

Deeper Learning Works

How Block Scheduling Compliments Deeper Learning





Change? But why?



40 Developmental Assets®

Search Institute™ has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

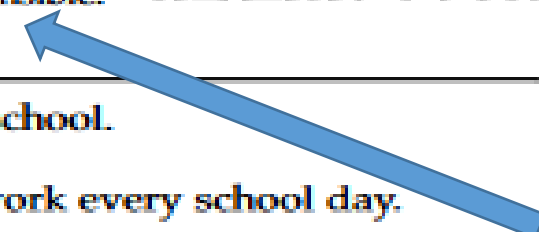


Category	Asset Name and Definition
Support 	<ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school.
Empowerment 	<ol style="list-style-type: none"> 7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood.
Boundaries & Expectations 	<ol style="list-style-type: none"> 11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time 	<ol style="list-style-type: none"> 17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week.

External Assets

40 Developmental Assets®

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Category

Asset Name and Definition

Commitment to Learning



- 21. **Achievement Motivation**-Young person is motivated to do well in school.
- 22. **School Engagement**-Young person is actively engaged in learning.
- 23. **Homework**-Young person reports doing at least one hour of homework every school day.
- 24. **Bonding to School**-Young person cares about her or his school.
- 25. **Reading for Pleasure**-Young person reads for pleasure three or more hours per week.

Positive Values



- 26. **Caring**-Young person places high value on helping other people.
- 27. **Equality and Social Justice**-Young person places high value on promoting equality and reducing hunger and poverty.
- 28. **Integrity**-Young person acts on convictions and stands up for her or his beliefs.
- 29. **Honesty**-Young person "tells the truth even when it is not easy."
- 30. **Responsibility**-Young person accepts and takes personal responsibility.
- 31. **Restraint**-Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies



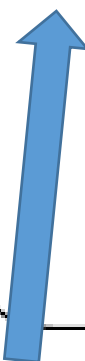
- 32. **Planning and Decision Making**-Young person knows how to plan ahead and make choices.
- 33. **Interpersonal Competence**-Young person has empathy, sensitivity, and friendship skills.
- 34. **Cultural Competence**-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. **Resistance Skills**-Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful Conflict Resolution**-Young person seeks to resolve conflict nonviolently.

Positive Identity



- 37. **Personal Power**-Young person feels he or she has control over "things that happen to me."
- 38. **Self-Esteem**-Young person reports having a high self-esteem.
- 39. **Sense of Purpose**-Young person reports that "my life has a purpose."
- 40. **Positive View of Personal Future**-Young person is optimistic about her or his personal future.

Internal Assets

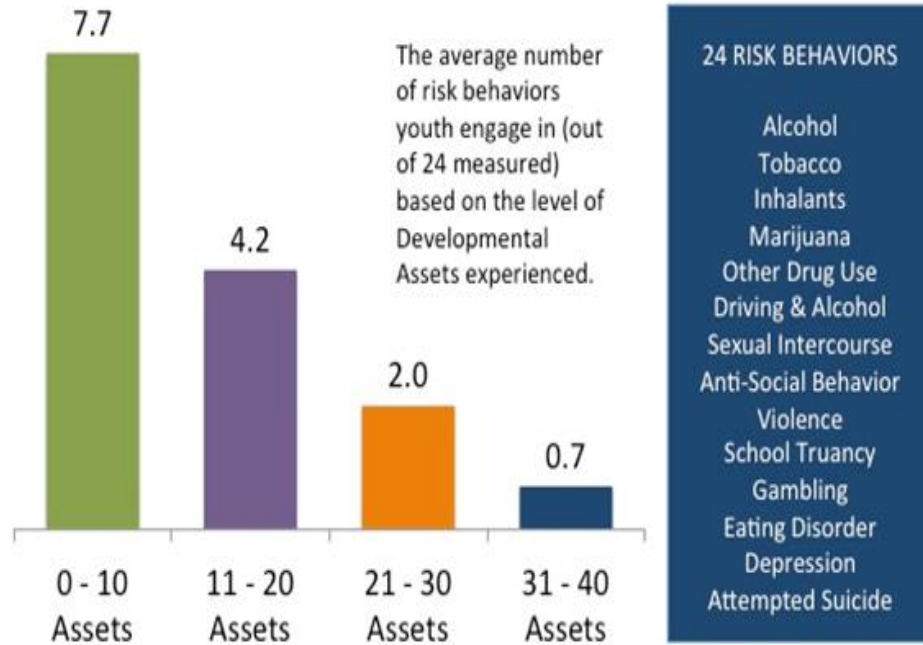


The Developmental Assets[®] Connection

RESEARCH INSIGHTS

Assets and Risky Behaviors among US Youth

Youth who have higher levels of Developmental Assets are much less likely to engage in a wide range of high-risk behaviors.

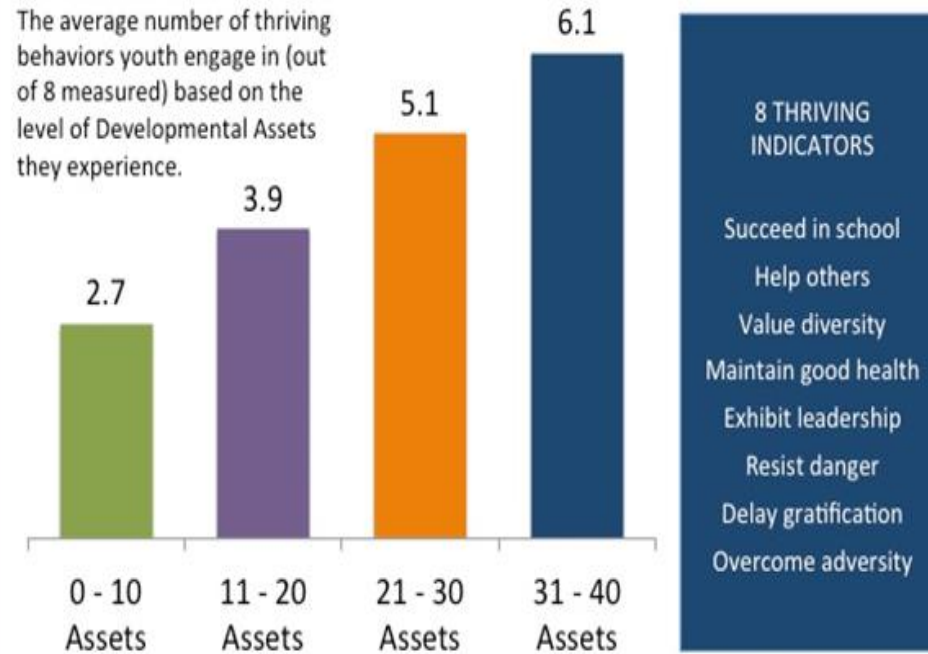


DATA SOURCE Search Institute surveys of 121,157 U.S. youth, grades 6 -12, between 2012 and 2015.

RESEARCH INSIGHTS

Assets and Thriving among US Youth

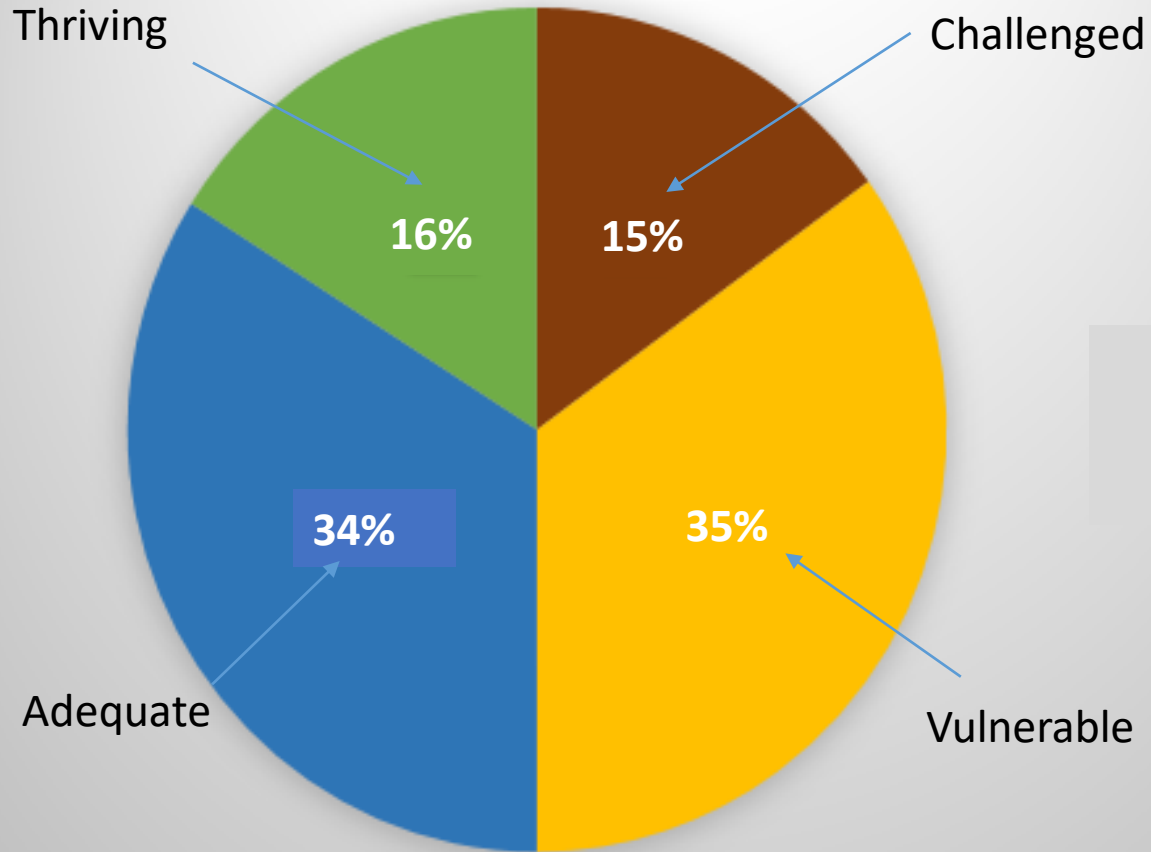
Youth who have higher levels of Developmental Assets are much more likely to engage in thriving behaviors.



DATA SOURCE Search Institute surveys of 121,157 U.S. youth, grades 6 -12, between 2012 and 2015.

BCSC DAP Survey Results

Composite Assets Score for BCSC Secondary Schools



- 16% of students “Thriving” with internal assets
- 50% of BCSC 7-12 grade students reported “Challenged” or “Vulnerable”
- Survey Results helped to drive our “WHY”

Similar
conversations:

Indiana
Department of
Education
Social-
Emotional
Learning
Competencies



Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

20 yrs

earlier than those who have none



1/8 of the population have more than 4 ACEs

4 or more ACEs

3x the levels of lung disease and adult smoking 

11x the level of intravenous drug abuse 

 14x the number of suicide attempts

 4x as likely to have begun intercourse by age 15

4.5x more likely to develop depression 

2x the level of liver disease 

“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67%
of the population have at least 1 ACE



CASEL = Collaborative for Academic, Social, and Emotional Learning

SKILLS to:

Understand and manage



MANAGING YOUR EMOTIONS

Set positive goals



Feel and show empathy to others

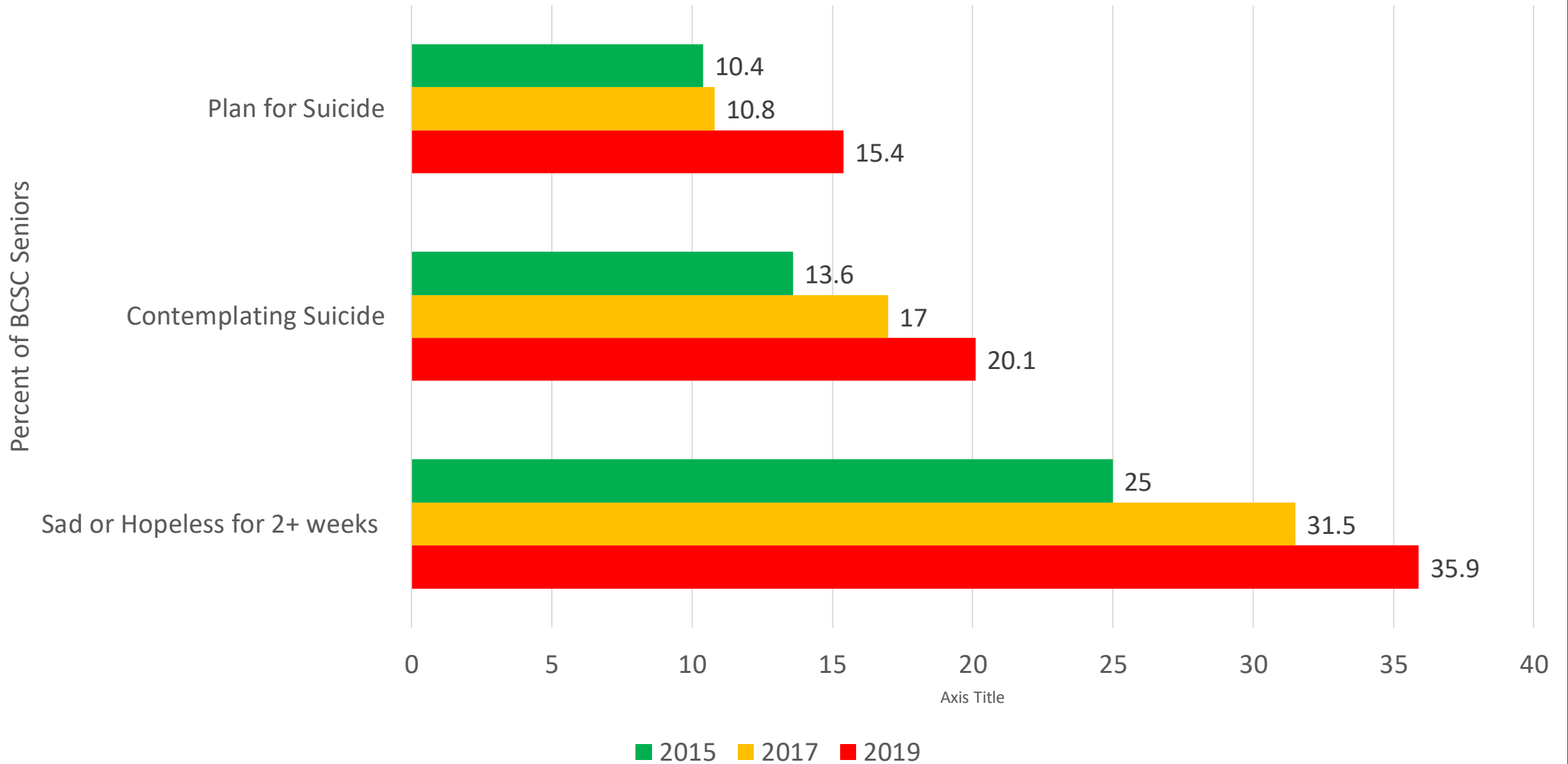


Establish AND maintain



Make responsible decisions

Indiana Youth Survey



Reflections

- Developmental Assets/IDOE/ACEs/ CASEL/INYS

- The need to develop positive and healthy relationships



- School safety

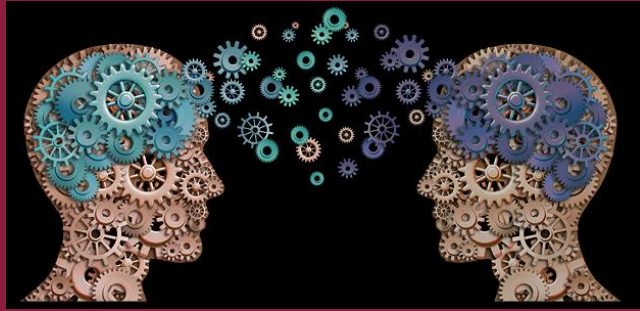


- Issues around mental health



- Caring adults





- **Compelling challenge:** to create a schedule that will maintain the integrity of our solid academic foundation and allow opportunities to strengthen the relationships within our school community.
- **Holistic approach**
- **Intentionality in meeting the students' academic needs plus their social-emotional learning needs and grow assets in our students**
- **A committee was created to look at Alternative Schedules with a focus on building Developmental Assets and promoting Social Emotional Learning.**
- **School visits- Batesville/Bloomington North/Carmel**

Compelling Challenge: To create a schedule that maintains the integrity of a solid academic foundation while allowing opportunities to strengthen the relationships within our school community

Reflect on the process and celebrate/ revise as necessary

- PD 2019-20
- Laptop lunches
- Departmental meetings
- Student feedback
- Faculty and staff feedback
- Parent feedback

Implement strategies

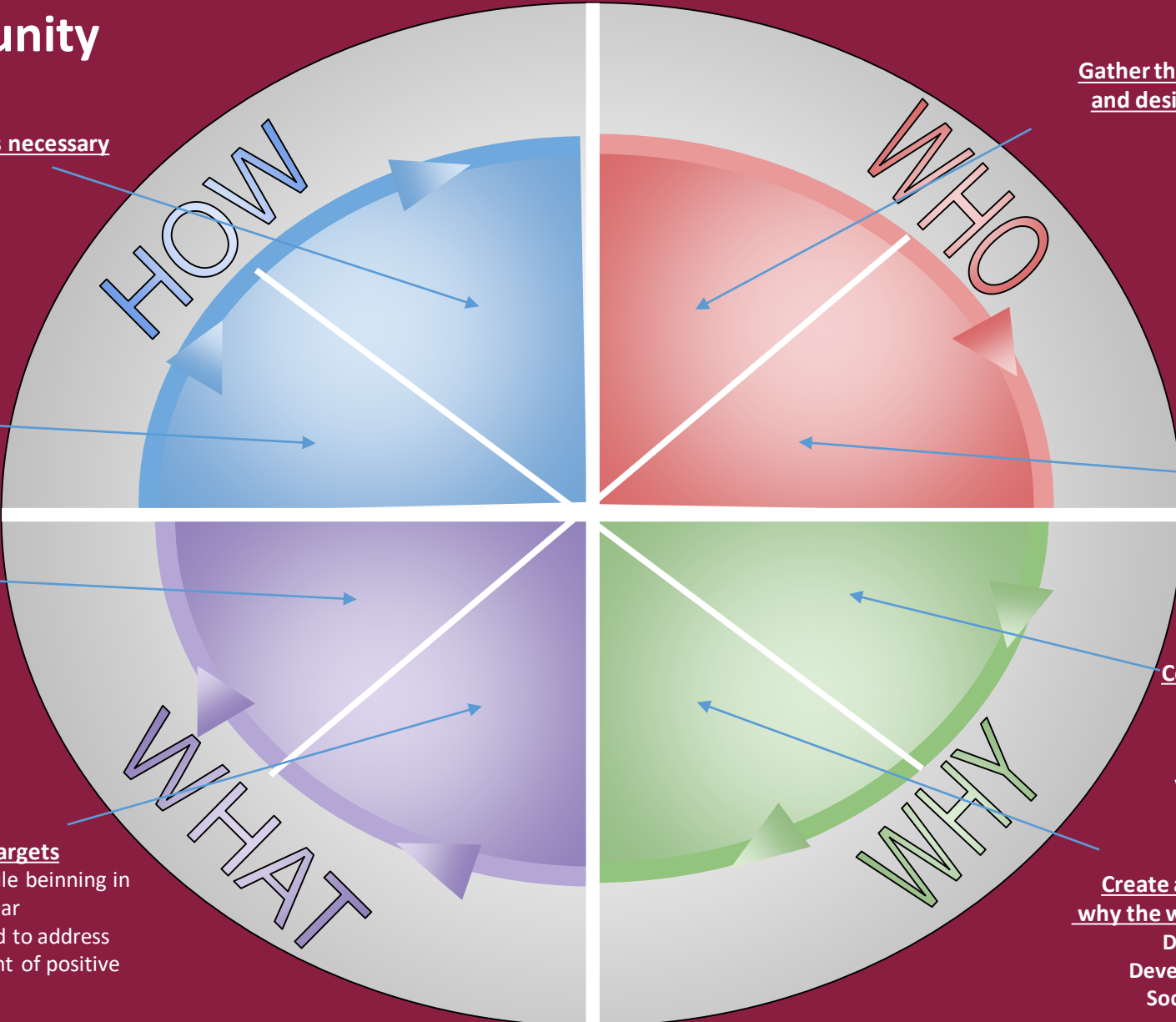
- Committee research
- Focus Groups
- Staff Professional Development

Develop strategies with measures to indicate progress

- DAP survey results
- Reduced discipline referrals
- Student Assistance referrals
- Indiana Youth Survey results

Create future state targets

- Implement Block Eight schedule beginning in 2020-21 school year
- Embed an "Advisory" period to address intentionally the development of positive relationships



Gather the right people together to address the need and desired outcome-Groups from CSA/East/North:

- Students
- Parents
- Faculty and Staff
- Department Leaders
- Block Schedule Committee Members
- Middle Schools
- Counseling Counts
- Council for Youth Development
- C4
- Food Services
- Transportation

Establish and build trusting relationships

- Open communication
- Listening for understanding

Collect and analyze relevant data to identify the current state

- Concerns around mental health and school safety and security
- Visits to three schools with 20 staff members and three high schools represented

Create a shared understanding of why the work is needed based on data

- Developmental Assets
- Developmental Relationships
- Social Emotional Learning

BLOCK 8

*4 X 8

*Four 88 minute classes on Day 1

*Four different 88 minute classes on Day 2

*Imitates a college schedule

*Teachers teach three classes a day

*16 credits per year for 64 total credits



SAMPLE SCHEDULE for BCSC High Schools

Day 1

1st 7:45-9:13 88 min Day 2	Advisory 9:19-9:49 30 min	2nd 9:55-11:23 88 min	3rd/Lunch 11:29-12:57 3A 12:13-1:41 3B 88 min class 45 min lunch	4th 1:47-3:15 88 min
5th 7:45-9:13 88 min	SRT 9:19-9:49 30 min	6th 9:55-11:23 88 min	7th/Lunch 11:29-12:57 3A 12:13-1:41 3B 88 min class 45 min lunch	8th 1:47-3:15 88 min

- Days 1 & 2 would rotate.
- Teachers would have the same group of students for Advisory & SRT.
- On Advisory days, focus on the 40 Developmental Assets and Social and Emotional Learning.
- Advisory lessons would be created by a committee and provided to teachers.
- On SRT days, individual study or use that time for individual help, enrichment, work make up, etc.

Deeper Learning Works!

- Allows for more time to go in depth within a lesson
- Allows for students to engage with the curriculum in a deeper way
- A block schedule allows dedicated time for social / emotional development and asset building
- Sub committee working on Advisory curriculum
 - Relationships Developmental Assets Social Emotional Learning

Relationships don't just happen; they're built.

Student Focus Groups

- CSA New Tech High School—6 February 2019



- East High School—26 February 2019



- North High School—4, 6, 7 February 2019

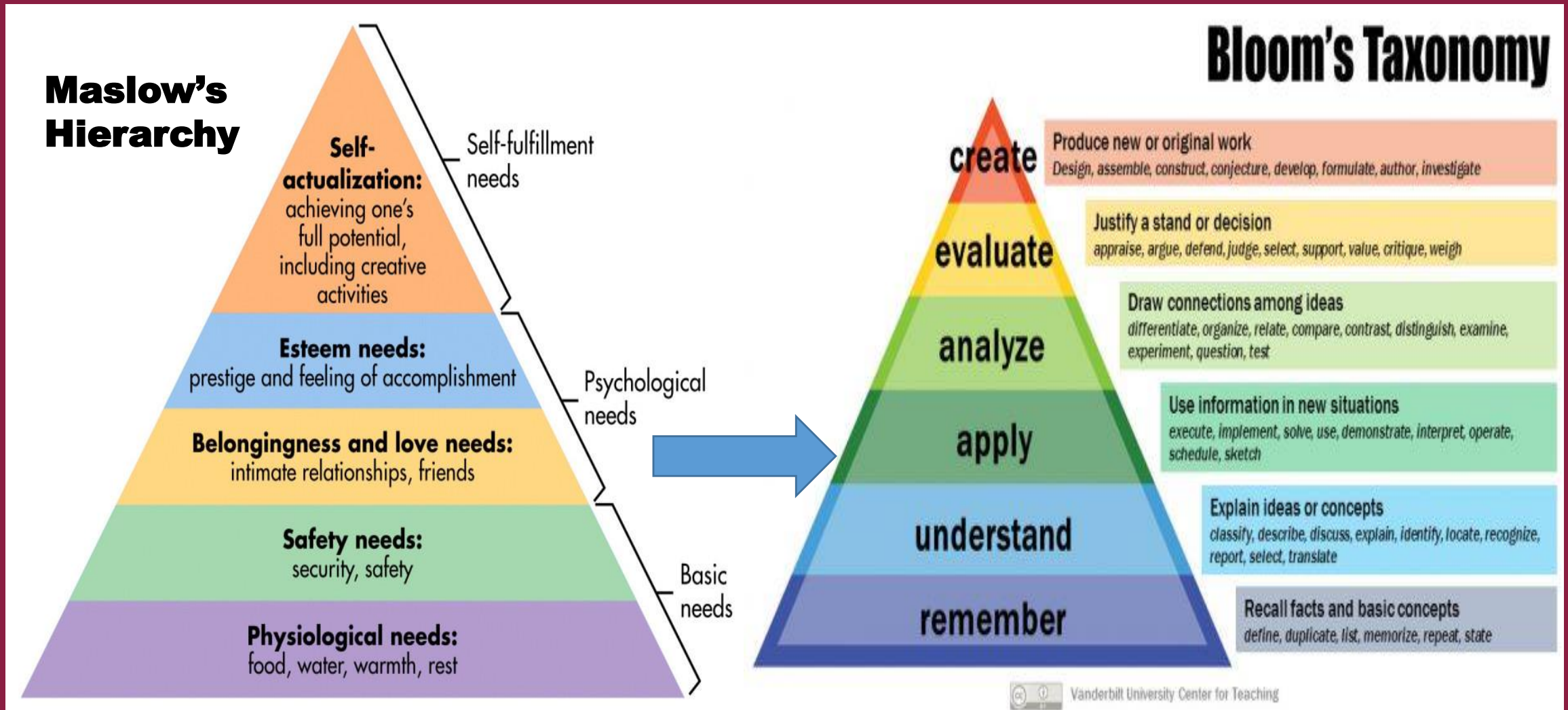


Parent Focus Groups

- Met February 19th at 4:00 p.m.
- Met February 20th at 11:30 a.m.
- Shared via e-mail request

“You CAN’T get to Bloom’s Taxonomy without going through Maslow’s Hierarchy.”

Tara Brown



Proposal for support

- Requesting board support to implement this schedule change in our BCSC secondary schools in grades 9-12.
- Requesting that we implement this schedule beginning with the 2020-2021 school year.

