don't think the school should start any sooner.
* I believe that we need a larger amount of time to teach our classes. WE are really shoving things in. I also think that we need to keep R180, meeting for the 2 periods. WE need to have that model throughout the year. IT shows student benefit. I think the conference period is going to suffer if we try to
* What about a blended block day?
* We think that about 45 minutes is a good length for us.
* I would rather have 40 minute every day than a longer period of time meeting alternate days.
* It's about muscle memory. That needs to be done daily.
* PE should be every day. They need it every day.
* I'm a big advocate of PE every day or twice a day. The energy is so much.
* I guess if we needed to make that work, we could. R180 3 days a week.
* I would argue that everything needs to be consistent every single day.
* With absences, you might not see a kid for like 6 days. And without conference periods, when would we help them catch up?
* Is there a way to block non-intervention periods?
* Like periods 3&4 would be a block
* Like math, science, ELA are block-able, but R180. Something that you have to have every day. Those would be consistent.
* I could see us doing away with a bus run and you must be here.
* I vote 8. Here is my theory. 4 classes, Lang Acq. I paired Design/PE. There is also an extra
* I don't want to speak for the table, but we have a menu where the parent/student and faculty choose - another one of core if they need it. Enrichment, PE, Design, Music.
* If each core class took a part of design
* Design can be part of art.
* It's all about IB.
* Go ahead parent, you can speak.
* I'm just not a fan of it. It's pushed my kids away from meeting their needs.
* Square peg, round hole.
* To me, the cycle classes meet the requirements, but don't meet the spirit of it. I'm not sure that they advance most students as learners.
* Which cycle classes?
* In general - they are 9 weeks, one general level. I feel like it would be better to have a semester long. More of an elective, that met the students needs. And somehow build design into it.
* Here is my question - is it possible teach a class like art through the lens of art.
* IT depends on what the design requirement is
* If it is a semester long class?
* Yes, I think there is a way.
* You need a semester
* You would need a semester long class. Could I
* If instead of having 4 cycle classes, you had a menu of options. These are semester classes. I get my design req and I'm in art b/c I want to be in art.
* Yes and longer.
* If there are kids taking math. We are trying to stretch time for the core classes, but not for
* You could do gym every other day and put in something else every other day. I don't think you can cut gym for 30 minutes.
* I can see benefits to both.
* I am going to ride the fence. It depends on what the time is. Minimum 50 minutes for math. IF that is not possible, then block.
* Block scheduling would be a nightmare for algebra lab.
* As a student, I think we definitely need more time for our core subjects. The scheduling. Longer core than 30 minute class would be weird.
* That would make sense.
* I would like doing that - but that would mean
* You could also complete two maths in one year.
* Every day would be nice, but more important
* I want happy teachers
* I love the fact that you have teams and that you 0- I would vote for flexibility so that the teachers within a team could decide among themselves.
* Having a sub for a block is a nightmare.
* Conferences are good, yes.
* Students: Yes, keep conferences
* TH WE have
* You would prefer to have the intervention included in the day
* I'd rather a longer day, and not have a conference period. Interventions during the day.
* I love it (no conferences)
* Get 8 periods, end the day with a 30 min intervention/enrichment time. You could do it that way.
* It would be a choice option - which we kind of discussed. It would be mandatory and there would be purpose.
* If you know you need to go to conferences, go to conferences. It's a good thing. Sometimes people have a D in class.
* I don't think day should start any earlier
* Can it start at 8:04?
* Our contract used to be from 8-4. Kids would be unsupervised for 30 minutes. Our contract was changed recently to 7:45 and people were paid for duties.
* Kids were unsupervised at times.
* Multi-session question
* sounds like a logistics nightmare
* would be helpful with overcrowding.
* Sports and stuff.

**Question Group 2 – Kelly Anderson, Table Leader**

*How can we build in support programming such as social and emotional learning and academic interventions into our course offerings?*

* Full intervention or enrichment time is definitely needed, even possibly working it per team. Could possible help eliminate stigma of intervention. Is it possible to still give student 10min of study hall with 30min lunch? Expand the cafeteria.
* It would remove the stigma of needing intervention. Maybe offer other options like clubs etc. individualized per student. Shouldn’t replace conferences.
* The students see the benefit in having a period for intervention/enrichment.
* Needs to be structured. There would need to be a relationship – teams. The concerns are whether this can be structured with non-team teacher. Study hall concern that there’s a waste of time. Cut conference and choose music track versus art track.

*Can/should we build an advisory period into our school day?*

* Is it possible to add it to the first period class and have that teacher responsible for that class? Believes it’s a waste of time. Use team off time to RTI. Team time would satisfy this need.
* Would need skills training to advise. Not totally sold on it. Aren’t teams already doing it?
* May not be high on the list. If we do it would need to loop kids for relationship.
* If done, students need to have relationships with advisor and groups should be small.

*Can/should we have a homeroom period built into our school day?*

* Yes add a few minutes to the first period or have it be 10 minutes. It’s a time to settle in and get quite. There needs to be uniform expectation.
* Too many additional transitions to make it a separate period. Okay with the HR duties happening in 1\* with a 5 minute extension.
* Extend the 1\* classes to add HR
* No separate period but add a few more minutes to do housekeeping.

*Can/should we create a “zero” period for designated students?*

* No. Don’t think it’s not developmentally appropriate. Tried it in the past with OAA prep
* School starts early enough. This is not a good age to start earlier.
* Not a good time to start school for kids this age
* Too much. Less is more.

**Group 3 – Miata Hunter, Table Leader**

*How can we best meet the needs of all of our students in mathematics?*

* Likes 3 levels of math
* Interventions – Mathletics, Successmaker
* Identify students who can accelerate earlier
* 2 levels of math with options of acceleration – have a cohort of students who take a
* Pre-Alg/Alg 1 combo in the 7th grade, 9H Math (Geometry) in 8th grade
* Leave MS with 2 math credits before HS
* Parent said that it is known in the community that you can test in 4th grade for the higher math although discouraged from administration (Ex. Onaway students take 5th grade math at Woodbury)
* For students below grade level - Supports need to be in place in the current class
* Want kids where they belong based on mastery
* Two levels
* Recognize high level student earlier (those who can accelerate)
* 7th grade Alg 1; 8th grade Geo
* Suggestion: Math Mods – pre-test, 6 weeks of instruction, post test, next mod or repeat – show mastery
* Level of mastery should be 90%
* Challenge to Mods – CCSS/PARCC does not support that; modeled to a grade level curriculum; end of course exam
* Teachers should be part of the recom. In 4th grade (perser, work ethic, acad achievement)
* Student likes the mod idea; should have an understanding before moving on
* Over learning in math is important
* Mod – social implications; kids in MS to make judgments; students – would not like to be with 6th graders – self esteem
* Pro: leadership roles of students in higher grades
* Intervention for math and reading during the day – 1 period
* Some students have 2 ½ math classes a day: regular math, Mathletics, Cog Tutor – not sure if it is working; may be overload for the student
* Increase the length time
* “We should do 1 thing well rather than 3 things poorly”

*How can we best meet the needs of all of our students in English?*

* Explained R180, computer, small group, independent reading
* Students worry about being in the class
* Suggestion: R180 9\* + afterschool (30 min + 60 min) so that students are able to take cycle
* Use of Lexile score may help with placement in English
* Reading Workshop – small group, no software
* Advanced not the same as math that uses accelerated – consistency in the name
* Get rid of the labels!! Just Lang and Lit 7 and place in a particular class period
* Reading intervention is needed

*How can we best meet the needs of all of our students in Science?*

* Establish an accelerated group at Woodbury
* Phy Sci Acc at MS – building from Woodbury – would give students another HS credit (Alg 1 is the pre-req for Phy Sci)

*How can we best meet the needs of all of our students in Social Studies?*

* Level I&S
* Better to have one level
* Leveled classes are necessary (Accelerated or Intervention)
* Impossible to teach all students in one class
* Need an Intervention History class for students with reading scores below grade level
* Challenge: only class that have models
* R180/RW – reading about history or science

*How can we best meet the needs of all of our students in Foreign Language?*

* Exploratory level of language – during cycle possibly

**Question Group 4 – Robert Rea, Table Leader**

*What is or vision for integrating reading instruction and reading intervention into our curriculum?*

* A lot of districts have 90 minutes for reading/language arts. My wish list would be something along those lines. We aren’t offering additional time but we are offering more personnel. We aren’t closing the gap with the time.
* Intervention is pulled out every other day from PE for Successmaker.
* Parent would like for one period per week to be longer for reading, like a book club.
* Student - many of my friends don’t take time to read. Once per week we should have extra time to read. Testing is starting to bite into this time.
* History point of view – there are no levels in history; there are no levels for students that can’t read. Some kids need enrichment and some can’t read at grade level. Everyone is saying we want more time for reading. It became part of their elective group divided by OAA scores and MAP scores. The accelerated kids took it at the end of the year. The vision is “more.” More time for reading for all students at all levels.
* There are certain students that really need reading intervention. If you are at a 2nd grade level it affects you in every class. If not reading at right level, they need Read180, etc.
* They should be targeted and on different tracks. We offer so many things we should be able to do this. Reading trumps everything. I have students in foreign language that read at 2nd grade level.
* We never think about what is best for the student. It trumps math and everything. They will never be successful. There needs to be a dedicated class to teach the kids to read…don’t be in the other classes.
* We are flushing the kids down the toilet. Berea had RICA (reading in content area) instead of study hall. RICA for math or RICA for science, etc.
* Students get rewards for reading so many words, books. We need to make reading the priority. Kids shouldn’t be in a foreign language class if they can’t read.
* Instead of taking a design or cycle they should be in reading. Reading should be the other alternative…not cycle.
* STARS test show what level the kids are reading. There are also many regular students that aren’t reading at grade level. Are we telling our parents? There is a stigma for the kids of being in there. STARS is an assessment tool. I don’t think we do a good job of assessing or sharing with parents. Are there other reading interventions that we can use? Dr. Orelanski, RTI coach, My Virtual Reading Coach using in Texas…successful.
* Successmaker is pretty dated. Kids are not going to outgrow. It’s not about content. At West Point, as the cadets reading comprehension improved so did their math scores. As an educator I find it difficult that as I look at a score and parents demand foreign language or something else. Parents should not trump what the student needs.
* If we adopt a schedule of rotating blocks, they trade off…that might be the one way that we can have it all. Washington Township - Middle School in Indiana…
* Reading is crucial. Kids are below grade level in reading - they need a large block of time for language arts/reading every day.
* Need reading time every day. Daily 3 is working well for silent sustained reading. This is research based. Not necessarily spec Ed. This affects all other classes. We need block scheduling for this. We can’t split up 39 min. for reading.
* Read180 model of 90 minutes - 4 students in one R180 …that’s a shame. Read180/English for 90 min. We are shortchanging these students .Students enjoy it if they know they have the time to do it and are expected to.
* IB schedule from last year visit – A B schedule – meet 1hr. 365 min. but not everyone meets every day. RICA – Reading in content area.

*How should we integrate the design requirement into our course offerings?*

* IB is about the design – the process not the product.
* Design is about a cycle of process. By the time a student leaves design at the end of the year they will have completed a cycle.
* We need more time per class and personally I don’t think design is worth it. If cycle is only being offered to maintain IB requirement, it is not good. I think they should be integrated into the regular classes. There should be an online class that can fit the bill.
* High school kids are on their own to choose electives. Lower there is none. What are the appropriate choices of electives during this age group? I think that kids can take a certain number of classes instead of electives - . We need to be consistent or we need to broaden it.
* Double social studies or double math.
* Design is all being driven by IB instead of what is best for the students. We have been doing cycle since the beginning of time. We are forcing the design requirement on everyone.
* Design – a research component for IB – design, build, test. There should be a design component in the classes rather than separate. Design should be a skinny in the block. If we are being true to common core standards, we need longer classes to go deeper.
* What is digital design….computer? I don’t get the Algebra – T. Hastings class.
* Parent says design is a waste of time. Parents tell each other to get out of cycle classes and take a 2nd foreign lang. class or something.
* Kids are tech savvy. Design are not leveled classes. We should look at what we are offering. How can we enrich? How can we bring people to speed and how can we take the teacher into consideration. IB coordinator also teaches the class and doesn’t seem to care.

*How should we integrate the arts into our course offerings?*

* Integrate arts? We did have general music as a requirement for a couple of years but there were too many kids not into it.
* Make art a requirement. Middle School is supposed to let them be exposed to everything. Some districts give a lot of exposure in 7th grade and 8th grade the students get to choose. As students are getting more acclimated to the IB process they are getting more exposed to it.
* Art and music should be flip flopped. PE should be part of that, too.
* Art should be a whole year…music half year.
* How do we group our cyles so that they align?
* Explore 7th grade and 8th grade more concentrated to prepare for high school.
* Bring in graphic design.

*How should we integrate Physical Education into our schedule and course offerings?*

* PE and Health is separated by gender. It is a luxury to have PE full year and every day. More PE, not less.

*What is our vision for incorporating collaborative teacher planning time into our schedule? When can/should this collaborative planning time occur?*

* In my prior district – cycle and teacher planning time was at the same time. All 8th grade teachers were off at the same time - core teachers.
* The Majority of the teachers in this building are not team teachers. PE does not need collaborative time. Yes, if IB.
* Why can’t they do the delayed start here like they do at the high school? They should do a late arrival for all of the schools in the district so there is collaborative time in the district to have vertical alignment for all grade levels.
* The current schedule …I find that any time that we have collaborative time during the day, there is not enough time…you really only have 10-15 min. to work.
* Weekly department meetings this year is more productive. The 39 minutes doesn’t work. TBT time is very productive.
* Collaborative time during the day is the only time for team, not for department time. We aren’t talking about how to incorporate assessments, IB, etc. We need more than one hour per week for common assessments, pre and post tests. We need more per week.
* Foreign Lang – has been difficult – no collaborative time scheduled in for this; it is critical to have that. It is better to be within the school day. I can’t envision how it would work. How can we write interdisciplinary units because I don’t see anyone? Bigger block for after school to get some things done…Rotate conference time. We just keep re-starting because we haven’t seen those people for one month.
* Conference days designated for certain subjects. Keep in mind how many students there are. Conferences are not a homework session. We have lost sight. You come and see me …it has become a holding place before sports. It should be an intervention, not enrichment. Teacher selection of who should come to conferences. Parents send student to me to take care of their child. No guidelines for conferences for teachers or parents. What would be the best use of the time? Too many kids…it is like teaching another class or supervising a study hall. I have better use of time.
* If kids started at 8:15 instead of 8 teachers start at 7:45…30 min. of team time. K-4 before 9:15.
* Spec ed - no planning periods. All planning is done at home. I don’t know how effective team meetings are.
* Team model builds in RTI. Collaboration is important. Twice per week it eats into your planning time. Team days - the collaborative team time is important.
* Spec Ed doesn’t need to be in the team meetings twice per week…we also have to test kids, write IEPs etc. They should only attend once per week. Mondays and Fridays after school are good.
* We are losing planning time. Before school would great for some…late arrival would be good for everyone. Prep time is more in the morning. Weekly department meeting is good. Delayed start one day per week would be good for department meeting.
* We offer so many music and cycle courses, we should be able to get an entire team out into those courses throughout the day so there is team time during the day. Department time would be trickier.
* Music – collaborative time during PD days. We just find each other and talk all of the time. At Rox when we had team time in the middle of the day it was always hurried because there was so much to do….the beginning or the end is better to think.

**Final Share - Highlights posted:**

* Grouping some of the non-core subject with a menu to have some choices and get extra time with core classes.
* Absorbing conferences during the day and having an enrichment period.
* Block scheduling. Big blocks and skinny blocks. Solon’s example: block schedule
* IB schedule from last year visit – A B schedule – meet 1hr. 365 min. but not everyone meets every day. RICA – Reading in content area.

**Future Meetings:**

December 17, 2014 – 4:00-6:00 PM

Faculty presentation on January 12, 2015

PTO presentation on January 13, 2015

January 21, 2015 – 4:00-6:00 PM