



Welcome

Intellectually Challenged & Academically Accomplished
Healthy, Safe and Engaged
Socially and Emotionally Supported



Guilderland

CENTRAL SCHOOL DISTRICT



Time: Our Most Finite Resource

Designing Creative Schedules in Times of Diminishing Resources

Board of Education Program Report
December 13, 2011





Our Commitment:

The GCSD Leadership Team is committed to exploring any and all structures to maximize the impact of instructional time on student learning. Our exploration is urgent in this time of diminishing resources. We strive to identify innovations and efficiencies that will help us to achieve our mission.



Why now and why the urgency?



- Slow economic growth has diminished state and local revenues for schools.
- Revenue is further constrained by the newly enacted tax levy limit legislation.
- Projected \$3.3M tax levy limit shortfall for 2012-13 with no signs of improvement for subsequent years.
- Consecutive years of substantial reductions and layoffs.
- Increased pressures to improve student performance despite deep funding cuts.
- We cannot simply cut from our current structures; we need new ones to provide the framework to improve student learning.
- We must use this period of crisis to rethink what our schools can look like. We must begin by maximizing our use of time.



Not everything that is faced can be changed, but nothing can be changed until it is faced.

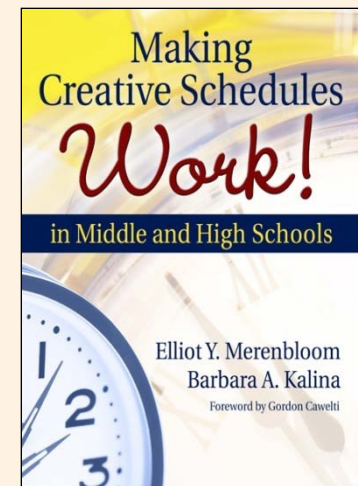
— *James Baldwin,*
author





Timeline and Resources

- December 2010- Initiated work as part of budget development process
- Spring 2011- Identified significant constraints and recognized urgency
- Summer 2011- Initiated research and development for innovative school schedules at all levels; accessed expertise of Elliot Merenbloom
- Fall 2011- School Leaders charged with task of developing multiple scheduling options for possible implementation in 2012-13
- December 2011- Final recommendations for maximized use of time and new efficiencies



Superintendent's Parameters



1. Start with a vision: What should a high performing, contemporary (elementary/middle/high) school look like? If you were to move the whole school forward, what would that look like?
2. Define goals and needs: What do you wish to accomplish for all students? What are the needs of various sub-populations? Use data to show need.
3. What new learning or new ways of thinking about the use of time can you tap into to create a schedule that achieves the identified goals?



Superintendent's Parameters



4. What new model or models of scheduling would you propose: create multiple samples for comprehensive review.
5. What are the advantages and disadvantages of your proposed model(s)?
6. Take full advantage of your freedom to explore options, with one caveat: your model must be more cost effective than the current model.
7. In your work, don't forget to include the special areas and special education.



When teachers are able to make decisions regarding time, their sense of empowerment over curriculum and instruction heightens. They are able to fulfill the purpose of reform and restructuring to increase student achievement.

Hackmann, D., et al. (2002)





Critical Considerations

- *Changing the schedule does not, in and of itself, improve student achievement. The real issue is how teachers function within that schedule. We must nurture teachers, as teachers nurture students, to help raise student achievement.*
- *With autonomy comes the responsibility to maximize the teaching/learning process.*



The schedule must be a means to an end to:

- Employ new ways to nurture teaching and learning;
- Maximize resources;
- Better meet student needs;
- Identify priorities and conflicts;
- Establish goals and use time more effectively to meet them;



The schedule must be a means to an end to:



- Improve student learning/instruction within the instructional day;
- Maximize the collective strength of teams and collaborations;
- Provide interventions and supports within the school day;
- Establish professional learning communities and embedded professional development; and
- Retain the integrity of the mission and vision for our district.





Many Options

- Semester 1/Semester 2
- Quarters
- Day1/Day2
- Interdisciplinary-Maximum Flexibility
- Trimester
- Rotational
- Rotating Drop
- Block (flexible, 4x4, rotating, etc.)



Proposed GHS Schedule 2012-2013



**We would like to thank the GHS Building Cabinet
for its work in developing this schedule.**



Rationale



To examine and evaluate our use of time to create a schedule that facilitates student learning, collaboration, and community in a flexible, efficient, and effective manner.





Schedule Goals

- Meet the needs of learners who require special supports and services;
- Increase scheduling flexibility and efficiency
- Offer greater student choice;
- Provide opportunities for collaboration and professional development; and
- Maintain extended contact time.



Concerns With Our Current Schedule



- Student choice and the number of classes and/or services students can receive is limited;
- There is a class size imbalance most noted in PE, but it affects other areas, too. Class averages on B/D days are 3 students higher;
- Advisory, in its current form, limits flexibility;
- Use of the activity period after school is limited; and
- Student absences are difficult to make up.



Current GHS Schedule



BLOCK	A DAY	B DAY	C DAY	D DAY
1 st Block 7:30 – 8:55	CLASS #1	CLASS #2	CLASS #1	CLASS #2
2nd Block 9:05 -10:40	CLASS #3	ADVISORY	CLASS #3	ADVISORY
3rd Block 10:50-12:50	CLASS #4 *LUNCH	CLASS #5 *LUNCH	Class #4 *LUNCH	CLASS #5 *LUNCH
4th Block 1:00 – 2:25	CLASS #6	CLASS #7	CLASS #6	CLASS #7
Activity 2:25 – 3:10				

Passing Time – 10 minutes

Class Time – 85 minutes

After School Time – 45 minutes



Proposed GHS Schedule



BLOCK	A DAY	B DAY	C DAY	D DAY
1st Block 7:30 – 8:56	CLASS #1	CLASS #2	CLASS #1	CLASS #2
2nd Block 9:05 - 9:10 HR 9:10-10:36	CLASS #3	CLASS #4	CLASS #3	CLASS #4
3rd Block 10:45-12:46	CLASS #5 *LUNCH	CLASS #6 *LUNCH	CLASS #5 *LUNCH	CLASS #6 *LUNCH
4th Block 12:55 – 2:21	CLASS #7	Study Hall/ Elective/AIS	CLASS #7	Study Hall Elective/AIS
5th Block 2:21 – 3:10	Student Support clubs/co-curricular	Student Support clubs/co-curricular	Student Support clubs/co-curricular	Student Support clubs/co-curricular

Passing Time – 9 minutes Class Time – 86 minutes After School Time – 49 minutes

Block 5 meets Monday, Tuesday, Thursday



Advantages

Disadvantages

Allows for much more flexibility/balance in scheduling

Clubs cannot meet during school day

Offers opportunities for support services and partial block classes

Alters music offerings

Maintains extended contact time

Implements study halls

Adds an eighth instructional block for student choice

Extra help from student's own teacher would happen in block five

Creates Learning Centers

Does not have common block of time

Implements study halls

Harder to make up work

Utilizes block five

Elementary School Day Scheduling Options



“The key is not to prioritize what’s on your schedule, but to **schedule your priorities.**”



Stephen R. Covey



What should a high performing, contemporary elementary school look like?



Through the lens of an elementary schedule:

- Flexible grouping arrangements for students;
- Planning and collaboration time for grade level teams and related service providers; and
- Increased opportunities for related service providers to access individual and small groups of students.



Our Goals



An elementary scheduling model should address:

- Improved academic performance for all students;
- Enhanced opportunities for meaningful learning experiences which extend the curriculum;
- Student independence and preparedness;
- Flexible options for grade level groupings and departmentalization; and
- Individual and small group instruction designed to address student learning needs.

Important Considerations



If we are to gain instructional time at the elementary level, we need to first consider scheduling options related to our special area course selection and class rotation.



Scheduling Options



Option 1: 6-Day Rotation

A 6-day rotational scheduling model could allow for greater flexibility compared with the fixed 5-day scheduling model that we currently use.

Option 2: 5-Day Rotation

A master schedule focused on common instructional blocks could provide more opportunities for flexibility within the instructional day.

6-Day Rotation

Advantages	Disadvantages
Longer instructional blocks for core academic subject areas	Decreased instructional time in special areas classes
Additional opportunities for collaborative planning time for grade level teams and related service providers	Decreased FTEs for special area staff
Improved continuity of instruction for special area teachers and less disruption due to scheduled vacations and holidays	Greater dependence on shared staff between buildings*
	Less flexibility of individual buildings to alter the master schedule*
	Elementary students may need support to follow rotation
* Challenges inherent in current schedule as well	Physical Education compliance*

5-Day Rotation

Advantages

Disadvantages

Flexible Grouping

- Enrichment
- Remediation
- New forms of collaboration

Challenges for special education/other support staff

Special Service Scheduling

- Newly identified students
- New enrollees

Difficult to schedule shared staff*

Difficult transitions particularly for Art teachers

- Materials management
- Non-consecutive grade levels

* Challenge inherent in current schedule as well



Additional Considerations:

- Through careful scheduling of all our special area classes, we can do a much more thorough and consistent job of providing common instructional blocks for each grade level.
- Most days grade levels will share almost 4 hours of common instructional blocks.





Additional Modifications: Chorus

4th and 5th Grade **In-School Chorus**

Benefits

- Common choral experience for students
- More students will share performing experience

Concerns

- Large class sizes
- Possible student management issues





How Does it Work?

- All students in 4th and 5th grade participate in grade level choral lessons;
- Each class at those grade levels will have one regular music class and one shared choral lesson; and
- Grade level classes will be clustered in groups of 2 or 3 for rehearsal due to space and management issues.





Next Steps:

- Work with Instructional Administrators, special education, ESL and other special area and support staff to determine all ramifications of schedule options; and
- Building level scheduling committees and building cabinets to review scheduling frameworks and provide feedback.





FMS Scheduling Summary





Building/Committee Goals:

- Teaming
- Common Planning Time/Professional Collaboration
- Blocking
- Flexible Organizational Structures
- Rich, Diverse Program of Study for All Students
- Interdisciplinary Study

Additional Administrative Goals:

- Increase Teacher/Student Contact Time
- Support and Promote School/District Mission
- Fiscally Responsible



Option 1: 8-Period + Lunch

The teacher schedule will include:

- An 8 period day;
- Five 45 minute teaching periods;
- Two planning periods (one team and one personal);
- One duty period;
- Grade 7 & 8 teams include 4 core teachers plus 1 special area teacher (5 homerooms per team); and
- Grade 6 teams include 2 or 3 core teachers (2-3 homerooms per team).





8 Period Model Maintains:

- Middle School teaming
- Common team planning time
- Full program of study for grades 7 & 8
- Flexibility for teams to group students
- Some flexibility for team teachers to control time



Advantages	Disadvantages
Potential to reduce class size	Fewer periods for support services (AIS, ESL, Enrichment and Special Ed.)
Some special area teachers on teams	Students with support services may not be able to participate in some special area classes
Periods increase from 40 to 45 min	Homeroom period reduced or eliminated
Special area contact time increases from 160 to 180 min. per 4-day rotation	Reduction or elimination of a portion of the non-mandated 6 th grade program
Instructional time will increase from 200-225 minutes every day	Core instructional time will decrease from 200 min. to 180 min. per 4-day rotation
Potential cost savings	Less flexibility in the use of time
	Special area teachers may not have common planning time



Next Steps:



1. Develop structure to support children who have IEP's or need AIS intervention;
2. Identify configurations for teaming and blocking (special area on the team);
3. Determine schedules for World Languages and Cultures (block vs. single period);
4. Schedule and staff for Living Environment lab instruction;
5. Maximize common planning time wherever possible;
6. Assign supervisory duties;
7. Determine needs for three or four lunch period models; and
8. Strategically assign shared staff.

Sample Teacher Schedule



Team	Day	HR	1	2	3	4	5	6	7	8	9	10	11
Teacher Sched.		10	45	45	45	30	15	30	15	30	45	45	45
6th	A	HR	Math		Access Duty	Lunch	Literacy		Math		Team Plan	Personal Planning	
	B		Science				Science						
7th	A	HR	Plan	Plan	Math		Lunch	Team Plan	Math	Access Duty			
	B		Math		Math			Team Plan	Math				
8th	A	HR	Access Duty	Math		Math		Lunch	Math	Team Planning			
	B			Math	Plan		Plan		Math				

Sample Student Schedule



Samp. Stud. Sched.	Sam Day	HR	1	2	3	4	5	6	7	8	9	10	11	
			10	45	45	45	30	15	30	15	30	45	45	
6th	A	HR	Math		Phys Ed	Lunch	Literacy		Language Arts		Spanish	Q1- Comp Lit. Q2- Music Q3- Art Q4- FACS		
	B		Science		Band				Social Studies					
7th	A	HR	French		Math		Lunch	Phys Ed		Language Arts		AIS Reading		
	B		Q1-Art/Q2-FACS S2-Technology		Science			S1- Health S2- Music		Social Studies		Chorus		
8th	A	HR	Band	Math		S1- Teach/Q3-Art/Q4-FACS				Lunch	Social Studies		Phys Ed	
	B		AIS Math	Language Arts		German					Science		S1- Hea. S2- Mus.	





Option 2: 9 Period + Lunch

A teacher schedule will include:

- A nine period day;
- A class load per team (4 teacher team) of approximately 115 students for grades 7 & 8 and 55 students for grade 6 (2 teacher team);
- Four core teaching periods;
- One literacy teaching period;
- Two planning periods (one team and one personal);
- One professional collaboration period; and
- One duty period.

Advantages

Disadvantages

Includes a daily literacy period for all	Class sizes remain large
Students are available two periods each day for AIS, special education or other support services	Non-blocked classes are only 40 minutes.
Maintains flexible blocking, teaming and common planning time	Encore teachers have limited ability meet with team teachers
Maintains our current program of study for grades 6-8	Limited ability for encore teachers to participate in core team activities
Utilizes core teachers for the delivery of AIS services	Direct teacher instruction is 200 minutes per day
	More expensive scheduling model



Sample Teacher Schedule



Team Teacher Schedule		Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6	Per. 7	Per. 8	Per. 9	Per. 10	Per. 11	Per. 12	Per. 13
6th	A/C HR	Language Arts		Access	Lunch	Collaboration		Literacy		Social Studies		Collab	Team	
	B/D HR	Language Arts		Duty		Period		Literacy		Social Studies		Period	Planning	
7th	A/C HR	Planning	Collabor.	Language Arts		Team Plan		Lunch		Literacy		Language Arts	Access	
	B/D HR		Period	Language Arts						Literacy		Language Arts	Duty	
8th	A/C	Literacy	Team	Language Arts		Lunch		Collaboration		Personal		Access	Language Arts	
	B/D	Literacy	Planning	Language Arts				Period		Planning		Duty	Language Arts	



Sample Student Schedule



Team	Day	HR	Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6	Per. 7	Per. 8	Per. 9	Per. 10	Per. 11	Per. 12	Per. 13
			10	40	40	40	30	10	30	10	30	10	30	40	40
Samp. Student Schedule															
6th	A/C	HR	Math		Band	Lunch	Art Q1 FACS Q2 Tech S2		Math/Science Literacy	Social Studies			Phys Ed	Spanish	
	B/D	HR	Science		AIS Math				Lang Arts/Soc. Literacy	Language Arts			Health S1 Music S2		
7th	A	HR	Foreign Language	Language Arts			Phys Ed		Lunch	Lang. Arts Literacy	Social Studies		Orchestra		
	B	HR	Tech S1 Art/FACS Q3 & Q4	Math			Health/Mus S1 & S2		Lunch	Math Literacy	Science		AIS Math		
	C	HR	Foreign Language	Language Arts			Phys Ed		Lunch	Soc. Stud. Literacy	Social Studies		Orchestra		
	D	HR	Tech S1 Art/FACS Q3 & Q4	Math			Health/Mus S1 & S2		Lunch	Science Literacy	Science		AIS Math		
8th	A	HR	Math Literacy	Phys Ed	Math			Lunch	Foreign Language			AIS Math	Science		
	B	HR	Lang. Arts Literacy	Health/Mu S1 & S2	Language Arts				Tech S1 Art/FACS Q3 & Q4			Chorus	Social Studies		
	C	HR	Science Literacy	Phys Ed	Math				Foreign Language			AIS Math	Science		
	D	HR	Soc. Stud. Literacy	Health/Mu S1 & S2	Language Arts				Tech S1 Art/FACS Q3 & Q4			Chorus	Social Studies		

Next Steps:



1. Develop instructional program for literacy;
and
2. Strategically assign shared staff.





Final Considerations for the District:

- As we consider long term sustainability, status quo is not an option;
- New structures can provide more flexibility to explore instructional innovations;
- Maximizing instructional time is essential; and
- There is still more work to be done.





Questions?

