

## **NAESP National Convention, New Orleans**

### **Scheduling and Organizing a Data-Driven Intervention/Enrichment Period to Meet the Needs of All Students (Tentatively Scheduled: April 4, 2009 10:30-12:00)**

(Long Description) The school schedule can be a valuable tool as educators attempt to meet the needs of all students and attain Adequate Yearly Progress for all sub-groups. Many schools have begun to include an Intervention/Enrichment (I/E) period in the schedule to help professional learning communities of teachers organize instruction to meet the needs of all learners. The authors of Elementary School Scheduling: Enhancing Instruction for Student Achievement will discuss reasons for scheduling the I/E period in different ways and at different times. In addition, procedures for constructing intervention and enrichment groups based upon formative assessment data will be thoroughly examined.

A detailed handout with sample schedules and an Excel scheduling template will be provided to participants.

### **Using Parallel Block Scheduling to Support Instructional Programs Designed to Accelerate and Sustain Literacy Acquisition in the Elementary School (Tentatively Scheduled: April 5, 2009 1:30-3:00)**

Elementary school educators are keenly aware of the problems in store for students who do not read on grade level by the end third grade. The probability of students living in poverty graduating from high school is near zero if they read one year below grade level and have been retained. This fact alone should inspire elementary schools to search for organizational and instructional practices that accelerate students' literacy acquisition. In this session, the authors of Elementary School Scheduling: Enhancing Instruction for Student Achievement advocate focusing significant resources on literacy acquisition programs in kindergarten and grade one . These resources are organized through the use of parallel block scheduling (PBS) to coordinate targeted small group instruction, special services, interventions and enrichment in a synergistic plan. For significant portions of the day kindergarten and first grade teachers work with small groups of from 6-12 students on developmentally appropriate literacy instructional practices. In grades two through five PBS morphs into different forms to sustain achievement gains in literacy and enhance content area learning in mathematics, social studies and science. Several schools utilizing PBS in this fashion will be highlighted; results data and actual schedules will be provided.