

Roosevelt Middle School Schedule Study

*-The RMS Building Leadership
Team*



January 21, 2025



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The RMS Building Leadership Team

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- Katie Brennan, Exploratories
- Nancy Mueller, Math Specialist
- Alex Mendralla, Science Department Chair
- Kristen McCormick, Special Education



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Tonight's Goal:

Discuss next step in Action Objective Plan Goal #3:

➔ *01/21/25: BLT will share study findings, next steps, and opportunities*

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Current RMS Schedule Information

- Modified block schedule with eight instructional blocks over Day 1/Day 2
- 81 minute instructional blocks (3 per day)
- 39 minute Daily Doubles (2 per day)
- Homeroom every day
- Advisory one time weekly

Example 5th grade student schedule		
	Day 1	Day 2
8:30 - 9:51	Period 1	Period 5
9:55 - 11:16	Period 2	Period 6
11:21 - 11:46	Lunch	
11:51 - 12:16	Recess	
12:21 - 1:42	Period 3	Period 7
1:46- 2:25	Period 4a PE/Exploratory	Period 8a PE/Exploratory
2:28 - 3:07	Period 4b PE/Exploratory	Period 8b PE/Exploratory
3:12 - 3:15	Homeroom	

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	Every Day	Every Other Day
Grades 5 and 6	<p>English Language Arts (ELA) (81 Min) PE (39 min) Exploratory (39 min): <i>*Art, Music, Technology/STEM, or World Languages</i></p>	<p>Language Arts (LA) or Humanities (81 min) Math (81 min) Science (81 min) Social Studies (81 min)</p>
Grades 7 and 8	<p>ELA or Humanities (81 Min) PE (39 min) Exploratory (39 min): <i>*Art, Communications, Music, or STEM</i></p>	<p>Math (81 min) Science (81 min) Social Studies (81 min) World Language (81 min)</p>

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Schedule Study Focus

The RMS school schedule study focused on the following areas:

1. Literature review related to school scheduling
2. Stakeholder feedback
 - a. Teacher/Related Service Providers satisfaction surveys
 - b. Student engagement questionnaire
3. Review of subject area instructional minutes
 - a. Review of ISBE Indicators of Student Success
 - b. Review of D90 Curriculum Policy, District, and school academic goals



1. Literature Review

BLT reviewed recent studies and peer-reviewed educational research related to block scheduling in schools and identified best practice recommendations from existing research.

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Literature Review Findings

Increase in student achievement is more directly related to instructional quality rather than number of minutes.

Other findings:

- Length of instruction has mixed effect on standardized test scores; no strong connections (positive or negative).
- Block schedule provides time for teachers to try out a wider variety of instructional strategies compared to traditional schedule.
- Longer blocks give more time for relationship building.
- National Council of Teachers of Mathematics (NCTM) recommends highly that students at every level should have at least one hour of mathematics instruction each day.
- It is essential that middle school not be a time of short-duration mathematics classes. (NCTM)
- In order for a student to be proficient in a world language, they would need 5-7 hours/week. (American Council on the Teaching of Foreign Languages- ACTFL)

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2. Stakeholder Feedback (Teachers)

Survey conducted among teachers of all core content areas, exploratory subjects, special education, and specialists, with broad participation

Key Findings Include:

- 100% of teachers report that the current structure of the schedule allows them to engage students fully through the use of varied learning activities during each class (great deal, a lot and a moderate amount).
- More than 90% of teachers report the current schedule allows them to address content standards fully over the course of the school year and say the schedule supports student learning outcomes (a great deal, a lot or a moderate amount).
- 84% of teachers perceive the current schedule supports a student's social emotional well being in their classes (a great deal, a lot and a moderate amount).
- 76% of teachers perceive the current schedule supports positive student behavior in their classes (a great deal, a lot and a moderate amount).

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Teacher Survey Open-Ended Questions

“Our District mission is to “inspire and empower all learners to achieve their personal best.” To what degree does the current structure of the RMS schedule support this goal?”

Main Themes:

- Majority of comments (24) provide an overall positive review of the current modified block schedule and many mention benefits of the blocked class schedule, such as varied instructional approaches, deeper learning, and time for meeting with groups of individual students.
- A few (3) commented specifically on the “daily double”, which they feel works well for PE.
- Some (9) comment that the blocked classes are too long, in some cases for a subset of students, such as those that struggle with attention and emotional regulation.
- Some (4) express the desire for certain classes to occur daily, such as world language in 7th and 8th grade, math, academic strategies, and advisory.

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Teacher Survey Open-Ended Questions

“Please describe briefly a suggestion you have to improve the structure of the current RMS schedule.”

Main Themes:

- Many (20) did not provide any suggestion for improvement or said that the schedule works well, with a couple mentioning the importance of brain/movement breaks.
- Many (12) suggested further modifications or enhancements to the existing modified block schedule, such as classes that are between 50-60 minutes or adjustments that allow some additional classes to occur daily.
- Some (7) express desire for more math minutes and/or math to occur daily. One mentioned desire for world language to occur daily in all grades.

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Stakeholder Feedback (Related Service Providers)

Survey conducted among RMS staff who are Related Service Providers, such as social workers, psychologists, and physical and occupational therapists.

Key Findings Include:

- 90% (9) of providers report that the current schedule allows adequate time to meet with students (a great deal, a lot, or a moderate amount).
- 80% (8) of providers report the current schedule supports the district's mission and that they have adequate time to manage their caseload and complete their professional responsibilities (a great deal, a lot, or a moderate amount).
- 60% (6) of providers report the current schedule supports a students' social emotional well being (a great deal, a lot, or a moderate amount).

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Stakeholder Feedback (Student Questionnaire)

- A questionnaire was offered to students in grades 5-8 to gauge perception of the modified block schedule
- Overall, findings indicate the current schedule works well for most students, and there is opportunity to support teachers in continuing to optimize teaching techniques within the modified block
- Key Findings:
 - 91% of students report they can be focused during blocked classes (a great deal, a lot, or a moderate amount).
 - 86% of students report they can be focused during their daily double classes (a great deal, a lot or a moderate amount).
 - 82% of students report the daily doubles and longer blocked classes meet their needs (a great deal, a lot or a moderate amount).
 - Students report that the subject being taught, teacher's teaching style, and use of breaks affect their level of engagement more than the length of the class.

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3. Instructional Minutes Review

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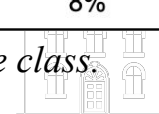


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RMS Instructional Minutes Findings

Percentage of Bell to Bell Minutes Compared over a 10 day period (4,050 total)		
	5/6 Grade	7/8 Grade
Reading Core*	9.9%	9.9%
Writing Core*	9.9%	9.9%
LA	9.9%	N/A
Math	9.9%	9.9%
Science	9.9%	9.9%
Social Studies	9.9%	9.9%
World Language	N/A	9.9%
Exploratories	9.4%	9.4%
Physical Education	9.4%	9.4%
Advisory	1.2%	1.2%
Lunch	6.2%	6.2%
Recess	6.2%	6.2%
Passing Periods/Homeroom	8%	8%

* notes that the subject areas are integrated into one class.



Accountability System: Multiple Indicators of Student Success

Elementary & Middle Schools

75%

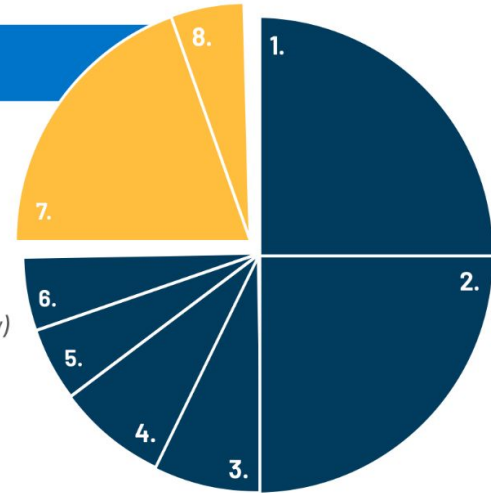
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5% *(Note: Science Participation substituted for 2022 only)*
6. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*



D90 Curriculum Requirements

D90 Board Policy Policy 6:60 Curriculum Content

- a. In K-8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse.
- b. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5.
- c. In all grades, physical education must be taught.

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D90 Strategic Plan Goals

D90 Board Policy 3:10 Strategic Plan - The River Forest School District Strategic Plan will provide a framework for continuous refinement of the educational experience offered by the District, while balancing the economic interests of the community. Grounded in the Mission of River Forest School District 90, the Plan represents the best in current educational thinking tempered by the best of River Forest parenting.

- Strategic Plan Goal One: Academic Success
- Indicator: ISBE Exemplary Designation

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D90 Graduates: Grade Point Average (GPA) Performance at OPRFHS

Median Class Rank (overall GPA) of River Forest Students

2024	2025	2026	2027
363.5	369.5	353.0	385.0

Average overall GPA of River Forest Students

2024	2025	2026	2027
3.313**	3.367**	3.237	3.378*

Average overall GPA of non-River Forest Students

2024	2025	2026	2027
3.075	3.130	3.127	3.223

Overall GPA Regression Coefficient (on feeder school status)

2024	2025	2026	2027
0.239	0.237	0.110	0.154

Overall GPA Regression Coefficient Std. Error (on feeder school status)

2024	2025	2026	2027
0.072	0.070	0.069	0.071

Significance of Differences (RF GPA - non-RF GPA)

* $p < 0.05$

** $p < 0.01$

Recommended Next Steps

- Continue modified block schedule including daily doubles
 - Increase professional development focused on classroom practices within the block
- Prioritize content area minutes to more closely align with state indicators of student success, and District and school improvement goals
 - Consider increase of instructional minutes in math
 - Investigate schedule, staffing and cost implications

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Opportunities

- **Train all RMS teachers and staff in the Responsive Classroom Approach**
 - Responsive Classroom is a student-centered, social-emotional approach to teaching and discipline.
- **Continue to identify and track implementation of behavioral supports and interventions within Multi-Tiered System of Supports (MTSS).**
- **Review Daily Double classes to determine which exploratory classes best fit this structure.**
 - Explore implications of moving grade 7 and 8 World Languages to Daily Double to provide daily instruction.

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Questions

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