

# PGHS Bell Schedule Task Force 2019-2020

# Who/ What/ When

- Change team:
  - 6 teachers, 2 counselors, 1 admin
  - Given 3 hours of adjunct duty.
- Met Thursdays at lunch (Aug-Feb).
- Agreed on vision and made plan of action.

# “Action Pedagogy” Process:

- 1.) **Survey staff** on what site issues they perceive with current bell schedule.
- 2.) Tackle issues one at a time, and **vote on resolutions** about new bell schedule.
- 3.) **Check in with admin** about proposed changes.
- 4.) Use the (surviving) resolutions to guide us in **creating a new bell schedule**.
- 5.) **Vote** on it as a staff
- 6.) Present to **admin for approval**.
- 7.) Present to **board for approval**.
- 8.) **Evaluate** after a year to see if changes made have had a positive impact.

# Staff Survey

Results: Four issues the staff felt strongly about.

1. **Later start time** to promote healthier sleep schedules.
2. **Reduced length** of block periods
3. **Intervention** services and offerings
4. **Staff collaboration** meeting time

# Proposed Solutions

# Results

- **Shorten blocks** to 90 minutes. **74.2%**
- **Start later** in the day. **64.5%**
- Create new **intervention** opportunities and develop organizational capacity for future programs. **73.3%**
- Change **collaboration** to fit inside the normal working day. **80.6%**

# Making the Bell Schedule

- Ultimately had eight different potential iterations that incorporated the four solutions to varying degrees of success.
- Lots of unique restrictions and challenges were discovered through SWOT analysis and discussion.
  - How do we shorten blocks without crippling CTE, Science, or PE classes?
  - School periods could not be less than 50 minutes for dual enrollment periods
  - How do we preserve the 0.6 FTE, 3 days a week, option?

# Second Survey for Clarity

- An additional survey was needed to clarify what “intervention” meant to the staff.
- The staff overwhelming did not want to lose instructional minutes for intervention minutes.
- Targeted intervention (rather than school-wide intervention) was decided on and implemented for next school year.

# And then there was one...

- The sole remaining bell schedule that withstood critical analysis by the Bell Schedule Task Force was Lab/Non-lab.
- At the February staff meeting, the staff voted **67% in favor** of the Lab/Non-lab Schedule!

# Lab/ Non-lab (Overview)

- The Lab/Non-lab Schedule has teachers assign their courses the designation as either a Lab or Non-lab class.
  - Lab classes meet 3 times a week: two blocks and one short period.
  - Non-lab classes meet 4 times a week: one block and three short periods.
- Lab classes and non-lab classes happen simultaneously.
- The weekly instructional minutes of courses stay the same (250).

# Management

- The Bell Schedule Task Force handed the final product off to site administrators to take to the Management Team Meeting.
- Several issues (master schedule, transportation, food services) have been identified are in the process of being remedied.

# Take Away

- Successful teacher-led change process using Action Pedagogy model.
- Many of the issues addressed by the new bell schedule will support struggling students.
- TWO-THIRDS of the staff are in favor of the new schedule.