

# **Scheduling Committee Update**



May 23, 2022

# Committee Membership

- James D'Amico, Principal
- Scott Rohwedder, Assistant Principal
- Stephanie Cheung, School Counseling Chair
- Cathy Hall, Math Department Chair/Coach
- Jean Gephart, Science Department Chair
- Bonny Marsicano, English Department Chair/Coach
- Ernest Fabrizio-Garcia, World Languages Department Chair
- Kim Tobey, Social Studies Teacher/NFEA Representative:
- Kyle Kressu, Special Education Teacher/NFEA Representative
- Cynthia Risch, Science Teacher
- Andrew Gadwah, Music Teacher
- Erick Alarcon, Junior
- Courtney Weir, Sophomore
- Tim Blair, Board of Education Member
- Natalie Whitters, Parent

# Committee Process: Prioritization & Parameters

- Parameters
  - 6 hour, 50 minute instructional day
  - 7 hour, 20 minute teacher day
  - Contractual obligations
- Prioritization
  - Needs of students
  - Needs of teachers
- District Management Group Process
  - **Set priorities before you begin building the schedule**
  - **Focus on the content of your schedule, not the structure**
  - **Provide extra time for general education intervention**
  - **Maximize access to rigor**
  - **Set nuanced class size targets**
  - **Match staffing to course enrollment with precision—to the decimal place!**

# LEARNING

Time in class for appropriate learning

High student engagement/ motivation/ resources

Balanced for students time - notes are taken on one day

Support for peer-based/ collaborative learning

offer additional/ more content/ tailored to student interests

appropriate shift in activities for audience

flexible time clock

Teacher tabs

ability to offer activities/ mini-classes

AP course demands met

Laboratory Time and opportunity

Sufficient instructional time

Give students opportunity to work on projects

Be able to cut projects if time runs out

# Consistency + Continuity

Limited transitions

Accounting for snow day interruptions

Consistency in class time

Ability to implement curriculum more consistently

Snow Days missing this

Time over years to easily meet grad class requirements

Allows for class content continuity

# EFFICIENCY

Not complicated ease of understanding of where students should be

Consistency in reading times

Not complex

Minimizing transitions

Snow day adjustment

To work w/ consistency

Interactions - discuss what the student is doing/ thinking/ feeling/ understanding/ etc. (if time allows)

Efficiency - focus on the most important/ relevant/ interesting/ etc. (if time allows)

Does the student have the skills to be successful? If not, how can we help them? (if time allows)

# intervention & enrichment

Time in day for interventions/ support

time dedicated to enrichment/ intervention

Time for intervention

Opportunities for interventions/ extra help for students

Time for interventions/ extra help

Rebel time

Opportunities for interventions/ extra help for students

# Collaborative planning time

time for teacher collaboration

teacher collaboration time

time for common planning/ teacher collaboration

## WORKS

Student Learning

- Good for hands-on (music, lab, etc)
- Homework every other day
- PBL
- sufficient instructional time

Intervention/  
Enrichment

- Rebel
- Small group <sup>instruction</sup> in class
- Math lab/writing lab
- Not complicated
- Limited student transitions/prep time

Consistency /  
Continuity /  
Efficiency

Teacher Collaboration

- Depends on teacher  
Schedule → if it works - it works

## Doesn't

Snow days

Student Absences

Mini Blocks needed to  
prevent losing attention span  
Laboratory time for inquiry

Rebel scheduling  
if not prescheduled/absent

No Rotation - late impacts some classes  
(and one or two, after lunch, etc)

Snow days/student absences

Consistency of use of class time

not all teachers  
have any common prep  
time.

## QUESTIONS/ WOUDERINGS

instruct teachers how to use the blocks?  
MIX of blocks/minis?

is there a way to allow for  
more flexible student driven schedule


Sometimes there is monotony  
in consistency → flex day (after school)

If common preps prioritized,  
student options decrease

# Committee Process: Analysis of Current Schedule


	What Works	What Doesn't Work	Questions/Wonderings
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>• Good for hands-on instruction</li> <li>• Project/Problem-Based Learning</li> <li>• Homework every other day (balance out of school life)</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of missed class time (snow days, absences)</li> <li>• Attention span issues with long periods all the time</li> <li>• Extended laboratory time for inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Would incorporation of shorter, 'mini' blocks help with attention issues?</li> <li>• Could longer and shorter blocks be mixed in a schedule?</li> <li>• Teacher training in how to use the block effectively?</li> </ul>
<b>Consistency/ Continuity/ Efficiency</b>	<ul style="list-style-type: none"> <li>• Not complicated, regular</li> <li>• Limited transitions</li> <li>• Time for students to prepare for class</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of rotation- same periods "hit" by lateness, fatigue by end of the day, etc,</li> <li>• Effect of missed class time (snow days, absences)</li> <li>• Lack of consistency in use of class time</li> </ul>	<ul style="list-style-type: none"> <li>• Does the consistency of our current schedule lead to monotony?</li> <li>• Possibility of incorporating a flex day or different schedule into the rotation?</li> </ul>
<b>Intervention and Enrichment</b>	<ul style="list-style-type: none"> <li>• REBEL Block</li> <li>• Time for small-group/individual instruction in class</li> <li>• Math lab/Writing Lab</li> <li>• Variety of opportunities possible each week</li> </ul>	<ul style="list-style-type: none"> <li>• REBEL scheduling-lack of flexibility, problems if students are absent on scheduling days (Mondays)</li> </ul>	<ul style="list-style-type: none"> <li>• Are there ways to allow for more student-driven, flexible schedules?</li> <li>• Are there things we can fix about this now?</li> </ul>
<b>Teacher Collaboration</b>	<ul style="list-style-type: none"> <li>• Works when it works</li> </ul>	<ul style="list-style-type: none"> <li>• Common prep time not prioritized in the schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Is this a daily schedule issue or a scheduling process (admin) issue?</li> </ul>

# Committee Process: Exploration

 **UNLOCKING TIME**  
produced by **abi.**

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**TRADITIONAL**




### Standard Periods

Students attend between five and eight classes every day for equal time periods in the same sequence.

[Learn More](#)

**TRADITIONAL**




### Rotating Standard Periods

Classes are of the same length, and in the same sequence; however, period start times rotate in a cyclical fashion.

[Learn More](#)

**BLOCK**




### 4x4 Block

Divides the school day into four extended class periods (blocks). Students take up to four complete courses each semester.

[Learn More](#)

**BLOCK**




### A/B Block

Students alternate between two block schedules ("A" days and "B" days), each with a different set of classes.

[Learn More](#)

**BLOCK**




### Rotating Block

All block periods are of the same length, and in the same sequence; however, their start times rotate to later in the day in a cyclical fashion.

[Learn More](#)

**BLOCK**




### Modified Block

Combines traditional Standard periods with a Block schedule, either in daily or weekly combinations.

[Learn More](#)

**BLOCK**




### Parallel Block

Gives teachers an opportunity to work on targeted subjects with smaller student groups of similar skill levels.

[Learn More](#)

**BLOCK**



### Intensive Block

Students take an intensive single course, or very few courses at a time, as

[Learn More](#)

# Committee Process: Reading

The image shows a Google Docs interface with a document titled "2- Block Schedule Reading Links". The document contains a list of links categorized under three headings: "General", "Student Achievement", and "School Culture/Social-Emotional Impacts".

**2- Block Schedule Reading Links** ☆ 📄 ☁  
File Edit View Insert Format Tools Add-ons Help Last edit was on February 17

90% Normal text Arial - 11 B I U A

**General**

- The Effects of Block Scheduling
  - <https://www.aasa.org/schooladministratorarticle.aspx?id=14852>
- Block Vs. Traditional Scheduling Student Perspectives
  - <https://education.seattlepi.com/block-vs-traditional-scheduling-student-perspective-1577.html>
- CT General Assembly Study from 2001
  - <https://www.cga.ct.gov/2001/rpt/2001-R-0090.htm>

**Student Achievement**

- The Impact Of Block Scheduling On Student Achievement, Attendance, And Discipline At The High School Level (2011)
  - <https://files.eric.ed.gov/fulltext/ED528899.pdf>
- White Paper: The Effects of Block Scheduling and Traditional Scheduling on High School Student Achievement (2019)
  - <https://digitalcommons.dartmouth.edu/cgi/viewcontent.cgi?article=1000&context=educ17whitepapers>
- Block Scheduling Effectiveness: A 10 Year Longitudinal Study of One Georgia School System's Test Score Indicators (2009)
  - [https://www.researchgate.net/publication/239932347\\_Block\\_Scheduling\\_Effectiveness\\_A\\_10Year\\_Longitudinal\\_Study\\_of\\_One\\_Georgia\\_School\\_System's\\_Test\\_Score\\_Indicators](https://www.researchgate.net/publication/239932347_Block_Scheduling_Effectiveness_A_10Year_Longitudinal_Study_of_One_Georgia_School_System's_Test_Score_Indicators)
- Research Brief: The Effects of Block Scheduling on Teacher Perceptions and Student Performance (2004)
  - <http://www1.ascd.org/publications/researchbrief/v2n10/toc.aspx>
- What is the effect of block scheduling on academic achievement?: a systematic review (2010)
  - [https://www.researchgate.net/publication/43334227\\_What\\_is\\_the\\_effect\\_of\\_block\\_scheduling\\_on\\_academic\\_achievement\\_a\\_systematic\\_review](https://www.researchgate.net/publication/43334227_What_is_the_effect_of_block_scheduling_on_academic_achievement_a_systematic_review)

**School Culture/Social-Emotional Impacts**

- Are Block Schedules the Stress-Buster Students Need? (2016)
  - <https://www.nea.org/advocating-for-change/new-from-nea/are-block-schedules-stress-buster-students-need>



# Committee Process: Models



Drive

Search in Drive



New



Priority



My Drive



Shared drives



Shared with me



Recent



Starred



Trash



Storage

19.39 GB used

NFHS Scheduling Committee 2022 > Models ▾

Files

Name ▾

PDF NFHS Bell Schedules 2021-...

PDF A-B Block w/minis- Fairfield...

PDF A-B Block Rotating- New Ca...

8 Period, 8-Day Rotation-W...

8 Period, 8-Day Rotation-Gr...

PDF 8 Period, 6-Day Hybrid, Unit ...

8 Period, 4-Day, "Drop 2"-L...

Cherry Hill H.S. West Master Schedule

PERIOD	DAY 1 (Monday)	DAY 2 (Tuesday)	DAY 3 (Wednesday)	DAY 4 (Thursday)	PERIOD	DAY 5 (Friday)	DAY 6 (Saturday)
Class 1	P.E. 1	P.E. 1	P.E. 1	P.E. 1	Class 1	A	
8-10:27	A	D	C	B	Class 2	P.E. 2	
Class 2	P.E. 2	P.E. 2	P.E. 2	P.E. 2	Class 3	B	
10-10:28	B	A	D	C	Class 4	P.E. 3	
Class 3	P.E. 3	P.E. 3	P.E. 3	P.E. 3	Class 5	C	
10-10:29	C	B	A	D	Class 6	P.E. 4	
10:10-10:11	LUNCH						
10:11-10:12	LUNCH						
10:12-10:13	LUNCH						
10:13-10:14	LUNCH						
10:14-10:15	LUNCH						
10:15-10:16	LUNCH						
10:16-10:17	LUNCH						
10:17-10:18	LUNCH						
10:18-10:19	LUNCH						
10:19-10:20	LUNCH						
10:20-10:21	LUNCH						
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10:54-10:55	LUNCH						
10:55-10:56	LUNCH						
10:56-10:57	LUNCH						
10:57-10:58	LUNCH						
10:58-10:59	LUNCH						
10:59-11:00	LUNCH						

Highland High School  
CONNECTICUT Study Schedule

PERIOD	A	B	C	D
1	1	2	3	4
2	5	6	7	8
3	9	10	11	12
4	13	14	15	16
5	17	18	19	20
6	21	22	23	24
7	25	26	27	28
8	29	30	31	32

# Next Steps

- Further discussion and analysis of models used by area schools
- Constituent focus groups
- Site visits
- Piloting
- Recommendation Goal: November 2022

# Suggested Readings for Board Members

- **How to Build a Better Secondary School Schedule**
  - <https://www.dmgrouppk12.com/blog/how-to-build-a-better-secondary-school-schedule>
- **DMGroup-Building Better Secondary School Schedules To Raise Achievement**
  - <https://drive.google.com/drive/folders/14YUbd9gUQu-dkiUX2fndBuZBV-MTYhL>
- **Unlocking Time (Website): Common Bell Schedules**
  - <https://unlockingtime.org/school-schedules>
- **Optimal Scheduling For Secondary Students- Hanover Research (2014)**
  - <https://drive.google.com/drive/folders/14YUbd9gUQu-dkiUX2fndBuZBV-MTYhL>
- **The Effects of Block Scheduling**
  - <https://www.aasa.org/schooladministratorarticle.aspx?id=14852>
- **The Impact Of Block Scheduling On Student Achievement, Attendance, And Discipline At The High School Level (2011)**
  - <https://files.eric.ed.gov/fulltext/ED528899.pdf>
- **White Paper: The Effects of Block Scheduling and Traditional Scheduling on High School Student Achievement (2019)**
  - <https://digitalcommons.dartmouth.edu/cgi/viewcontent.cgi?article=1000&context=educ17whitepapers>