

## BLOCK SCHEDULING

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### Goal:

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- Conduct research on block scheduling and make recommendations based on current research, data and overall school needs.

## Objectives:

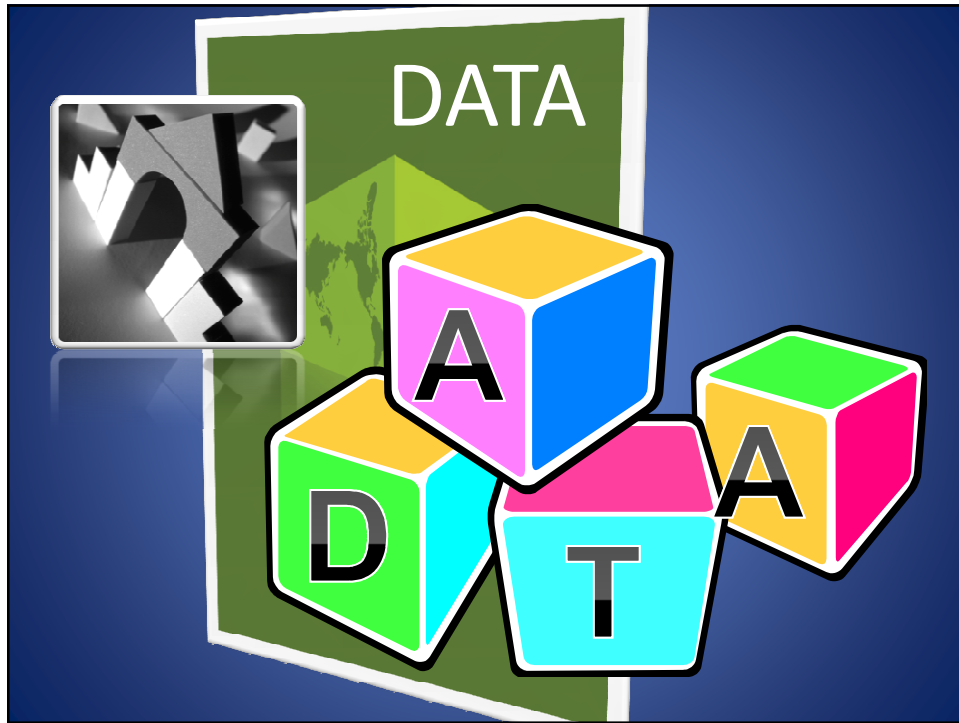
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- Present a block scheduling format that will benefit all students.
- Discuss how block scheduling positively impacts discipline, on time graduation rate, attendance, and tardiness.
- Recommend staff development needs for the implementation of block scheduling.

## Three Critical Areas

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- 1) **Advancement**
- 2) **Intervention**
- 3) **Recovery**



## Findings

- No correlation between school schedule and test scores
- The use of block scheduling
  - for greater utilization of time in school
  - to reorganize school hours to improve service to all students
  - to address issues that impact on-time graduation



## Real Stories

- HHS students caring for younger siblings
- Ninth graders with typical transition challenges
- High achievers who need more study time



## Hopewell Data

- Nearly 70% of students participate in Free and Reduced Lunch Program (at middle school level)
- About 44% of Hopewell residents receive TANF/public assistance
- 9% of adults have less than a 9<sup>th</sup> grade education
- 31% of adults have less than a 12<sup>th</sup> grade education

**HOPEWELL VA** IN THE CENTER OF THE EAST COAST, USA.

## Hopewell Data

- 52% of adults read at a “literacy level II” rate
- 23% of adults read at a “literacy level I” rate
- 19% of the population is reported to be “illiterate” and completely lacking in reading and writing skills



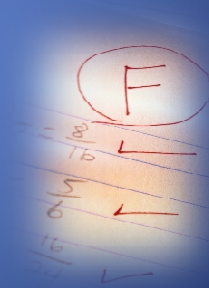
## Hopewell Data

- If Hopewell students follow in their parents' footsteps
  - less than 40% will ever graduate from high school
  - less than 9% will ever earn an Associates Degree
  - less than 2% will ever earn a Bachelors Degree

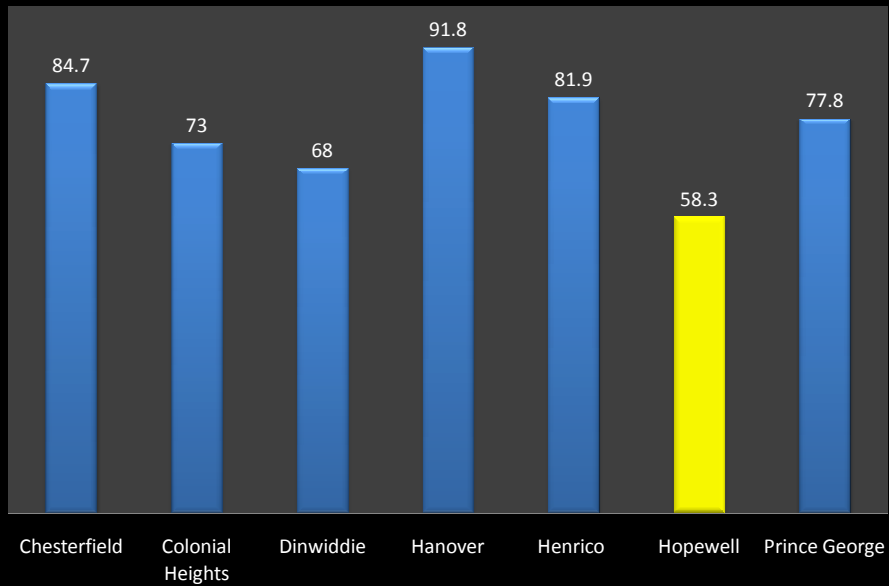


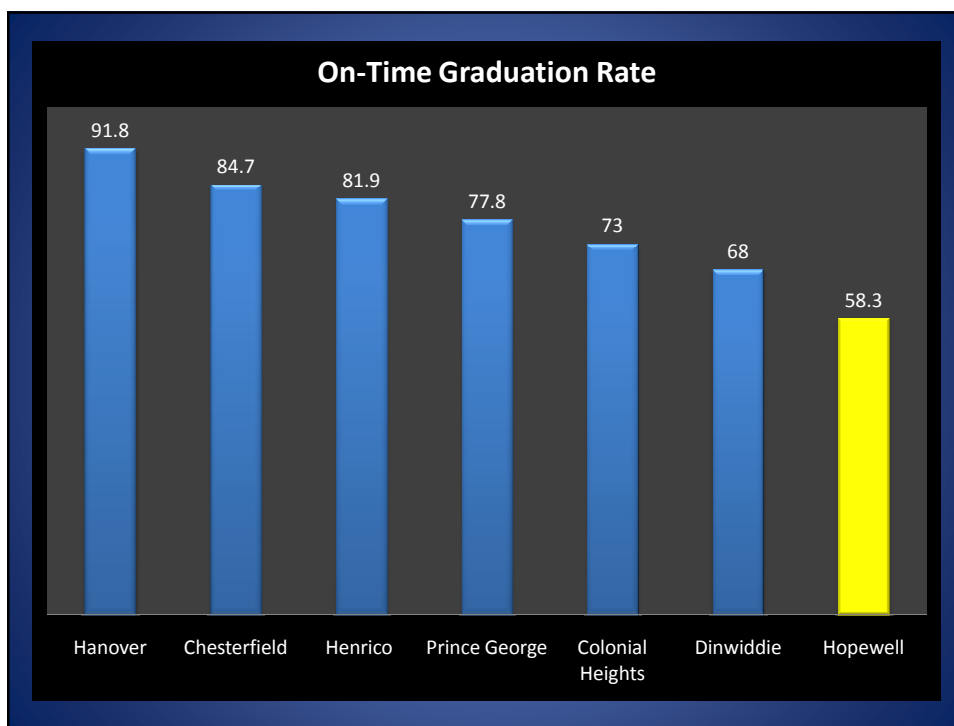
## HHS 2<sup>nd</sup> Semester 08-09

- Ninth grade repeater data
  - Over 70 students
  - Average age: 16.4
  - Average credits earned: 2.65



**On-Time Graduation Rate**





## Why Students Drop Out

- Life Events
- The Fade Out Factor
- Failure to Succeed



## Solutions to Drop-Out Issues

- Credit Recovery Options
- Time to Catch-up
- Learn & Earn Programs



## BLOCK SCHEDULING

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## BLOCK SCHEDULING – BASIC STRUCTURE

- Four courses/credits per semester
- Allowances for flexibility and adaptability

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## SAMPLE STUDENT SCHEDULE

Block Schedule			Block with Flexibility		
	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester		1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
1 <sup>st</sup> Period	English 9	World History 1	1 <sup>st</sup> Period	English 9	World History 1
2 <sup>nd</sup> Period	Earth Science	Auto Servicing 1	2 <sup>nd</sup> Period	Earth Science	Keyboarding
3 <sup>rd</sup> Period	PE 1	Keyboarding	3 <sup>rd</sup> Period	<u>Spanish 1</u> Choir	<u>Spanish 1</u> Choir
4 <sup>th</sup> Period	Art 1	Algebra 1	4 <sup>th</sup> Period	PE 1	Algebra 1

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## CRITICAL AREA: GRADUATION RATE

- Recovery opportunities for students to retake failed classes in the same year or successive semesters
- Intervention opportunities to keep students on track for on-time graduation

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## CRITICAL AREA: GRADUATION RATE

- **Greater opportunities to earn credits towards graduation**

- Four credits per semester, eight credits per year,

### **32 in four years**

Current Credits Needed for Graduation

Standard Diploma – 22

Advanced Diploma – 24

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### CRITICAL AREA: DISCIPLINE

- Less hallway time for class changes will result in fewer discipline issues
- Long-term suspension for one semester will not destroy a student's year or impact our graduation rate

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### CRITICAL AREA: ATTENDANCE/TARDINESS

- Condensed college-like schedule may improve student attendance because completion is closer in sight
- More elective choices may motivate students to attend more regularly

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## CRITICAL AREA: STUDENT ACHIEVEMENT

- Opportunity to concentrate in courses of interest
- Opportunity to experience a variety of electives
- Opportunity for daily intervention during normal school hours
- Opportunity for program completion in multiple Career and Technical Education programs

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## STUDENT ADVANTAGES

- More electives
- More credits/courses (eight per year = 32 in four years)
- Fewer classes to manage in a semester
- Increased opportunity for one-on-one time with teachers
- Opportunity to repeat failed courses in the same year
- Opportunity for acceleration and enrichment
- Opportunity to concentrate in courses of interest
- Preparation for college-style learning
- Preparation for careers

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## TEACHER ADVANTAGES

- Fewer students and classes per semester
- Fewer lesson preparations per semester
- Longer preparation time
- More time for creative projects and technology integration
- Increased time for one-on-one work and relationship building with students
- Increased need for electives provides diverse instructional opportunities
- Increased opportunities to collaborate
- More time for ongoing staff development, collaborative planning and relationship building

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## Staff Development

- Time to rewrite curriculum and pacing guides to block scheduling format
- Training to prepare for change
  - Collaborative working sessions conducted by HPS employees:
    - Classroom Management for Block Classes
    - Integration of Technology
    - Instructional Strategies
    - Alternate Assessments

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## INSTRUCTIONAL FOCUS

- More opportunity to visit classes for instructional leadership and supervision

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## SCHOOL WIDE BENEFITS

- Impact on-time graduation rate
- Reduce high school drop-out rate
- Reduce discipline
- Improve attendance
- Provide continual academic support
- Provide advancement opportunities
- Develop multiple career pathways
- Increase opportunities for earning technical and advanced technical diplomas

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