



Board Summary - findings from review of middle school and high school schedules

Granby Public Schools
November 2024



PROJECT GOALS

1

Highlight and elevate effective components of the current middle school and high school schedules

2

Better understand areas of need and potential improvement at the middle school and high school level

3

Define an updated set of scheduling priorities and vision for the middle school and high school

PROJECT TIMELINE

SUMMER - FALL

Understand District Context

Conduct 1:1 interviews with school and district leaders

Analyze bell schedules

Collect & validate school course & staffing data

Host training with guiding coalition



MID-FALL

Assess Existing Practice

Conduct detailed analysis to evaluate existing activities and opportunities in schedule

Host focus groups with key stakeholders



LATE FALL

Share Findings

Share findings from engagement & analyses with school and district leaders

Set priorities for what should be scheduled

Granby Middle School

Simplified SY24-25 Bell Schedule*

	A DAY	B DAY
48 min	Core 1	Core 1
48 min	Core 2	Core 2
48 min	Core 3	Core 3
48 min	Non-Core 1	Non-Core 1
48 min	Non-Core 2	Non-Core 3
30 min	Lunch	Lunch
30 min	Academic Enrichment	Academic Enrichment
48 min	Non-Core 4	Non-Core 5
48 min	Core 4	Core 4

Granby High School

Simplified SY24-25 Bell Schedule*

MONDAY/TUESDAY/FRIDAY

WEDNESDAY

THURSDAY

42 min

Period 1

84 min

Period 1/2

60 min

PLC

43 min

Period 2

77 min

Period 1/2

42 min

Period 3

85 min

Period 3/4

42 min

Period 4

30 min

Advisory

78 min

Period 3/4

42 min

Period 5

24 min

Class Time

18 min

Class Time

30 min

Lunch

30 min

Lunch

30 min

Lunch

18 min

Study Hall

60 min

Period 5/6

60 min

Period 5/6

42 min

Period 7

84 min

Period 7/8

78 min

Period 7/8

42 min

Period 8

SUMMARY OF COMMENDATIONS

- 1. The district utilizes a district-based scheduler to support schools to create schedules.**
- 2. Both schools have a foundational set of content-specific intervention courses.**
- 3. Granby High School has a clear and well-documented process to create the school schedule.**
- 4. The high school has an extensive set of Advanced Placement (AP), dual credit, and external partnerships available to students.**

SUMMARY OF OPPORTUNITES

1. Align academic intervention programming at both schools with best practices.

- 1A. Expand access to intervention for all students at the middle school by running content-specific intervention courses during AE block.
- 1B. Repurpose minutes from AE to extend academic periods.
- 1C. Increase access to best practice interventions at the high school by limiting study halls and learning centers.

2. Prioritize embedding content-specific collaboration time within the school day at both schools to ensure teachers have ample time to collaborate on and prepare rigorous tier 1 instruction.

- 2A. Prioritize regular content-specific planning time at both the middle and high school level.

SUMMARY OF OPPORTUNITES

3. Manage low-enrollment and single section classes at the high school differently to more cost-effectively provide variety to students.

- 3A. Cost-effectively maintain variety for students by varying course frequency, combining select sections, and setting clear enrollment thresholds.
- 3B. Run select sections of “oversized” classes to accommodate student interest.

4. Work to staff more precisely at both schools to more cost-effectively facilitate opportunities for students.

- 4A. Consider staffing core and non-core subjects at the both high school and middle school closer to target.
- 4B. Repurpose staffing at the high school devoted to duties.

5. Align the bell schedules of both schools to enable more student-centered schedules.

- 5A. Establish a clear set of prioritized scheduling features to inform aligned bell schedule options



QUESTIONS?

