

Intervention and Enrichment Block

Meeting Block		Time
1		7:15 - 8:33 (78)
2		8:37 - 9:55 (78)
IEB		9:59 - 10:48 (49)
3 (1st lunch)	Lunch	10:52 - 11:16 (24)
	3	11:20 - 12:38 (78)
3 (2nd lunch)	3a	10:52 - 11:31 (39)
	Lunch	11:33- 11:57 (24)
	3b	11:59 - 12:38 (39)
3 (3rd lunch)	3	10:52 - 12:10 (78)
	Lunch	12:14 - 12:38 (24)
4		12:42 - 2:00 (78)

Instructional time:

Current: 83 minutes x 91 days = 7553 minutes

Proposed: 78 minutes x 91 days = 7098 minutes

Difference: **-455 minutes** (7.5 hours)

Intervention/Enrichment time:

Current: 0 minutes x 182 days = 0 minutes

Proposed: 49 minutes x 135 days = 6615 minutes

Difference: **+6615 minutes** (110.25 hours)

Planned Advisory/Mentor Mondays:

Current: 24 minutes x 20 days (once every 2 weeks) = 480 minutes

Proposed: 49 minutes x 40 days = 1960 minutes

Difference: **+1480 minutes** (24 hours)



STUDENT SUPPORT FOR MASTERY-BASED DIPLOMA ASSESSMENTS

District: _____

Strategy Examples

- 1) Establishment of a separate class: Schools have designed and scheduled specific senior graduation classes into which the MBDA could be embedded. Technically, under CT statute, this could be a semester or a year-long course as long as the rigor of the course aligns with that usually seen in a one-credit course. The courses could be theme-based enabling students to choose based on interest. This provides ready access to support for students although it does carry significant budget considerations.
- 2) Embedded into an advisory program: As part of advisory for students (either in the senior year or potentially across all four years), students implement some sort of independent study process to fulfill this requirement. This would require either that advisories are grouped by grade levels (which also carries an additional obligation for the advisory once every four years) or if cross-grades, that all students are expected to contribute to their eventual MBDA even when enrolled in earlier grades.
- 3) Independent Study: Students could be given clear instructions and clear expectations and expected to undertake this on their own. This carries minimal structural obligations for the school but provides very limited support for students. To have any chance of success, similar exercises would have to be embedded regularly in classes in order to build student capacity to undertake this on their own.
- 4) Embedded in content classes: schools could embed significant assessments into currently scheduled courses. For example, an extended term paper, research project, or science lab that is then turned into the MBDA. There are numerous logistic concerns with this including students potentially having to do several MBDA embedded in their courses and the idea of “double-dipping”, i.e., getting credit for both the course and the MBDA.
- 5) Embedded in Community Service: If a school has a community service requirement, this could be turned into the MBDA by requiring students to track their time, their effort, and their growth. This would carry increased expectations for support that are usually not provided in community service expectations.

In your district team, talk through the strategies above using the following prompts:

- What do you see as the pros and cons for each strategy?
- What are you doing currently that could be enhanced to meet these needs?
- What looks like your most promising road to move ahead?