

## **RMS Schedule Staff Survey Open-Ended Comments Theme Summary**

Overall, the quantitative data in the survey should be given primary consideration, as all respondents' views are represented there. However, the survey included two open-ended questions (Questions 13 and 14) to allow respondents who wished to do so to provide a more detailed explanation of their views. In addition, a few respondents offered comments in response to Question 12, which asked for the respondent's area of instruction.

The below is a summary of the main themes that arose across all of the comments. The summary is not intended to replace the nuance in each individual comment.

**Question 13: "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? (42 people answered, and 13 skipped the question.)**

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 use of varied instructional approaches, deeper learning, and time for meeting with groups or individual students.

A few (3) comment specifically on the "Daily Double," which they feel works well for PE and specials.

Some (9) comment that the blocked classes are too long, in some cases for a subset of kids, such as those who struggle with attention or emotional regulation.

Some (4) express desire for certain classes to occur daily, such as math, world language in 7<sup>th</sup> and 8<sup>th</sup> grade, academic strategies or advisory.

**Question 14: Please describe briefly a suggestion you have to improve the structure of the current RMS schedule. (43 answered, 12 skipped)**

Many (20) did not provide any suggestions 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 for Math to occur daily. One mentioned desire for Foreign Languages to occur daily in all grades.

Many (11) had suggestions regarding the schedule for classes that are not core subjects or exploratories, such as adjustments to the advisory schedule or approach, changes to study hall or flex time. A couple had suggestions for homeroom or planning time and one mentioned recess.

Some (4) suggested shortening the block classes, possibly to the previous schedule of 8 periods daily of 41-minute classes.