

Implementing a Block Schedule And Creating a Co-Curricular Program

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Goals for Today

1. Discuss ideas to help frame our deliberations about school schedule
2. Share details about our process at Louisville Collegiate School when we changed our schedule
3. Take a look at what changed and what did not change with the shift in schedule
4. Examine one of the major co-curricular initiatives we undertook as a result of the change in schedule.

What we talk about when we talk about schedule

“There are no schedules that fit every school or every need. What’s clear is that the way you organize your school is a reflection of your school’s values and priorities and can either support achieving your vision or become a barrier to its success.”

– Ronald Williamson, Ed.D.

Schedule = Tool
Time = Resource
Learning = Goal

What we wanted at Louisville Collegiate.

1. REDUCE THE STUDENT & TEACHER STRESS LEVEL

- Need to reduce student & teacher stress by reducing the frenetic pace of each day

2. UTILIZE TIME AS A RESOURCE TO ADVANCE ACADEMIC EXCELLENCE

- Learning and processing at deeper levels with time for reflection
- More time for critical and creative thinking
- Improved collaboration (student-to-student, teacher-to-student, teacher-to-teacher)
- Increase range of teaching strategies employed in class
- Increased time for cross-curricular/interdisciplinary planning & lessons
- More time for experiential learning
- Create space for a more intentional co-curricular program

Our Transition Process

1. EXPLORATORY COMMITTEE WITH FACULTY FROM TWO DIVISIONS

- Recognizes that multiple opinions strengthen the end product
- Every voice is heard

2. RESEARCH

- Two faculty/staff surveys
- Student focus groups in middle and upper school
- Articles, books, and webinars
- Six school visits
- Case studies with three schools

Transition Continued

3. ITERATION FOR IDEAL SCHEDULE

- Multiple schedules designed and shared to gain feedback along the way

4. TWO DAY MOCK BLOCK IN BOTH MS AND US

- Follow up discussion in advisories afterward
- Feedback shared with leadership in division meetings

5. VISIT WITH PAM ROBBINS BEFORE START OF NEW SCHEDULE AND 6 MONTHS IN

- First allay anxieties; then discuss best practices

Two Truths (at least for us)

1. MOVING TO A BLOCK SCHEDULE LED TO LESS TEACHING TIME IN THE CLASSROOM

Description	Current Schedule- 45 min prd.	Every Other Day Rotation- 75 min prd.
# days class meetings	172	86
# minutes each class meets per year	7740	6450
Lost # teaching minutes per period per ISM	13	13
Lost # teaching minutes per year per class per ISM	2236 (13 x 172)	1118 (13 x 86)
Net # teaching minutes per class per year (2.86 hour difference)	5504	5332

2. NOT EVERYONE IS GOING TO GET ON BOARD WITH THE CHANGE

- Thoroughness and transparency throughout the process helped to minimize divisiveness

Some Qualitative Results from Student Surveys over the Past Four Years

1. Survey responses increasingly suggest that “[t]eachers are available to help [them] during the school day.”
2. Survey responses increasingly suggest that “[students] have time to begin homework during the school day.”
3. Survey responses increasingly suggest that “[students] have enough time to spend quality time on their homework in every subjects each day.”
4. Survey responses suggest that students feel less stressed “about the pace of the school day.”

Some Quantitative Results

1. **GPA CHANGES:** No declining GPAs; more A's across the board
2. **AP SCORES:** Improved or flat; no significant decrease
3. **STANDARDIZED TESTS:** Improved or flat; no significant decrease

**The Co-Edge teaches students essential life skills needed
for life
outside Collegiate through experiential courses and
community immersion.**



Birth

What

Challenges

Benefits

Adjustments

Program Evaluation

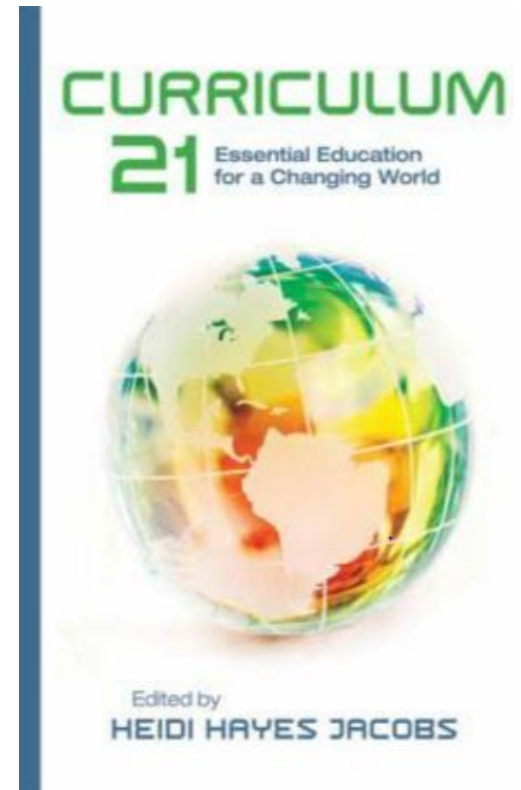
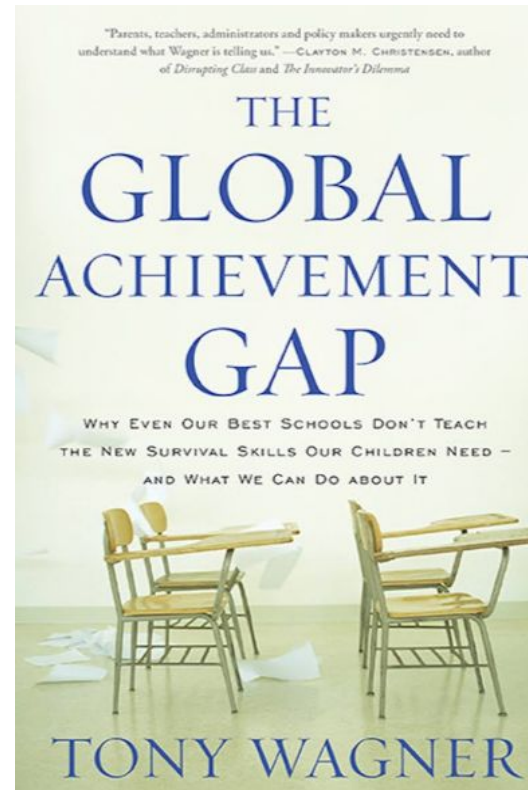
The Inspiration

Schedule Evaluation

Strategic Plan

School Mission

Parent Survey



The Co-Edge: A formal Co-Curriculum Program

1. Upper School classes meet every other day.
2. The Co-Edge courses meet once every four days, giving students a common work period once every four days.
3. Administrators teach Co-Edge courses giving Upper School faculty a student-free common meeting period once every four days.

Upper School Block Schedule

Time	Blue 1	Gold 1	Blue 2	Gold 2
8-8:15	Advisory	Advisory	Advisory	Advisory
8:15-9:30	A	E	B	F
9:30-9:50	CWP	CWP	CWP	CWP
9:50-11:05	B	F	A	E
11:05-11:45	Activities	Activities	Activities	Activities
11:45-1:00	C	G	D	G
1:00-1:45	Lunch	Lunch	Lunch	Lunch
1:45-3:00	D	H LFW 9 th CWP - 10 th - 12 th	C	H LFW 9 th The Co-Edge 10 th - 12 th

The Co-Edge: Life Skills outside of Core Curriculum

10th Grade:
Coding;
Public Speaking;
Ethics;
Design Principles



Coding and Ethics



10th Grade Teachers

Public Speaking - Head of Lower School

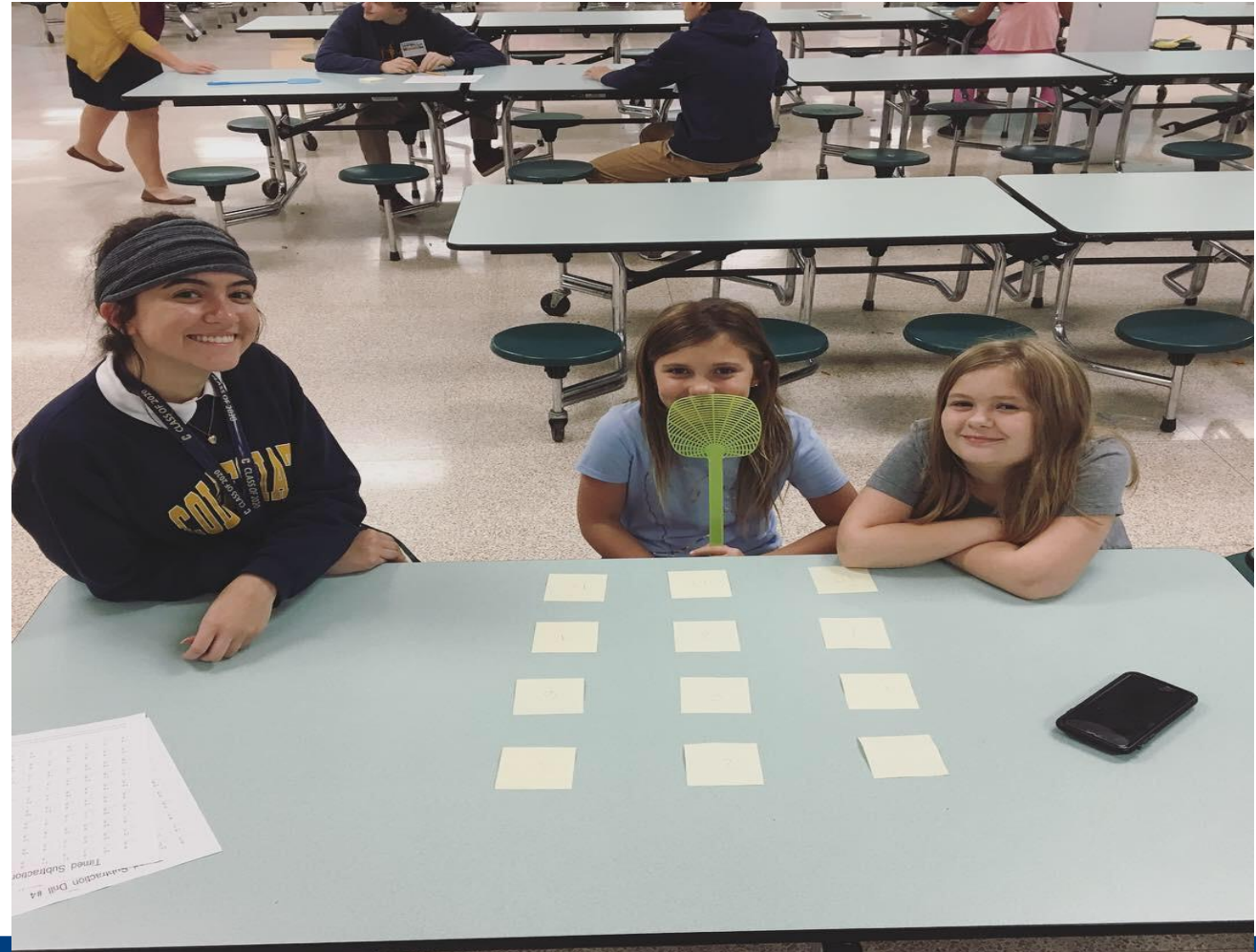
Design Thinking - Director of Maker Education

Ethics - Dean of Faculty

Coding - Librarian & Media Specialist

The Co-Edge: Life Skills outside of Core Curriculum

11th Grade: Character;
Creative Problem
Solving;
College Counseling;
Peer Mentoring at
Lincoln Elementary



Character and Creative Problem Solving



11th Grade Teachers

**Creative Problem Solving - Alumnae Relations
Coordinator**

Peer Mentoring - US English Teacher

Character (Respect) - US Guidance Counselor

College 101 and Test Prep - College Counseling Team

The Co-Edge: Life Skills outside of Core Curriculum

12th Grade:
College Counseling;
Financial Literacy;
Transition and
Responsibility;
Internship



12th Grade Teachers

College 102 (Share) - College Counseling Team

Financial Sustainability (Sustain) - CFO & Director of College Counseling

Internship (Work) - Associate Director of College Counseling

Transition - Guidance Counselor & College Counseling

Challenges

Not all administrators/staff make great teachers

Pass/Fail courses - extrinsic motivation

Administrators' time

Personnel adjustments

Student Attendance

Peer Mentoring Program and Internship Challenges

Benefits

Community/Alumnae Connections

True collaboration time for Upper School faculty

Supplement to academic program

Flexible

21st Century Skills/Modern Habits of Mind

Exposure: Real World and New Ideas

Relevant

Changes Made

Clearer policies: # of classes, attendance, etc.

Calendar

Class Names for College Transcript

New Classes Introduced

Faculty/Student Feedback

Evaluation of the Co-Edge Program

Classroom Observations

Student Feedback

Annual Review in Academic Affairs Committee

School Visits

- Latin School of Chicago (Dec 2012)
- The Lab School of University of Chicago (Dec 2012)
- Madeira School (Dec 2013)
- Montclair Kimberley Academy (March 2014)
- Kingswood Oxford School (May & Nov 2014)
- Hutchison (Sept 2014 & Jan 2015)

References

- *NAIS*
- *The College Board- Office of Research & Development*
- *National Center on Time & Learning*
- *ISACS*
- *Council on Adolescents*
- *Association for Middle Level Education (AMLE)*
- *National Association of Secondary School Principals (NASSP)*
- *Association for Supervision & Curriculum Development*
- *ERIC (Education Resources Information Center)*

Thank you!!!

www.louisvillecollegiate.org

Questions?

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