

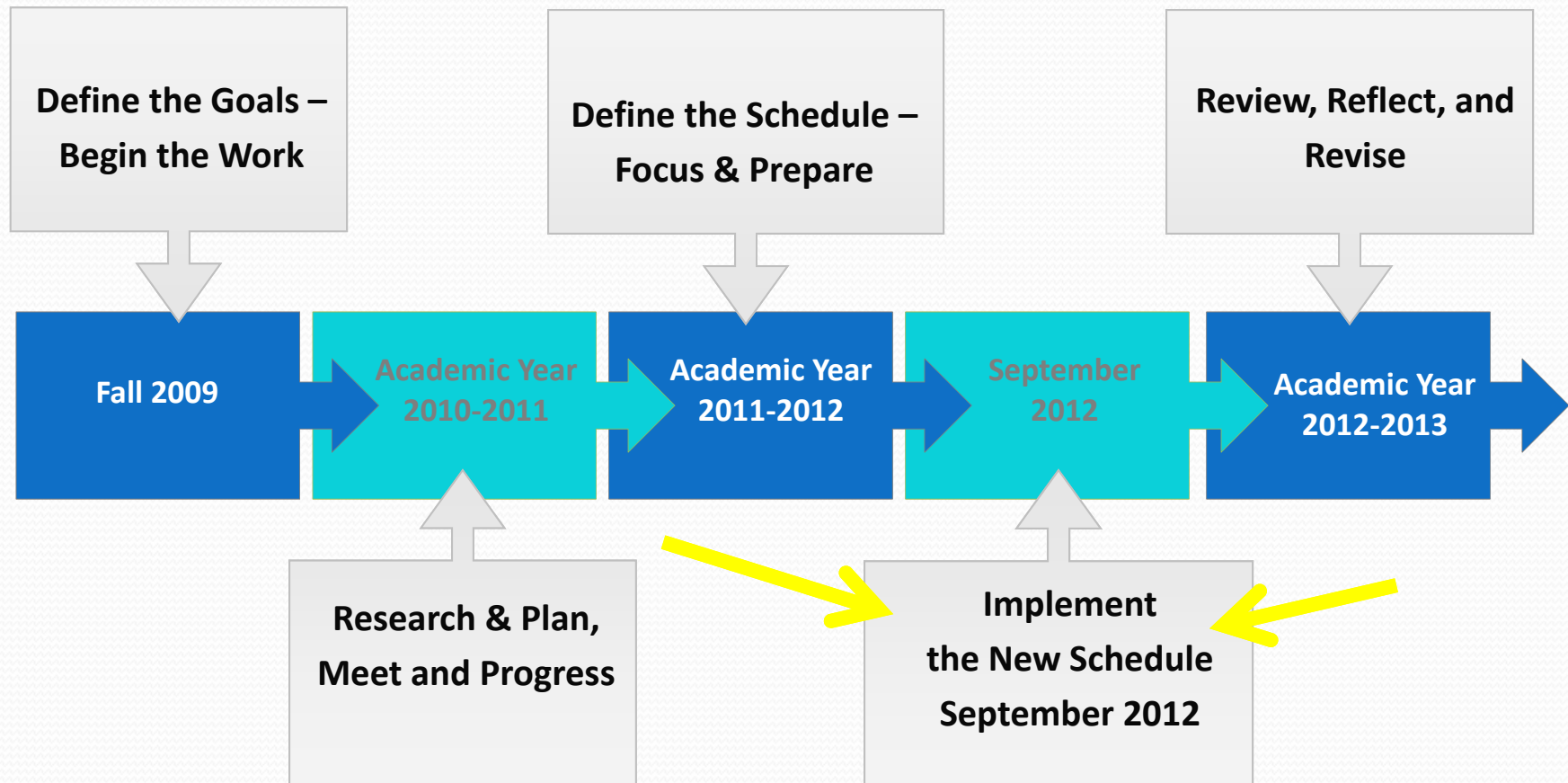
Setting a New TONE

Time, Opportunity, Nourishment,
Enrichment

High School Redesign in Cherry Hill
Student Centered, Achievement Oriented
Revised December 1, 2011



Timeline for Our Work





The Goals - December 2009

- Gain a clear understanding of the benefits and shortcomings of our current approach to scheduling;
- Discover models from other schools that have re-structured their schedules to better meet instructional needs;
- Make a decision about whether a new scheduling model will serve the students and teachers of the Cherry Hill schools;
- Plan for the implementation of a more efficient and effective way of approaching time in our high schools.



The Process – Staff Focus Groups at All Three High Schools

1. What are the instructional priorities of the district at this time?
2. Are there instructional priorities unique to your high school? Describe.
3. How do you believe the quality of instructional or school activities could be improved?
4. Is the scheduling of academic or special areas impacted by the athletic schedule? If so, how are students held accountable for the work they miss when leaving for sporting events?
5. How much time is currently allocated for instruction in your area of responsibility? Discuss your level of satisfaction with the time allocation.
6. What aspects of the school schedule interfere most significantly with your instruction?
7. Describe your level of comfort with the amount of departmental and/or individual planning time in your school.
8. How are students afforded opportunities within the school day for intervention and/or enrichment?
9. If you were designing an ideal schedule to accommodate instruction for students, what would it look like?
10. What ideas for scheduling improvement do you have? Are there other any high school schedules that you would recommend the scheduling committee explore?



The Process – Defining the Task for the Committee in January 2010

- To arrive at consistency in the instructional day and in the implementation of the district curriculum;
- To protect instructional time for the optimal delivery of curricula;
- To provide adequate time for intervention and enrichment programs within the school day;
- To provide regular collaborative opportunities for teachers; and
- To preserve the integrity of our exemplary programs.



The Process –Spring to Fall 2010

- Secondary Scheduling Committee meetings occurred throughout the spring of 2010 and into the fall of 2010
 - Committee: teachers from HS East, HS West, the Alternative HS; administrators from all three schools; central office administrators; students; parents; board of education members; CHEA leadership
- Facilitated by Dr. Michael Rettig and Dr. Susan Golder
 - Consultants to the district
- Site visits to Robbinsville High School, Mainland High School, Horace Greely High School, Ridgewood High School, Garnett Valley High School(via telephone)



The Process – 2011 – 2012

- Critical decision making and defining the schedule
 - The questions to be answered include:
 - What will the schedule look like?
 - What to include?
 - How to use the academic day most effectively?
 - How to prepare for the transition?
 - What professional development to provide to staff?
 - How will the curriculum maps be revised?
 - What is the impact on depth and breadth of lesson planning?
 - Meetings were held in the spring, during the summer, and into the fall



Time

- Defined by Oxford English Dictionary as “the measured or measurable period during which an action, process, or condition exists”
- The academic day at the high school level is 6 hours and 30 minutes
- The current, traditional, factory model schedule provides 8 instructional periods, each 44 minutes in length
- All classes meet each day, in the same order, and at the same time
- All science classes meet 6 times in a 5 day cycle, to provide extended learning periods for lab experiences



Time

- Implementation of the new schedule will allow for a renewed allocation of time and the structure of the day
- Class periods will be extended
 - Four days per week classes will be 52 minutes
 - Each class will meet three of the four days
 - Two days per week classes will be 80 minutes long
 - Each class will meet once during the two days
- Class times will rotate in a morning wheel and in an afternoon wheel



Opportunity

- Defined by Oxford English Dictionary as “a favorable juncture of circumstances; a good chance for advancement or progress”
- Implementing a new schedule will provide opportunity for all students:
 - To have lunch during the day;
 - To take 8 classes;
 - To receive extended periods of instructional time in all academic areas;
 - To be instructed in a collegiately based environment.



Opportunity

- There are academic advantages to the reallocation of time in every discipline, such as:
 - In social sciences – greater opportunity for more student centered experiences and assessments, such as: debate, simulations, mock trials and Socratic seminars
 - In world languages – greater opportunity for deeper immersion and more complex use of the target language
 - In mathematics – greater opportunity for more inquiry based learning, to understand the intricacies of the math rather than just ‘doing’ the math
 - In English – greater opportunity for significantly deeper analytical discussions and exposition of literature and the writing process



Opportunity

- In health & PE – greater opportunity to go beyond the basics of instruction, to apply the skills being developed
- In music – opportunity for rotating lessons during daily break and selected periods during the year, opportunity for effective manipulation of the extended instructional periods
- In art and related arts – opportunity to enhance the instructional practice and authentically apply the related skills
- In science – extended periods for lab work, for research, and for performance assessments

Nourishment

- Defined by Oxford English Dictionary as “food, nutriment; sustenance”
- Implementation of this schedule will provide all members of the school community with an opportunity to be nourished during the academic day
- Two 25 minute periods, in the middle of the day, will provide all students and staff with:
 - Lunch (**everyone – all students, everyday**),
 - A break,
 - And the opportunity for music lessons, meeting time with staff, etc.



Enrichment

- Defined by Oxford English Dictionary as “the act of enriching; to make rich, or richer by the addition or increase of some desirable quality, attribute; to enhance; to make more fertile”
- The quality of the instructional periods will be improved through the extended learning opportunities
- All classes will be able to incorporate a ‘lab’
- The structure is in place to explore the option of a Unit Lunch in the future

Staffing Implications

- Currently -
 - ~ 17% (500) of our students take 8 academic classes.
 - ~ 83% (3000) of students take 7 or less academic classes.
- September 2012
 - Students will have the opportunity to take 8 classes and have lunch, or take less than 8 academic classes if they choose.
 - If an additional 20% of our students take 8 periods bringing the total number to 35% - 40 %, we would need an additional 4-5 staff members if everything else stayed the same.
 - If another 20% of our students take 8 periods bringing the total number to 55% - 60%, we would need an additional 4-5 staff members – increasing the need to 8-10 staff members.
 - For each additional 20 % increase we would need an additional 4-5 staff members if everything else stayed the same.



Staffing Implications

- Last spring all students at East HS were surveyed and determined that growth for an 8th period was scattered throughout all departments.
- Part of the work included looking at areas where FTEs could be re-allocated, if necessary.
 - Re-allocation of staff is a process that takes place every spring, regardless of the schedule in place.
- Currently, identified areas for possible re-allocation, if necessary, are Seminar English, the Integrated programs and Science.
- The projection is that 50 – 60 % of our students will opt to take 8 periods, requiring the re-allocation of 8-10 teachers, possibly within departments.
- **The goal is to maintain and enhance the integrity of all programs.**



Sample Student Schedules

- Included are authentic student schedules . . .

The Schedule

8:00-2:30	Day 1	Day 2	Day 3	Day 4	8:00 – 2:30	Day 5	Day 6
8:00 – 8:52	Period 1	Period 4	Period 3	Period 2	8:00 – 9:20	Period 1	Period 3
8:56 – 9:48	Period 2	Period 1	Period 4	Period 3	9:24 – 10:44	Period 2	Period 4
9:52 – 10:44	Period 3	Period 2	Period 1	Period 4	10:48 – 11:13	Lunch/Break	Lunch/Break
10:48 – 11:13	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	11:17 – 11:42	Lunch/Break	Lunch/Break
11:17 – 11:42	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	11:46 – 1:06	Period 5	Period 7
11:46 – 12:38	Period 5	Period 8	Period 7	Period 6	1:10 – 2:30	Period 6	Period 8
12:42 – 1:34	Period 6	Period 5	Period 8	Period 7			
1:38 – 2:30	Period 7	Period 6	Period 5	Period 8			

Underclass – With 2 Electives

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 – English	4 – Elective	3 – Phys Ed/Health	2- Science	1 – English	3 – Phys Ed/Health
2 – Science	1 – English	4 – Elective	3 – Phys Ed/Health	2 – Science	4 – Elective
3 – Science	2- Science	1 – English	4 – Elective		
Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break
5 – Social Studies	8 – Math	7 – World Language	6 – Elective	5 – Social Studies	7 – World Language
6 – Elective	5 – Social Studies	8 – Math	7 – World Language	6 – Elective	8 – Math
7 – World Language	6 – Elective	5 – Social Studies	8 – Math		

Underclass – With Study Hall

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 – English	4 – Elective	3 – Study Hall	2 – Science	1 – English	3 – Study Hall
2 – Science	1 – English	4 – Elective	3 – Study Hall	2 – Science	4 – Elective
3 – Science	2 – Science	1 – English	4 – Elective		
Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break
5 – Social Studies	8 – Math	7 – World Language	6 – Phys Ed/Health	5 – Social Studies	7 – World Language
6 – Phys Ed/Health	5 – Social Studies	8 – Math	7 – World Language	6 – Phys Ed/Health	8 – Math
7 – World Language	6 – Phys Ed/Health	5 – Social Studies	8 – Math		

Single Science – 7 classes

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 – Elective	4 – Calc BC	3 – English AP	2 – Phys Ed/Health	1 – Elective	3 – English AP
2 – Phys Ed/Health	1 – Elective	4 – Calc BC	3 – English AP	2 – Phys Ed/Health	4 – Calc BC
3 – English AP	2 – Phys Ed/Health	1 – Elective	4 – Calc BC	Lunch/Break	Lunch/Break
Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	5 – Gov't & Politics AP	7 – Study Hall
5 – Gov't & Politics AP	8 – Statistics	7 – Study Hall	6 – Chemistry AP	6 – Chemistry AP	8 – Statistics
6 – Chemistry AP	5 – Gov't & Politics AP	8 – Statistics	7 – Chemistry AP		
7 – Study Hall	6 – Chemistry AP	5 – Gov't & Politics AP	8 – Statistics		

Double Science – 7 classes

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 – Physics H	4 – Calc BC	3 – English AP	2 – Study Hall	1 – Physics H	3 – English AP
2 – Physics H	1 – Physics H	4 – Calc BC	3 – English AP	2 – Study Hall	4 – Calc BC
3 – English AP	2 – Study Hall	1 – Physics H	4 – Calc BC	Lunch/Break	Lunch/Break
Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	5 – Gov't & Politics AP	7 – Phys Ed/Health
5 – Gov't & Politics AP	8 – Statistics	7 – Phys Ed/Health	6 – Chemistry AP	6 – Chemistry AP	8 – Statistics
6 – Chemistry AP	5 – Gov't & Politics AP	8 – Statistics	7 – Chemistry AP		
7 – Phys Ed/Health	6 – Chemistry AP	5 – Gov't & Politics AP	8 – Statistics		

Double Science – 8 classes

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 – Physics H	4 – Calc BC	3 – English AP	2- Orchestra	1 – Physics H	3 – English AP
2 – Physics H	1 – Physics H	4 – Calc BC	3 – English AP	2 – Orchestra	4 – Calc BC
3 – English AP	2- Orchestra	1 – Physics H	4 – Calc BC	Lunch/Break	Lunch/Break
Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	5 – Gov't & Politics AP	7 – Phys Ed/Health
5 – Gov't & Politics AP	8 – Statistics AP	7 – Phys Ed/Health	6 – Chemistry AP	6 – Chemistry AP	8 – Statistics AP
6 – Chemistry AP	5 – Gov't & Politics AP	8 – Statistics AP	7 – Chemistry AP		
7 – Phys Ed/Health	6 – Chemistry AP	5 – Gov't & Politics AP	8 – Statistics AP		

2 Electives, No Science – 7 classes

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 – Elective	4 – Calc BC	3 – English AP	2 – Elective	1 – Elective	3 – English AP
2 – Elective	1 – Elective	4 – Calc BC	3 – English AP	2 – Elective	4 – Calc BC
3 – English AP	2 – Elective	1 – Elective	4 – Calc BC	Lunch/Break	Lunch/Break
Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	5 – Gov't & Politics AP	7 – Phys Ed/Health
5 – Gov't & Politics AP	8 – Statistics	7 – Phys Ed/Health	6 – Study Hall	6 – Study Hall	8 – Statistics
6 – Study Hall	5 – Gov't & Politics AP	8 – Statistics	7 – Phys Ed/Health		
7 – Phys Ed/Health	6 – Study Hall	5 – Gov't & Politics AP	8 – Statistics		



Next Steps

- Presentations to Staff
 - Open meetings at all three High Schools prior to November 8th
- November 8th In-service
- Presentation to student leadership groups
 - December 1st
- Presentation to the student body
 - In classes by the guidance department
- Presentation to PTA
- Presentation to the community
 - December 7th – 10:00 – 11:30 am – Malberg Board Room
 - December 12th – 7:00 – 8:30 pm – Rosa Media Center



Next Steps

- Curriculum planning and revision for all departments
 - \$4,500 in the C & I budget
 - \$10,000 in the Title IIA budget
 - Joint full day department meetings and focused work
 - Review of existing common assessments
 - Development of needed common assessments



Questions, Comments, Recommendations, or Concerns

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