

Extending the Elementary School Instructional Day



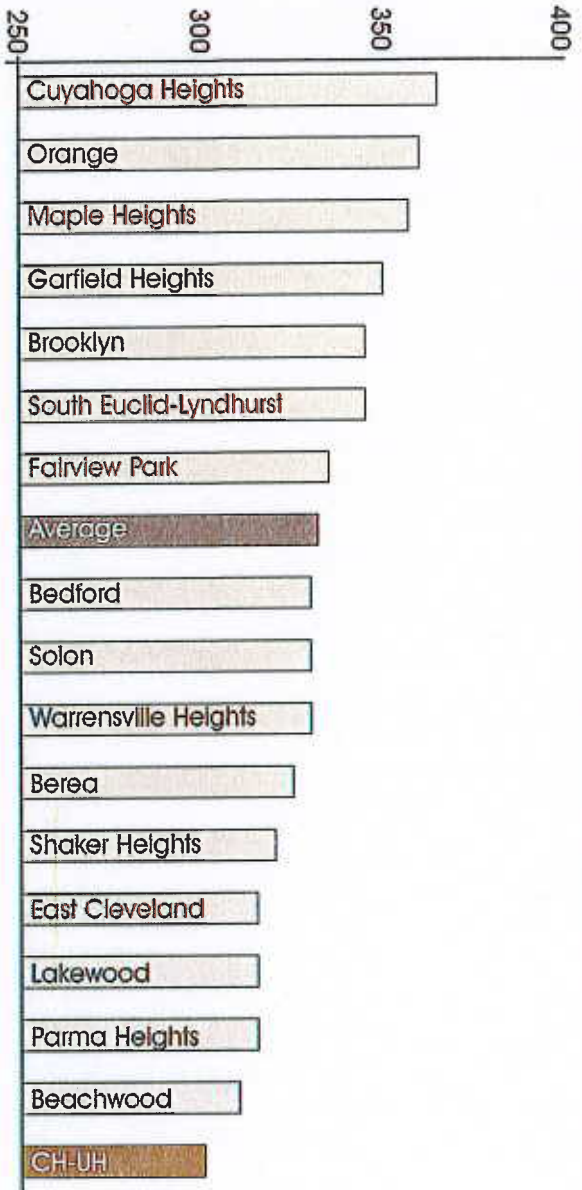
- School districts achieve the results they are positioned to achieve, and right now our school district is at a disadvantage. Our elementary student achievement levels have stagnated, and one of the reasons is because our elementary schools don't have enough time devoted to instruction.
- That's why the District is proposing extending our elementary school day by 25 minutes. Instead of ending at 3:05, the school day would end at 3:30. Before and after childcare would still be offered; aftercare would be extended ½ hour. Early dismissal each Tuesday will remain the same, 2:05.
- The fact is, our District has a significantly shorter school day than all nearby districts recently surveyed.
- Right now, our students in K-3 classes spend 5 hours every day in instructional time. Our 4th and 5th graders spend 5 hours 15 minutes every day in instructional time.
- Our neighboring and nearby districts spend far more in instructional time. They spend anywhere from 15 minutes to an hour more in instructional time every day, and it adds up. If we add 25 minutes to each elementary school day, it will mean 2 hours more teacher/student instructional time every week.
- We intend to spend the additional 25 minutes with an emphasis on math instruction.
- Our main purpose is to move our District forward, increase achievement, and provide the Excellent education that every one of our students deserves.
- The Administration is strongly leaning in this direction and is fully briefing the Board. If the Board approves, this will be implemented either January 25, 2010, (the beginning of the second semester) or at the beginning of the 2010-2011 school year (next August).
- This change is within the limits allowed by our contracts with teachers and staff members. However, it will mean a change in routine for students, parents, and many staff members. Because of this, we will need to work closely with our staff to ease the transition. If we decide to implement this lengthening of the school day, we will communicate as quickly as possible with parents to fully explain how this will impact them and their children.
- We are also in the process of addressing schedules within the current middle and high school day to put more emphasis on the core subjects while providing access to other areas of student interest.

INSTRUCTIONAL MINUTES PER DISTRICT

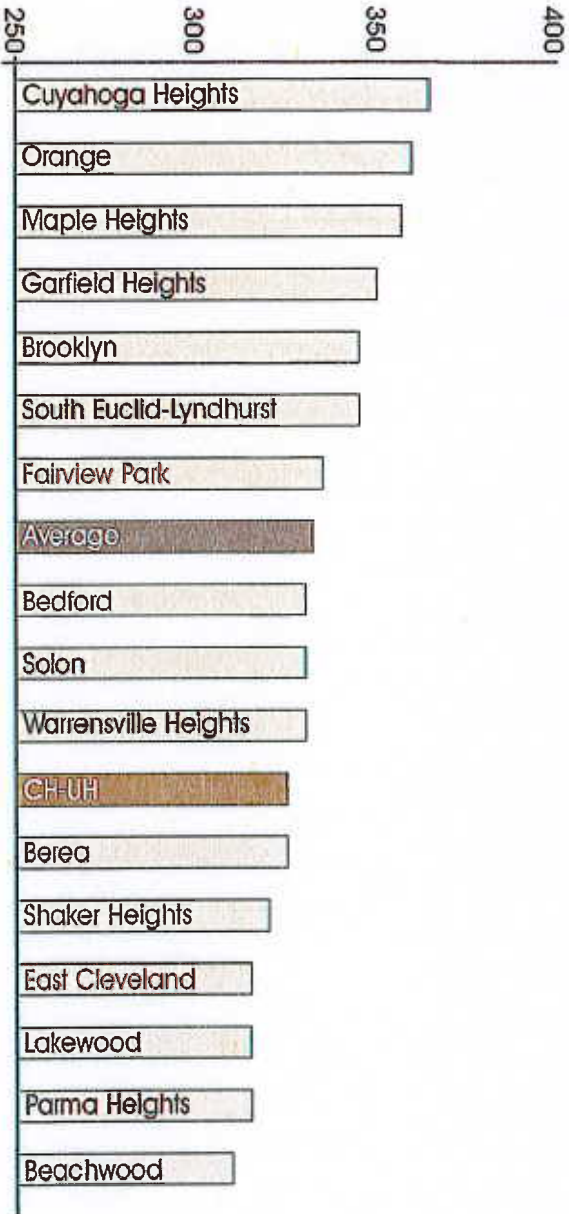


<u>SCHOOL</u>	<u>DAILY IT</u>	<u>ANNUAL IT</u>	<u>DIFFERENCE</u>
Cuyahoga Heights	365	65,700	11,700
Orange	360	64,800	10,800
Maple Heights	357	64,260	10,260
Garfield Heights	350	63,000	9,000
Brooklyn	345	62,100	8,100
S. Euclid/Lyndhurst	345	62,100	8,100
Fairview Park	335	60,300	6,300
Bedford	330	59,400	5,400
Solon	330	59,400	5,400
Warrensville Hts.	330	59,400	5,400
Berea	325	58,500	4,500
Shaker Heights	320	57,600	3,600
East Cleveland	315	56,700	2,700
Lakewood	315	56,700	2,700
Parma Heights	315	56,700	2,700
Beachwood	310	55,800	1,800
CH-UH	300	54,000	0
Average	332.17	59,762.76	5,478.75

INSTRUCTIONAL MINUTES PER DISTRICT



CURRENT COMPARISON



CH-UH WITH ADDED
25 MINUTES PER DAY

<i>Sample Allocation of Minutes by Content Area</i>		
	Present – 3:05 Dismissal (2:05 Tuesday)	Proposed – 3:30 Dismissal (2:05 Tuesday)
English/Language Arts	600	600
Mathematics	300	400
Social Studies	110	110
Science	110	110
Art, Music, PE & Media	220 *	220*

What does the additional time mean instructionally?

	Time Gained for Mathematics Instruction
Prior to Ohio Achievement Testing	20 hours
Semester	30 hours
Full Year	60 hours

A Focus on Mathematics

Everyday Mathematics, the District core program, is a research-based program that focuses heavily on building conceptual understanding.

Building conceptual understanding moves students from concrete to representational to abstract.....Our elementary students require hands-on experiences!

What is Learned: Number, Number Sense & Operations,
Measurement, Geometry & Spatial Sense, Patterns, Functions &
Algebra, Data Analysis & Probability

Our students will be successful if they can use skills listed above to:

- Use learned or new information to solve problems and work through problematic situations
- Apply problems solving and decision making techniques
- Communicate their ideas and question the ideas and explanations of others
- Use different representations to express ideas and situations
- Make connections to real world experiences

Extending the Elementary School Instructional Day
Staffing Implications

Winter 2010

Categories	# of staff	Shift Hours (per day)	Add Hours (per day)	Costs*
After School Programs <ul style="list-style-type: none"> • After-School Instructors • CHAMPS Teachers • CHAMPS Paraprofessionals 	16 2 4	½ hour ½ hour ½ hour		
School Day Programs <ul style="list-style-type: none"> • Kindergarten Paraprofessionals • Nurse Paraprofessionals • Special Education Paraprofessionals 	19 1 29		½ hour ½ hour ½ hour	\$12,200 \$600 \$18,900
Support Services <ul style="list-style-type: none"> • Cleaners • School Bus Drivers (<i>rebid routes</i>) 	21 ?	½ hour		\$1,400
TOTALS				\$33,100

* Costs are calculated for the second semester of the 2009-2010 school year.

Fall 2010

Categories	# of staff	Shift Hours (per day)	Add Hours (per day)	Costs**
After School Programs <ul style="list-style-type: none"> • After-School Instructors • CHAMPS Teachers • CHAMPS Paraprofessionals 	16 2 4	½ hour ½ hour ½ hour		
School Day Programs <ul style="list-style-type: none"> • Kindergarten Paraprofessionals • Nurse Paraprofessionals • Special Education Paraprofessionals 	19 1 29		½ hour ½ hour ½ hour	\$33,600 \$1,700 \$51,700
Support Services <ul style="list-style-type: none"> • Cleaners • School Bus Drivers (<i>rebid routes</i>) 	21 ?	½ hour		\$2,400
TOTALS				\$89,400

** Costs are calculated for the entire 2010-2011 school year.