



# *ENCORE*

---

## Student Agency & Personalization

Craig Creller, MS Redesign Committee,  
9/7/2017

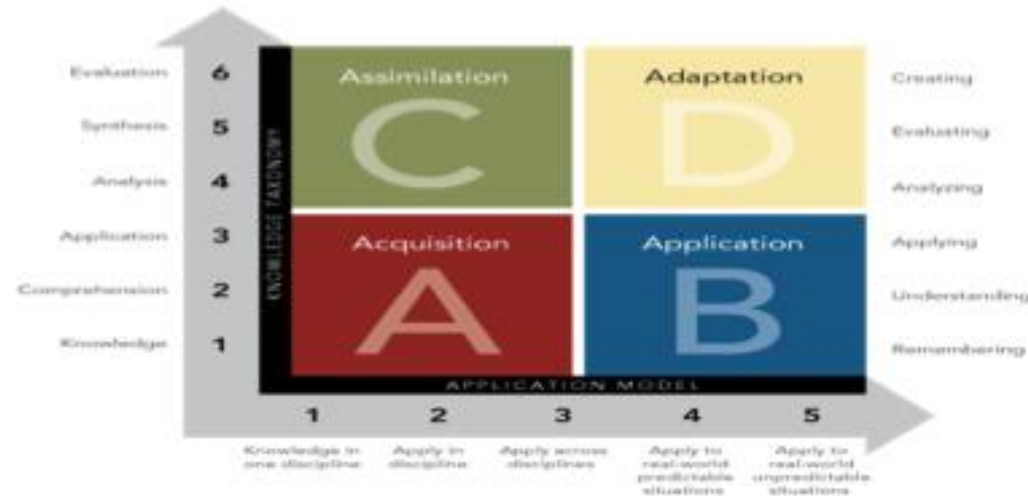
# Encore Review: What is “ENCORE” @ NPS?

- Please take a moment to read the “Executive Summary” in your packet ...
- *“Thus, the impetus of Encore is to support the academic, cognitive, social, and emotional domains within the trans-adolescent learner.”*
- *“Encore, a key lever for improving student achievement and engagement ...”*
- *“...each middle school will have a designated “Encore day” ...”*
- *“The leverage for Encore is to ensure students explore their specialized interests and abilities ...”*

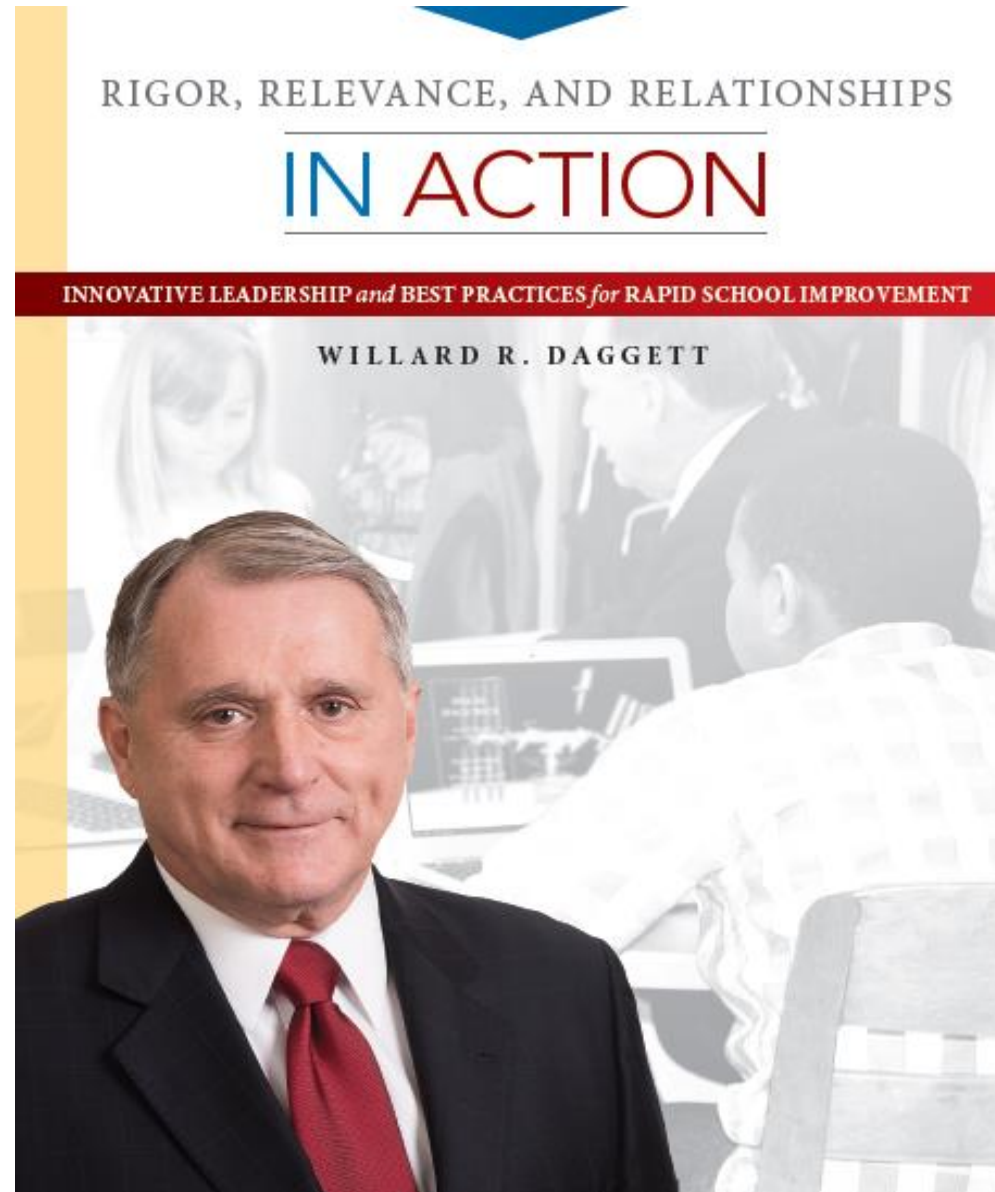
# Smaller Learning Communities (SLCs)

- 5 Domains of “Best” practice:
- Self-determination
- Identity
- *Personalization*
- Support for Teaching
- Functional Accountability

# Design Initiative Frameworks



# Rigor, Relevance, and Relationships ...



## Daggett/ICLE message ...

- Rigor and Relevance  
for  
ALL students!



## Daggett/ICLE cont ...

- **Rebuild with Rigor**
- **Retool with Relevance**
- **Restore the Relationships**

## Daggett/ICLE cont ...

- Fundamental Shift

- Schools that drive academics into Art, Music, Physical Education, and CTE – as well as – drive Art, Music, Physical Education and CTE into academics have a growth (B/D) mindset



## Daggett/ICLE cont ...

- *Fixed Mindset schools have doubled down on the past*
- *Technology is Transforming Growth Mindset Schools*

# Personalization Inventory SURVEY

## “Student Agency”



### A. STUDENT AGENCY



0 - 18 points

24 - 36 points

42 - 54 points

# Data

(from *Student Agency Surveys* - gr 6)

|       | Total score (average) | best practice continuum  |
|-------|-----------------------|--------------------------|
| NHMS  | 21                    | Traditional/Transitional |
| Ponus | 30.2                  | Transitional             |
| Roton | 35                    | Transitional             |
| WRMS  | 24                    | Transitional             |

# Data

(from Student Agency Surveys - gr 6)

|        | Equity | Student | Clsm Climate | Personalization | Governance | Student Support |
|--------|--------|---------|--------------|-----------------|------------|-----------------|
| NHMS   | 1      | 4       | 5            | 7               | 4          | 7               |
| Ponus  | 5.6    | 5.4     | 5.2          | 4.1             | 3.8        | 6               |
| Roton  | 6      | 7       | 4            | 6               | 5          | 7               |
| WRMS   | 3      | 5       | 5            | 3               | 3          | 5               |
| totals | 15.6   | 21.4    | 19.2         | 20.1            | 14.8       | 25              |

# Site-Based “data” Discussion

- ▶ Questions/‘Talking Points’ ...
- ▶ *Any surprises in YOUR Survey results?*
- ▶ *Why is Personalization in the middle?*
- ▶ *\*What can we do that is no cost/low cost/”doable” in the near future to improve Student Agency?*

\* We are NOT asking you to address all six (6) areas, nor are we asking for an “Advisory Program”

# ENCORE - The “non-negotiables” ...

- Minimum/at least once per week = *All schools & All grades.*
- Teachers with three (3) preps are not required to teach Encore.
- Teachers will be compensated for initial creation as per MOU (Feb. 2017)



\* Start by October 15<sup>th</sup>, 2017

## THE FOUR-BLOCK SCHEDULE + “Encore”

|                        | Day 1                     | Day 2         |
|------------------------|---------------------------|---------------|
| 9 <sup>th</sup> Period | ENCORE                    |               |
| Block I                | Language Arts and Reading |               |
| Block II               | Mathematics               |               |
| Block III              | Social Studies            | Science       |
| Block IV               | Electives                 | Interventions |

## UNEQUAL CORE AND ENCORE PERIODS IN 390-MINUTE DAY

|                               |                        |
|-------------------------------|------------------------|
| Block 1 (80m)                 | ELA/Reading            |
| Block 2 (80m)                 | Mathematics            |
| Block 3 (80m)                 | Social Studies/Science |
| <i>Lunch (30m)</i>            | <i>Lunch</i>           |
| Core 4 (80m)                  | Electives/Intervention |
| 9 <sup>th</sup> period (40 m) | ENCORE (s)             |
|                               |                        |



Combined Lunch/ENCORE PERIODS IN 390-MINUTE DAY

|                                   |                        |
|-----------------------------------|------------------------|
| Block 1 (80m)                     | ELA/Reading            |
| Block 2 (80m)                     | Mathematics            |
| Block 3 (80m)                     | Social Studies/Science |
| <b><i>Lunch/ ENCORE (70m)</i></b> |                        |
| Core 4 (80m)                      | Electives/Intervention |
|                                   |                        |
|                                   |                        |

# Rotation & ENCORE

- **ALL schedules can rotate** – Suggestion: “FIX” BLOCK #3 so that Vertical Team meetings are predictable and can be planned for regularly.
- **ENCORE can be added anywhere, on any day as often as needed** – (Suggestion: see attached slides for samples.)

# QUESTIONS...



# Vertical House meetings

- Promote Smaller Learning Communities (SLCs)
- Student-led Conferences.
- Advisory period.
- Peer-to-peer mentoring and tutoring.
- Team meetings (business, adults, PBIS, etc...)
- Team meetings w/Students.
- Teacher/Team autonomy & control...
- *ENCORE planning*
- Etc...

## THE FOUR-BLOCK SCHEDULE + “Encore” 2

|                           | Day 1                     | Day 2         |
|---------------------------|---------------------------|---------------|
| 9 <sup>th</sup> (40m)     | ENCORE                    |               |
| <u>Block I</u><br>(80m)   | Language Arts and Reading |               |
| <u>Block II</u><br>(80m)  | Mathematics               |               |
| <u>Block III</u><br>(80m) | Social Studies            | Science       |
| <u>Block IV</u><br>(80m)  | Electives                 | Interventions |

## THE FOUR-BLOCK SCHEDULE + “Encore” 3

|                        | Day 1                     | Day 2         |
|------------------------|---------------------------|---------------|
| 9 <sup>th</sup> Period | ENCORE                    |               |
| Block I                | Language Arts and Reading |               |
| Block II               | Mathematics               |               |
| Block III              | Social Studies            | Science       |
| Block IV               | Electives                 | Interventions |

