

MVHS REMOTE PLUS

ONLINE INSTRUCTIONAL PROPOSAL

PROBLEM OF PRACTICE

Early 2000s - Mount Vernon High School shifted to a 4 X 4 A/B block. Currently students choose 8 classes a year to earn a possible 32 credits. Student choice in electives has expanded with the adoption of this schedule and satisfied community desire for choice.

2020 - COVID 19 forced distance learning. 8 classes to balance at one time is developmentally inappropriate and overwhelming for students. Online schools bell schedules move students through 4-5 classes at a time (maximum). Team Leaders were in agreement that 8 classes online through a semester is unmanageable.

Spring 2020 lessons learned -

- Students actively picked and chose which classes to attend to and which can go be placed on hiatus.
- Decreased direct instruction (assignments posted by week). Asynchronous instruction was scattered due to multiple factors
- Connection with students (routine, support, contacts) were sporadic and non-routine.
- Instructional format must include synchronous and asynchronous, quality instructional opportunities involving engagement with staff, peers and skill building.

INITIAL OPTION A - *4X4 9 WEEK BLOCKS HYBRID*

Format

- Would split current A/B 8 period schedule into two 9 week windows. Students complete one semester in 9 weeks for four classes (ex: Periods 1-4)
- Students would move to second set of classes for second nine weeks (ex: Periods 5-8).
- Student earns 4 credits for 1st semester
- Students would meet with teachers in person 2x a week and complete some work asynchronously

Challenges

- Compressed timeline for delivering instruction and loss of instructional minutes
- Lack of face to face interaction diminishes ability for real time shifts to instruction to support student academic success.
- Balancing relational capacity building with instructional time needed will be difficult due to shortened time frame
- Some classes will have to run all year (e.g AP, AVID, SpEd, ELD) driving up the number of online classes. Students may take upwards of 6 classes

OPTION B - 3 X 5 TRIMESTER

Format

- Students take 5 classes every 12 weeks.
- Earn a .5 credit per trimester = 7.5 credits per year
- Reduces the number of classes online from original 8-5 and provides additional time to gain content knowledge.

Sample Schedule (9th)

	Fall	Winter	Spring
1st	Art	Race and Society	World Culture/Civilization
2nd	Algebra I A	Algebra IB	P.E.
3rd	CP English 9A	CP English 9B	Spanish I B
4th	Band	Band	Band
5th	Phys Sci A	Spanish I A	Phys Sci B

3 cores
2 electives

3 cores
2 electives

3 cores
2 electives

ADDITIONAL CONSIDERATIONS

- *Instructional minutes would increase under this plan and provide opportunities for early interventions*

	Current <i>Block Schedule</i>	Yearlong Classes <i>Trimester Schedule</i>
Course length	Yearlong (180 days)	Two trimesters (120 days)
Number of class meetings	90 class periods	120 class periods
Block length	85 minutes	70 minutes
Total number of minutes	7,650 minutes	8,400 minutes

Times	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00-8:40	Period 1	Period 4	Asynchronous Work day for students with Teacher support	Period 1	Period 4	
8:40-9:00						
9:00-9:40	Period 2	Period 5		Period 1 - 8:00-9:00	Period 2	Period 5
9:40-10:00				Period 2 - 9:10 - 10:10		
10:00-10:40	Period 3	Advisory Help sessions Choose your class/		Period 3 - 10:20 - 11:20	Period 3	Help sessions Choose your class/ Advisory
Lunch				Lunch	Lunch	
Asynchronous Block 1 11:30 am - 3 pm Teacher Support Student Selected	Work on your online assignments Specific class supports	Work on your online assignments Specific class supports	Period 4 - 12:00 - 1:00 Period 5 - 1:10 - 2:10	Work on your online assignments Specific class supports	Work on your online assignments Specific class supports	
Asynchronous Block 2 3-6 pm Teacher Support Student Selected	Work on your online assignments Specific class supports	Work on your online assignments Specific class supports	(or meetings with teachers)	Work on your online assignments Specific class supports	Work on your online assignments Specific class supports	
Asynchronous Block 3 6 pm-9 pm Teacher Support Student Selected	Work on your online assignments Specific class supports	Work on your online assignments Specific class supports	This is a day to work on online & catch up work for all classes Plus Time	Work on your online assignments Specific class supports	Work on your online assignments Specific class supports	

CURRENT IMPLICATIONS

- Current requests will be moved into schedule – one elective will drop (e.g. academic seminar, extended math) from each student (15 vs 16)
- Staffing remains the same – no loss of contract.
- Will necessitate orientation for students and staff to new online learning format for the coming year.

Benefits

- Provides additional time to provide instruction and build relational capacity.
- Preserves majority of student requests in a manageable format.
- Provides platform for strong Online 2.0 instructional environment.

Clarification

Before making any permanent changes (beyond SY 20-21) from our current 8 period A/B schedule we would follow the process below:

- Establishing and setting clear GOALS and benchmarks for what the bell schedule should accomplish.
- Involve all stakeholders- students, families, teachers, staff, administration, Board members, Union representation, community members
- Establishing a Representative Committee (Equity Considerations)
- Examining the strengths and challenges the current bell schedule – How well does it meet the needs of all students to be college and career ready?
 - Data samples/review from cross section of all students served (course taking patterns, course completion, graduation, attendance, success/failure rates)
- Revisit district vision for teaching and learning and student success – What would the ideal bell schedule be to help achieve this vision?
- Review approaches from other schools and districts have used to research and vet options.
- Survey students, teachers, parents to solicit ideas and input and vetting