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**BOARD OF EDUCATION**

Working Meeting - November 27, 2023 - 4:00 PM  
Creekside  
16000 41st Ave N.  
Plymouth, MN 55446

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**AGENDA**

- 1. **ROLL CALL/CALL TO ORDER**
- 2. **ADMINISTRATIVE REPORTS**
  - A. **Finance and Operation Reports**
  - B. **Teaching and Learning Reports**
    - 1. World's Best Work Force Report (45 minutes) 2
    - 2. High School Schedule Committee Update (45 minutes) 36
- 3. **BOARD REPORTS**
- 4. **ADJOURN**



# **2022-2023 World's Best Workforce / Achievement & Integration Report**

School Board Work Session - November 27, 2023

Stacey Lackner, Ph.D. - Director of Research & Evaluation

Dana Miller - Executive Director of Teaching and Learning

# Background

- The 2022-23 report is based on the World's Best Workforce (WBWF) and Achievement and Integration (A&I) goals that were in place during the 2022-23 school year.
- A new A&I plan and goals were written last spring for the 2023-24 and 2024-25 2025-26 school years.
- Teaching & Learning will be updating the WBWF plan to align with the new District Roadmap adopted in September 2023 as well as new legislation.
- Progress toward the new WBWF and A&I goals will be reported next fall.

# World's Best Workforce

The World's Best Workforce (WBWF) was developed to ensure that school districts in Minnesota enhance student achievement through teaching and learning supports.

School boards are required to create comprehensive, long-term strategic plans with goals in the following areas:

- Kindergarten readiness
- Third-grade reading
- Racial and economic achievement gaps
- Career and college readiness
- High school graduation

# Achievement & Integration

The Achievement & Integration (A&I) program was established in Minnesota statute to “pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students’ diverse racial, ethnic, and economic backgrounds in Minnesota public schools.”

Participating districts are required to have a plan that includes the following goals:

1. Increase racial and economic integration.
2. Reduce achievement gap disparities.
3. Increase access to effective and diverse teachers.

# 2022-23 District Goals

## WBWF Goals

1. Kindergarten Readiness
2. Third Grade Achievement
3. Close Achievement Gaps
4. College and Career Readiness
5. High School Graduation

## A&I Goals

1. Close gaps - Kindergarten Readiness
2. Close gaps between White and Black/African American students - all grades
3. Close gaps - ACT composite scores
4. Cultural Awareness training for all teachers

# Transition to Kindergarten

Successful Student Equation  
2024

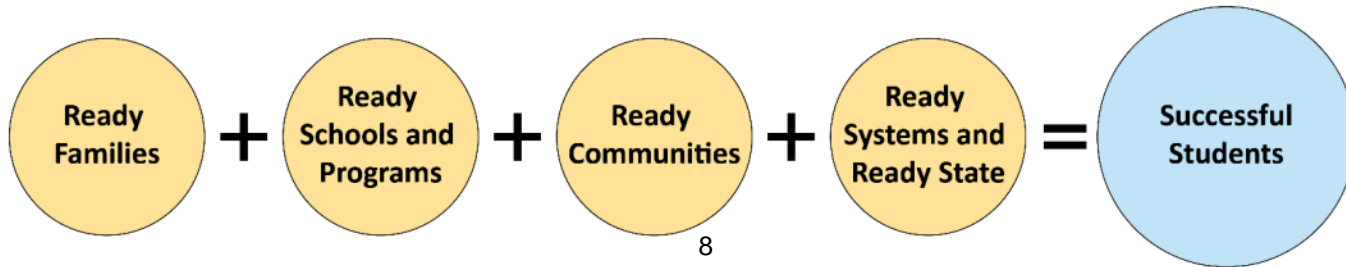
WBWF: Goal #1 - All children are ready for school.

A&I: Goal #1 - The percent of students from economically and racially diverse backgrounds, who are identified as ready for kindergarten, will increase.

Measure: MDE Successful Student Equation Strategies

# MDE Successful Student Equation

- Part of the Governor's Due North Plan to ensure social-emotional and academic needs of early learners are met.
- Highlights that the responsibility for student success rests with adults who work together to create the conditions necessary for successful students, including smooth transitions into kindergarten.
- Demonstrates the importance of identifying and leveraging all of the relationships and resources necessary to support the development of the whole child.



# Transition to Kindergarten

2023-2024

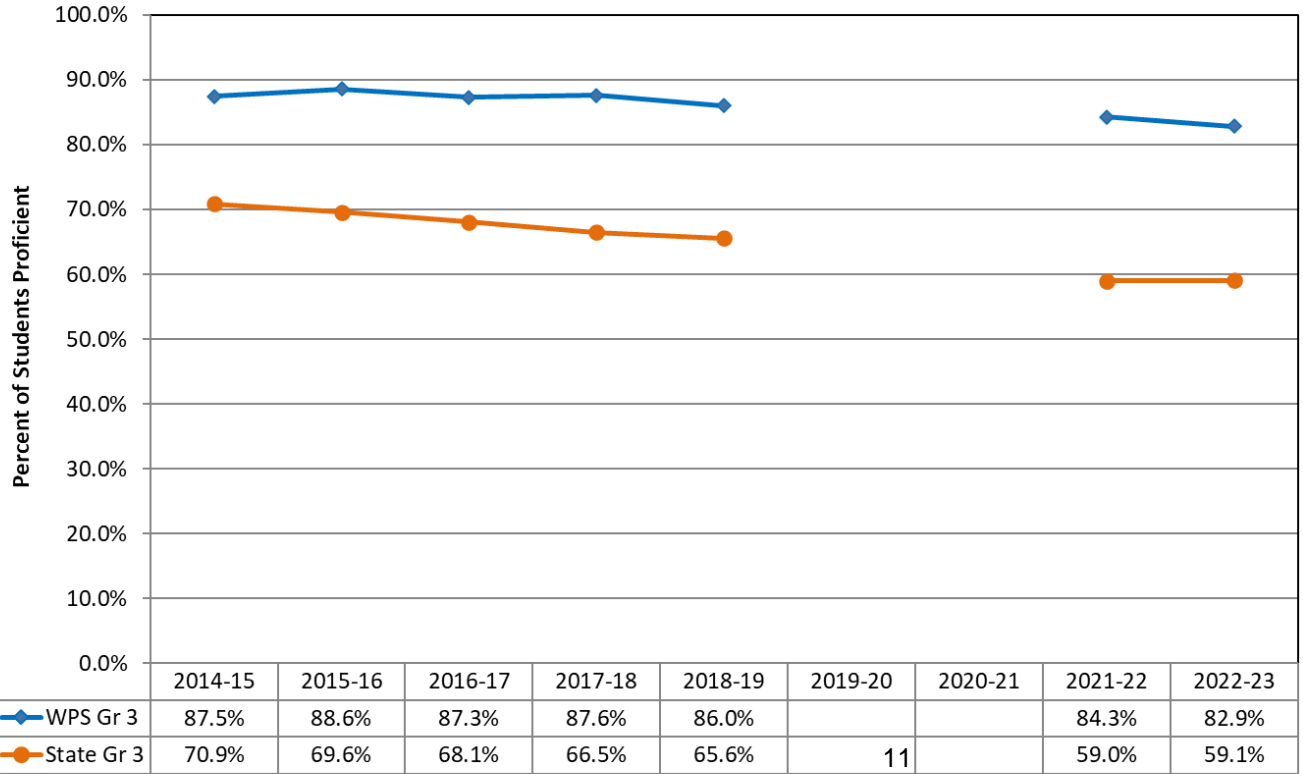
- Expand Connect at 3 Initiative; Find all 0-5 year olds in our community
- Improve transition to kindergarten
- Outreach, Increase Co-teacher working with community partners
- Training and professional development alignment between PreK to Kindergarten
- Collaboration with community partner (IOCP) around data collection and analysis

# Third Grade Student Achievement

WBWF: Goal #2 - All third graders will be at or above proficiency in reading, math, writing and speaking.

Measure: MCA/MTAS Grade 3 (*reading and math only*)

**MN Accountability Assessments Percent Proficient  
Wayzata Public Schools and State: GRADE 3  
MATHEMATICS**



MN Accountability Assessments include MCA and MTAS

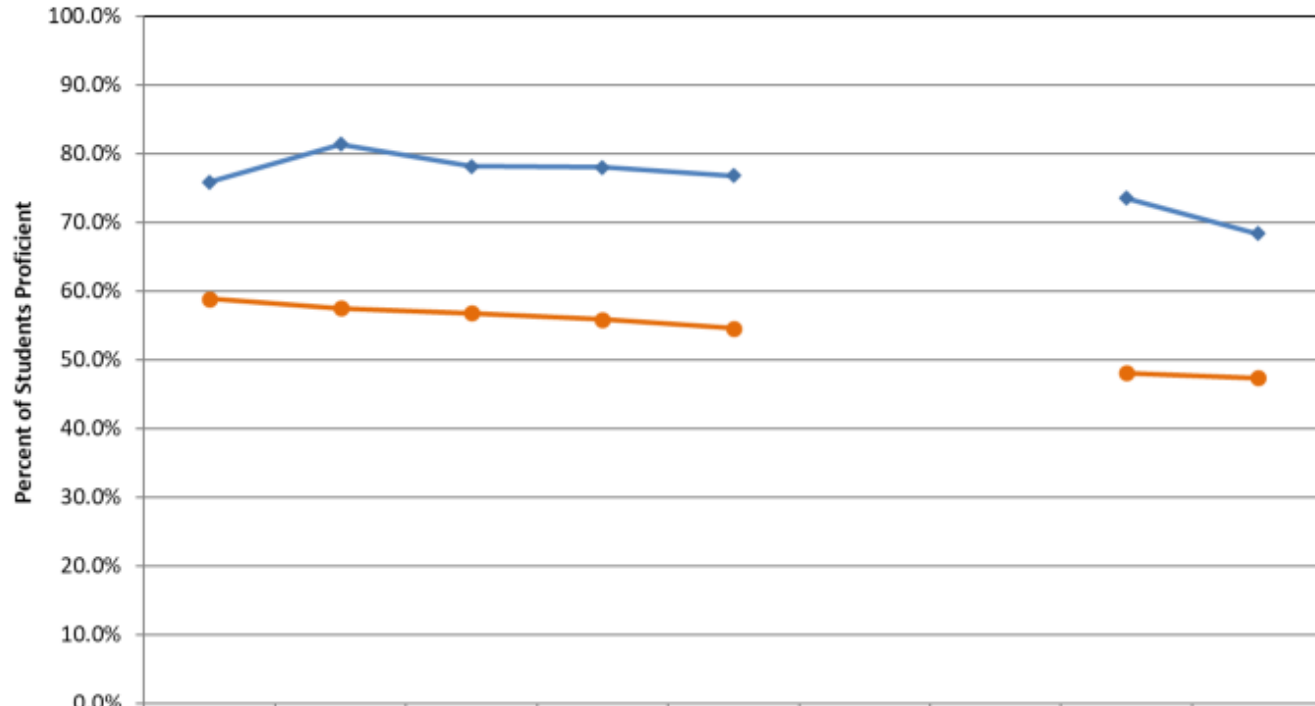
**Test year**

The percent of Wayzata 3rd grade students proficient on the Math MCA decreased slightly from 84.3% in 2022 to 82.9% in 2023.

The statewide percent proficient stayed relatively the same at 59.1% in 2023.



**MN Accountability Assessments Percent Proficient  
Wayzata Public Schools and State: GRADE 3  
READING**



	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Gr 3	75.9%	81.4%	78.2%	78.0%	76.8%			73.5%	68.4%
State Gr 3	58.9%	57.5%	56.8%	55.9%	54.6%			48.1%	47.4%

MN Accountability Assessments include MCA and MTAS

Test year

The percent of Wayzata 3rd grade students proficient on the Reading MCA decreased by 5.1 points from 73.5% in 2022 to 68.4% in 2023.

The statewide percent proficient decreased slightly to 47.4%.



# K-3 Math Achievement - Actions

- Math Leadership Team (K-5, Representation all schools, each grade level)
- Summer Learning - MLC Leadership Conference (Asset-Based Teaching and Learning for All)
- Supporting PLCs in using data for learning
- Developing Units of Study and Essential Standards to strengthen Tier I Instruction
- Enhance core instruction through development of Tier 2 Intervention Strategies

# K-3 Reading Achievement - Actions

- Supporting PLCs, use of data to inform instruction
- K-1 Screening using FastBridge
- Creating Units of Study with Essential Standards
- Developing Tier 2 Intervention Strategies to enhance core curriculum
- Additional decodable texts for K-1 classrooms and intervention
- Added Literacy Coaches
- Special Education Adopted Benchmark Phonics Intervention (BPI) and Benchmark Steps to Advance (STA)
- READ Act implementation/planning
- District Level 4 O-G Instructor, Certified Structured Literacy Dyslexia Interventionist
- Training kindergarten teachers, special education teachers and K-8 literacy specialists in Orton-Gillingham
- Literacy Instructional Coordinators trained in LETRS.

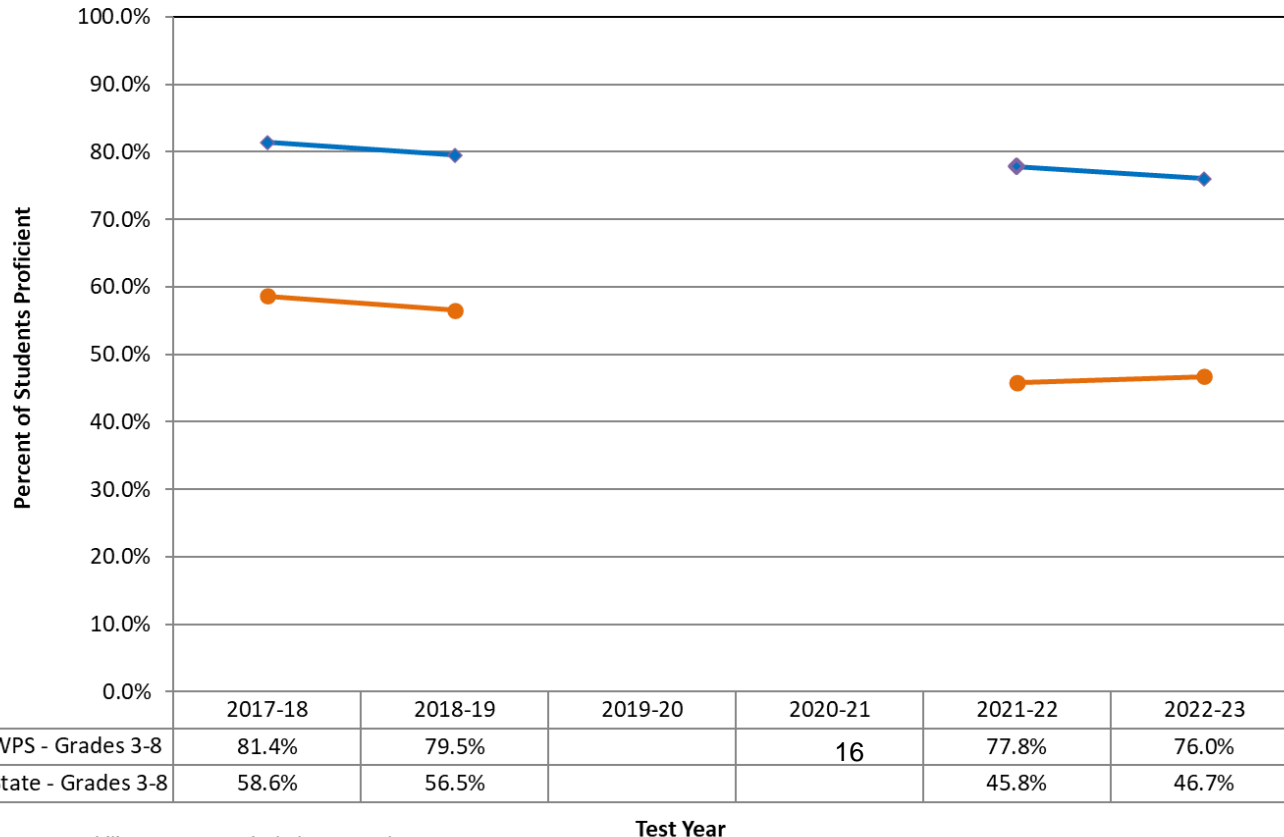
# Achievement Gaps

WBWF: Goal #3 - Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status, gender, or disability.

A&I: Goal #2: - By 2023 the achievement gap between White students and Black/African American students groups will be 10 percent or less.

Measure: MCA/MTAS Grades 3-8

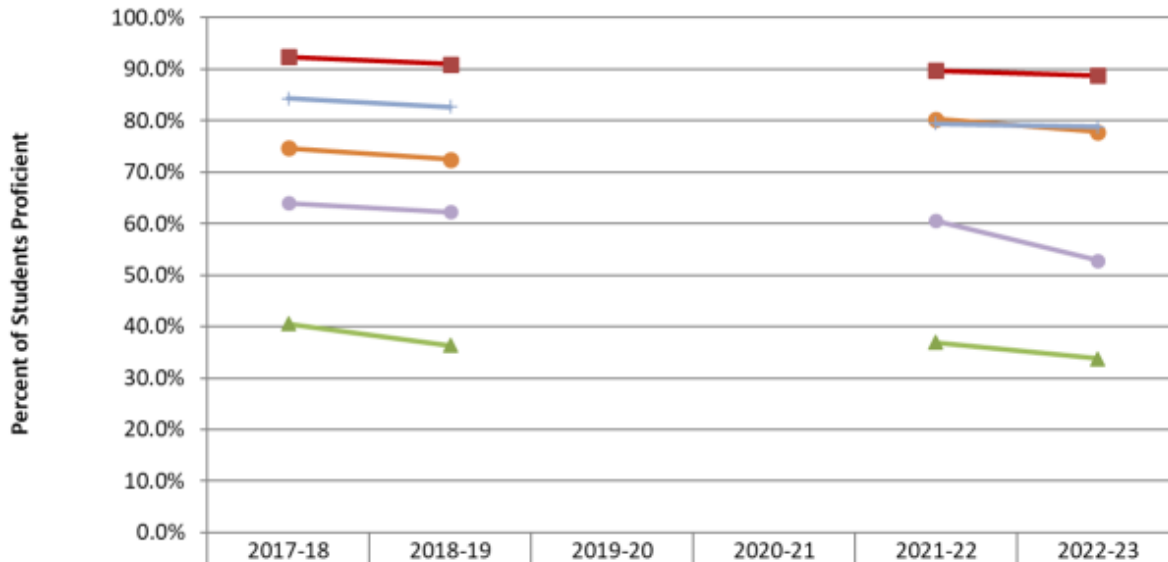
**MN Accountability Assessments Percent Proficient**  
**Wayzata Public Schools and Statewide: Elementary and Middle School (Grades 3-8)**  
**MATHEMATICS**



The percent all Wayzata students in grades 3-8 proficient on the Math MCA decreased slightly from 77.8% in 2022 to 76.0% in 2023.

The statewide percent proficient increased slightly.

**MN Accountability Assessments Percent Proficient  
Wayzata Public Schools: By Racial/Ethnic Group - GRADES 3-8  
MATHEMATICS**



2023 # Tested  
 AI/AN = 9  
 Asian = 1,356  
 B/AA = 447  
 H/L = 318  
 NH/PI = 2  
 TMR = 318  
 White = 3,198

◆ American Indian/Alaska Native\*\*  
 ■ Asian  
 ▲ Black/African American  
 ● Hispanic/Latino  
 ✕ Native Hawaiian/Pacific Islander\*\*  
 ● Two or More Races  
 + White

MN Accountability Assessments include MCA and MTAS

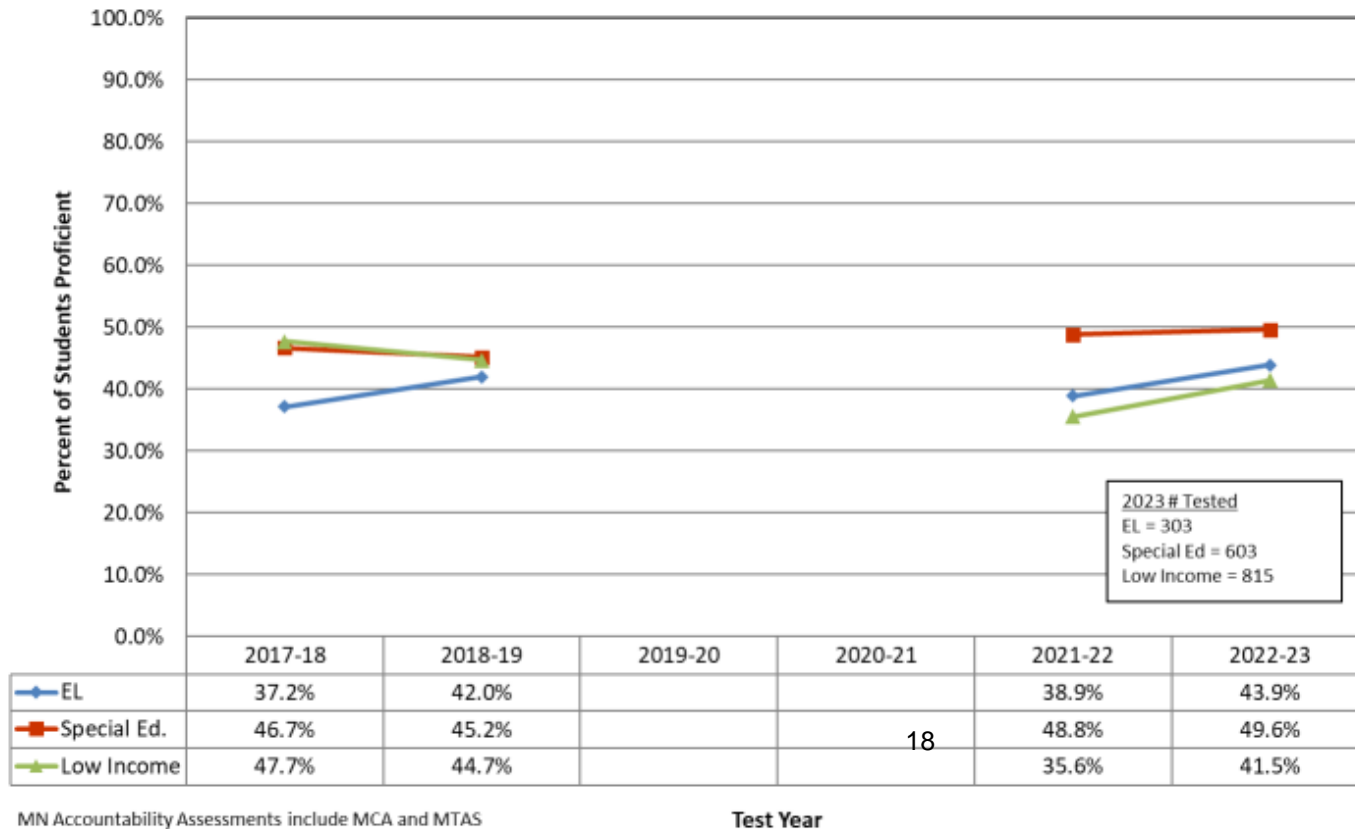
Test year

The results by Race/Ethnicity show that the percent of grade 3-8 students proficient on the Math MCA decreased in all racial/ethnic groups.

The decrease was the largest in the Hispanic/Latino student group.



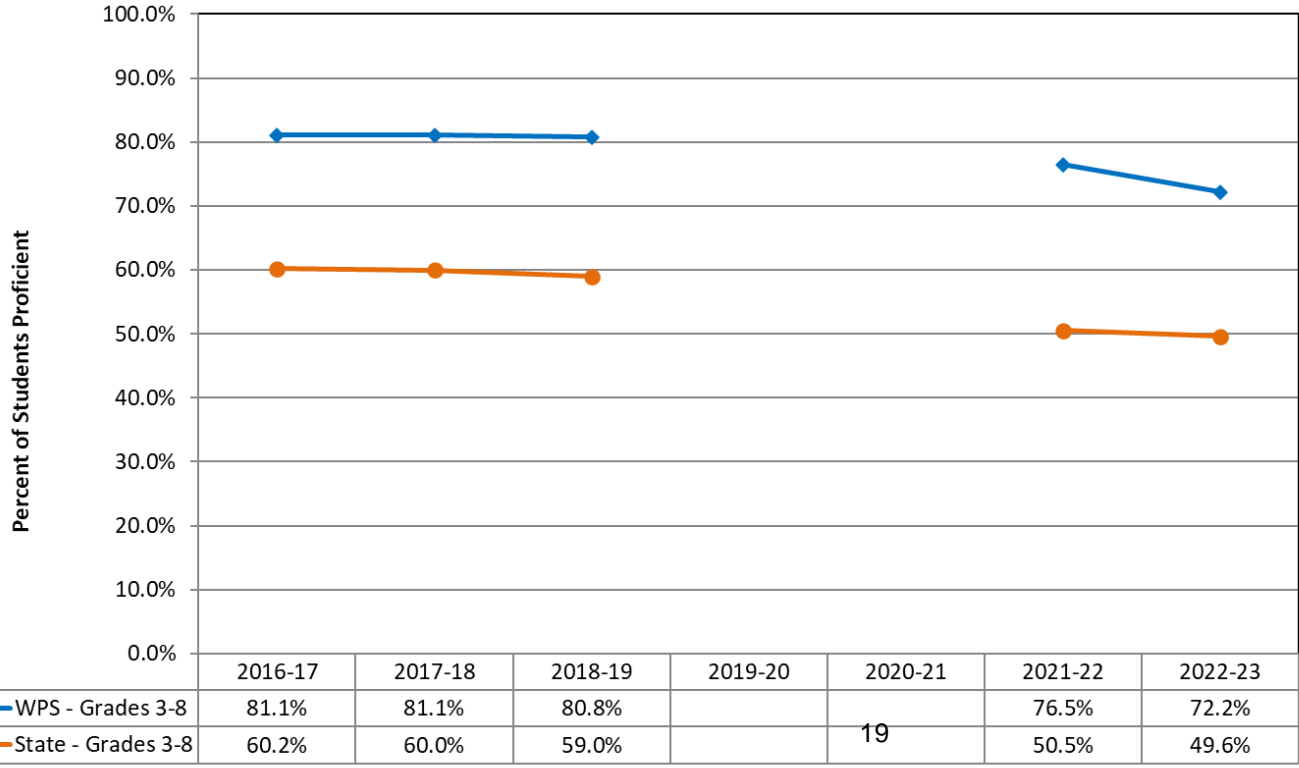
**MN Accountability Assessments Percent Proficient  
Wayzata Public Schools: By Special Populations - GRADES 3-8  
MATHEMATICS**



The percent of grade 3-8 students proficient on the MCA Math test in special populations increased for all groups.

The percent of students proficient in the English Learner and low income increased at least 5 points.

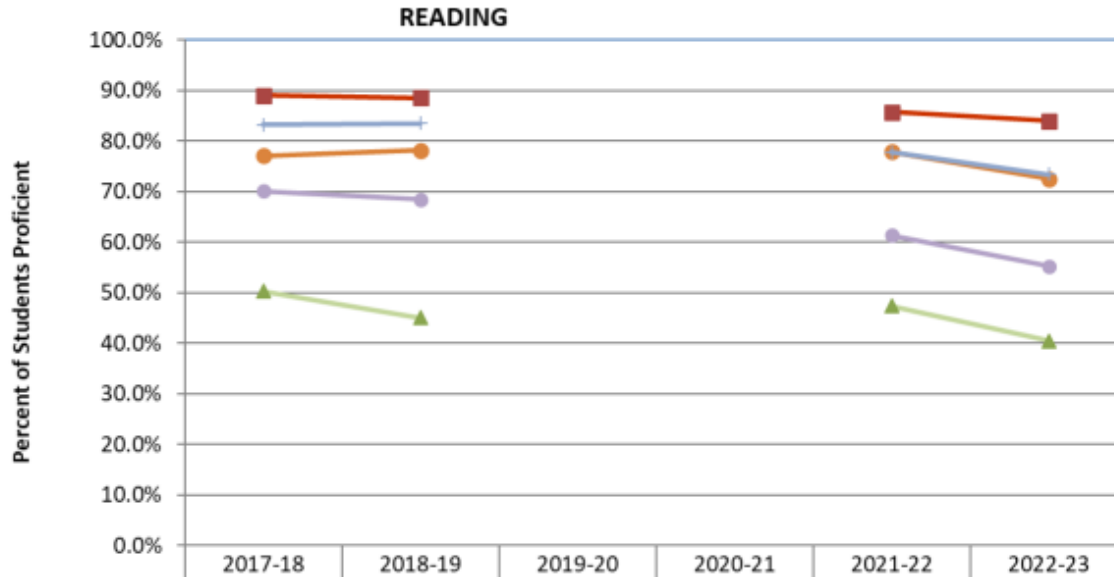
**MN Accountability Assessments Percent Proficient**  
**Wayzata Public Schools and Statewide: Elementary and Middle School (Grades 3-8)**  
**READING**



The percent all Wayzata students in grades 3-8 proficient on the Reading MCA decreased 4.3 points from 76.5% in 2022 to 72.2% in 2023.

The statewide percent proficient decreased slightly.

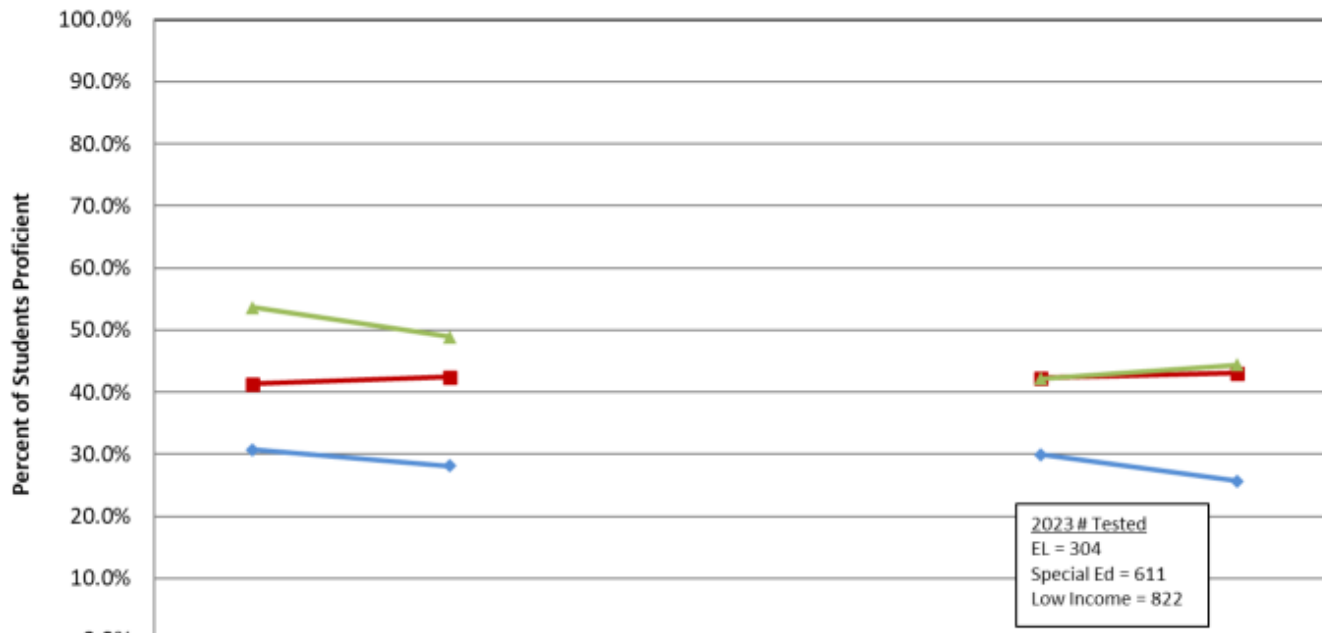
**MN Accountability Assessments Percent Proficient  
Wayzata Public Schools: by Racial/Ethnic Group - GRADES 3-8**



**2023 # Tested**  
 AI/AN = 9  
 Asian = 1,359  
 B/AA = 449  
 H/L = 320  
 NH/PI = 2  
 TMR = 321  
 White = 3,204

The results by Race/Ethnicity show that the percent of grade 3-8 students proficient on the Reading MCA decreased in all racial/ethnic groups.

**MN Accountability Assessments Percent Proficient  
Wayzata Public Schools: By Special Populations - GRADES 3-8  
READING**



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
EL	30.7%	28.1%			29.9%	25.7%
Special Ed.	41.3%	42.4%			42.3%	43.0%
Low Income	53.7%	48.9%			42.2%	44.4%

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The percent of grade 3-8 students proficient on the Reading MCA test in special populations increased for the special education and low income groups and decreased for students in the English Learner group.

# Math Achievement Gaps - Actions

- Deepening school leadership understanding and use of MCA Benchmark Achievement Level Descriptors (ALD)
- Fifth Grade Math Leadership Team
  - reviewing data, analyzing patterns to inform instruction, creating units of study, supplemental lessons
- Bridges Concept Quest - horizontal enrichment for all students
- T&L created intervention resources for K-5 classroom teachers
- Reviewing 6-12 math course sequence
- Expanded FastBridge aMath assessments to 6-8 grade
- Training for teachers on how to use FastBridge assessments to measure growth during the year

# Reading Achievement Gaps - Actions

- Building assessment literacy at all levels, leadership and classroom teachers
- Utilizing systems and street level data to inform our understanding of student learning
- Expanding FastBridge aReading assessments to 6-8 grade
- K-12 Literacy Leadership Teams (ie. ELA Curriculum Review Committee, Pilot Teams, Reading Leadership)
- Developing K-12 Unit Guides supporting alignment and instructional refinements
- T&L created Tier 2 intervention resources for K-5 classroom teachers
- Implementing new curriculum 6-12
- Integrating culturally responsive teaching practices
- Highly trained literacy specialists in all buildings

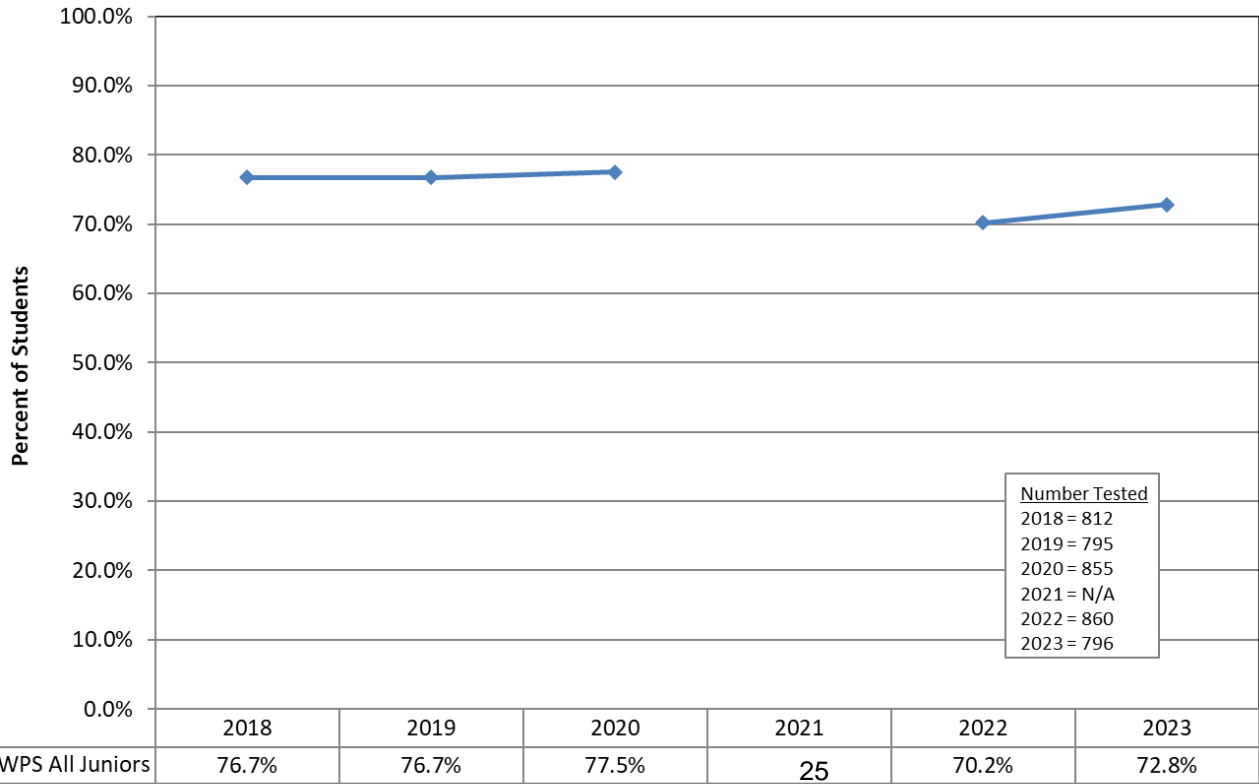
# College and Career Readiness

WBWF: Goal #4 - All students are ready for career and college.

A&I: Goal #3: - By 2023, the percentage of students, from diverse economic and racial backgrounds, who graduate career and college ready as measured by a college ready ACT Score will increase from 50% to 75%.

Measure: ACT Composite Grade 11

**Percent of Students with Composite Score At or Above 21**  
**Wayzata High School: All Juniors**  
**ACT - COMPOSITE**



*Note: For students who took the ACT multiple times, the data in the graph reflect the test with the highest composite score.*

The ACT Composite score combines results from all four subjects (English, Math, Reading and Science)

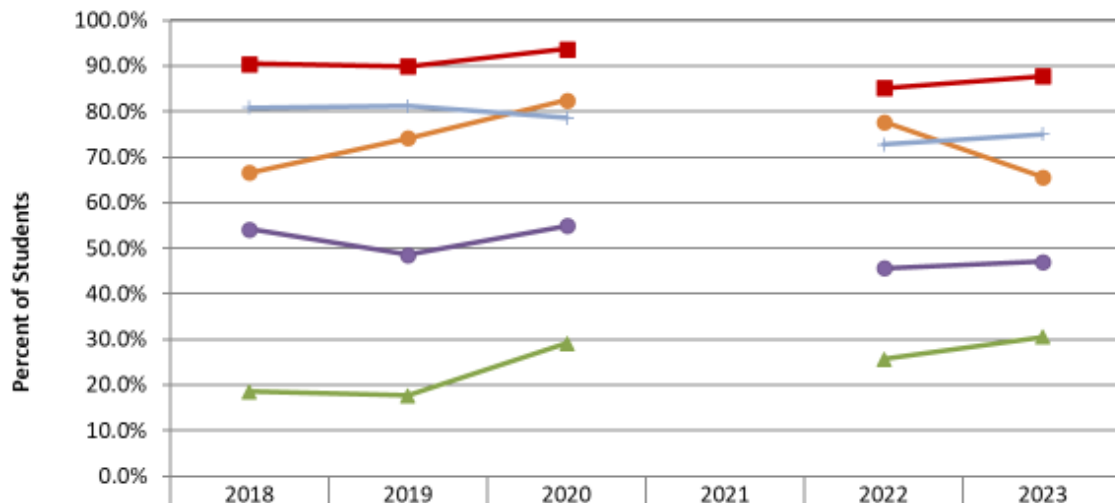
The percent of all grade 11 students who took the ACT and scored 21 or higher increased from 70.2% in 2022 to 72.8% in 2023.



**Percent of Students with Composite Score At or Above 21**  
**Wayzata High School: All Juniors - By Race/Ethnicity**  
**ACT - COMPOSITE**

**2022 # Tested**  
 AI/AN = 0  
 Asian = 162  
 B/AA = 74  
 H/L = 35  
 NH/PI = 1  
 TMR = 54  
 White = 534

**2023 # Tested**  
 AI/AN = 1  
 Asian = 173  
 B/AA = 59  
 H/L = 34  
 NH/PI = 0  
 TMR = 32  
 White = 497



	2018	2019	2020	2021	2022	2023
American Indian/Alaska Native *						
Asian	90.6%	89.9%	93.8%		85.2%	87.8%
Black/African American	18.5%	17.6%	29.2%		25.7%	30.5%
Hispanic/Latino	54.2%	48.6%	55.0%		45.7%	47.1%
Native Hawaiian/Pacific Islander*						
Two or More Races	66.7%	74.2%	82.5%		77.8%	65.6%
White	80.9%	81.2%	78.7%		72.8%	75.1%

26

*Note: For students who took the ACT multiple times, the data in the graph reflect the test with the highest composite score.*

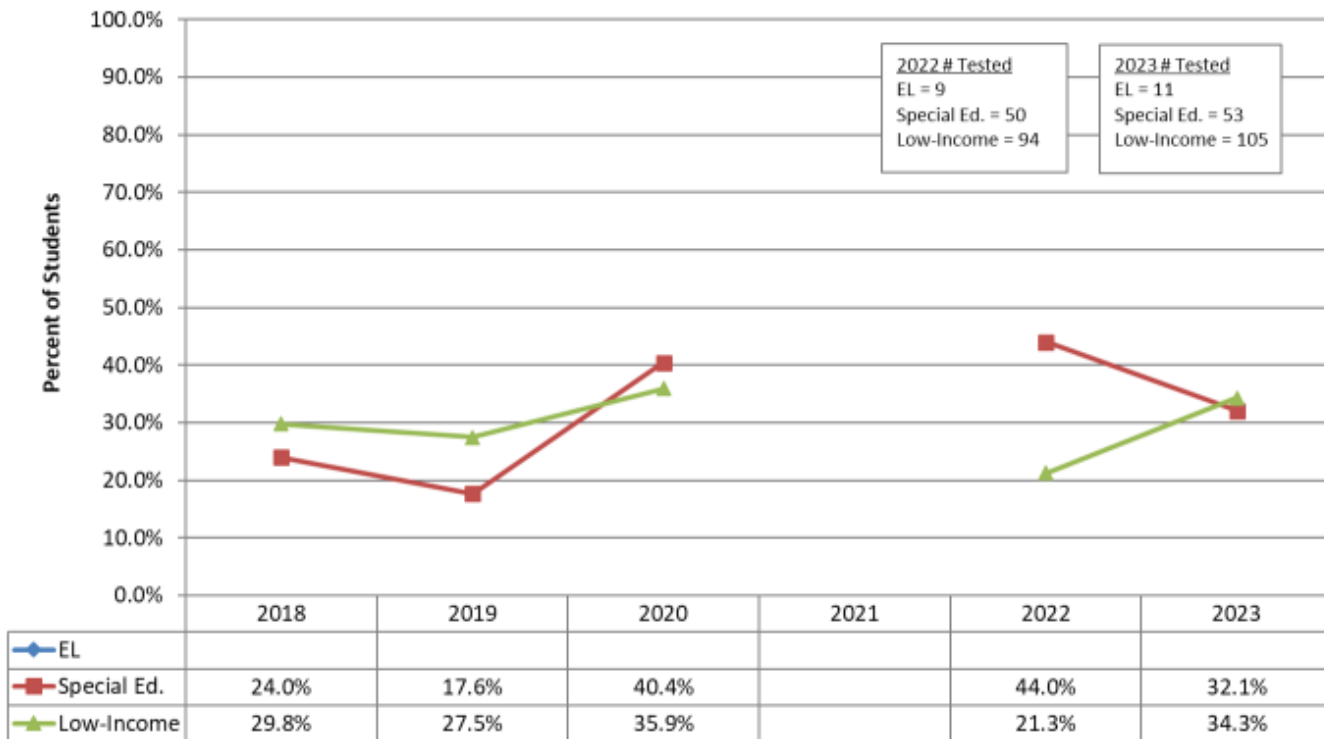
\* Data is not shown for student groups with number tested less than 20.

In the results by race/ethnicity, the percent of grade 11 students who took the ACT and scored 21 or higher increased for all groups, except students in the Two or More Races group.

The participation rate for students in the Black/African American and Two or More Races group was lower in 2023 compared to 2022.



**Percent of Students with Composite Score At or Above 21  
Wayzata High School: All Juniors - By Special Population  
ACT - COMPOSITE**



The percent of grade 11 students in the special populations groups who took the ACT and scored 21 or higher increased for the low income group and decreased for the special education group.

*Note: For students who took the ACT multiple times, the data in the graph reflects the test with the highest composite score.*

\* Data is not shown for student groups with number tested less than 20.

# Strategies - Career and College Readiness

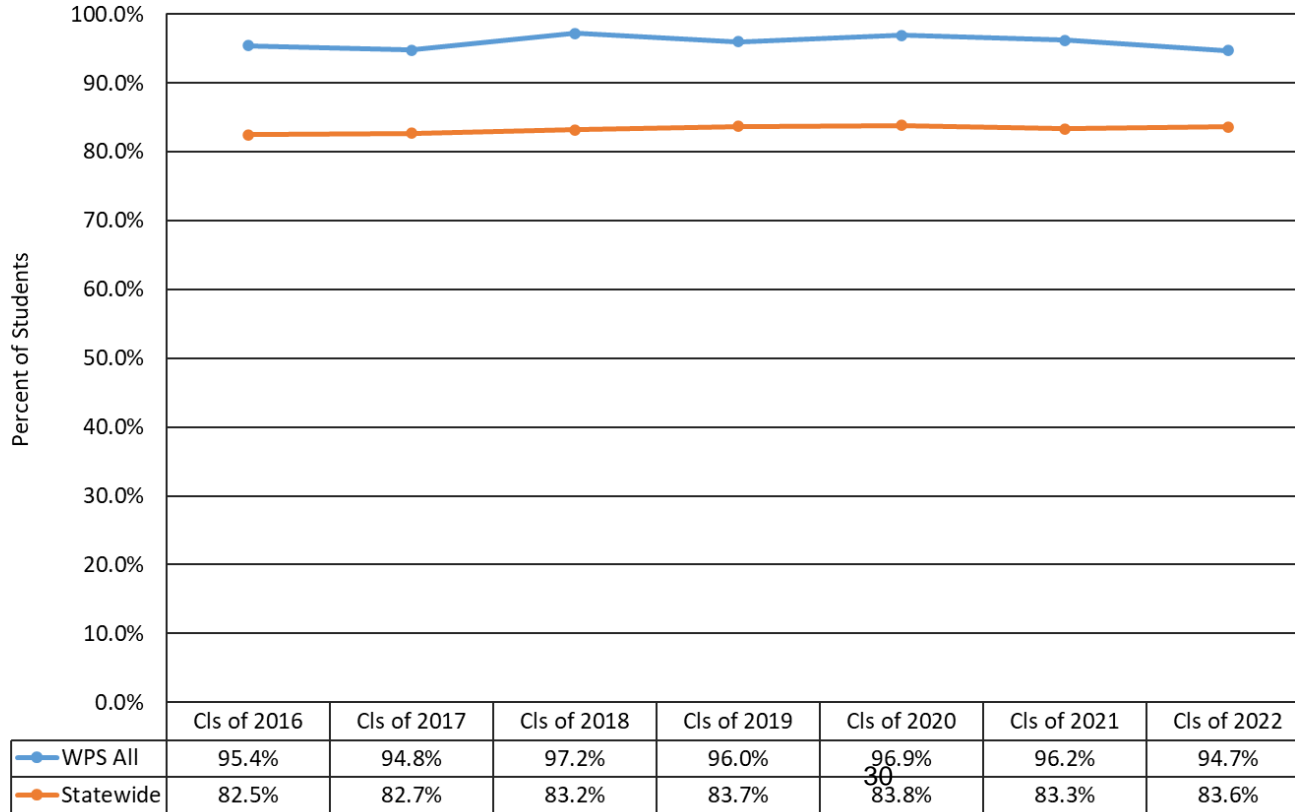
- Portrait of a Wayzata Graduate implemented
- Student Support Teams utilize Pre-ACT and ACT data to align pathways to post-secondary learning plans
- PLCs embed ACT-specific benchmarks and essential (soft) skill development into their course curriculum.
- Advanced Placement and Concurrent Enrollment courses remain strong
- Trojan Academy course designed to support students in improving academic skills.
- PLCs continue Collaborative Inquiry model
- [Wayzata High School's Career Sphere](#) courses, comprising three core programs with more than 70 unique courses
- Strong Career and Technical Education Showcase; CTE Programming
- Compass professional studies program partnerships build career skills

# High School Graduation

WBWF: Goal #3 - All students graduate from high school.

Measure: 4-Year Graduation Rate (MN Report Card)

### Percent of Students Graduating High School within Four Years Wayzata Public Schools and Statewide



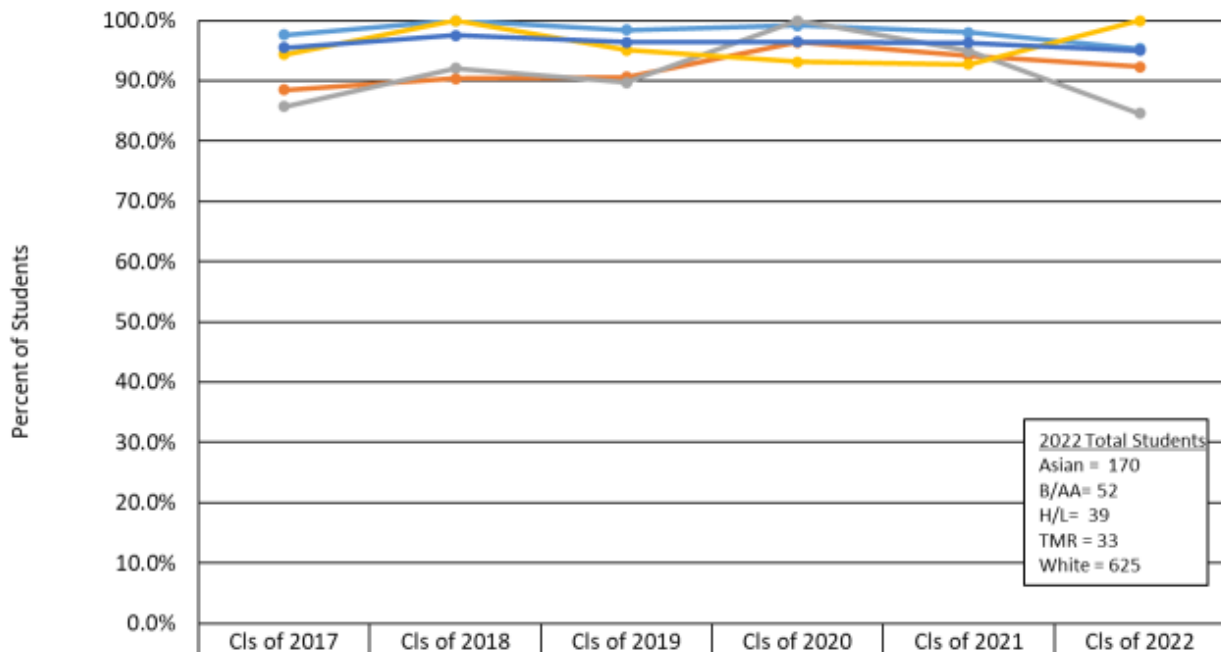
The MN North Star Accountability system uses the 4-year graduation rate.

The 4-year graduation rate for all students at Wayzata High School has been above 94% for the last seven years.

Source: Minnesota Report Card



**Percent of Students Graduating High School within Four Years  
Wayzata Public Schools: by Race/Ethnicity**



2022 Total Students  
 Asian = 170  
 B/AA= 52  
 H/L= 39  
 TMR = 33  
 White = 625

	Cls of 2017	Cls of 2018	Cls of 2019	Cls of 2020	Cls of 2021	Cls of 2022
Asian	97.6%	100.0%	98.4%	99.2%	98.0%	95.3%
Black or African American	88.5%	90.4%	90.6%	96.4%	94.2%	92.3%
Hispanic or Latino	85.7%	92.1%	89.7%	100.0%	94.9%	84.6%
Two or More Races	94.4%	100.0%	95.1%	93.1%	92.7%	100.0%
White	95.5%	97.5%	96.4%	96.5%	96.3%	95.0%

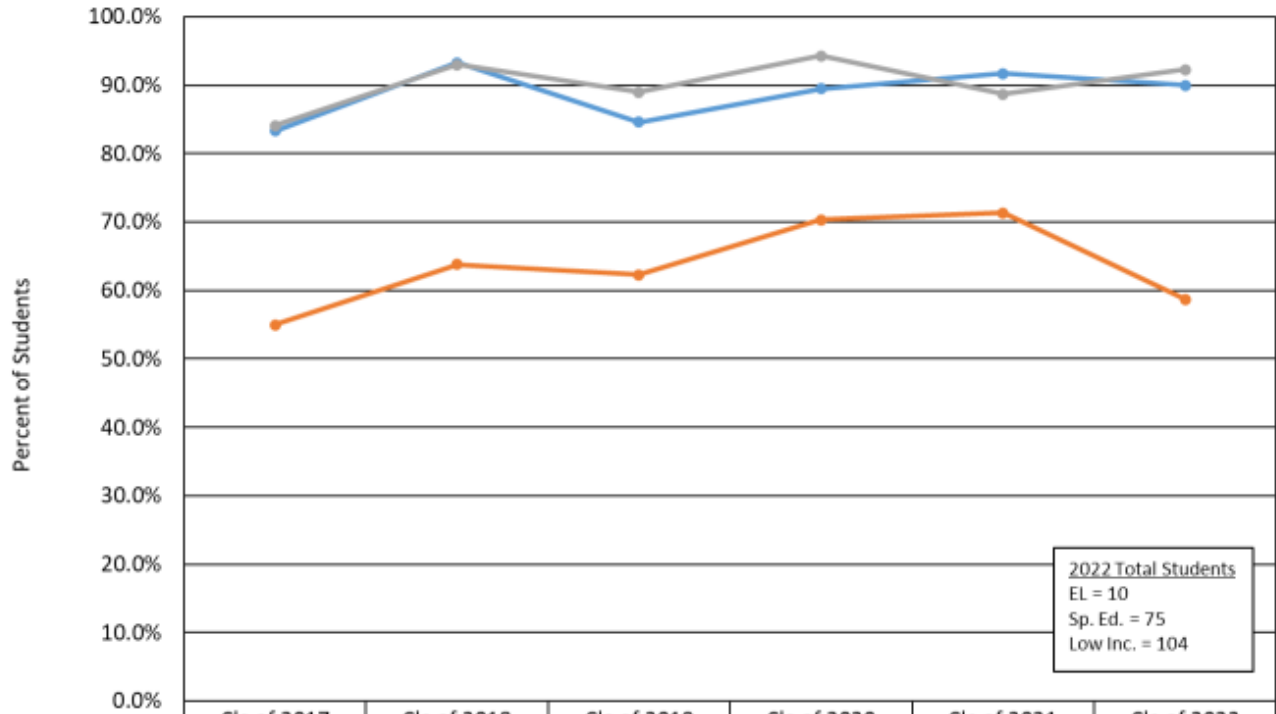
Source: Minnesota Report Card

The MN North Star Accountability system all student groups are expected to have a 4-year graduation at least 85%.

In the results by race/ethnicity, for the Class of 2022, all groups except the Hispanic/Latino group were above this threshold.



**Percent of Students Graduating High School within Four Years  
Wayzata Public Schools: by Special Population**



2022 Total Students  
EL = 10  
Sp. Ed. = 75  
Low Inc. = 104

	Cls of 2017	Cls of 2018	Cls of 2019	Cls of 2020	Cls of 2021	Cls of 2022
English Learner	83.3%	93.3%	84.6%	89.5%	91.7%	90.0%
Special Education	55.0%	63.8%	62.3%	70.3%	71.3%	58.7%
Low Income	84.1%	93.0%	89.0%	94.3%	88.7%	92.3%

Source: Minnesota Report Card

The percent of students in special populations graduating in 4 years in the English Learner and low income groups was at least 90%.

Of the 75 special education students in the Class of 2022, 58.7% graduated within 4 years and 29.3% continued in the fall.



# Strategies - High School Graduation

- The primary strategy for ensuring high school graduation is by aligning the work of all PLCs with an emphasis on improving the student experience.
- All PLCs establish an ongoing common inquiry question directly aligned to one of the four areas of focus on the District Student Engagement Survey.
- All PLCs embed questions from the District Student Engagement Survey into their course-specific student experience surveys. This work is measured weekly through the PLC Collaborative Inquiry Cycle.
- All PLC work is guided by the four Learner-Driven Questions

# What's Next?

- A&I plan has been updated
- New District Strategic Road Map completed
- New State Legislation/Read Act
- As a result:
  - New WBWF Comprehensive, Strategic Long-term Plan
  - Updated Literacy Plan

Thank  
You

*For more information about this report, email  
[askTL@wayzataschools.org](mailto:askTL@wayzataschools.org)*



# Modified 4X4 Block Schedule Wayzata High School

*Updated November 26, 2023*

## Background

Due to district-wide cost containment needs identified in the spring of 2023, the high school staff is tasked with considering an alternative daily schedule to the 4x4 block schedule, which has been the standard schedule at the high school since 1996. A scheduling task force, consisting of teachers across all content areas used the [Guiding Change Framework](#) with the following Focus Question: ***Is there an alternative block schedule that could be considered for implementation at Wayzata High School beginning in the school year 2024-2025?***

## Considerations and Recommended Actions

### Consideration:

Move from a traditional 4x4 Block Schedule to a modified 4x4 Block Schedule, while adding 10 minutes on to the school day (8:15 a.m. to 3:20 p.m.).

**Student Course Load:** Students average 15 of 16 credits over 4-years

9 - 16/16  
10 - 16/16  
11 - 14/16  
12 - 14/16

### Recommended Actions:

None at this time.

**Funding Formulas to Consider:** (projected enrollment x student credits per year) / class size / 12

Current:  $(3651 \times 15.35) / 31 / 12 = 150.65$  FTEs

Proposal 1:  $(3651 \times 15) / 32 / 12 = 142.6$  (**\$964,800**) **Class sizes will increase slightly. Not recommended by the high school administration.**

### Other Scenarios/Options:

*\*Keep 16/16 - No change to the model, only the formula. Class sizes will increase*

*Ideal Traditional 4x4 Formula:  $(3651 \times 15.35) / 30 / 12 = 155.67$  FTEs*

Proposal 2:  $(3651 \times 15.35) / 32 / 12 = 145.94$  (**\$565,200**) (Note: does not meet financial target and will require future reinvestment back into the staffing formula.) **Not recommended by the district's Executive Leadership group**

**Note:** Class sizes in the formula are **not** an actual class size or an average. Actual class sizes will often be higher and vary by department/program.

### Pros (15/16):

- Implementing this schedule would be the least disruptive to our current model.
- Students could still double-up and/or accelerate depending on the year/course..
- Could maintain 3-term AP courses in 10th grade
- Students who do not receive credit, could be enrolled into an "open block" for credit recovery.

### Cons 15/16:

- Requires continued class size increases to save money and future money will need to offset

this, as opposed to future innovative programming.

- 11th and 12th grade students will have fewer electives to choose from over the course of a school year. Note: minimizing student course requests will be challenging when students want to take more credits/classes.
- The high school will lose electives currently offered in all content areas.
- Most 3-term AP Classes will be reduced to 2-terms.

**AP Minutes:** Semester 1: 7395 Minutes / Semester 2: 5270

Note: A traditional AP course on a 50-minute day is 7450 up to the first week in May.

**Number of students currently enrolled in 3-term courses**

953 students are enrolled in 3-term courses (approximately 1/3 of our 10-12 grade students)

147 students are enrolled in 2 or more 3-term courses

**Number of students currently with an Academic Study Block (632)**

477 students are enrolled in 1 academic study block

155 students are enrolled in 2 academic study blocks

**Sample Schedules**

[Modified 4x4 Block Schedule](#)

Students take 16 of 16 classes in 9th /10th Grade and 14 of 16 in 11th/12th grade with two academic study blocks. Every class meets during a block period that typically lasts 80-90 minutes. This schedule is very similar to our current model- 11th and 12 grade students will take two fewer classes.

The schedule matrix will look exactly like it does currently. Juniors and seniors will just take two (2) less credits per year.

**Graduation Requirements:**

- 8 credits English
- 8 credits Math
- 8 credits Science
- 8 credits Social Studies
- 2 credit Fine Art(s)
- 2 credits of PE
- 1 credit of Health
- 1 credit Personal Finance (*beginning for graduation class of 2028*)
- 20 or 22 elective credits

**Total: 60 Credits (Note: could reduce to 58)**



# Alternating / Modified Block Schedule Wayzata High School

*Updated November 26, 2023*

## Considerations and Recommended Actions

### **Consideration:**

Move from a traditional 4x4 Block Schedule to an Alternating Daily Block Schedule, while adding 10 minutes on to the school day (8:15 a.m. to 3:20 p.m.).

**Student Course Load:** Students take seven credits per year on a 7- or 8-period day

9 - 7/7 or 7/8

10 - 7/7 or 7/8

11 - 7/7 or 7/8 or 6/7 w 2AP

12 - 7/7 or 7/8 or 6/7 w 2AP

Note: Teachers teach 6 of 7 or 6 of 8.

**Funding Formulas to Consider:** (projected enrollment x student credits per year) / class size / 12 (teacher load)

Current:  $(3651 \times 15.35) / 31 / 12 = 150.65$  FTEs

Proposal 1/Ideal  $(3651 \times 14) / 30 / 12 = 141.98$  (\$1,040,400)

### **Pros:**

- A modified block schedule could save the district an estimated \$1 Million per year moving forward AND will lower class sizes immediately.
- Future \$ could go to programming over reducing class sizes at the high school. For example, some of the costs contained by making this change could be reinvested back into the high school for innovative programming, equipment and materials (i.e. Research labs, more Compass Career Sphere opportunities- i.e. Aviation, Health/Nursing Certifications, etc.).
- Depending on the schedule, this model could provide significant targeted instruction/intervention and provide teachers, PLCs and departments with common prep/planning time.
- The master schedule will be consistent across all content areas (i.e. music and general ed), which will result in more balanced class sizes.
- Students and staff will have semester- and year-long courses v.s. term- and semester-long courses, which will provide greater consistency.
- Depending on the schedule, students who do not receive credit, could be enrolled into an "open block" for credit recovery.
- Because students rotate between "Gold" days and "Blue" days, they have additional days to complete homework and/or make-up assessments
- Students have fewer scheduling transitions (i.e term and semester changes).
- Less gap between chronologically progressive classes (i.e. French 1 to French 2).

### **Cons:**

- A change of this magnitude can be difficult/challenging in a school the size of Wayzata High School. Staff are generally against the idea of a change from the traditional 4x4 block schedule, and the traditional 4x4 block schedule is well received by the school community.
- Accelerating in specific content areas is more challenging in an alternating block schedule. As such, summer options to accelerate might need to be offered.
- Adjustments will need to be made immediately to the 5-12 math sequencing,

especially for students not prepared for geometry by 9th grade and students who want to complete differential equations by the end of their senior year.

- Adjustments will need to be made to the World Language offerings and other elective sequencing, for example, students who start French and wish to get through AP French (Current sequencing: French 1 - French 2 - French 3 - French 4 - AP French).
- Teachers will manage 6/8 classes over the course of the semester/year vs 3/4 over the term/semester (approximately 180 students over the year vs 90 per term). *Although this could be a “pro” for some staff (consistency with the same students all year long, it is generally viewed as a con for others (quantity of grading not spread-out across 4-terms, etc.)*
- Students will manage seven (7) classes over the course of the semester/year vs four (4) over the term/semester.
- The high school will lose electives currently offered in all content areas.
- Students enrolled in music AND world language will have extremely limited elective options in 9th and 10th grade (see sample schedules below). We could consider allowing ninth and 10th graders to opt into an 8th credit.
- Marching Band will need to move to an after school extracurricular, offered as an 8th-period for band students only or embedded in regular band classes, depending on schedule.
- Instructional minutes will be significantly reduced from our current 3-term AP course offerings. (AP Minutes will be increased when comparing 2-term courses currently offered in semester 2).
- Increased storage needs will need to be established immediately to accommodate technology education and art courses.
- Immediate increased curriculum costs will take effect (i.e textbooks, materials, and equipment costs will double in all content areas). Capital funds could cover this expense.
- Increased SPED support /para costs due to added instructional minutes.
- Depending on the selected schedule, teachers may not have a daily prep. Prep could be distributed every other day for twice the length. This also impacts supervision requirements.
- Depending on the schedule chosen, students may have open study blocks in which supervision needs to be considered.

**AP Minutes:** 6600 to 6700 minutes, depending on the schedule.

Note: A traditional AP course on a 50-minute day is 7450 up to the first week in May.

### **Number of students currently enrolled in 3-term courses**

953 students are enrolled in 3-term courses (approximately 1/3 of our 10-12 grade students)

147 students are enrolled in 2 or more 3-term courses

### **Number of students currently with an Academic Study Block (632)**

477 students are enrolled in 1 academic study block

155 students are enrolled in 2 academic study blocks

### **Sample Schedules**

[Alternating A/B Block Schedule](#) - Option 1A (Students take 7 of 8 with an Open Block)

[Alternating A/B \(Modified\) Block Schedule](#) - Option 1B (Students take 7 of 8 with an Open Block)

[Modified Alternating/Block Schedule](#) - Option 2 (Students take 7 of 7 with a designated Targeted Instruction/Intervention Time (T-Time))

- Students take 7 of 8 courses with one academic study block (Options 1A and 1B) or 7 of 7 courses with a designated targeted instruction/intervention time 8th period (Option 2).
- Every class meets during a block period that typically lasts 85-90 minutes (depending on the schedule).
- School days are divided into two different sets of block periods (“Blue” days and “Gold” days) that meet on alternating days. For example, students attend classes one, three, five and seven on the “Blue” day and classes two, four, six and eight on the “Gold” day.
- The “Modified” Block Schedule allows classes to meet at least 3x per week during any 5-day week.

### **Sample 9th Schedule**

**Block 1:** English 9/Honors English 9

**Block 2:** Geometry/Accelerated Geometry

**Block 3:** Earth Science

**Block 4:** Civics/Honors Civics

**Block 5:** 9th Grade PE

**Block 6:** Elective/World Language

**Block 7:** Elective/Music

**Block 8:** Academic Study Block (Option 1A/1B) / T-Time (Option 2)

### **Sample 10th Schedule**

**Block 1:** English 10/Honors English 10

**Block 2:** Algebra II/Accelerated Algebra II

**Block 3:** Biology/AP Biology/Medical Biology

**Block 4:** World History/AP World History/AP Euro History

**Block 5:** Health Semester 1 / Personal Finance Semester 2

**Block 6:** Elective/World Language

**Block 7:** Elective/Music

**Block 8:** Academic Study Block (Option 1A/1B) / T-Time (Option 2)

### **Sample 11th Schedule**

**Block 1:** English A or English B Course

**Block 2:** PreCalculus/Accelerated PreCalculus

**Block 3:** Chem/AP Chemistry

**Block 4:** U.S. History/AP U.S. History

**Block 5:** Elective/World Language

**Block 6:** Elective/Music

**Block 7:** Elective

**Block 8:** Academic Study Block (Option 1A/1B) / T-Time (Option 2)

### **Sample 12th Schedule**

**Block 1:** English A or English B Course

**Block 2:** Calculus Concepts/AP Calculus AB/BC/AP Stats

**Block 3:** Physics/AP Physics/AP Environmental Science

**Block 4:** Senior Econ/American Govt (Capstone)

**Block 5:** Elective/World Language

**Block 6:** Elective/Music

**Block 7:** Elective

**Block 8:** Academic Study Block (Option 1A/1B) / T-Time (Option 2)

**Graduation Requirements: (Note: We currently require more credits than the state requirements.)**

- 4 credits English
- 4 credits Math
- 4 credits Science
- 4 credits Social Studies
- 1 credit Fine Art(s)
- 1 credits of PE
- .5 credit of Health
- .5 credit Personal Finance (*beginning for graduation class of 2028*)
- 9 elective credits

**Total: 28 Credits, 27 Credits (2 AP), 26 Credits (4 AP)**