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Block Scheduling at GDRHS



Panel

- Su Peyton Parent
- Mae Hopke Parent
- Claire Robinson Math Teacher
- Carol Case Fine Arts Teacher
- Chris Siren Science Teacher
- Peg Bourgeois English/Senior Project Teacher
- Geoff Peyton Student
- Brittany Pulford Student
- Joe Dillon High School Principal



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History 1995-1997

- Convened a Restructuring Team with a focus on alternative scheduling
- Conducted site-visits to schools that were on a Block Schedule
- Implemented a Pilot Program during the Spring of 1996
- Evaluated the Pilot Program through surveys of students/staff
- Addressed the state's Time on Learning mandate (990 hours) through the School Improvement Plan
- Faculty consensus on model for 1996-1997
- Held weekly restructuring team meetings to develop a plan for 1997-1998

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History 1995-1997 (cont)

- Restructuring committee made recommendation to faculty to go to an Accelerated Block Schedule model for 1997-1998
- Conducted Parent forums on the GDRHS Accelerated Block Scheduling Model
- Faculty voted unanimously to move to an Accelerated Block Schedule @ GDRHS for the 1997-1998 school year
- Recommendation presented to School Committee
- Provided Professional Development to all staff on “How to Teach in a Double Block”

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Results

▪ MCAS scores	2000	A/P	ELA	67%
			MATH	59%
	2004	A/P	ELA	89%
			MATH	86%
▪ SAT scores	2000	combined score of 1076		
	2003	combined score of 1090		
▪ AP scores	English Lit	73%	3 or above	
	Calculus	100%	3 or above	
	Biology	78%	3 or above	



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Curriculum/Program of Studies

- Graduation Requirements increased from 22 to 27 credits
- Senior Project became a graduation requirement
- Enrollment in the Senior Internship Program increases dramatically
- New course offerings included:

Film Studies

Videography

Journalism

Sociology

Psychology

Public Speaking

Statistics

Calculus

SAT





Curriculum/Program of Studies

- New course offerings included: (continued)

Embryology

Environmental

A.P. Bio

Photography

3D Design

Collage

Chamber Chorus

Digital Imaging

Web PageDesign

Marketing

Conditioning

Aerobics

Transitions

Writing Workshop

Principles of Tech

Learning Center



Survey Results - Parents

Four most effectives in block (scale 1-5) – all school

- Simulations – 3.95
by grade – 3.90; 3.89; 3.92; 4.13
- My son/daughter feels safe at school - 3.91
by grade – 3.77; 3.80; 3.93; 4.25
- Class discussion – 3.76
by grade - 3.75; 3.5; 3.83; 4.0
- Individual presentations – 3.74
by grade – 3.29; 3.64; 4.08; 4.00

Survey Results - Parents

Four least effective in block (scale 1-5) – all school

- teachers offer more in-depth material – 2.80
by grade – 2.5; 2.91; 2.64; 3.38
- peer editing – 3.05
by grade – 2.64; 3.00; 3.18; 3.57
- block periods have helped my student's achievement - 3.08
by grade – 3.08; 3.45; 2.73; 3.13
- block provides enough time for mastery of important concepts/skills – 3.14
by grade – 3.08; 3.32; 3.07; 3.13

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Survey Results - Parents

- Tough for 14 & 15 yr. olds to sit for 80 minutes
- Too much class time doing homework
- These questions are only relevant and vary widely with each student's personality, learning style, seriousness in school & the teacher's enthusiasm
- Lack of life skills courses
- Time does not allow for absorption of ideas (particularly in math)
- Extended period used for homework not more in-depth material
- Lack of continuity over full yr leaves learning gaps in all areas.
example – Foreign Language
- Math, English, Foreign Language should be full year



Survey Results - Students

Four most effectives in block (scale 1-5) – all school

- Like taking only 4 subjects – 4.37
by grade – 4.41; 4.20; 4.41; 4.52safe
- My son/daughter feels at school – 4.23
by grade – 4.18; 4.15; 4.27; 4.27
- Use of multimedia in class – 4.09
by grade – 4.02; 4.16; 4.11; 3.99
- Productivity – 3.96
by grade – 4.17; 4.00; 3.95; 3.93





Survey Results - Students

Four least effective in block (scale 1-5) – all school

- Effective use of lecture – 3.01
by grade – 2.69; 3.01; 3.17; 2.87
- Stress level – 3.09
by grade – 3.48; 3.41; 2.94; 2.85
- Peer editing – 3.29
by grade – 3.08; 3.17; 3.37; 3.38
- Homework – 3.41
by grade – 3.63; 3.6; 3.27; 3.33



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Survey Results - Staff

Class activities in the double block:

4+
class discussions

group work

presentations (group & individual)

multimedia presentations

simulations (trials, debates)

research/library time

3+
lecture

peer editing

independent work

use of class time

time for indiv. help

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Survey Results - Staff

Delivery of Curriculum

4+

- Sufficient time for delivery of curriculum
- Sufficient time for mastery of important concepts & skills

Philosophy/Support

3+

- Staff support of 2x block
- Administrative support of 2x block
- Teacher training in preparation for 2x block scheduling

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Survey Results - Staff

Elements of “good practice”

3+

- Use of new teaching strategies
- Design of activities to address multiple intelligences
- Sufficient time to cover syllabus
- Better able to communicate with students
- Better able to clearly and effectively communicate the components of assessment
- Positive use of class time

4+

- Use of a variety of assessment models