

Committee: Innovations (Facility Related Issues)

Goal: Alter start times so that high school starts later to match teens natural sleep patterns and capture younger children’s natural ability to learn during early morning.

Rationale/Compelling Need:

Research has shown that adolescents need about 9.2-9.5 hours of sleep a night with a “phase shift” that alters the brain’s circadian timing system which shifts their natural sleep times to approx. 11 pm – 8 am (current start times HS 6:55, Middle 7:50, Intermediate 7:45, Elementary 8:55, Kindergarten 9:20) . Schools that have changed starting times have found improved attendance rates, improved student conduct, fewer students sleeping during class, fewer incidents of misbehavior, improved moods, and improved grades. Additionally, research supports allowing children to follow their natural sleep patterns is attributable to a reduction in teen depression and sleep-deprived adolescents are more likely to use alcohol and other drugs. Police reports show that the highest teen crime rates are the times between school ending and parents getting home. By having high school students start later, we make the gap between after school and when parents get home from work smaller, thus reducing the “window of opportunity” for trouble.

Suggested start times based on information from other schools would suggest that primary grades begin at 8:00 and High school at 8:30.

Benchmark:

Action/Strategies	Person(s) Responsible	Target and Time Frame	Costs, Resources, Technology Impacts	Evaluation Instruments and Processes	Communication Plan
Determine other GMC district start/stop times	Community Volunteers w/ Athletic Director	9/06	Time to collect data from web sites and/or phone calls to GMC district offices	Log times/schools	Report back to Strategic Plan Steering Committee
Talk w/Athletic Directors and other after activity directors for their thoughts on impact of changes to start times	Building administration of each school- principal, AD, etc.	9/06	Schedule discussion with key contacts – HS AD, FMS AD, Building Principals – create	Compare schedules; determine estimated # of students impacted;	Report back to Strategic Plan Steering Committee

			summary of data gathered – no technology impact		
Draft community input survey – ask Echo to publish – send newsletter - evaluate responses—coordinate “survey” with other team initiatives	Coordinated through District PR	5/07	Costs to product survey and send out to parents, tabulation of data	Cost to conduct vs. value of information	Compile results – report back to Strategic Plan Steering Committee, District Administration and Community (publish results in Echo, web site, etc.)
Investigate impact on busing schedules	Business Manager as reported from Transportation	5/07	Require a change to scheduling software? Time to implement changes? Additional/fewer buses/drivers needed?	Cost analysis Effort to reschedule	Summary report of impact to transportation system – time to make changes, impact, etc. Report back to Strategic Plan Steering Committee
Investigate private school busing options/impacts	Business Manager as reported from Transportation	5/07	Unknown	Call each schools key contact for transportation	Summary to Strategic Plan Steering Committee
Investigate impact of adjusting schedules on teacher contracts	District Office Human Resource Office / Legal Advisor	5/07	Legal fees, potential teacher contract concessions	Review of contracts and discussion of options if necessary	Summary to Strategic Plan Steering Committee

Action Team: Innovations Committee: Subcommittee focus on Facilities--

Goal: Provide an optional “extra” period to allow kids to have a separate start time and/or extra period.

Rationale/Compelling Need:

Supports varied sleep issues noted above; provides additional period for kids to have options- extra courses, make up deficient credits, receive additional help in targeted areas (standardized test prep);

Action Steps	Person(s) Responsible	Target and Time Frame	Costs, Resources, Technology Impacts	Evaluation Instruments and Processes	Benchmark	Communication Plan
<p>Research other districts that have implemented this schedule or similar such as Princeton and Finneytown.</p> <p>Coordinate with Instruction Team</p>	Community Volunteers	9/07	<p>Web based research and phone calls; review of contracts, costs of any identified additional resources (PC lab, facilities costs, etc.) Knowledgworks information</p>	<p>-Increase in “at risk” students passing state mandated tests -Increase (or maintenance of) high graduation rate - Student satisfaction -Number of students utilizing the extra period -Teacher feedback on satisfaction, options with students</p>		Summary to Strategic Plan Steering Committee
<p>Research any benchmark results after implementation of “extra” period</p>	Curriculum Department	9/07	<p>- Potential travel to investigate in detail? - Web based research</p>	<p>- Number of students utilizing the extra period - Increase/main-tenance of high</p>		Summary to Strategic Plan Steering Committee

			<ul style="list-style-type: none">- KnowledgWorks information- Scheduling impacts – course schedule and transportation?	<ul style="list-style-type: none">- graduation rate- Increase in “at risk” students passing state mandated tests		
--	--	--	--	---	--	--

Action Team: Innovations Committee: Subcommittee focus on Facilities--

Goal: Assess grade configuration within the buildings to best meet the educational needs of the students.

Rationale/Compelling Need:

Studies have found that transitions can be stressful for students and also show that a significant achievement loss occurs during each transition year. Additionally, studies have identified that each time students switched schools, their feelings of anonymity increased.

Action/Strategies	Person(s) Responsible	Target and Time Frame	Costs, Resources, Technology Impacts	Evaluation Instruments and Processes	Communication Plan
<p>Research transition impact on middle school age:</p> <ul style="list-style-type: none"> ▪ What a middle level school is called and how the grades are configured is not as important as the programs, practices and relationships found within the grades that house young adolescents. ▪ Student achievement increases proportionately to the number of middle level “best practices” used within a school. ▪ Research supports that students are much more likely to find these “best practices” in a 5-8 or 6-8 school configuration. ▪ Research supports an achievement loss associated 	<p>Community Volunteers</p>	<p>5/08</p>	<p>Web based research, contact various schools with different configurations – particularly those that have made changes including both those that went to a greater number of schools and those who consolidated.</p>	<ul style="list-style-type: none"> - Measure drop out rate - Student surveys or satisfaction measurement 	<p>Summary to Strategic Plan Steering Committee</p>

<p>with the transition from elementary to 6th grade – particularly when multiple elementary schools were merged into a single middle school (particularly when compared to K-8 groupings).</p> <ul style="list-style-type: none"> ▪ Lowest drop out rates were in school districts without intermediate level schools – elementary and then H.S. ▪ Most dramatic drop in GPA was for students who experienced a school change between 6th and 7th grade. (developmentally responsive schools may be the key to alleviating these transition problems.) ▪ 5 key components for exemplary middle schools are 1) interdisciplinary, 2) advisory programs; 3) varied instruction; 4) exploratory programs, and 5) transition programs. 					
<p>Research transition impact on ninth graders:</p> <ul style="list-style-type: none"> ▪ 9th grade has been identified as the most critical time to intervene and ensure that students do not lose 	Community Volunteers	5/08	Web based research, contact various schools with different configurations – particularly those	- Measure drop out rate - Student surveys or satisfaction measurement	Summary to Strategic Plan Steering Committee

<p>motivation, fail and drop out.</p> <ul style="list-style-type: none"> ▪ A separate 9th grade school can enable specific programs to be developed for this group; relief of overcrowding from other schools, students can participate on an equal level in more activities; students may be less influenced by older students; and course offerings may increase. ▪ A separate 9th grade could potentially create a challenge in cost/length of travel; parent involvement may decrease (no differently than what we have today); students are required to make an additional school transition; fewer opportunities to interact with different age groups; and may be challenging to find staff interested in teaching only 9th graders. 			<p>that have made changes including both those that went to a greater number of schools and those who consolidated</p>		
<p>Research creating “houses” within the high school to create smaller groups and therefore, enhanced “connectedness” between students, administration and adults.</p>	<p>H.S. Administration; parent input</p>	<p>6/06</p>	<ul style="list-style-type: none"> - Web based research - talk to colleges with similar structure (learning communities – Miami 	<ul style="list-style-type: none"> - Student satisfaction - Parent/teacher feedback 	<ul style="list-style-type: none"> - Announcements - email - Newsletter

			Univesrity, EKU, etc.)		
Research creating advisor/advisee programs within the Freshman School to create smaller groups and therefore, enhanced “connectedness” between students, administration and adults.	Freshman Administration; parent input	6/06	- Web based research - talk to colleges with similar structure (learning communities – Miami Univesrity, EKU, etc.) - Parent/student input	- Student satisfaction - Parent/teacher feedback	- Announcements - email - Newsletter
Research enhancing/modifying team structure at FMS to create smaller groups and therefore, “connectedness” between students, administration and adults	FMS Administration; parent input	6/06	- Web based research - talk to colleges with similar structure (learning communities – Miami Univesrity, EKU, etc.) - Parent/student input	- Student satisfaction - Parent/teacher feedback	- Announcements - email - Newsletter