

Scheduling Strategies for the Prevention and Rescue of Potential Dropouts

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Agenda

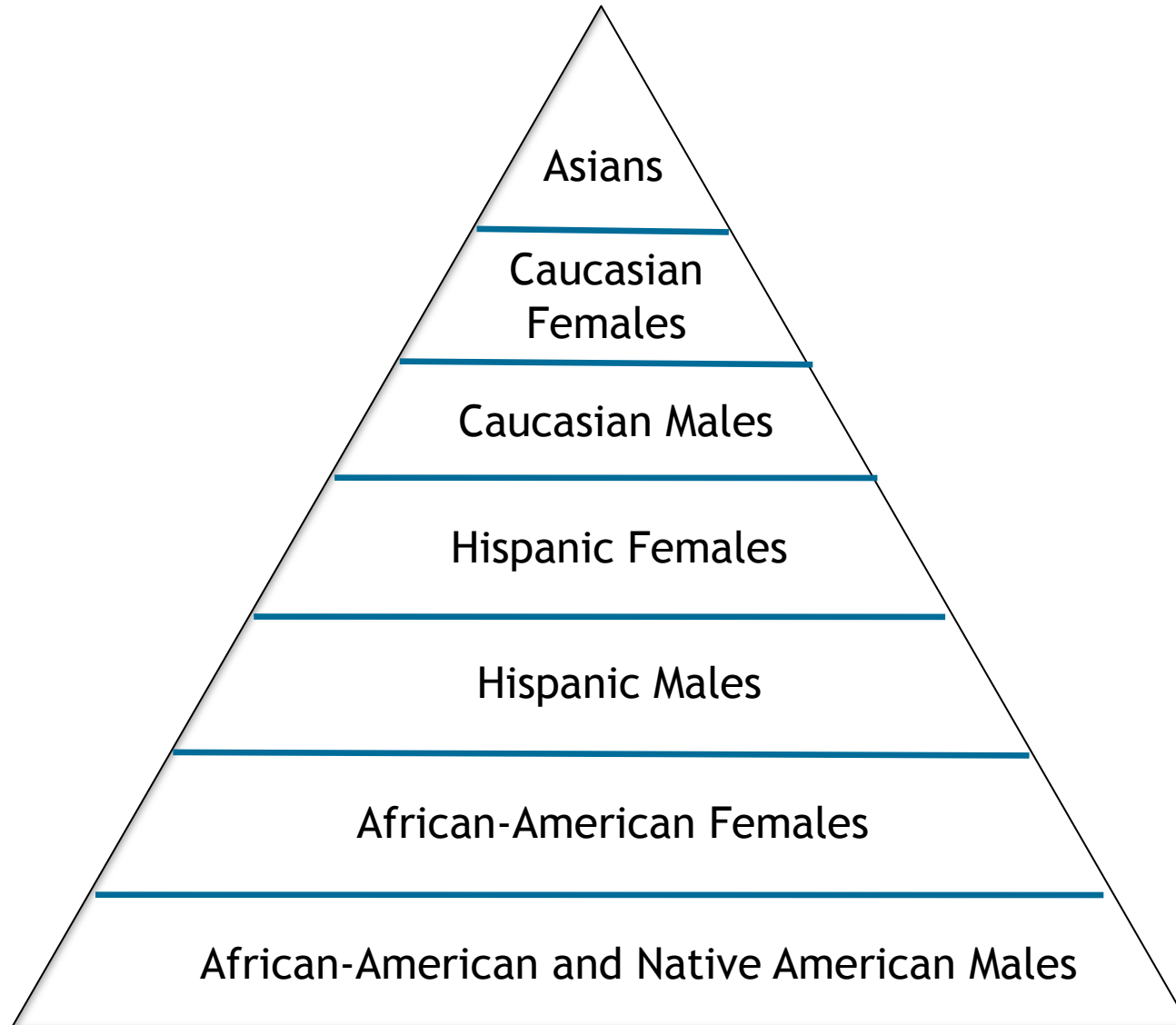
- The Problem
- “Curtain-Closing” Grade Level Indicators
- High School Rescue and Dropout Prevention Scheduling Strategies
- Middle School Dropout Prevention Scheduling Strategies
- Elementary School Dropout Prevention Scheduling Strategies
- The Impact of Grading and Assessing
- The Four Factors Which Guide Our Planning

The Problem

- Each year 1.3 million students (7,000 every school day) do not graduate on schedule.
- On average, each person in U.S. who does not receive a high school diploma dies about 10 years sooner than the diploma student, and the non-diploma student will cost society about 1.2 million dollars in lost wages, taxes, and health costs.
- About 75% of state prison inmates and 59% of federal inmates did not graduate from high school. In the U.S. we spend on average \$30,000 per year per inmate and less than \$10,500 per year per student.
- A large proportion of dropouts could be academically successful; in fact up to one-fifth of them may be gifted.

Pyramid of Graduation Likelihood

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The Three Most Identifiable “Curtain-Closing” Grade Levels are Grades 3, 6 and 9: Elementary

- Is the student reading/writing and comprehending at grade level when entering Grade 3? The Annie E. Casey Foundation gives us until Grade 4; then it is band-aides from then on. If the student ever gets taught (corrected or “fixed”), it costs about 8 times more.
- Has the student been retained one or more years?
- Has the student demonstrated attendance problems as early as Grades K, 1 and 2? (“An average of 1 in 10 students younger than grade 3 nationwide is considered chronically absent, defined as missing 10 percent or more of school. That’s about 18 days in a normal 180-day year” (*Education Week*, October 17, 2010).
- Has the student attended two or more schools during Grades K-5?

The Three Most Identifiable “Curtain-Closing” Grade Levels are Grades 3, 6 and 9: Middle

- Is the student making D's or F's in either Language Arts OR Mathematics? (If making these grades in BOTH subjects in Grade 8 and is working two or more years below grade level in both subjects, his/her chances of getting a diploma become about 50/50.)
- Is the student attending school less than 80 percent of the school year? (Note: This problem is exacerbated if policies and practices prevent student from making up work (may need support) missed when absent, whether excused or unexcused.)
- Is the student considered a behavior problem by both teachers and administrators?
- By end of Grade 8, is the student sufficiently skilled in mathematics to have a reasonable chance of completing an Algebra I credit with a 2.5 GPA (or passing a valid EOC test) within two years of high school?
- Based on Virginia high school data, may be attending a school with high rates of suspensions.

The Three Most Identifiable “Curtain-Closing” Grade Levels are Grades 3, 6 and 9: High

- Does the student have a sufficient number of credits by end of Grade 9 that he/she has some chance of graduating with his class? (Typically at least 5.5.)
- Is the student over-age? Being both under-credited and over-age makes the student highly at-risk of graduating with a regular diploma.
- Has the student earned an Algebra I credit with a GPA of 2.5 or better or passed a valid E-O-C test?
- Has the student earned an English 9 credit with a C or higher?
- Can the student read/write/comprehend WELL at least at a sixth grade level?

The Three Most Identifiable “Curtain-Closing” Grade Levels are Grades 3, 6 and 9: High

- Is the student attending school at least 80-85 percent of the time? (Again this problem is made worse in schools where students are not permitted and supported in making up missed work.) Gates report: **43% of dropouts stated they had missed too many days of school and could not “catch up” their work.**
- Does the student have at least one adult (preferably at school) whom he/she trusts and believes is his/her advocate?
- Does the student have at least one activity, sport, club or class at school in which he/she feels successful, enjoys attending and is willing to actively engage?
- At least in Virginia, is the student attending a high school with a high rate of suspensions, even after considering the typical characteristics of potential dropouts? (D. Cornell) See page 40 of master package.

High School Rescue and Dropout Prevention Scheduling Strategies

- 30-day course “Recovery Model.”
- 45-day course “Recovery Model.”
- Intervention/Enrichment Period.
- A schedule with manageable teacher and student loads (Ouichi).
- Tutorials in the school day.
- Foundation courses to prevent likely failure.

**Suggested High School 30-Day Schedule for Students Needing
Intensive Acceleration and Support**

4/4 Semester Block Schedule Modified to Provide Intensive Acceleration and Support

	Semester 1			Semester 2
	30 Days	30 Days	30 Days	Potential Re-entry to Modified 4/4 Semester Schedule
Block I	English LC	Math LC	Science	English
Block II				History
Lunch				
Block III	CTE			PE/Health
Block IV	English LC	Math LC	Science	Science

Alternate Possibility

	Semester 1			Semester 2		
	30 Days	30 Days	30 Days	30 Days	30 Days	30 Days
Block I	English LC	Math LC	Science	English II LC	Math II LC	History
Block II						
Lunch						
Block III	CTE			PE/Health		
Block IV	English LC	Math LC	Science	English II LC	Math II LC	History

Examples of 45-Day Intensive Schedules

Version I

Period	Semester 1		Semester 2	
	45 Days	45 Days	45 Days	45 Days
1	Reading	Power English	Power Algebra	Algebra I
2				
3				
4				
Lunch	30 minutes			
5	Math Funds.		English 9	
6				
7	PE/Health		Technology	
8				

Version II

Period	Semester 1		Semester 2	
	45 Days	45 Days	45 Days	45 Days
1	Math Funds.	Power Algebra	Power English	English 9
2				
3				
4				
Lunch	30 minutes			
5	Reading		Algebra I	
6				
7	PE/Health		Technology	
8				

Intervention/Enrichment Period

GARNET VALLEY HIGH SCHOOL Bell Schedule 2008-2009			
PERIOD 1		7:30 - 8:50	80 minutes
class change			5 minutes
PERIOD 2		8:55 - 10:18	83 minutes
class change			5 minutes
ENHANCEMENT		10:23 - 11:08	45 minutes
class change			5 minutes
LUNCH 1 11:13 - 11:43 30 minutes	PERIOD 3 11:13 - 11:53 40 minutes	PERIOD 3 11:13 - 12:34 81 minutes	114 minutes TOTAL
PERIOD 3 11:46 - 1:07 81 minutes	LUNCH 2 11:55 - 12:25 30 minutes		
	PERIOD 3 12:26 - 1:07 40 minutes		
	LUNCH 3 12:37 - 1:07 30 minutes		
class change			5 minutes
PERIOD 4		1:12- 2:32	80 minutes

Sample “Enhancement Period” Schedule

Teacher	A Day	B Day	C Day	D Day	E Day	F Day
Math TA	Dept.	ALG. 1 Int.	Advisory	ALG. 1 Int.	Math Club	Alg. 1 Int.
Math TB	Dept.	AP Calc. Help	Advisory	ALG. 2 Int.	AP Calc. Help	ALG. 2 Int.
SS TA	Forensics	Dept.	Advisory	WH Int.	WH Int.	WH Int.
SS TB	US H Int.	Dept.	Advisory	US H Int.	US H Int.	Stu. Gov't
SC TA	AP Bio. Help	Bio. Int.	Advisory	Dept.	Bio. Int.	Bio. Int.
SC TB	AP Chem. Help	Chem. Int.	Advisory	Dept.	Chem. Int.	Chem. Int.
Eng. TA	Eng. 9 Int.	Eng. 10 Int.	Advisory	Eng. 9 Int.	Dept.	Eng. 10 Int.
Eng. TB	Eng. 11 Int.	Eng. 12 Int.	Advisory	Eng. 11 Int.	Dept.	AP Eng. Help
Band	Band	Jazz Band	Advisory	Band	Jazz Band	Dept.
Choir	Girls CH	Choral	Advisory	Girls CH	Choral	Dept.
SPED	Learning Support	Learning Support	Advisory	Learning Support	Learning Support	Dept.
Attendance	Make-up	Make-up	Advisory	Make-up	Make-up	Make-up
CTE TA	LAB	LAB	Advisory	U Tube	LAB	Dept.

Time Comparison Chart

	6 Per.	7 Per.	8 Per.	6 A/B	7 A/B	5 Block Tri.	8 A/B, 4X4, Hybrid
HR	13	14	11	13	15	15	13
Passing Time	35	40	45	20	25	30	25
Lunch	30	30	30	30	30	30	30
Class Length	57	48	43	119	3 X100 and 1X 50	69	88
Total	420	420	420	420	420	420	420
Course Time	10,260	8,640	7,740	10,710	9,000	8280	7920
Choices	6	7	8	6	7	7.5	8
# of Yearly Classes	180	180	180	90	90 or 180	120	90
% Core	5/6 (67%)	4/7 (57%)	4/8 (50%)	5/6 (67%)	4/7 (57%)	4/7.5 (53%)	4/8 (50%)



All computations based on a 7 hour student day.



Only 1 of these schedules does all of the following...

- Balances the workload for students.
- Balances the workload for teachers.
 - Must make it difficult for students to fail.
 - Must make it difficult to get a good grade without work and re-work.
 - Must provide focused feedback and support.
 - Grade in pencil as long as possible
- Allows acceleration to meet the needs of students at both ends of the achievement continuum.
- Reduces “failing time,” which is critical for timely progress towards graduation in sequenced courses (math and English).

Planning Sheet for Basic 4 X 4 Semester Schedule

Alternate Semester Block Schedule (8 Courses)		
Period	Semester 1	Semester 2
1	Power English	English 9
2		
3	D1 Tech. / D2 PE	D1 Tech. / D2 PE
4		
5	Power Algebra	Algebra
6		
7	D1 Tutorials/D2 Elective	D1 Tutorials/D2 Elective
8		

Alternate Semester Block Schedule (8 Courses)		
Period	Semester 1	Semester 2
1	English 10	
2		
3	Math 2	
4		
5	SS 1	Science 1
6	Elective 1	Elective 2
7		
8		

Alternate Semester Block Schedule (8 Courses)		
Period	Semester 1	Semester 2
1	English 10	
2		
3	Math 2	
4		
5	Science 1 or 2	D1 Trailer SC/D2 Trailer SS
6	SS 1 or 2	Elective
7		
8		

Middle School Dropout Prevention Scheduling Strategies

- Modified 4-Block Schedule for Grade 8 Retainees
- The 4-Block Schedule
- The 4-Block Schedule with an Intervention/Enrichment Period
- The 8-Period Schedule with Intervention/Enrichment Periods (Blocks for LA and Math)
- The Progressive Math Team Schedule with Intervention/Enrichment Period
- 5-Block Schedule

**Sample Modified Four-Block Middle School Schedule for
Full-Year Retained Grade 8 Students**

Plan C

Period	Fall Semester	Spring Semester
1	Language Arts 8 *(Repeat Course)	*English 9 (New Course)
2		
3	Math 8 or Pre-Algebra *(Repeat Course)	*Algebra I, Part I or Other Math (New Course)
4		
Lunch	30 minutes	30 minutes
5	Social Studies (Repeat Course)	World Geography or Spanish I (New Course)
6		
7	Exploratory or Elective	Exploratory or Elective
8	PE/Health	PE/Health

Option 1: These students could follow this proposed Fall Semester schedule in the middle school where they were retained and then move to their assigned high school during the Spring Semester, assuming that the high school also is following a 4/4 semester schedule.

Option 2: The students could be placed in their high school and follow this proposed schedule during the Fall Semester; if successful, they would have “some chance” to earn a sufficient number of high school credits to graduate with their class/age group.

Option 3: The students could remain in their middle school for this entire school year but be allowed to complete at least three or four high school credits, assuming their Fall Semester of “repeats” was successful;

* Could be SREB Power English, Power Algebra and Power Science.

THE FOUR-BLOCK SCHEDULE: (DOUBLE DOSE OF LA AND MATH)

	Day 1	Day 2
Block I	Language Arts and Reading	
Block II	Mathematics	
Block III	Social Studies	Science
Block IV	Elective/Exploratory/PE	

Four Block Schedule

7:35 AM 7:40 AM 7:50 AM 7:55 AM 8:00 AM 8:05 AM 8:10 AM 8:15 AM 8:20 AM 8:25 AM 8:30 AM 8:35 AM 8:40 AM 8:45 AM 8:50 AM 8:55 AM 9:00 AM 9:05 AM 9:10 AM 9:15 AM 9:20 AM 9:25 AM 9:30 AM 9:35 AM 9:40 AM 9:45 AM 9:50 AM 9:55 AM 10:00 AM 10:05 AM 10:10 AM 10:15 AM 10:20 AM 10:25 AM 10:30 AM 10:40 AM 10:45 AM 10:50 AM 10:55 AM 11:00 AM 11:05 AM 11:10 AM 11:15 AM 11:20 AM 11:25 AM 11:30 AM 11:35 AM 11:40 AM 11:45 AM 11:50 AM 11:55 AM 12:00 PM 12:05 PM 12:10 PM 12:15 PM 12:20 PM 12:25 PM 12:30 PM 12:35 PM 12:40 PM 12:50 PM 12:55 PM 1:00 PM 1:05 PM 1:10 PM 1:15 PM 1:20 PM 1:25 PM 1:30 PM 1:35 PM 1:40 PM 1:45 PM 1:50 PM 1:55 PM 2:00 PM 2:05 PM 2:10 PM						
Grade 6	7:35-8:20 45 minutes I/E Period	8:20-10:20 120 minutes	10:20-10:50 30 min. LUNCH	10:50-12:50 120 minutes	12:50-2:10 80 minutes	
Grade 7	7:35-8:55 80 minutes	8:55- 10:15 80 minutes	10:15-11:00 I/E Period 45 minutes	11:00-11:30 30 min. LUNCH	11:30-12:50 80 minutes	12:50-2:10 80 minutes
Grade 8	7:35-8:55 80 minutes	8:55-10:15 80 minutes	10:15-11:35 80 minutes	11:35-12:05 30 min. LUNCH	12:05-12:50 I/E Period 45 minutes	12:50-2:10 80 minutes

Eight Period Middle School Schedule with R/LA and Mathematics Blocked

Grade 6 Teachers & Subjects	1	2	3	Lunch	4	5	6		7	8
6A (R/LA/SS)	A	A	A	Lunch	D	D	D	EEE	Exploratory and PE	Exploratory and PE
6B (R/LA/SS)	B	B	B		E	E	E			
6C (R/LA/SS)	C	C	C		F	F	F			
6D (M/SC)	D	D	D		A	A	A			
6E (M/SC)	E	E	E		B	B	B			
6F (M/SC)	F	F	F		C	C	C			

Grade 7 Teachers & Subjects	1	2	3	4			5	6	7	8
7A (R/LA)	A	A	Exploratory and PE	Exploratory and PE	Lunch	EEE	C	C	E	E
7B (R/LA)	D	D					B	B	F	F
7C (Math)	C	C					E	E	A	A
7D (Math)	B	B					F	F	D	D
7E (SC)	E	F					A	D	C	B
7D (SS)	F	E					D	A	B	C

Grade 8 Teachers & Subjects	1	2	3	4			5	6	7	8
8A (R/LA)	A	A	C	C	EEE	Lunch	Exploratory and PE	Exploratory and PE	E	E
8B (R/LA)	D	D	B	B					F	F
8C (Math)	C	C	E	E					A	A
8D (Math)	B	B	F	F					D	D
8E (SC)	E	F	A	D					C	B
8D (SS)	F	E	D	A					B	C



Note : In grades 7 and 8, this scheduling format makes it possible to offer a daily, single period of social studies and science. The two subjects also can be scheduled in a block on an alternate-day basis, quarter-on/quarter-off basis, semester/semester or based on a series of units provided in each subject. Students in grades 7 and 8 have an EEE period opposite lunch. Grade 6 teachers may want an EEE period as shown. For more information, see [Scheduling Strategies for Middle Schools](#) by Michael D. Rettig and Robert Lynn Canady.

Four Block Schedule with One Single Period per Grade for Advisory, Remediation, Enrichment, and/or Electives (EEE)														
<div>8:00 AM8:05 AM8:10 AM8:15 AM8:20 AM8:25 AM8:30 AM8:35 AM8:40 AM8:45 AM8:50 AM8:55 AM9:00 AM9:05 AM9:10 AM9:15 AM9:20 AM9:25 AM9:30 AM9:35 AM9:40 AM9:45 AM9:50 AM9:55 AM10:00 AM10:05 AM10:10 AM10:15 AM10:20 AM10:25 AM10:30 AM10:40 AM10:45 AM10:50 AM10:55 AM11:00 AM11:05 AM11:10 AM11:15 AM11:20 AM11:25 AM11:30 AM11:35 AM11:40 AM11:45 AM11:50 AM11:55 AM12:00 PM12:05 PM12:10 PM12:15 PM12:20 PM12:25 PM12:30 PM12:35 PM12:40 PM12:50 PM12:55 PM1:00 PM1:50 PM1:10 PM1:15 PM1:20 PM1:25 PM1:30 PM1:35 PM1:40 PM1:45 PM1:50 PM1:55 PM2:00 PM2:05 PM2:10 PM2:15 PM2:20 PM2:25 PM2:30 PM2:35 PM2:40 PM2:45 PM2:50 PM2:55 PM</div>														
Grade 6	I/E 45 mins.	Block I (90 minutes)			Block II (85 minutes)			Lunch (30 min)	Block III (85 minutes)			Block IV Planning (85 minutes)		
Grade 7	Block I (90 minutes)			Block II Planning (85 minutes)			Lunch (30 min)	I/E 45 mins.	Block III (85 minutes)			Block IV (85 minutes)		
Grade 8	Block I (90 minutes)			Block II (85 minutes)			Block III Planning (85 minutes)			Lunch (30 min)	I/E 45 mins.	Block IV (85 minutes)		
PE/Electives	Plan (90)			Grade 7			Grade 8			Lunch (30 min)	Grade 8 Electives	Grade 6		

	Four Block Schedule with Third Period for Advisory, Remediation, Enrichment, and/or Electives (EEE)																	
	Block I				Block II					Block III + Lunch					Block IV			
Grade 6	LA 6A	LA 6B	SS6	SC6	LA 6A	LA 6B	SS6	SC6	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes)	Lunch 30 mins.	All Grade 6 Students in Math; R/LA, Sc, SS and core support teachers in planning. (40-45 minutes)	LA 6A	LA 6B	SS6	SC6		
	LA 6-1	LA 6-2	SS 6-3	SC 6-4	LA 6-5	LA 6-6	SS 6-1	SC 6-2					LA 6-3	LA 6-4	SS 6-5	SC 6-6		
			SS 6-4	SC 6-3			SS 6-2	SC 6-1							SS 6-6	SC 6-5		
Grade 7	LA 7A	LA 7B	SS7	SC7	All Grade 7 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)				Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	Lunch 30 mins.	LA 7A	LA 7B	SS7	SC7	LA 7A	LA 7B	SS7	SC7
	LA 7-1	LA 7-2	SS 7-3	SC 7-4							LA 7-5	LA 7-6	SS 7-1	SC 7-2	LA 7-3	LA 7-4	SS 7-5	SC 7-6
			SS 7-4	SC 7-3									SS 7-2	SC 7-1			SS 7-6	SC 7-5
Grade 8	All Grade 8 Students in Math; R/LA, Sc, SS and core support teachers in planning. (80-90 minutes)				LA 8A	LA 8B	SS8	SC8	Advisory, Reading, Avid, SPED, ESL (EEE) 45 minutes	LA 8A	LA 8B	SS8	SC8	Lunch 30 mins.	LA 8A	LA 8B	SS8	SC8
					LA 8-3	LA 8-4	SS 8-5	SC 8-6		LA 8-5	LA 8-6	SS 8-1	SC 8-2		LA 8-1	LA 8-2	SS 8-3	SC 8-4
							SS 8-6	SC 8-5				SS 8-2	SC 8-1				SS 8-4	SC 8-3
PE/Electives	6-5; 7-5 6-6; 7-6				6-3; 8-1 6-4; 8-2				Available for EEE support.	7-3; 8-3 7-4; 8- 4					6-1; 7-1; 8-5 6-2; 7-2; 8-6			
Math Team Teachers	Teaching all Grade 8 Students in Math.				Teaching all Grade 7 Students in Math.				Available for EEE support.	Teaching all Grade 6 Students in Math with a lunch period in middle of block.					Planning block for Math Team Teachers. (80-90 minutes)			

Note: When the math team serves all three grade levels as shown in this middle school schedule, PE and elective teachers do not have common planning block time. These individual teachers are assigned a planning block on a rotating basis, probably during Blocks I, II, or III. Most likely all would need to be teaching during Block IV because of the heavy load of students assigned to this block.

Algebra/Math Team Schedule

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Teacher A	Part 1	Part 2	Part 3	Part 4	Students Take New Courses and/or Teachers Instruct New Sections of Math			
Teacher B	Part 1	Part 2	Part 3	Part 4				
Teacher C	Part 1	Part 2	Part 3	Part 3	Part 4	C. Lab	½ Credit Electives Available—Time also could be spent reviewing for major required state assessments.	
Teacher D	Part 1	Part 2	Part 2	Part 3	Part 4	Part 4		
Teacher E	Part 1	Part 1	Part 2	Part 3	Part 3	Part 3	Part 4	C. Lab
Teacher F	Part 1	Part 1	Part 2	Part 2	Part 3	Part 3	Part 4	Part 4

Note: Q1 stands for a quarter of the time it normally would take to complete a course within a double-block format, typically 4 ½ to 5 weeks. Also, Algebra I is divided into four distinct and assessable curriculum divisions. This chart is one example; the actual number of sections for each part of the course will vary based upon the assessment results. Based upon the results of previous years, school administrators can predict the need for half-credit electives and the staffing needed for the math block.

See: Rettig, M.D. & Canady, R.L. (1998). High failure rates in required mathematics courses: Can a modified block schedule be part of the cure? *NASSP Bulletin*, 82(596), 56-65.

See also Chapter 8 of Canady and Rettig's elementary school scheduling book:

Canady, R. L. & Rettig, M. D. (2008). *Elementary school scheduling: Enhancing instruction for student achievement*. Larchmont, NY: Eye on Education.

Algebra/Math Team Variable Learning Time (VLT) Schedule: Four Teachers

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Teacher A	Part 1	Part 2	Part 3	Part 4	Students Take New Course; Teacher Offers New Course			
Teacher B	Part 1	Part 2	Part 3	Part 4	Part 4	C. Lab	½ Credit Electives Available	
Teacher C	Part 1	Part 2	Part 2	Part 3	Part 3	Part 4		
Teacher D	Part 1	Part 1	Part 2	Part 2	Part 3	Part 3	Part 4	Part 4

Note: Q1 stands for a quarter or the time it would normally take to complete one-fourth of the course. In a single period or A/B schedule this would be nine weeks; in a 4x4 semester plan this would be 4 ½ weeks. The Algebra 1 curriculum is divided into four parts.

Algebra/Math Team Variable Learning Time (VLT) Schedule: Three Teachers

	Term 1 9-10 Weeks	Term 1 9-10 Weeks	Term 1 9-10 Weeks	Term 1 9-10 Weeks
Teacher A	Part 1 & 2	Part 3 & 4	New Course; (i.e., Geometry or Foreign Language)	
Teacher B	Part 1 & 2	Part 2 & 3	Part 3 & 4	½ Credit Electives
Teacher C	Part 1 & 2	Part 1 & 2	Part 2 & 3	Part 3 & 4

Note: This schedule also could be divided into 4 ½ to 5 week sections.

Five Block Middle School Schedule (Three Lunch Periods)		
Block I (75 Minutes)		
Block II (75 Minutes)		
Lunch A (30 Minutes)	Block IIIa (75-80 minutes)	
Block IIIb (40 minutes)	Lunch B (30 Minutes)	Block IIIb continued (40 minutes)
Block IIIc (75-80 minutes)		Lunch C (30 Minutes)
Block IV (75 Minutes)		
Block V (75 Minutes)		

Illustration of How E/E Block Might be Scheduled

*Block V		
Day 1 Band	Day 2 Exploratories	Day 3 Physical Education

* Note 1: Example of how any of the Elective/Exploratory (E/E) blocks might be scheduled. Variations to the three-day rotation of Block V could include offering band or Foreign Language for selected students two out of every three days, with physical education being offered one of the three days. Exploratories could be scheduled for various lengths of time such as six or nine weeks, by quarters or by semesters at some grade levels.

Note 2: The schedule format for the E/E block could vary by grade levels; for example, Grade 6 E/E block might be scheduled on a Day 1/Day 2 basis, and students in Grades 7 and 8 might follow a Three-Day rotation as shown in the example above.

Note 3: The 75 minutes shown in the blocks also must include transition time, assuming there are only 410-420 total minutes in the school day.

Short Inter-sessions

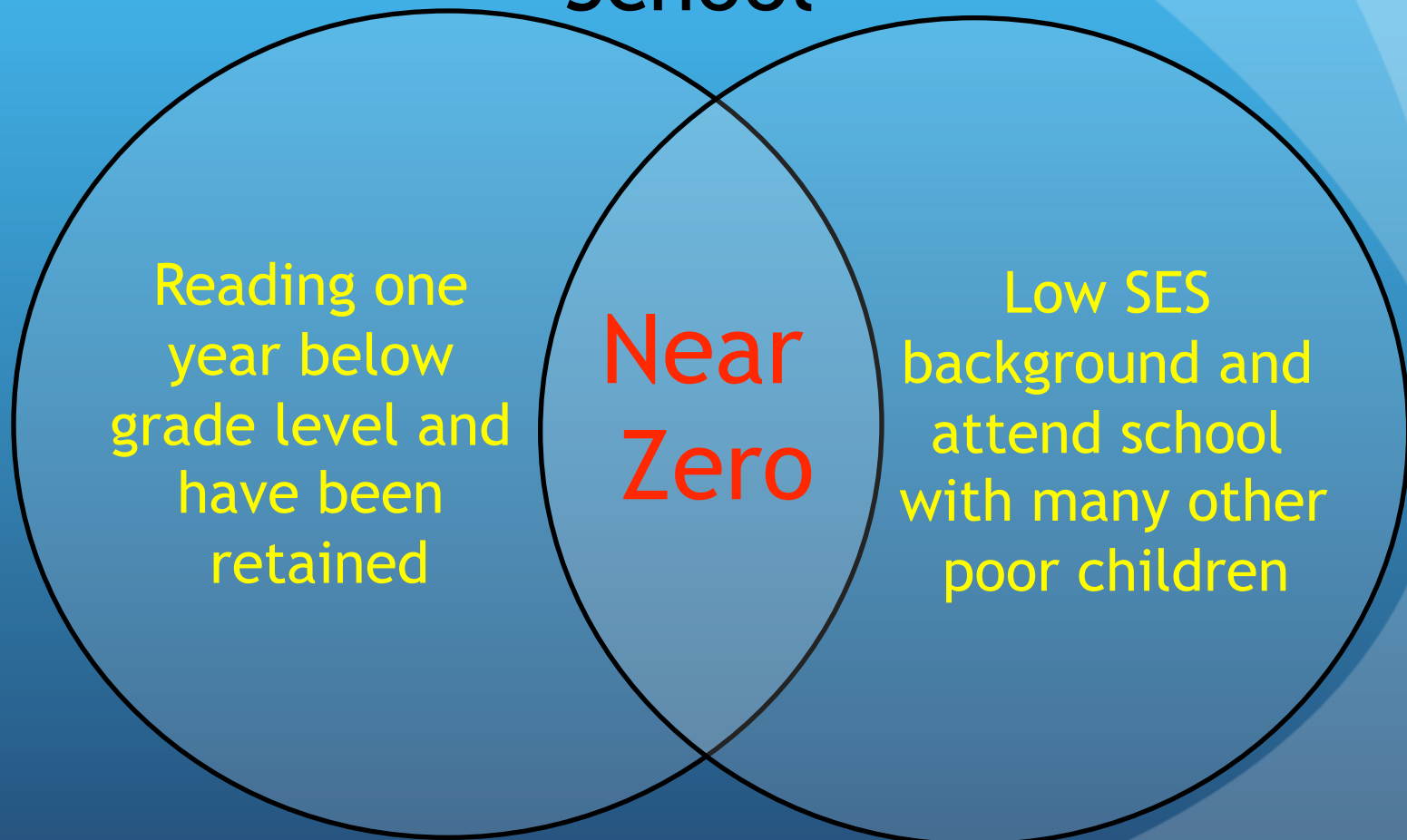
40 Days	5 Days	40 Days	5 Days	40 Days	5 Days	40 Days	5 Days
Paced Instruction Assessment	Intervention/ Enrichment	Paced Instruction Assessment	Intervention/ Enrichment	Paced Instruction Assessment	Intervention/ Enrichment	Paced Instruction Assessment	Intervention/ Enrichment

Could be shorter instructional intervals before
assessment (i.e. 20-2; 20-2)

Elementary School Dropout Prevention Scheduling Strategies

- Flooding a Literacy Team into Classrooms for Early Literacy Instruction
 - Sample Lesson Plans
- Early Literacy Groups Taught by the Same Teacher in a Parallel Block Schedule
- Schedules with Intervention/Enrichment (I/E) Periods
 - One I/E Period for each Grade Level
 - Two Different I/E Periods for each Half-Grade Level
 - Two I/E Periods for each Grade Level
 - Sample I/E Structure

Research on the Probability of Third Grade Students Graduating from High School



For every complex problem there is
an answer that is clear, simple,
and wrong.

H.L. Mencken

Elementary Scheduling Terms

- Encore-“Specials” like art, music, physical education, etc.
- I/E- Intervention/Enrichment Period
 - Intervention
 - Based upon identified (data-driven) skill needs
 - Focused on literacy and mathematics
 - Provided by a variety of personnel, including classroom teachers and special service providers (reading specialist, special education teachers, ESL teachers, etc.)
 - Enrichment
 - Provided for students proficient in literacy and mathematics
 - Focused on moving proficient students to advanced proficiency
 - Organized around enrichment units in science, social studies, writing, etc.
 - Staffed by a variety of personnel, such as gifted/talented coordinator, other resource personnel, classroom teachers, and perhaps community members.

ELG= Early Literacy Group

- K-1 (and sometimes 2nd)
- Based upon continuous assessments
- Provided by trained Literacy Teams; each classroom is “flooded” by the Literacy Team once (or maybe twice) daily
- To create homogeneous, skill-based flexible groupings

Dismissal

** Plan: Available to provide 80 minutes of planning for each grade level on a 6-day rotation. See Figure B.3 and Canady and Pettig (2008), pp. 54-92 for further details.

Example of Early Literacy Group (ELG) Emergent Reader Lesson Plan for Grades K-1

Adapted by Carol Canady Payne from PALS Emergent Reader Lesson Plan

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Group: _____ Tutor: _____ Date: ____/____/____ Day(s): _____ Lesson #: _____																																				
LESSON PLAN	DESCRIPTION OF ACTIVITIES	OUTCOMES AND COMMENTS																																		
Alphabet & Beginning Sounds (10-12 minutes)	ABC Tracking: <input type="checkbox"/> Students point to letters on ABC guide while singing ABC song. Letter Recognition: <input type="checkbox"/> Show students their names on sentence strips. <input type="checkbox"/> Students identify letters at beg. of names. Writing: <input type="checkbox"/> Students trace/copy names on sentence strips.	<table border="1"> <thead> <tr> <th></th> <th>Track?</th> <th>ID Letters:</th> <th>Form Ltrs:</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td></tr> </tbody> </table>		Track?	ID Letters:	Form Ltrs:	1				2				3				4				5				6				7				Overall comments: _____ _____	
			Track?	ID Letters:	Form Ltrs:																															
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2																																				
3																																				
4																																				
5																																				
6																																				
7																																				
Word Awareness-Developing Concept of Word (5-10 minutes)	Story, poem, OR song title: _____ Concept of Word (COW) Activity: <input type="checkbox"/> Cut/Rearrange Sentence strips: _____ _____ _____	<table border="1"> <thead> <tr> <th></th> <th>Track?</th> <th>Text Diff?</th> <th>Make Sent?</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td></tr> </tbody> </table>		Track?	Text Diff?	Make Sent?	1				2				3				4				5				6				7				Overall comments: _____ _____	
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Language Play (10-15 minutes)	Phonological Awareness Task: <input type="checkbox"/> <u>Rhyme</u> : Rhyme Read Aloud, Rhyme Pick-Up/Rhyme BINGO/Rhyme Go-Fish <input type="checkbox"/> <u>Initial/Final Sound</u> : ABC Book, Picture/Object Sort <input type="checkbox"/> <u>Blending/Segmenting</u> : Turtle/Robot Talk, Sounds in the Word	<table border="1"> <thead> <tr> <th></th> <th>Easy</th> <th>Just Right</th> <th>Difficult</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td></tr> </tbody> </table>		Easy	Just Right	Difficult	1				2				3				4				5				6				7				Overall comments: _____ _____	
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Home Connect	<input type="checkbox"/> Return previous book? 1 2 3 4 5 6 7 <input type="checkbox"/> Take Home Book/Text: _____	Did you read the book at home? _____ # of times? _____ To whom? _____																																		

Beginning Reader Lesson Plan for Grades K-1

Adapted by Carol Canady Payne from Book Buddies Beginning Reader Lesson Plan

Student: _____ Tutor: _____		Date: _____ Lesson#: _____																												
LESSON PLAN	DESCRIPTION OF ACTIVITIES	OUTCOMES AND COMMENTS																												
Rereading for Fluency (12-15 minutes)	<input type="checkbox"/> Text1 (Last lesson's new book): _____ <input type="checkbox"/> Text2: _____ <input type="checkbox"/> Text Highlighting: _____ <input type="checkbox"/> TRR1: _____ <input type="checkbox"/> Audiotaped Reading: _____ <input type="checkbox"/> Other: _____	<table border="1"> <thead> <tr> <th></th> <th>Sp</th> <th>Acc/Errors</th> <th>Exp</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> </tbody> </table> Overall comments: _____		Sp	Acc/Errors	Exp	1				2				3				4				5				6			
	Sp	Acc/Errors	Exp																											
1																														
2																														
3																														
4																														
5																														
6																														
Word Study (15-20 minutes) Phonics Spelling Vocabulary	<input type="checkbox"/> Word Bank: _____ <input type="checkbox"/> Push & Say It/Fast Read: _____ <input type="checkbox"/> Picture/Word Sort: _____ <input type="checkbox"/> Writing Sort: _____ <input type="checkbox"/> Dictated Sentences: _____ <input type="checkbox"/> Review Game: _____ <input type="checkbox"/> Other: _____	<table border="1"> <thead> <tr> <th></th> <th>+WB</th> <th>Acc/Errors</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> </tbody> </table> Overall comments: _____ _____		+WB	Acc/Errors	1			2			3			4			5			6									
	+WB	Acc/Errors																												
1																														
2																														
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New Reading for Comprehension (8-10 minutes)	<input type="checkbox"/> New Book: _____ <input type="checkbox"/> Introduce book. (Discuss title, cover, pictures, words, patterns, and meanings). Predict. <input type="checkbox"/> Students read book to teacher or themselves. <input type="checkbox"/> Post reading: _____	Speed: _____ Accuracy: _____ Expression: _____ Difficulty: _____ Overall comments: _____ _____																												
Home Connection	<input type="checkbox"/> Return book? Student 1 2 3 4 5 6 <input type="checkbox"/> Take Home Book/Text: _____	Did you read the book at home? _____ # of times? _____ To whom? _____																												

Possible Room Arrangement for Four Kindergarten Classes

Teacher A's Room
RWGs 1, 4, & 7

Teacher B's Room
RWGs 2, 5, & 8

Teacher C's Room
RWGs 3, 6, & 9

Teacher D's Room
Extension Center
Play, story, centers,
services, etc.

[illegible]

Alexandria ES Jefferson-Houston Sample Master Schedule Kindergarten																																																																																		
			8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:25 AM	9:30 AM	9:35 AM	9:40 AM	9:45 AM	9:50 AM	9:55 AM	10:00 AM	10:05 AM	10:10 AM	10:15 AM	10:20 AM	10:25 AM	10:30 AM	10:35 AM	10:40 AM	10:45 AM	10:50 AM	10:55 AM	11:00 AM	11:05 AM	11:10 AM	11:15 AM	11:20 AM	11:25 AM	11:30 AM	11:35 AM	11:40 AM	11:45 AM	11:50 AM	11:55 AM	12:00 PM	12:05 PM	12:10 PM	12:15 PM	12:20 PM	12:25 PM	12:30 PM	12:35 PM	12:40 PM	12:45 PM	12:50 PM	12:55 PM	1:00 PM	1:05 PM	1:10 PM	1:15 PM	1:20 PM	1:25 PM	1:30 PM	1:35 PM	1:40 PM	1:45 PM	1:50 PM	1:55 PM	2:00 PM	2:05 PM	2:10 PM	2:15 PM	2:20 PM	2:25 PM	2:30 PM	2:35 PM
KA (1,3,5)	H R	M 30	RWG 1		RWG 5		RWG 3		L 30		M 40		LA/SS/SC/Writing 115										Encore																																																											
KB (2,4,6)	H R	M 30	RWG 6		RWG 2		RWG 4		L 30		M 40		LA/SS/SC/Writing 115										Encore																																																											
Para A (Centers)	H R	M 30	RWGs 3,4		RWGs 1,6		RWGs 2,5		L 30		M 40		LA/SS/SC/Writing 115										Encore																																																											
Para B (Recess)	H R	M 30	RWGs 2,5		RWGs 3,4		RWGs 1,6		L 30		M 40		LA/SS/SC/Writing 115										Encore																																																											
Read K-2	Plan 40		RWG 1		RWG 2		RWG 3		L 30		LA 2 60				I/E 2		LA 1 110																																																																	

Paycan 420-Minute Elementary School Schedule with Multiple I/E Periods											
		I	II	III	IV	V	VI	VII	VIII	IX	
Kindergarten	HR	Reading/Language Arts/Social Studies (180 Minutes)				Lunch/ Recess (45 Minutes)	Math/ Science (45 Minutes)	Encore/Plan (45 Minutes)	I/E	Math/ Science (45 Minutes)	
Grade 1	HR	Reading/Language Arts/Social Studies (180 Minutes)				Recess/ Lunch (45 Minutes)	Math/ Science (45 Minutes)	I/E	Encore/Plan (45 Minutes)	Math/ Science (45 Minutes)	
Grade 2	HR	Reading/Language Arts/Social Studies (180 Minutes)				I/E	Lunch/ Recess (45 Minutes)	Math/Science		Encore/Plan (45 Minutes)	
Grade 3	HR	Reading/Language Arts/Social Studies (180 Minutes)				Encore/Plan (45 Minutes)	Recess/ Lunch (45 Minutes)	Math/Science		I/E	
Grade 4	HR	90 Minutes		I/E	Encore/Plan (45 Minutes)	90 Minutes		Lunch/ Recess (45 Minutes)	90 Minutes		
Grade 5	HR	90 Minutes		Encore/Plan (45 Minutes)	I/E	90 Minutes		Recess/ Lunch (45 Minutes)	90 Minutes		
Encore/Plan	HR	Plan		Grade 5	Grade 4	Grade 3	Lunch	Grade K	Grade 1	Grade 2	
I/E	HR	Plan		Grade 4	Grade 5	Grade 2	Lunch	Grade 1	Grade K	Grade 3	
Lunch/ Recess						K-1	2-3	4-5			

Note: For additional information on implementing an Intervention/Enrichment (I/E) period in an elementary school, see Canady, R. L. & Rettig, M. D. (2008). Chapter 4. *Elementary school scheduling: Enhancing instruction for student achievement*. (pp. 93-125). Larchmont, NY: Eye on Education. (ISBN 978-1-59667-080-8 Fax: (914) 833-0761)

**A Sample Structure of Intervention/Enrichment Period
for One Grade Level**

Groups	Activity	Staff
25% of Students	Writing Lab	1 (of 3) Classroom Teachers
25% of Students	Science and Social Studies Enrichment Activities	Library/Media Specialist
15% of Students	Math Interventions	Second Classroom Teacher or Computer Lab
35% of Students	Reading Interventions	Third Classroom Teacher, LD Teacher, 2 Reading Specialists

**A Sample Structure of Intervention/Enrichment Period
for One Grade Level with Four Base Teachers and 92 Students**

Groups	Activity	Staff
20 Students	Social Studies Enrichment	TAG Teacher
15 Students	Science Enrichment	Library/Media Specialist or Classroom Teacher
18 Students	Writing Lab	Title I or Reading Specialist
12 Students	Special Services	LD Teacher, ESL Teacher, Speech/Language Teacher
10 Students	Math Interventions	Math Specialist, Classroom Teacher, and/or Computer Lab
17 Students	Reading Interventions	Title I, Reading Specialist, SPED

D.J. Montague Elementary K-2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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DESIGNING SCHOOL SCHEDULES: Guidelines to Consider

- Think of a master SCHEDULE as a RESOURCE. (How do we use time, space, data, materials?)
- Use student DATA to build schedules around STUDENT NEEDS; in high schools use multiple schedules.)
- Plan to STAFF the SCHEDULE that has been built based on DATA - do not just schedule your staff.
- INSTITUTIONALIZE in the master schedule what we can accept as GOOD PRACTICES; e.g., provide tutorials, support and opportunities to re-take tests, etc.

Four Factors Which Guide Our Planning

- Time
- Teacher
- Student
- Instruction/Curriculum

FOUR BEHAVIORS RELATED TO AVOIDING A LIFE OF POVERTY

- Get a high school diploma. As a minimum pass the GED (Note: 9 of the top 10 paying jobs in US today require a college degree.);
- Do not get arrested. Guilty or not, convicted or not, in jail or not; today your record follows you;
- Do not get pregnant or get someone pregnant. Especially if she is under 21;
- Do not quit a job before you have another job. People fired, laid off, let go or who change jobs often ultimately are not considered trustworthy.