

**Welcome to
Lakeview!**

**Parent Meeting Agenda
January 9, 2012**

Introduction	Dr. L. J. Tiede, Dist. 66 Superintendent
Middle School Philosophy	Mr. Paul Windsor, Lakeview Junior High Principal
State Requirements for Encore classes	Mr. Paul Windsor
Lakeview Building Class Schedule	Mr. Paul Windsor
Proposed Plan	Mr. Paul Windsor
STEM Overview	Dr. Claudia Geocaris, DuPage County Regional Office of Education
Arts/Humanities Overview	Mr. Glenn Williams, Dist. 99 Fine Arts Dept. Chair
Family and Consumer Science Overview	Mrs. Valerie Moses-Shaw, Dist. 99 FACS Dept. Chair
Teacher Plans	
PE/Health	Mrs. Andrea Conley, Mr. Dave Dvorak and Ms. Beth Nyhlen
Band	Mr. Tom Tedeschi
Art	Mrs. Donna Cirjakovich
Music	Ms. Jennifer Berman
Consumer Education	Mrs. Judy Bretl
Technology	Mrs. Becky Foellmer
Summary	Mr. Windsor
Questions	Dr. Tiede

Lakeview Master Schedule Proposal

2012-2013

Our Philosophy

District 66 subscribes to a philosophy that the unique needs of students in grades six through eight can best be met in a middle school setting that provides a student-centered program and recognizes that the students of this age are undergoing greater physiological, psychological, and social re-orientation than at any other period in their lives.

Our Philosophy

The overall purpose of the middle school should be to meet the educational, developmental, and social needs that emerge in this transitional period. The middle school program should provide a supportive and flexible environment so students will have opportunities to develop skills and explore a variety of learning experiences while making the transition from elementary to high school.

What Makes Lakeview a Middle School?

- A core curriculum of language arts, reading, math, science, and social studies taught by an inter-disciplinary teaching team.
- Exploratory programs and activities in all areas of the curriculum to help students discover and extend their interests and abilities.
- An advisory program (Homebase) that allows students to start their day in a small setting with one of our staff.
- A supportive environment for the physical and social development of every student.
- A gradual transition in programs from the self-contained classroom of the fifth grade to the departmentalized structure of the high school.
- An intramural and activity-oriented program to accommodate the needs of the early adolescent.

What Makes Lakeview Special?

- A positive climate that fosters self-esteem, self-discipline, and student responsibility.
- Knowledgeable educators who are committed to the middle school design.
- An ongoing program of training and professional skills that are based on the characteristics and needs of the adolescent.
- Close contact and communication between parents and school.
- A challenging curriculum and pace of learning to meet individual levels and understanding.
- Opportunities for intervention and acceleration when needs are identified.

Whose Priorities Does This Model Represent?

- **Academics**

- Physiological Change
- Social/Emotional Change

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- Physiological Change
- Social/Emotional Change
- Academics

What Middle Schools Strive For!

- Academics
- Physiological Change
- Social/Emotional Change

(Source - National Middle School Association)

Goals for 2012-2013 Master Schedule

- Need to ensure ALL students have access to the Health Curriculum
- Need to examine the role of Technology in instruction in all academic areas
- Need to strive for balanced class size in all areas
- Need to examine the Physical Education schedule to address safety concerns
- Need to look at three week eligibility time line

Goals Continued

- Need to look at accessibility of teachers to students (particularly in sixth grade)
- Need to re-allocate staff as we move to five sections at all three grades while remaining fiscally responsible to the community and stakeholders
- Need to address all of the above without offering fewer opportunities for Lakeview students

Process Timeline

- Preliminary discussions with Board of Education regarding master schedule adjustments due to declining enrollment projections all ready being addressed at PV and Ide (Spring 2009)
- Entered an ongoing relationship with Dr. Susan Schwicardi from DuPage ROE to look at the master schedule and begin our transition to the Common Core Curriculum (Fall 2010-present)
- Met with Dr. Geocaris from DuPage ROE to discuss a plan to further integrate technology into middle school classes (Fall 2010)
- Sent staff to workshops on STEM education implementation options (Winter/Spring 2011)

Process Timeline Continued

- Administration evaluated current schedule to identify concerns (September 2011)
- Administration collaborated with Exploratory Staff to discuss/develop scheduling options (Early-October 2011)
- Administration collaborated with PE/Health Staff to discuss and develop scheduling options (Mid-October 2011)
- Shared plan with entire staff to get further input (Late-October 2011)
- Board presentation (November 2011)
- Presentation for parents (January 2012)
- Notify staff of changes in February to allow adequate time for planning (February 2012)

Lakeview Enrollment

- 05-06 483
- 06-07 475
- 07-08 458
- 08-09 416
- 09-10 417
- 10-11 429
- 11-12 419
- 12-13** 393
- 13-14** 368

- peak enrollment
- 8 fewer than peak
- 25 fewer than peak
- 67 fewer than peak
- 66 fewer than peak
- 54 fewer than peak
- 64 fewer than peak
- 90 fewer than peak
- 115 fewer than peak

Current Exploratory Block

- Six 12-week trimester classes offered across two periods (Called Encore/Exploratory Blocks)
- Block 1- Art, Consumer Ed, Computers
- Block 2- Music, Health, Applied Tech
- Spanish – 2 year (7/8 grade) program taking the place of one encore block each year
- Whenever possible, Spanish students receive each block once over two years
- Students receive HS credit for Spanish course
- Rtl and support programs take place of one exploratory block

What About Next Year?

Grading Period Shift to Semesters

- Grading period (across district) moves from 12 week trimesters back to 18 week semesters
- Change presents **NO** change of instruction throughout the district w/exception of the exploratory block teachers
- Adds six more weeks of instruction to exploratory block classes
- Timing of grade reporting/eligibility could be:
 - 4.5 week eligibility (LV only) currently 3 wk
 - 9 week mid-term (All Schools) currently 6 wk
 - 13.5 week eligibility (LV only) currently 9 wk
 - 18 week semester report (All Schools) currently 12 wk
- We do not issue report cards until June and grades are always available on-line (PV & LV)

Proposed Encore Block

- Six 12-week encore classes become four 18-week block classes
- Art, Music, Consumer Ed (18 weeks each, currently 12 weeks)
- STEM Class created to update technology skill by including new and current programs with a plan of implementing these skills in other content areas, plus include the modules from Lab Volt Applied Technology class

Dr. Claudia Geocaris

S.T.E.M. Consultant

DuPage County Regional Office of Education

4 Encore Class Block (2 periods)

	# of per.	Sem 1	Sem 2
STEM	1	6	7
STEM	2	6	7
STEM	3	6	8
STEM	4	6	8
STEM	5	6	8
STEM	6	6	8

	# of per.	Sem 1	Sem 2
Cons.	1	7	6
Cons.	2	7	6
Cons.	3	8	6
Cons.	4	8	6
Cons.	5	8	6
Cons.	6	8	6

	# of per.	Sem 1	Sem 2
Art	1	6	7
Art	2	6	7
Art	3	7	7
Art	4	7	8
Art	5	8	8
Art	6	8	8

	# of per.	Sem 1	Sem 2
Music	1	7	6
Music	2	7	6
Music	3	7	7
Music	4	8	7
Music	5	8	8
Music	6	8	8

Health/PE/Spanish/Band

- Health incorporated back into PE curriculum taught in blocks of approx. 2-3 weeks in a rotation. (Common Practice)
- **All** students will receive approx. 9-10 weeks of Health education dispersed throughout each year
- 2-year Spanish program for seventh and eighth grade remains intact. DGS continues to give HS credit for Spanish class taken at LV.
- Sixth grade band takes place of Music/Art Exploratory for one year only
- There is NEVER a time where students will not be in at least one exploratory block.

Encore Class Size

6th grade

125 Students

250 Encore Periods

-(65) Band

185 Encore Spots / 8 sections = 24 students per section

7th Grade

125 Students

250 Encore Periods

-(75) Spanish

175 Encore Spots / 7 sections = 25 students per section

8th Grade

150 Students

300 Encore Periods

-(75) Spanish

225 Encore Spots / 9 Sections = 25 students per section

Model of PE/Health Block

# of Per	Grade	Nyhlen	Dvorak	Conley
1	(6)	6	6	6 (PE/Health)
2	(6)	6	6	6 (PE/Health)
3	Mix	7	8	7 (PE/Health)
4	Mix	7	8	7 (PE/Health)
5		Plan	Plan	Plan
	Lunch period	Lunch period	Lunch period	Lunch period
6		Plan	Plan	Plan
7	Mix	8	7	8 (PE/Health)
8	Mix	8	7	8 (PE/Health)

PE/Health Class Size

- 6th grade – 125 students / 6 sections = 21 per class
- 7th grade – 125 students / 6 sections = 21 per class
- 8th grade – 150 students / 6 sections = 25 per class
- Periods 5 & 6 become plan periods. These periods have conflicted with lunchroom setup/clean up in the past reducing instructional time in these periods.

Core Content Areas - Rtl - Support Classes

- Continue combined use of special education and regular staff to deliver interventions
- Continue to evaluate connections in science and math content areas (relates to STEM philosophy)
- Continue to evaluate connections in reading and social studies content areas (Common Core)
- Core teachers moving to 5 sections will teach support classes during their sixth period as currently done in 6th grade (Strategies, Tier 2 & 3 Reading & Math)

What do other schools do?

- Please refer to the black and white handout you were given at the beginning of the meeting

What does this mean for my child?

- Please refer to the two-page multi-colored handout you received at the beginning of the presentation

More information from our presenters:

Mr. Glenn Williams

District 99 Fine Arts Dept. Chair

Mrs. Valerie Moses-Shaw

Dist. 99 Career and Technical Education Chair

District 66 Exploratory/Encore Staff

Proposed Schedule Summary

- Although there is restructuring in the plan, **NO** experiences are being eliminated for students
- We will continue to offer regular, accelerated, and support classes in Reading and Math
- Students will receive a minimum of the same number of Lab Volt Applied Technology units (12 over 3 years) in STEM class, while receiving instruction in technology that can be applied in other content areas.
- The integration of the two technology classes removes redundant instruction of similar units and allows opportunities for more integration of technology into other content areas

- Technology experiences integrated into other content areas (ex. Science and Social Studies) provide students the opportunities to make formal connections between content areas and technology promoting the STEM philosophy
- **ALL** sixth grade students will be scheduled for the STEM class block allowing them access to tech experience at the beginning of their junior high experience providing them tools to use in other classes
- Integration of the Computer/Applied Tech classes creates availability of an additional computer lab allowing other content areas additional access to technology (ex. – computer graphic design, etc.)

- Spanish program remains intact allowing continued high school credit for LV students
- 18 week exploratory courses allow more in-depth curriculum for Exploratory Blocks
- Integration of the Health curriculum into PE allows **ALL** students access to Health for all three years
- Sixth Grade Band in place of the general Music/Art Exploratory period allows band students access to teachers before school

- Third week activity eligibility moves to 4.5 weeks removing problem that a student with one or two poor grades or one missing assignment becomes ineligible to participate in sports and activities.
- Encore and PE class sizes are balanced and manageable
- PE/Lunch - facility safety issue is resolved
- All staff remain teaching in areas they are highly qualified to teach

Lastly....

Lakeview Staff Comments?

The following three questions about this proposal seem to be the ones that have been asked most frequently.

It appears the proposed PE/ Health plan will create 2-3 week blocks of time that will exclude physical activity. Why do you think this is a good idea?

Due to the nature of the sensitive topics discussed in health class and the fact that this information is crucial to adolescents today, we felt that the priority of getting this information into the hands of ALL students, even those in Spanish, had a higher priority than the 2-3 week intermittent breaks in physical activity created by this plan.

It appears the Sixth Grade Band Students will be missing the missing the Art/Music Exploratory Block. Why do you think this is a positive impact on the schedule?

The Band experience is a further in-depth study of music than General Music students receive. Although the students miss Art for one semester, look at the math example below:

Current - $12+12+12=36$

Proposed - $0+18+18=36$

Band students will receive the same number of weeks in Art/Music over three years in both plans while gaining access to their teachers before school in the proposed plan.

The proposal appears to be increasing time in Art, Music, and Consumer Ed. Classes from 12 to 18 weeks while reducing time in Computer classes from 24 to 18 weeks. How do you justify this increase/decrease structure?

Art, Music, and Consumer Ed. are content areas that have a defined curriculum that will be taught in no other classroom. Technology is not a content area, it is a tool that is used in instruction and learning. STEM is more than just a computer class. As you saw this evening, STEM is an educational philosophy that promotes the integration of technology in to all academic areas and classrooms. The process may begin with a STEM class, but the ultimate goal is to drastically increase the level of technology integrated into all of our classes. The stand-alone model you saw described earlier does not promote our goal of technological integration into all classrooms.

Thank You!