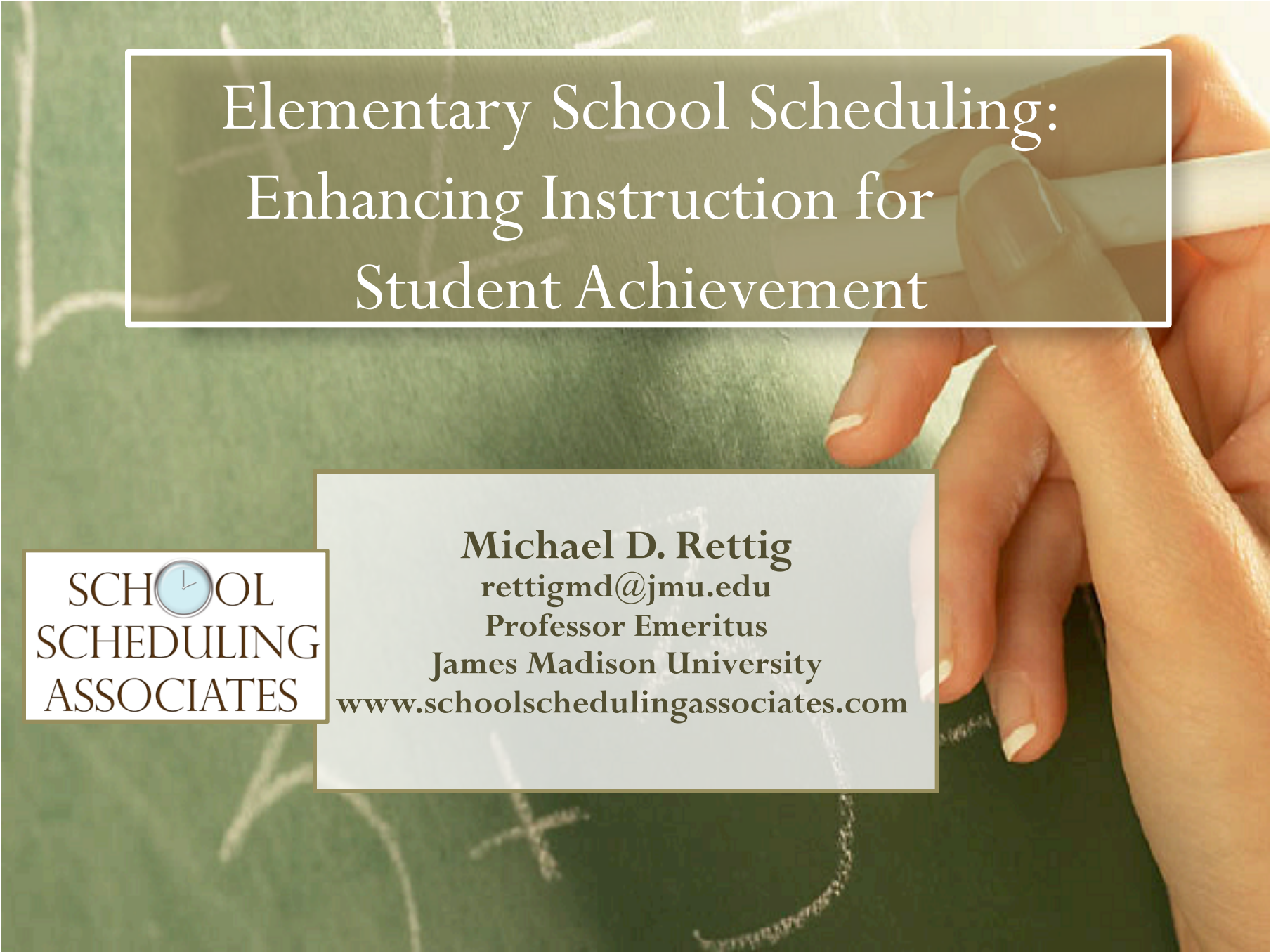


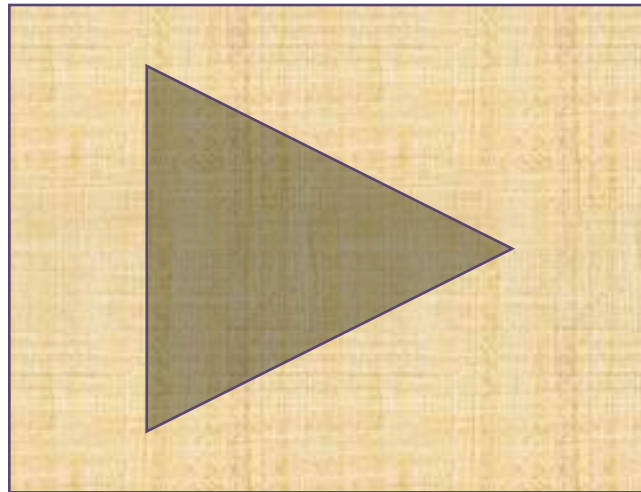


Elementary School Scheduling: Enhancing Instruction for Student Achievement

SCHOOL
SCHEDULING
ASSOCIATES

Michael D. Rettig
rettigmd@jmu.edu
Professor Emeritus
James Madison University
www.schoolschedulingassociates.com

PROOF



AGENDA

- ❖ **Reviewing Issues and Goals**
- ❖ **Building the Master Schedule**
- ❖ **Scheduling Encore Classes**
- ❖ **Scheduling Special Services**
- ❖ **Scheduling Time for Intervention and Enrichment (I/E)**
- ❖ **Extended Planning Blocks for PLC**
- ❖ **Departmentalizing**
- ❖ **Kindergarten Schedules with a Focus on Literacy Acquisition**
- ❖ **Parallel Block Scheduling**



I'll be more enthusiastic about
encouraging thinking outside
the box when there's evidence
of any thinking going on
inside it.

Author Unknown

ELEMENTARY SCHOOL ISSUES

- ❖ **Time allocation**
- ❖ **Fragmentation: Causes? Encore and special services schedules**
- ❖ **Time for intervention, enrichment, and special services, therefore...**
- ❖ **Common planning time for data analysis, curriculum management, instructional improvement, staff development**



MASTER SCHEDULE GOALS

- ❖ To provide consistency in the elementary instructional day and in the implementation of the district curriculum
- ❖ To protect instructional time for the optimal delivery of both core and encore curricula
- ❖ To provide time for special services (SPED, ESOL, etc.), intervention and enrichment programs within the school day that supports core instruction and accountability requirements
- ❖ To provide daily grade-level planning time for all teachers

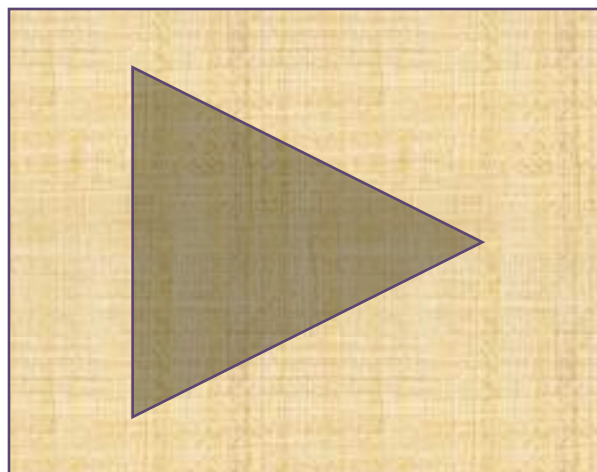


MASTER SCHEDULING STEPS

1. Form a scheduling committee that includes grade level representatives, an encore representative, and special service providers. It helps if several committee members have the “scheduling gene.”
2. Determine time allocations for all subjects/grade levels including academic time, time for encore, the number and length of Intervention/Enrichment periods, and lunch/recess.
3. Determine the encore rotation. Consider personnel shared between/among buildings.
4. Consider your special service providers (special education, ESOL, Title 1, gifted, instrumental music, etc.) that are shared across multiple grade levels and devise a plan which specifies the amount of time they will spend in each aspect of their deployment. Place a line on the schedule for each provider.
5. Begin scheduling encore blocks.
6. Begin to schedule academic blocks for grade levels in tandem with scheduling their special service providers working from the most restrictive to the least restrictive scheduling requirements. Start with the most restrictive situation (i.e a departmentalized grade, a special program requirement, a special education teacher shared in two or more grades).
7. Schedule intervention/enrichment (I/E) blocks as part of Step 6.
8. Schedule lunch/recess as part of Step 6.
9. Steps 5-8 are completed with the “Goals” in mind, moving back and forth through the steps until the “best” schedule is created. (The order of steps 5-8 often must be changed; creating the schedule is less linear than one would think.



TIME ALLOCATIONS



ELEMENTARY SCHEDULING TERMS

- ❖ Encore Teachers-”Specials” like art, music, physical education, etc.
- ❖ Special Service Providers-special education, Title 1 reading and math, ESOL, gifted, and instrumental music and other instructors who provide instruction to some students, but not all.
- ❖ 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.
 - ❖ 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.

Elementary School Scheduling

**Enhancing Instruction
for Student Achievement**

Now available at
www.eyeeducation.com.

**Robert Lynn Canady
Michael D. Rettig**



ENCORE CLASSES 3-DAY ROTATION

	Day 1	Day 2	Day 3
Teacher 3A	PE	Art	Music
Teacher 3B	Music	PE	Art
Teacher 3C	Art	Music	PE

ENCORE CLASSES 6-DAY ROTATION

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Teacher 3A	PE	Art	PE	Music	PE	Library
Teacher 3B	Library	PE	Art	PE	Music	PE
Teacher 3C	Art	PE	PE	Library	PE	Music

ENCORE CLASSES 4-DAY ROTATION

	Day 1	Day 2	Day 3	Day 4
Teacher 3A	PE	Art	PE	Music
Teacher 3B	Music	PE	Art	PE
Teacher 3C	PE	Music	PE	Art
Teacher 3D	Art	PE	Music	PE

FACTORS TO CONSIDER WHEN DETERMINING AN ENCORE ROTATION

- ❖ What program should students receive (how much PE, art, music, etc.)?
- ❖ What encore staff do you have and how are they assigned to the building?
- ❖ How many sections do you have at each grade level?
- ❖ What length and frequency should the meeting periods have?



Master Block Schedule

(Full-Day Kindergarten)

[illegible]

Encore Teachers' Master Schedule

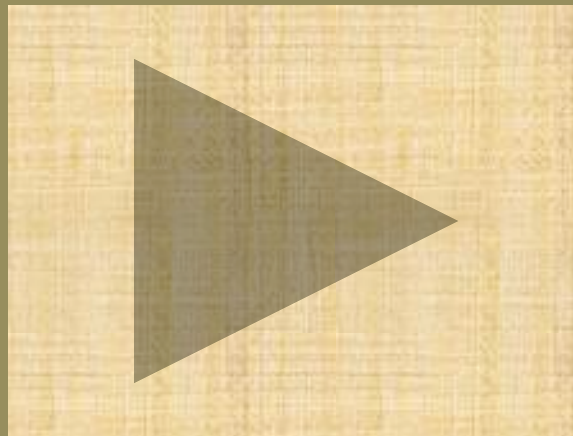
45 min. Blocks	8:30- 9:15	9:15- 10:00	10:00- 10:45	10:45- 11:30	11:30- 12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30
PE D1	Plan	5A	4A	3A	L/D	KA	1A	2A
PE D2	Plan	5B	4B	3B	L/D	KB	1B	2B
PE D3	Plan	5C	4C	3C	L/D	KC	1C	2C
Art D1	Plan	5C	4C	3C	L/D	KC	1C	2C
Art D2	Plan	5A	4A	3A	L/D	KA	1A	2A
Art D3	Plan	5B	4B	3B	L/D	KB	1B	2B
M D1	Plan	5B	4B	3B	L/D	KB	1B	2B
M D2	Plan	5C	4C	3C	L/D	KC	1C	2C
M D3	Plan	5A	4A	3A	L/D	KA	1A	2A

HAVE AN “EXTRA” CLASS?

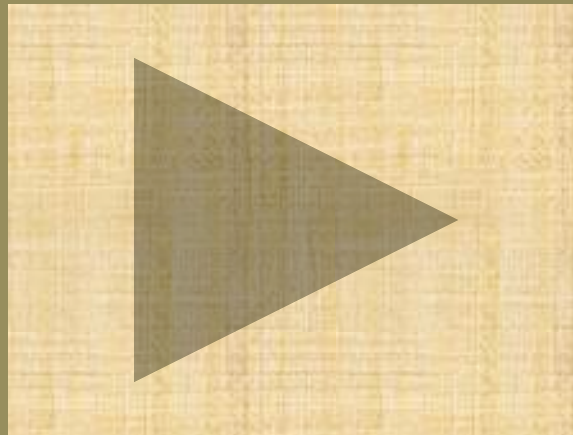
- ❖ Divide the “extra” class among others at the grade level.
- ❖ Add something to the rotation for that grade level.
- ❖ Place the “extra” class in an open slot at another grade level on a rotating basis.
- ❖ Remunerate the encore teachers for instructing an “extra” class during their planning time.
- ❖ Add a “piece” of an itinerant teacher to cover the “extra” class.



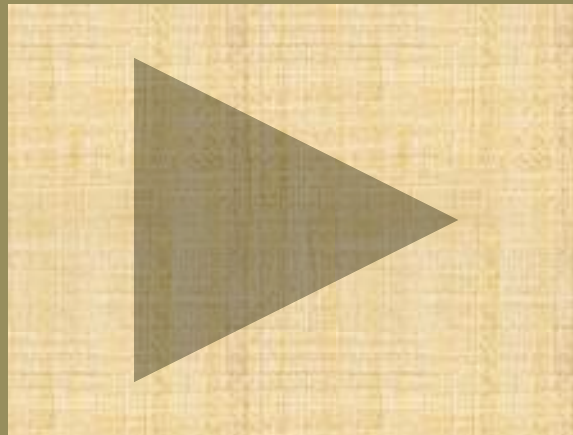
INTERVENTION/ENRICHMENT SCHEDULING



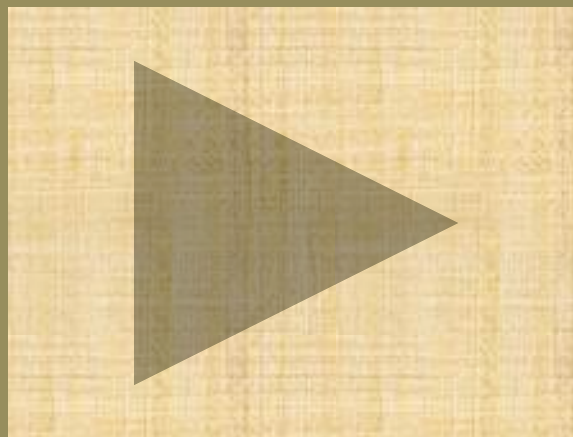
TWO I/E PERIODS PER GRADE LEVEL, SPLIT
GRADE LEVEL, DJ MONTAGUE ES



TWO I/E PERIODS PER GRADE LEVEL, WHOLE
GRADE LEVEL, VIOLA ES



INSTRUMENTAL MUSIC SCHEDULING

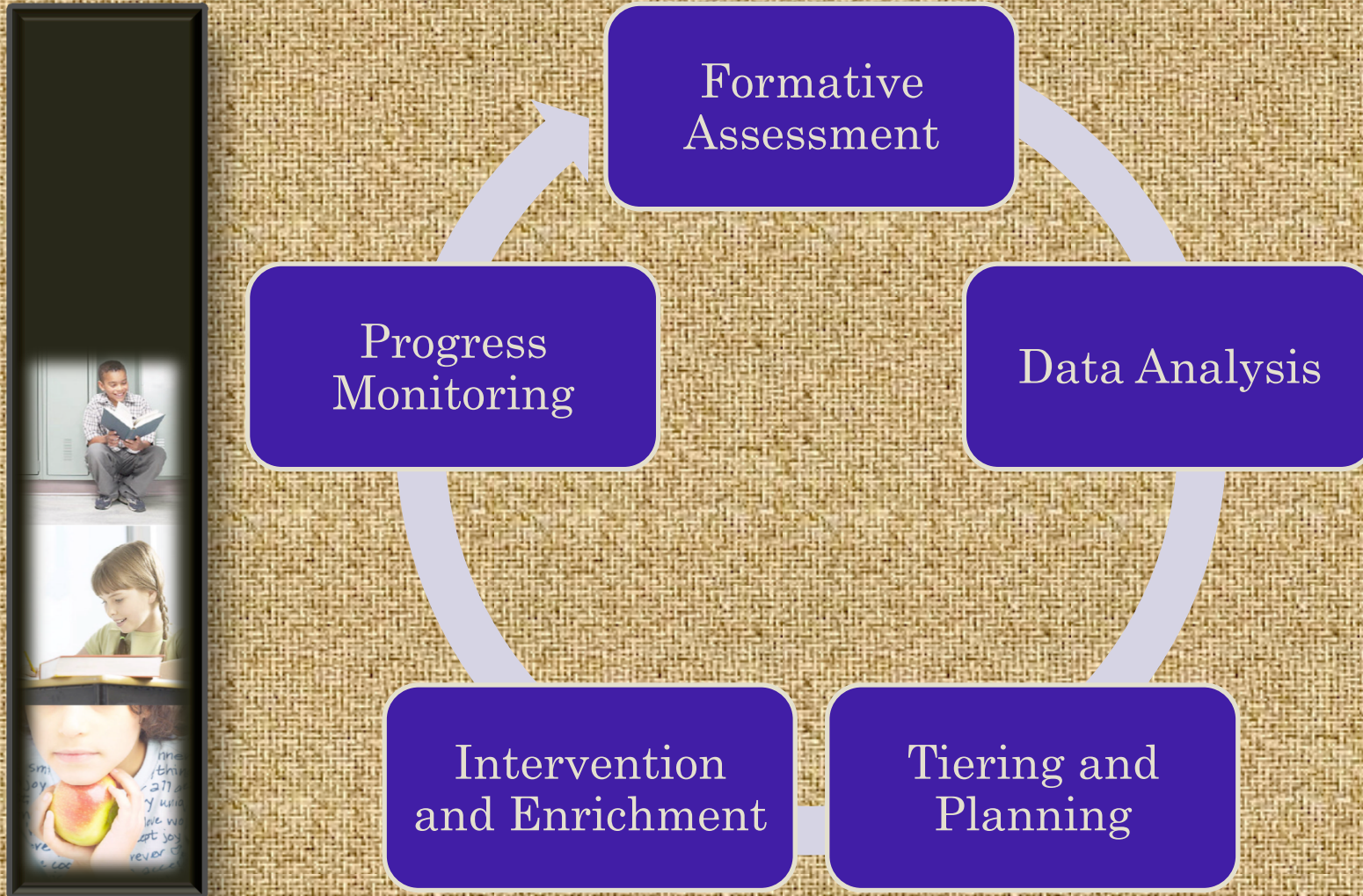


Caveat emptor!

Scheduling the Intervention/
Enrichment period is relatively easy.

Changing the culture of a school to one in which teachers and administrators collaborate on data analysis, progress monitoring, and the organizational tasks necessary to make the I/E period truly responsive to students' learning needs is very difficult!

INTERVENTION/ENRICHMENT PROCESSES



RTI STUDENT TIERS

- ❖ Tier 1: About 80% of students learn basic curriculum through typical instruction w/ differentiation.
- ❖ Tier 2: About 15-20% of students need regular intervention; generally this is provided by special service providers or classroom teachers during the I/E period.
- ❖ Tier 3: About 2-5% of students need long-term and intensive intervention; faithful implementation of RTI requires that this intervention be in addition to the Tier 2 intervention, though in some schools it replaces the Tier 2 intervention.



TWO BASIC APPROACHES TO I/E PERIOD ORGANIZATION

The Centers Approach

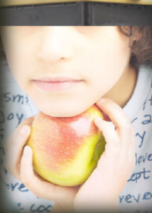
- ❖ Individual classroom teachers organize enrichment centers for Tier 1 students.
- ❖ Classroom teachers pull small groups from centers to provide some Tier 2 (moderate, short-term) interventions.
- ❖ Clinical specialists pull-out (or push-in) for other Tier 2 interventions.
- ❖ Tier 3 (intense, longer-term) interventions are provided as pull-outs or push-ins either in place of Tier 2 during I/E or in addition to Tier 2 as a second intervention.

The Re-grouping Approach

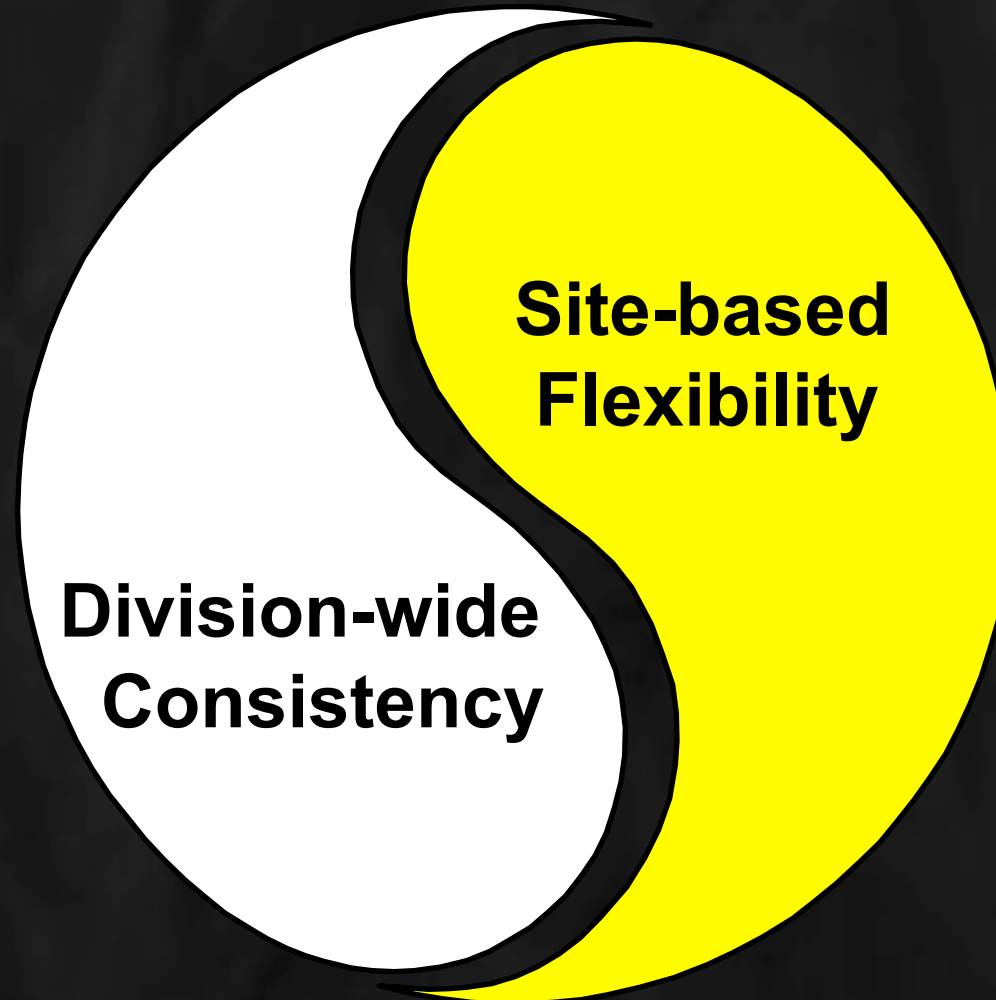
- ❖ Classes are re-grouped across a team or grade level to form tiered groups.
- ❖ Tier 1 students are provided enrichment by one more classroom teacher or other personnel (Gifted, encore, etc.).
- ❖ Tier 2 students are provided interventions by other classroom teachers or special service providers.
- ❖ Tier 3 students are provided interventions by clinical specialists either in place of Tier 2 during I/E or in addition to Tier 2 as a second pull-out.

KEY FACTORS: I/E

- ❖ Scheduling the Intervention/Enrichment period is easy compared to organizing and preparing for instruction within it.
- ❖ Time must be allocated for planning for groupings and instructional activities.
- ❖ It may be wise to select specific programs for enrichment and/or intervention activities rather than having teachers design their own.
- ❖ It may be wise to start out providing interventions in one subject only, most likely language arts.
- ❖ A standard assessment tool should be used to determine groupings (Dibles, PALS, etc.).
- ❖ An Response to Intervention (RTI) type tier structure based upon this assessment is necessary to allocate students to enrichment, moderate intervention and intensive intervention groups.
- ❖ A decision must be made as to whether or not special services (i.e. special education or ESOL) will be “the” intervention for some qualifying students during the I/E time or will they be served at a different time by those professionals.



Time Allocation: A Necessary Balance



TIME ALLOCATIONS: AN EXAMPLE

Grades K-2

❖ LA/R	120
❖ Math	90
❖ SS/SC	45
❖ Encore/Plan	45
❖ I/E	45
❖ Lunch/Recess	<u>45</u>
Total	390

Grades 3-5

❖ LA/R	90
❖ Math	75
❖ SS/SC	90
❖ Encore/Plan	45
❖ I/E	45
❖ Lunch/Recess	<u>45</u>
Total	390

www.schoolschedulingassociates.com

School Scheduling Associates, LLC | School scheduling for high school middle school & elementary education - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://schoolschedulingassociates.com/ Google

Most Visited Getting Started Latest Activity on Scho... Comments for School S...

School Scheduling Associa... x



HOME | ABOUT US | SCHEDULES | PUBLICATIONS | WORKSHOPS | HANDOUTS | EXCEL TIPS | CONTACT



SCHOOL
SCHEDULING
ASSOCIATES

VIEW SAMPLE SCHEDULES

VIEW EXCEL TIPS

School Scheduling Associates, LLC is dedicated to the proposition that time is a valuable resource and that school scheduling - elementary school, middle and high school scheduling - is far more important than the simple mechanical assignment of students to teachers, spaces, and time periods. We aim to harness the power of the school schedule to address problems and facilitate the successful implementation of effective instructional practices.

CONNECT WITH OTHER EDUCATORS:

Visit the SSA Social Networking Site for School Principals and Schedulers

FIND OUT THE LATEST SSA INFO:

Read Dr. Rettig's Blog

Time to Learn

Done



aug 8 agenda....

Elementary415...

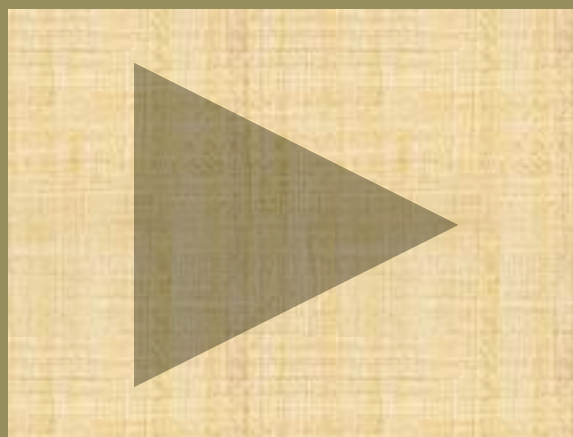
Baldwin Power...

School Schedu...

Windows Help...

8:56 AM

PRINCE WILLIAM COUNTY, VA



DESIGNING BETTER SUPPORT SERVICE SCHEDULES



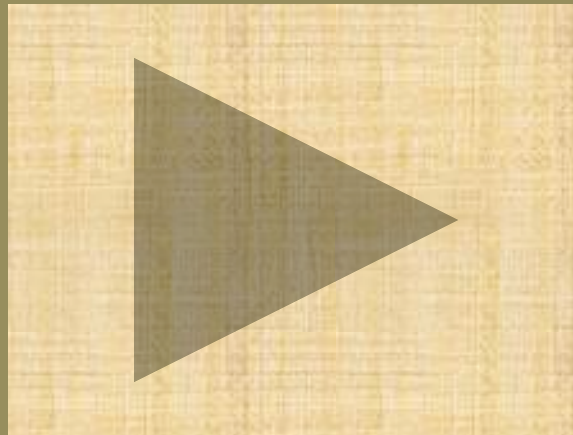
1. Schedule support personnel as the master schedule is being developed, not afterwards.
2. Implement a combination of inclusion and I/E scheduling to provide opportunities for pre-teaching, co-teaching, and re-teaching.
3. Assign intervention/enrichment (I/E) periods for each grade level.
4. Create homeroom groups from literacy groups rather than literacy groups from homerooms.
5. Use Parallel Block Scheduling (PBS).

Master Block Schedule

(Inclusion Scheduling)

50 min. Blocks	8:20- 9:10	9:10- 10:00	10:00- 10:50	10:50- 11:40	11:40- 12:30	12:30- 1:20	1:20 2:10	2:10- 3:00
Kind.	LA 1	LA 2	LA 3	L/R	Plan Cycle	M 1	M 2	SS/SC
Gr. 1	LA 1	LA 2	LA 3	R/L	M 1	M 2	SS/SC	Plan Cycle
Gr. 2	M 1	M 2	LA 1	LA 2	R/L	LA 3	Plan Cycle	SS/SC
Gr. 3	M 1	M 2	SS/SC	LA 1	L/R	Plan Cycle	LA 2	LA 3
Gr. 4	LA 1	LA 2	Plan Cycle	M 1	M 2	L/R	SS	SC
Gr. 5	SS	Plan Cycle	LA 1	LA 2	SC	R/L	M 1	M 2
Encore	Plan	Gr. 5	Gr. 4	L/R	Kind.	Gr. 3	Gr. 2	Gr. 1

SPECIAL SERVICE SCHEDULING



DEPARTMENTALIZATION IN GRADES FOUR AND FIVE: KEY CONSIDERATIONS

- ❖ The departmentalization plan should reflect the desired time allocations.
- ❖ The departmentalization plan should capitalize on the strengths of teachers and minimize their weaknesses.
- ❖ Rotated subjects must be provided equal time blocks.
- ❖ The encore block, I/E period, lunch and recess, and any self-contained aspects of the schedule must be placed strategically to create equal time blocks required for the particular plan.

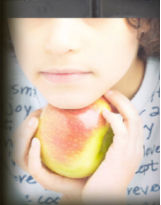


Table 5.2 Typical Elementary School Departmentalization Schemes

Scheme	Number of teachers on team	Subjects taught by all team teachers in self-contained or regrouped classes	Departmentalized subjects; groups rotate to teachers in equal time blocks
2A	2	reading, language arts (LA), mathematics	social studies and science
2B	2	reading and LA	math opposite social studies/science
2C	2	reading	LA/social studies, math/science
2D	2	social studies	LA/reading, math/science
2E	2	none	LA/reading, math/social studies/science
2F	2	none	LA/reading/social studies, math/science
3A	3	reading	math, LA, social studies/science
3B	3	reading and LA	math, social studies, science
3C	3	reading and math	science, social studies, LA (usually writing)
3D	3	None	reading/LA, math, science/social studies
4A	4	reading	LA (usually writing), math, social studies, science
4B	4	social studies	reading, LA (usually writing), math, science
4C	4	social studies	reading/LA (2 teachers), math (1 teacher), science (1 teacher)
4D	4	None	reading/LA (2 teachers), math (1 teacher), science/social studies (1 teacher)
4E	4	None	reading/LA, math, social studies/reading/LA, science/math
6	6	None	2 reading/LA, 2 math, social studies, science

SAMPLE 2-TEACHER TEAMS

Plan 2A

Teacher I R/LA/M/SS	Language Arts and Reading Group A 150	Math Group A 75	Plan	L/R	SS Group A/ B 45	I/E	
Teacher II R/LA/M/SC	Language Arts and Reading Group B 150	Math Group B 75	Plan	L/R	SC Group B/ A 45	I/E	

Plan 2B

Teacher I R/LA/M	Language Arts and Reading Group A 85	Math Group A 70	Math Group B 70	Plan	L/R	LA Group A 45	I/E	
Teacher II R/LA/SS/SC	Language Arts and Reading Group A 85	SS/SC Group B 70	SS/SC Group A 70	Plan	L/R	LA Group B 45	I/E	

Plan 2D

Teacher I R/LA/SS	Language Arts and Reading Group A 110	5	Language Arts and Reading Group B 110	Plan	L/R	SS Group A 45	I/E	
Teacher IIM/SC/SS	Math and Science Group B 110	5	Math and Science Group A 110	Plan	L/R	SS Group B 45	I/E	

Plan 2F Version 2

Teacher I LA/SS	LA Group A 90	Plan	LA Group B 90	I/E	R/L	SS Group A/B 90	
Teacher II M/SC	Math Group B 90	Plan	Math Group A 90	I/E	R/L	SC Group A/B 90	

SAMPLE 3-TEACHER TEAMS

Plan 3A								
LA/R	Reading 60	LA Group A 70	LA Group B 70	Plan	L/R	LA Group C 70	I/E	
Math/R	Reading 60	Math Group C 70	Math Group A 70	Plan	L/R	Math Group B 70	I/E	
SS/SC/R	Reading 60	SS/SC Group B 70	SS/SC Group C 70	Plan	L/R	SS/SC Group A 70	I/E	
Plan 3B								
LA/R/M	LA/R Group A 90	Math Group C 60	Math Group B 60	Plan	L/R	Math Group A 60	I/E	
LA/R/SS	LA/R Group B 90	SS Group A 60	SS Group C 60	Plan	L/R	SS Group B 60	I/E	
3C LA/R/SC	LA/R Group B 90	SC Group B 60	SC Group A 60	Plan	L/R	SC Group C 60	I/E	
Plan 3C								
LA/M/R	Math Group A 90	Plan	Read. Gr. A	Writing Gr. C	R/L	I/E	Writing Gr. B	Writing Gr. A
LA/M/SS	Math Group B 90	Plan	Read. Gr. B	SS Gr. A	R/L	I/E	SS Gr. C	SS Gr. B
LA/M/SC	Math Group C 90	Plan	Read. Gr. C	SC Gr. B	R/L	I/E	SC Gr. A	SC Gr. C

SAMPLE 4-TEACHER TEAMS

Plan 4A

R/LA	Read. Gr. A 50	LA Gr. B 55	LA Gr. C 55	LA Gr. D 55	Plan	L/R	LA Gr. A 55	I/E
R/Math	Read. Gr. B 50	Math Gr. C 55	Math Gr. D 55	Math Gr. A 55	Plan	L/R	Math Gr. B 55	I/E
R/SS	Read. Gr. C 50	SS Gr. D 55	SS Gr. A 55	SS Gr. B 55	Plan	L/R	SS Gr. C 55	I/E
R/SC	Read. Gr. D 50	SC Gr. A 55	SC Gr. B 55	SC Gr. C 55	Plan	L/R	SC Gr. D 55	I/E

Plan 4B

R/SS	Read. Gr. A 55	Read. Gr. B 55	Read. Gr. C 55	Read. Gr. D 55	Plan	L/R	SS Gr. A 50	I/E
LA/SS	LA Gr. B 55	LA Gr. C 55	LA Gr. D 55	LA Gr. A 55	Plan	L/R	SS Gr. B 50	I/E
Math/SS	Math Gr. C 55	Math Gr. D 55	Math Gr. A 55	Math Gr. B 55	Plan	L/R	SS Gr. C 50	I/E
SC/SS	SC Gr. D 55	SC Gr. A 55	SC Gr. B 55	SC Gr. C 55	Plan	L/R	SS Gr. D 50	I/E

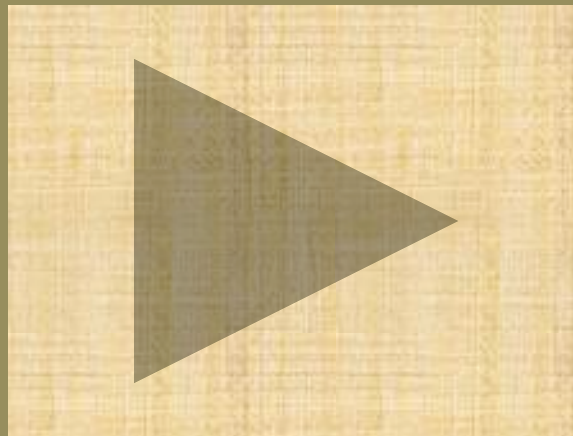
Plan 4C

R/LA/SS	LA/Reading Gr. A 110		LA/Reading Gr. C 110		Plan	L/R	SS Gr. A 50	I/E
R/LA/SS	LA/Reading Gr. B 110		LA/Reading Gr. D 110		Plan	L/R	SS Gr. B 50	I/E
Math/SS	Math Gr. C 55	Math Gr. C 55	Math Gr. A 55	Math Gr. B 55	Plan	L/R	SS Gr. C 50	I/E
SC/SS	SC Gr. D 55	SC Gr. D 55	SC Gr. B 55	SC Gr. A 55	Plan	L/R	SS Gr. D 50	I/E

Plan 4D

LA/R	LA/Reading A 135		LA/Reading Group C 65	Plan	L/R	LA/Reading Group C 65	I/E
LA/R	LA/Reading B 135		LA/Reading Group D 65	Plan	L/R	LA/Reading Group D 65	I/E
Math	Math C 65	Math D 65	Math A 65	Plan	L/R	Math Group C 65	I/E
SS/SC	SS/SC D 65	SS/SC C 65	SS/SC C 65	Plan	L/R	SS/SC Group A 65	I/E

MASTER SCHEDULE DEVELOPMENT



Sample 405 Minute Master Schedule																																																																																			
		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	2:40 PM	2:45 PM
Kindergarten	HR 20	MM 15	LA 45			I/E 45			LA 90						R 15	Lunch 30		Encore 45		Math 45			LA 15 SS/SC 45			H R																																																									
SPED A (K-1)	HR 20	LA 1 60			I/E K 45			LA K 60			Lunch 30		Math 1 45			I/E 1 45			Math K 45			Plan 45			H R																																																										
Grade 1	HR 20	LA 135						R 15	Lunch 30		Math 60				I/E 45			Encore 45		LA 15 SS/SC 45			H R																																																												
Grade 2	HR 20	LA 120						I/E 45			LA 15	R 15	Lunch 30		Math 60			SS/SC 45		Encore 45			H R																																																												
SPED B (2-3)	HR 20	LA 3 60			LA 2 60			I/E 2 45			I/E 3 45			Lunch 30		Math 2 45			Math 3 45			Plan 45			H R																																																										
Grade 3	HR 20	LA 75				Encore 45		LA 45			I/E 45			R 15	Lunch 30		LA 15	Math 60			SS/SC 45			H R																																																											
Grade 4	HR 20	Core 1 LA/SS or M/SC 120						Encore 45		R 15	Lunch 30		Core 2a LA/SS or M/SC 75				I/E 45			Core 2b 45			H R																																																												
SPED C (4-5)	HR 20	Read 4th 60			Math 5 45		Read 5th 60			Lunch/Plan 75				Math 4			I/E 4th			I/E 5th			H R																																																												
Grade 5	HR 20	Encore 45		Core 1 (LA,Math,SS/SC) 60			Read 5th 60			Core 2 (LA,Math,SS/SC) 60			R 15	Lunch 30		Core 3 (LA,Math,SS/SC) 60			I/E 45			H R																																																													
Encore	HR 20	5th		TBA 30		3rd		4th		Lunch/Plan 75				K			1st			2nd			H R																																																												
I/E (Title 1 & Gifted)	HR 20	Plan/TBA 60			I/E K 45					I/E 2 45		I/E 3 45			Lunch 30		I/E 1st 45			I/E 4th			I/E 5th		H R																																																										



ADDING AN ADDITIONAL PROFESSIONAL DEVELOPMENT PERIOD TO THE SCHEDULE:

TWO IDEAS

Master Block Schedule

(#1 Exchange I/E for Professional Development Period)

45 min. Blocks		9:15- 10:00	10:00- 10:45	10:45- 11:30	11:30- 12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30	2:30- 3:15
Kind.		Core	Core	I/E	L/R	Core	Encore/ Plan	Core	Core
Gr. 1		Core	Core	Core	R/L	Core	Core	Encore/ Plan	I/E
Gr. 2		Core	Core	Core	Core	Core	R/L	I/E	Encore/ Plan
Gr. 3		Core	Core	Core	I/E	Encore/ Plan	L/R	Core	Core
Gr. 4		Core	I/E	Encore/ Plan	Core	L/R	Core	Core	Core
Gr. 5		I/E	Encore/ Plan	Core	Core	R/L	Core	Core	Core
Encore		Plan	Gr. 5	Gr. 4	L/R	Gr. 3	K	Gr. 1	Gr. 2
I/E		Gr. 5	Gr. 4	K	Gr. 3	Lunch	Plan	Gr. 2	Gr. 1

Master Block Schedule

(#1 Exchange I/E for Professional Development Period)

45 min. Blocks		9:15- 10:00	10:00- 10:45	10:45- 11:30	11:30- 12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30	2:30- 3:15
Kind.		Core	Core	Encore 2	L/R	Core	Encore/ Plan	Core	Core
Gr. 1		Core	Core	Core	R/L	Core	Core	Encore/ Plan	Encore 2
Gr. 2		Core	Core	Core	Core	Core	R/L	Encore 2	Encore/ Plan
Gr. 3		Core	Core	Core	Encore 2	Encore/ Plan	L/R	Core	Core
Gr. 4		Core	Encore 2	Encore/ Plan	Core	L/R	Core	Core	Core
Gr. 5		Encore 2	Encore/ Plan	Core	Core	R/L	Core	Core	Core
Encore		Plan	Gr. 5	Gr. 4	L/R	Gr. 3	K	Gr. 1	Gr. 2
Encore 2		Gr. 5	Gr. 4	K	Gr. 3	Lunch	Plan	Gr. 2	Gr. 1

ENCORE CLASSES 3-DAY ROTATION

11:20-12:10	Day 1	Day 2	Day 3
Teacher 3A	PE	Art	Music
Teacher 3B	Music	PE	Art
Teacher 3C	Art	Music	PE

ENCORE 2 CLASSES 3-DAY ROTATION

11:30- 12:15	PD Day 1	PD Day 2	PD Day 3
Teacher 3A	Library	Computer	Guidance
Teacher 3B	Guidance	Library	Computer
Teacher 3C	Computer	Guidance	Library

HANOVER, VA



Master Block Schedule

(#2 Add 9th Period to Create a Block for Professional Development)

45 min. Blocks	8:15- 9:00	9:00- 9:45	9:45- 10:30	10:30- 11:15	11:15- 12:00	12:00- 12:45	12:45 1:30	1:30 2:15	2:15- 3:00
Kind.	LA 1	LA 2	LA 3	L/R	I/E	Plan Cycle	M 1	M 2	M 3
Gr. 1	LA 1	LA 2	LA 3	R/L	I/E	M 1	M 2	Plan Cycle	M 3
Gr. 2	LA 1	LA 2	LA 3	I/E	R/L	M 1	M 2	M 3	Plan Cycle
Gr. 3	LA 1	LA 2	LA 3	I/E	L/R	M 1	Plan Cycle	M 2	M 3
Gr. 4	LA 1	LA 2	LA 3	Plan Cycle	M 1	L/R	M 2	M 3	I/E
Gr. 5	LA 1	LA 2	Plan Cycle	LA 3	M 1	R/L	M 2	M 3	I/E
Encore	Professional Development		Gr. 5	Gr. 4	L/R	Kind.	Gr. 3	Gr. 1	Gr. 2

SCHEDULING SUPPORTS FOR ELEMENTARY PLCs

- ❖ Common Planning Time
- ❖ Common Teaching Time
- ❖ Common Time for Intervention and Enrichment
- ❖ Support Schedules Coordinated with the General Education Program (Inclusion, Intervention, & Planning)
- ❖ Occasional Extended PLC professional development time during the school day.



ORGANIZATION AND USES OF COMMON PLANNING TIME

- ❖ **Common Meeting Time vs. Individual Planning Time???**
- ❖ **Common Time**
 - ❖ **Clearly delineated agendas and meeting protocols**
 - ❖ **Curriculum management**
 - ❖ **Formative/summative data analysis and response**
 - ❖ **Student guidance issues including parent conferences**
 - ❖ **Instructional improvement (professional development)**
 - ❖ **Rotating faculty meeting for decision-making discussions**
 - ❖ **Minutes/Follow-up**

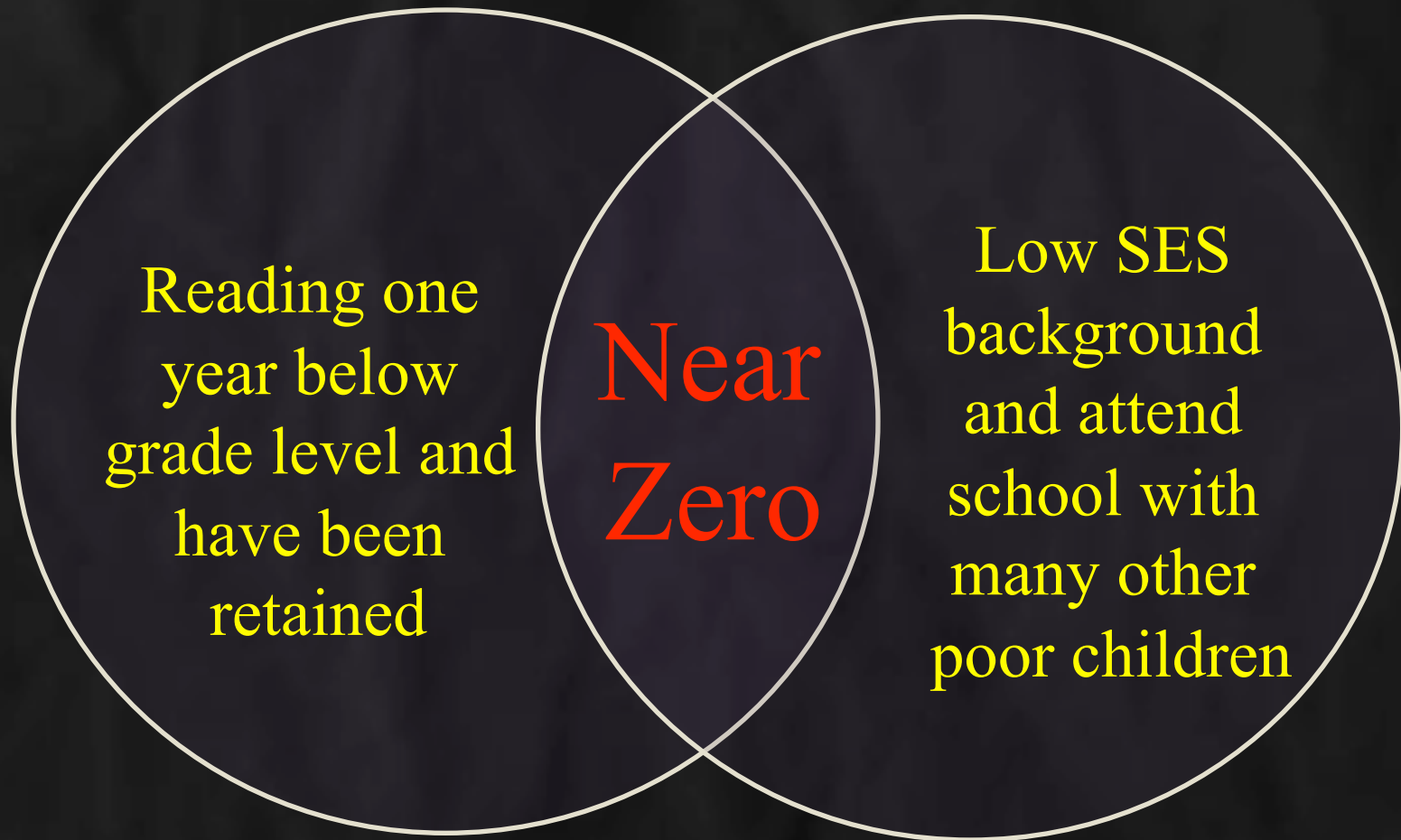




PARALLEL BLOCK SCHEDULING

Models for Kindergarten through Grade 5

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



GROUPING AND SCHEDULING KINDERGARTEN CLASSES IN PBS

Homeroom assignments, suggested grouping practices, sample schedules, and recommended instructional activities.

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.

REDUCED GROUPS IN A KINDERGARTEN LITERACY BLOCK (A.M.)

	8:00-9:00	Block I 9:00-9:35	Block II 9:35-10:10	Block III 10:10-10:45
Teacher A 1,4,7	Homeroom Activities & Unit Time & Math 8:00-9:00	RWG-1	RWG-4	RWG-7
Teacher B 2,5,8		RWG-8	RWG-2	RWG-5
Teacher C 3,6,9		RWG-6	RWG-9	RWG-3
		Extension Center		
Teacher D Extension		RWGs-2,3, 4,5,7,9	RWGs-1,3, 5,6,7,8	RWGs-1,2, 4,6,8,9

Lunch and Recess 10:50-11:40

EXTENSION CENTER ROTATION DURING A LITERACY BLOCK (A.M.)

	8:00-9:00	Block I 9:00-9:35	Block II 9:35-10:10	Block III 10:10-10:45
Teacher D Aide 1 Centers	Homeroom Activities & Unit Time & Math 8:00-9:00	Centers-2,4,5	Centers-3,7,8	Centers-1,6,9
Aide 2 Story		Story-7	Story-1	Story-4
Aide 3 Play		Play-3	Play-5	Play-8
Aide 4 Play/Read		Play-9	Story-6	Play-2

Groups that have story in the a.m. have play in the p.m.

Lunch and Recess 10:50-11:40

REDUCED GROUPS IN A KINDERGARTEN

LITERACY BLOCK (P.M.)

	11:40-12:30	12:35-1:10	1:10-1:45	1:45-2:20
Teacher A 1,4,7	Encore Classes/Planning Cycle	RWG-1	RWG-4	RWG-7
Teacher B 2,5,8		RWG-8	RWG-2	RWG-5
Teacher C 3,6,9		RWG-6	RWG-9	RWG-3
		Extension Center		
Teacher D Extension		RWGs-2,3, 4,5,7,9	RWGs-1,3, 5,6,7,8,	RWGs-1,2, 4,6,8,9

Homeroom Activities & Math & Unit Time 2:20-3:00

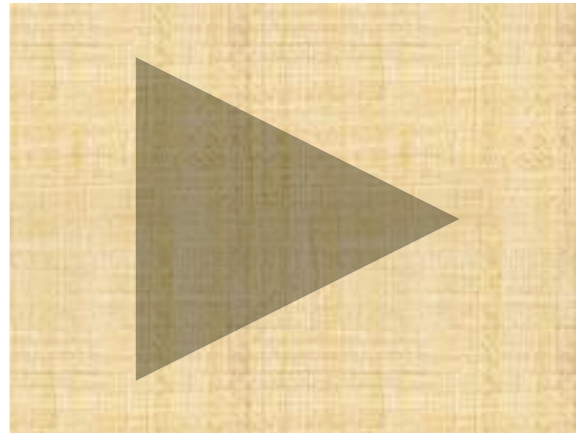
EXTENSION CENTER ROTATION DURING A LITERACY BLOCK (P.M.)

	11:40-12:30	12:35-1:10	1:10-1:45	1:45-2:20
Teacher D Aide 1 Centers	Encore Classes/Planning Cycle	Centers-2,4,5	Centers-3,7,8	Centers-1,6,9
Aide 2 Story		Story-3	Story-5	Story-2
Aide 3 Play		Play-7	Play-1	Play-4
Aide 4 Play/Story		Story-9	Play-6	Story-8

Groups that have story in the a.m. have play in the p.m.

Homeroom Activities & Math & Unit Time 2:20-3:00

BALDWIN ES, MANASSAS, VA



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



**Master Elementary School Schedule Illustrating Early Literacy Groups (ELGs) Meeting in Reduced Groups Twice Each Day
for Three Kindergarten and Three Grade 1 Teachers, Including Completed Schedules for Grades 2 - 5**

	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 2:40 PM 2:45 PM 2:50 PM 2:55 PM 3:00 PM											
Kindergarten Teacher A	Homeroom Activities, Mathematics and Unit Time (50)		*ELGs (40)	Literacy (80 minutes)		Lunch/ Recess (40)	Encore/ Plan (40)	Math/ Science (40)	Literacy/Social Studies (80 minutes)		Repeat ELGs (40)	Dismissal
Kindergarten Teacher B			Literacy (40)	ELGs (40)	Literacy (40)	Lunch/ Recess (40)	Encore/ Plan (40)	Math/ Science (40)	Repeat ELGs (40)	Literacy/Social Studies (80 minutes)		
Kindergarten Teacher C			Literacy (80 minutes)		ELGs (40)	Lunch/ Recess (40)	Encore/ Plan (40)	Math/ Science (40)	Literacy (40)	Repeat ELGs (40)	Literacy (40)	
Grade 1 Teacher A	HR	ELGs (40)	Literacy/Social Studies (80 minutes)		Encore/ Plan (40)	Recess/ Lunch (40)	Math/Science (80 minutes)		Literacy/ SS (40)	Repeat ELGs (40)	Literacy/ SS (40)	
Grade 1 Teacher B	HR	Literacy (80 minutes)		ELGs (40)	Encore/ Plan (40)	Recess/ Lunch (40)	Math/Science (80 minutes)		Literacy/Social Studies (80 minutes)		Repeat ELGs (40)	
Grade 1 Teacher C	HR	Literacy (40)	ELGs (40)	Literacy (40)	Encore/ Plan (40)	Recess/ Lunch (40)	Math/Science (80 minutes)		Repeat ELGs (40)	Literacy/Social Studies (80 minutes)		
Grade 2	HR	Language Arts/Reading (80 minutes)		Encore/ Plan (40)	LA/ Reading (40)	ELGs if needed (40)	Lunch/ Recess (40)	ELGs if needed (40)	Math/Science/Social Studies (120 minutes)			
Grade 3	HR	80 Minutes		I/E Center (40)	80 Minutes		Recess/ Lunch (40)	80 Minutes		Encore/ Plan (40)	(40)	
Grade 4	HR	80 Minutes		OPEN: Could be 4 th block if grades are departmentalized. Could be extensive I/E for students needing help before testing; enrichment for others		80 Minutes		Lunch/ Recess (40)	80 Minutes		Encore/ Plan (40)	
Grade 5	HR	80 Minutes				80 Minutes		Recess/ Lunch (40)	Encore/ Plan (40)	80 Minutes		
Lunch/Recess						K,1	2,3	4,5				
Specials Music, Art, PE, Library, Break Aides, Computer Lab, Guidance, Resource Class, Encore		Plan**		Grade 2	Grade 1	Lunch	Grade K	Plan	5	3	4	
ELGs		1-A	K-A, 1-C	K-B, 1-B	K-C	Grade 2		Grade 2	K-B, 1-C	K-C, 1-A	K-A, 1-B	

* ELG = Early Literacy Group

** Plan: Available to provide 80 minutes of planning for each grade level on a 6-day rotation. See Figure B.3 and Canady and Rettig (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

Group: _____ Tutor: _____ Date: ____/____/____ Day(s): _____ Lesson #: _____																																				
LESSON PLAN	DESCRIPTION OF ACTIVITIES	OUTCOMES AND COMMENTS																																		
Alphabet & Beginning Sounds (10-12 minutes)	ABC Tracking: ☐ Students point to letters on ABC guide while singing ABC song. Letter Recognition: ☐ Show students their names on sentence strips. ☐ Students identify letters at beg. of names. Writing: ☐ Students trace/copy names on sentence strips.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th></th> <th>Track?</th> <th>ID Letters:</th> <th>Form Ltrs:</th> </tr> <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> </table>		Track?	ID Letters:	Form Ltrs:	1				2				3				4				5				6				7				Overall comments: _____ _____	
			Track?	ID Letters:	Form Ltrs:																															
1																																				
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: ☐ Cut/Rearrange Sentence strips: _____ _____ _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th></th> <th>Track?</th> <th>Text Diff?</th> <th>Make Sent?</th> </tr> <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> </table>		Track?	Text Diff?	Make Sent?	1				2				3				4				5				6				7				Overall comments: _____ _____	
			Track?	Text Diff?	Make Sent?																															
1																																				
2																																				
3																																				
4																																				
5																																				
6																																				
7																																				
Language Play (10-15 minutes)	Phonological Awareness Task: ☐ <u>Rhyme</u> : Rhyme Read Aloud, Rhyme Pick-Up/Rhyme BINGO/Rhyme Go-Fish ☐ <u>Initial/Final Sound</u> : ABC Book, Picture/Object Sort ☐ <u>Blending/Segmenting</u> : Turtle/Robot Talk, Sounds in the Word	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th></th> <th>Easy</th> <th>Just Right</th> <th>Difficult</th> </tr> <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> </table>		Easy	Just Right	Difficult	1				2				3				4				5				6				7				Overall comments: _____ _____	
			Easy	Just Right	Difficult																															
1																																				
2																																				
3																																				
4																																				
5																																				
6																																				
7																																				
Home Connect	☐ Return previous book? 1 2 3 4 5 6 7 ☐ 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)	☐ Text1 (Last lesson's new book): _____ ☐ Text2: _____ ☐ Text Highlighting: _____ ☐ TRR1: _____ ☐ Audiotaped Reading: _____ ☐ 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	☐ Word Bank: _____ ☐ Push & Say It/Fast Read: _____ ☐ Picture/Word Sort: _____ ☐ Writing Sort: _____ ☐ Dictated Sentences: _____ ☐ Review Game: _____ ☐ 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																														
3																														
4																														
5																														
6																														
New Reading for Comprehension (8-10 minutes)	☐ New Book: _____ ☐ Introduce book. (Discuss title, cover, pictures, words, patterns, and meanings). Predict. ☐ Students read book to teacher or themselves. ☐ Post reading: _____	Speed: _____ Accuracy: _____ Expression: _____ Difficulty: _____ Overall comments: _____ _____																												
Home Connection	☐ Return book? Student 1 2 3 4 5 6 ☐ Take Home Book/Text: _____	Did you read the book at home? _____ # of times? ____ To whom? _____																												

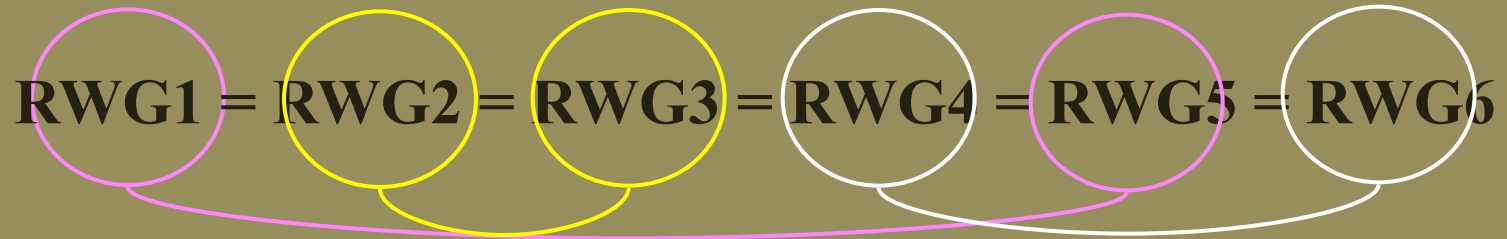
CREATING RWGs AND MSGs IN GRADES 1-5

- ❖ To form homeroom groups, each teacher is assigned two distinct Reading-Writing Groups (RWGs).
- ❖ Groups meet separately for RWG instruction and together for their LA/SS class.
- ❖ The homeroom is re-grouped into Math Skill Groups (MSGs).
- ❖ Groups may be heterogeneous or homogeneous.
- ❖ There are a variety of grouping schemes.



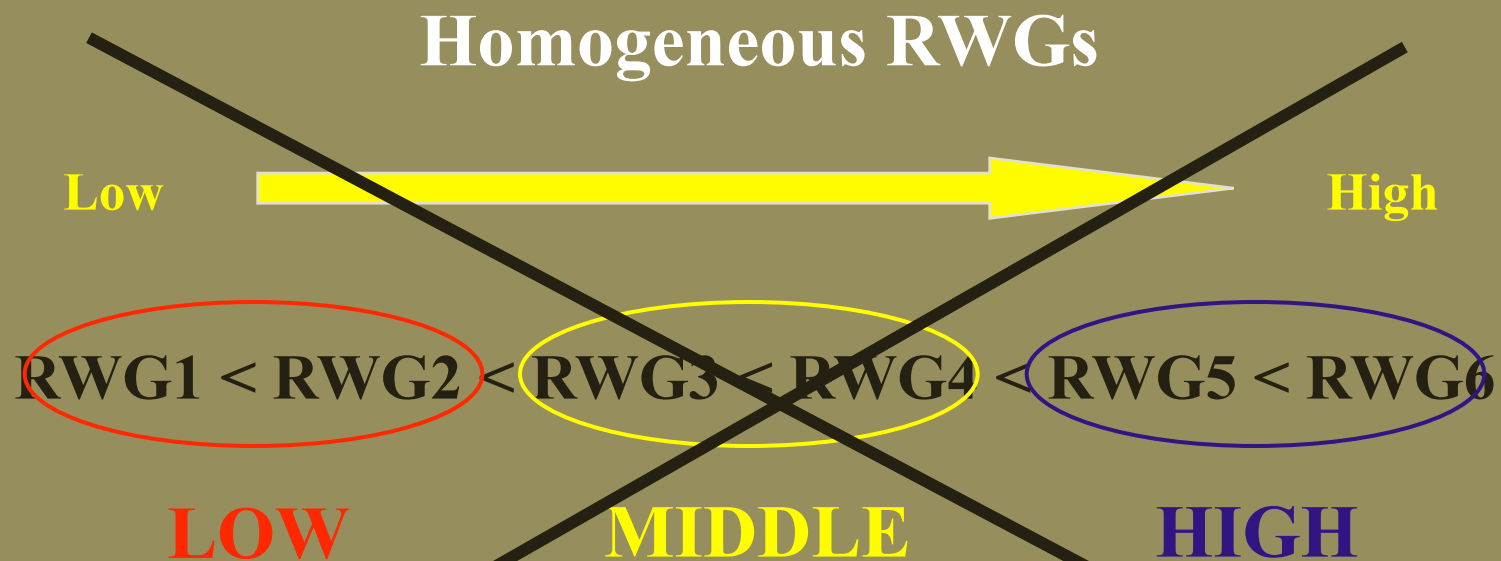
GROUPING SCHEMES

Heterogeneous RWGs



**All Pairings of Heterogeneous Groups
Create Heterogeneous Homerooms**

GROUPING SCHEMES CON'T

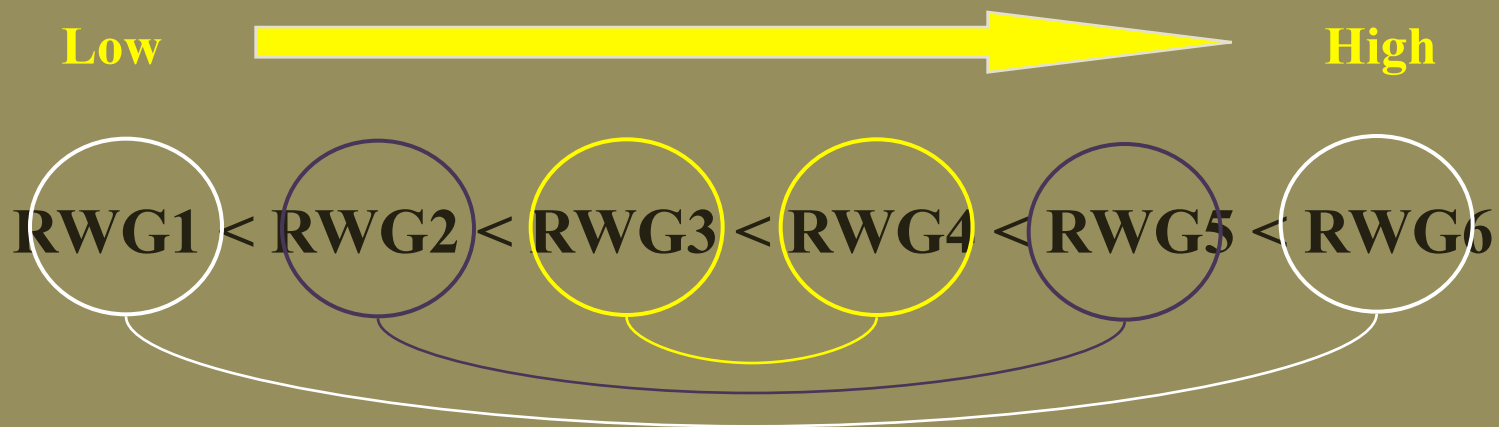


Pairing 1: Homogeneous Groups

Paired to Create Homogeneous Homerooms

GROUPING SCHEMES CON'T

Homogeneous RWGs

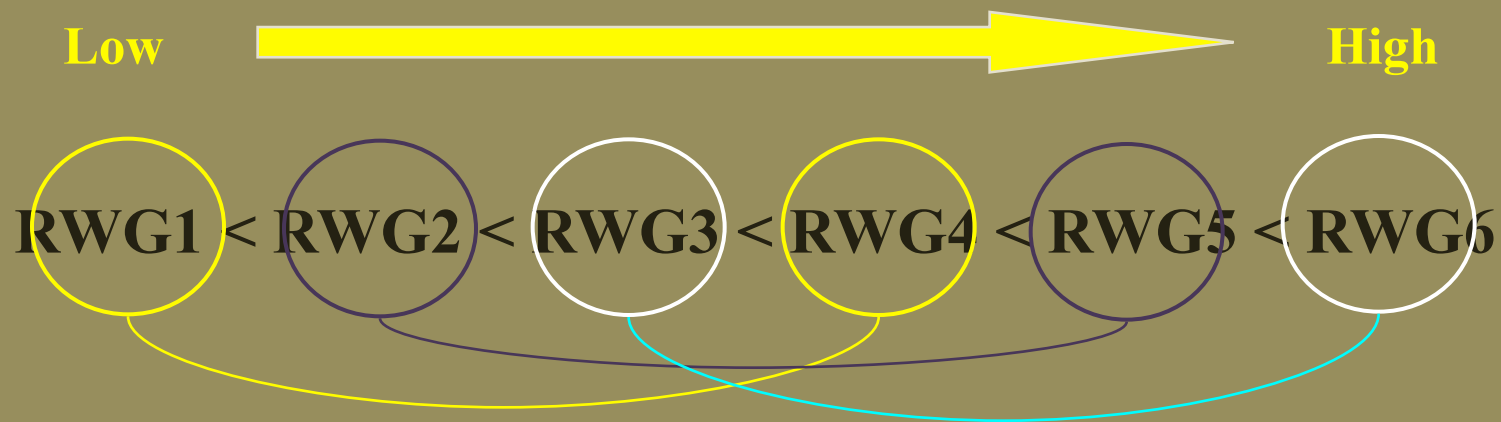


RWG1,6 = RWG2,5 = RWG3,4

Pairing 2: Homogeneous Groups
Paired to Create Somewhat “Bipolar” Homerooms

GROUPING SCHEMES CON'T

Homogeneous RWGs

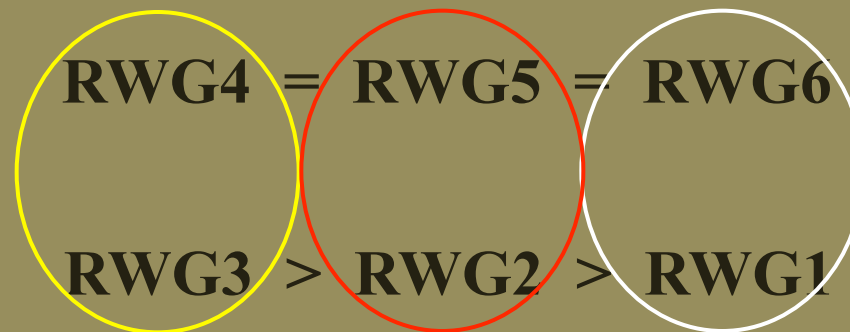


RWG1,4 < RWG2,5 < RWG3,6

Pairing 3: Homogeneous Groups
Paired to Create “Controlled Heterogeneity”

GROUPING SCHEMES CON'T

Heterogeneous Top Half RWGs



High  Low

Homogeneous Bottom Half RWGs

Pairing 4: Heterogeneous Top Half Groups
Paired with Homogeneous Bottom Half Groups
to Create “Stars in Every Room”



PBS SCHEDULING IN GRADES 1 THROUGH 3

Option 1: Language Arts and Math
Extension Classes

Option 2: General Extension and
SC/SS Extension Classes

GRADE 1-3 PARALLEL BLOCK SCHEDULE: OPTION 1-LA/SS & LA EXTENSION

		Block I 8:20-9:10	Block II 9:10-10:00	Block III 10:00-10:50
Teacher A	Homeroom 8:00-8:20	LA/SS RWGs-1,4	RWG-1	RWG-4
Teacher B		RWG-5	LA/SS RWGs-2,5	RWG-2
Teacher C		RWG-3	RWG-6	LA/SS RWGs-3,6
		Language Arts Extension		
Extension		RWG-2,6	RWG-3,4	RWG-1,5

GRADE 1-3 PARALLEL BLOCK SCHEDULE: OPTION 1-MATH/SC & MATH EXTENSION

		Block IV 11:40-12:30	Block V 12:30-1:20	Block VI 1:20-2:10
Teacher A	Lunch and Recess 10:50-11:40	Math/SC MSGs-1,4	MSG-1	MSG-4
Teacher B		MSG-5	Math/SC MSGs-2,5	MSG-2
Teacher C		MSG-3	MSG-6	Math/SC MSGs-3,6
		Mathematics Extension		
Extension		MSGs-2,6	MSGs-3,4	MSGs-1,5

Planning/Encore 2:10-3:00

GRADES 1-3 PARALLEL BLOCK SCHEDULE: OPTION 2-LA & LA EXTENSION

		Block I 8:20-9:10	Block II 9:10-10:00	Block III 10:00-10:50
Teacher A	Homeroom 8:00-8:20	LA RWGs-1,4	RWG-1	RWG-4
Teacher B		RWG-5	LA RWGs-2,5	RWG-2
Teacher C		RWG-3	RWG-6	LA RWGs-3,6
		Extension		
Extension		RWGs-2,6	RWGs-3,4	RWGs-1,5

GRADES 1-3 PARALLEL BLOCK SCHEDULE: OPTION 2-MATH & SS/SC EXTENSION

		Block IV 11:40-12:30	Block V 12:30-1:20	Block VI 1:20-2:10	Planning/Encore 2:10-3:00
Teacher A	Lunch and Recess 10:50-11:40	Math MSGs-1,4	MSG-1	MSG-4	
Teacher B		MSG-5	Math MSGs-2,5	MSG-2	
Teacher C		MSG-3	MSG-6	Math MSGs-3,6	
		Social Studies and Science			
SS/SC Teacher		SS/SC MSGs-2,6	SS/SC MSGs-3,4	SS/SC MSGs-1,5	



PBS SCHEDULING IN GRADES GRADES 4 AND 5

Social Studies and Science
Extension Classes

GRADES 4-5 PARALLEL BLOCK SCHEDULE: LA & SS EXTENSION

(Back)		Block I 8:20-9:10	Block II 9:10-10:00	Block III 10:00-10:50
Teacher A	Homeroom 8:00-8:20	LA RWGs-1,4	RWG-1	RWG-4
Teacher B		RWG-5	LA RWGs-2,5	RWG-2
Teacher C		RWG-3	RWG-6	LA RWGs-3,6
		SS/Extension		
SS/SC Teacher		SS RWGs-2,6	SS RWGs-3,4	SS RWGs-1,5

GRADES 4-5 PARALLEL BLOCK SCHEDULE: MATH & SCIENCE EXTENSION

		Block IV 11:40-12:30	Block V 12:30-1:20	Block VI 1:20-2:10	Planning/Encore 2:10-3:00
Teacher A	Lunch and Recess 10:50-11:40	Math MSGs-1,4	MSG-1	MSG-4	
Teacher B		MSG-5	Math MSGs-2,5	MSG-2	
Teacher C		MSG-3	MSG-6	Math MSGs-3,6	
		Science Extension			
SS/SC Teacher		SC MSGs-2,6	SC MSGs-3,4	SC MSGs-1,5	

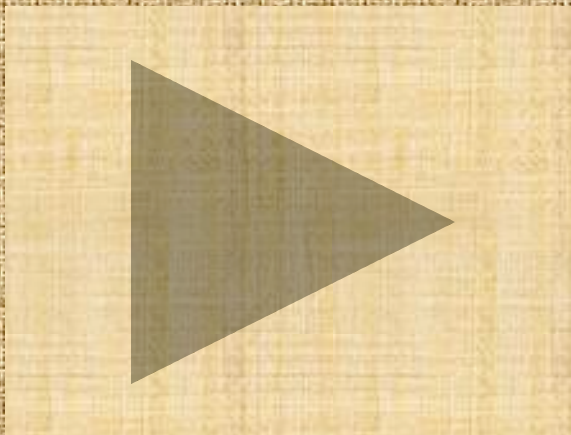


ADDING AN INTERVENTION AND ENRICHMENT PERIOD (I/E) TO THE PARALLEL BLOCK SCHEDULE

Parallel Block Master Schedule with Intervention and Enrichment (I/E) Period

45 min. Blocks	8:15- 9:00	9:00- 9:45	9:45- 10:30	10:30- 11:15	11:15- 12:00	12:00- 12:45	12:45 1:30	1:30 2:15	2:15- 3:00
Kind.	LA 1	LA 2	LA 3	L/R	I/E	Plan Cycle	M 1	M 2	M 3
Gr. 1	LA 1	LA 2	LA 3	R/L	I/E	M 1	M 2	Plan Cycle	M 3
Gr. 2	LA 1	LA 2	LA 3	I/E	R/L	M 1	M 2	M 3	Plan Cycle
Gr. 3	LA 1	LA 2	LA 3	I/E	L/R	M 1	Plan Cycle	M 2	M 3
Gr. 4	LA 1	LA 2	LA 3	Plan Cycle	M 1	L/R	M 2	M 3	I/E
Gr. 5	LA 1	LA 2	Plan Cycle	LA 3	M 1	R/L	M 2	M 3	I/E
Encore	Professional Development		Gr. 5	Gr. 4	L/R	Kind.	Gr. 3	Gr. 1	Gr. 2

MANASSAS PARK, VA (PG. 8-10)



**Lower
Elementary**



**Upper
Elementary**

**Cougar Elementary School
Demographic Changes 1999-2008**

	Free and Reduced Lunch	ELL Students	Latino Students
1999–2000	29%	16.3%	15.3
2007-2008	41%	31%	50%

**Table 6.3 Grade 3 Standards of Learning Pass
Rates at Cougar Elementary School Three-Year
Averages 1998–2000 and 2005–2007 in Percentages**

	English/ Reading	Math	History/SS	Science
Three-year average 1998–2000	51	61.5	54	60.5
Three-year average 2005–2007	84	91.7	89.8	90.5

WHY PBS???

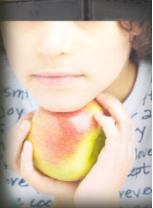
BECAUSE OF THE...



- ❖ Importance of students reading by grades 3 and 4
- ❖ Importance of changing teaching practices and expectations in grades K-1
- ❖ Advantages of a stable homeroom structure while still having access to varied instructional groupings and services
- ❖ Changes needed in typical pull-out services
- ❖ Relationship between class size and achievement
- ❖ Issue of students at-risk having two or more weak teachers in consecutive years
- ❖ Role of teacher assistants/aides and student achievement
- ❖ Need to share work load, especially during an age of accountability

REFERENCES

- ❖ Canady, R. L. & Rettig, M. D. (2008). *Elementary school schedule: Enhancing instruction for student achievement*. Larchmont, NY: Eye on Education.
- ❖ McPartland, J. M., and Slavin, R. E. Increasing Achievement of At-Risk Students at Each Grade Level. Policy Perspectives Series. Washington, DC: U. S. Department of Education, July 1990.
- ❖ Rettig, M. D., McCullough, L. L., Santos, K. E., Watson, C. R. (2004). *From rigorous standards to student achievement: A practical process*. Larchmont, NY: Eye On Education.
- ❖ Rettig, M. D. & Canady, R. L. (2000). *Scheduling strategies for middle schools*. Larchmont, NY: Eye On Education.



Sample 405 Minute Master Schedule

	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	2:40 PM	2:45 PM
Kindergarten	HR 20	MM 15	LA 45		I/E 45		LA 90				R 15	Lunch 30	Encore 45		Math 45		LA 15 SS/SC 45		H R																																																															
SPED A (K-1)	HR 20	LA 1 60			I/E K 45		LA K 60		Lunch 30		Math 1 45		I/E 1 45		Math K 45		Plan 45		H R																																																															
Grade 1	HR 20	LA 135					R 15	Lunch 30		Math 60			I/E 45		Encore 45		LA 15 SS/SC 45		H R																																																															
Grade 2	HR 20	LA 120					I/E 45		LA 15	R 15	Lunch 30		Math 60		SS/SC 45		Encore 45		H R																																																															
SPED B (2-3)	HR 20	LA 3 60			LA 2 60		I/E 2 45		I/E 3 45		Lunch 30		Math 2 45		Math 3 45		Plan 45		H R																																																															
Grade 3	HR 20	LA 75			Encore 45		LA 45		I/E 45		R 15	Lunch 30		LA 15	Math 60		SS/SC 45		H R																																																															
Grade 4	HR 20	Core 1 LA/SS or M/SC 120					Encore 45		R 15	Lunch 30		Core 2a LA/SS or M/SC 75			I/E 45		Core 2b 45		H R																																																															
SPED C (4-5)	HR 20	Read 4th 60			Math 5 45		Read 5th 60		Lunch/Plan 75			Math 4		I/E 4th		I/E 5th		H R																																																																
Grade 5	HR 20	Encore 45		Core 1 (LA,Math,SS/SC) 60		Read 5th 60		Core 2 (LA,Math,SS/SC) 60		R 15	Lunch 30		Core 3 (LA,Math,SS/SC) 60		I/E 45		H R																																																																	
Encore	HR 20	5th		TBA 30	3rd		4th		Lunch/Plan 75			K		1st		2nd		H R																																																																
I/E (Title 1 & Gifted)	HR 20	Plan/TBA 60			I/E K 45				I/E 2 45		I/E 3 45		Lunch 30		I/E 1st 45		I/E 4th		I/E 5th		H R																																																													

**Master Elementary School Schedule Illustrating Early Literacy Groups (ELGs) Meeting in Reduced Groups Twice Each Day
for Three Kindergarten and Three Grade 1 Teachers, Including Completed Schedules for Grades 2 - 5**

	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 2:40 PM 2:45 PM 2:50 PM 2:55 PM 3:00 PM											
Kindergarten Teacher A	Homeroom Activities, Mathematics and Unit Time (50)		*ELGs (40)	Literacy (80 minutes)		Lunch/ Recess (40)	Encore/ Plan (40)	Math/ Science (40)	Literacy/Social Studies (80 minutes)		Repeat ELGs (40)	Dismissal
Kindergarten Teacher B			Literacy (40)	ELGs (40)	Literacy (40)	Lunch/ Recess (40)	Encore/ Plan (40)	Math/ Science (40)	Repeat ELGs (40)	Literacy/Social Studies (80 minutes)		
Kindergarten Teacher C			Literacy (80 minutes)		ELGs (40)	Lunch/ Recess (40)	Encore/ Plan (40)	Math/ Science (40)	Literacy (40)	Repeat ELGs (40)	Literacy (40)	
Grade 1 Teacher A	HR	ELGs (40)	Literacy/Social Studies (80 minutes)		Encore/ Plan (40)	Recess/ Lunch (40)	Math/Science (80 minutes)		Literacy/ SS (40)	Repeat ELGs (40)	Literacy/ SS (40)	
Grade 1 Teacher B	HR	Literacy (80 minutes)		ELGs (40)	Encore/ Plan (40)	Recess/ Lunch (40)	Math/Science (80 minutes)		Literacy/Social Studies (80 minutes)		Repeat ELGs (40)	
Grade 1 Teacher C	HR	Literacy (40)	ELGs (40)	Literacy (40)	Encore/ Plan (40)	Recess/ Lunch (40)	Math/Science (80 minutes)		Repeat ELGs (40)	Literacy/Social Studies (80 minutes)		
Grade 2	HR	Language Arts/Reading (80 minutes)		Encore/ Plan (40)	LA/ Reading (40)	ELGs if needed (40)	Lunch/ Recess (40)	ELGs if needed (40)	Math/Science/Social Studies (120 minutes)			
Grade 3	HR	80 Minutes		I/E Center (40)	80 Minutes		Recess/ Lunch (40)	80 Minutes		Encore/ Plan (40)	(40)	
Grade 4	HR	80 Minutes		OPEN: Could be 4 th block if grades are departmentalized. Could be extensive I/E for students needing help before testing; enrichment for others		80 Minutes		Lunch/ Recess (40)	80 Minutes		Encore/ Plan (40)	
Grade 5	HR	80 Minutes				80 Minutes		Recess/ Lunch (40)	Encore/ Plan (40)	80 Minutes		
Lunch/Recess						K,1	2,3	4,5				
Specials Music, Art, PE, Library, Break Aides, Computer Lab, Guidance, Resource Class, Encore		Plan**		Grade 2	Grade 1	Lunch	Grade K	Plan	5	3	4	
ELGs		1-A	K-A, 1-C	K-B, 1-B	K-C	Grade 2		Grade 2	K-B, 1-C	K-C, 1-A	K-A, 1-B	

* ELG = Early Literacy Group

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

Cougar Elementary School Master Block Schedule									
Time	8:00- 8:15	8:15- 9:05	9:05- 9:55	9:55- 10:45	10:45- 11:35	11:35- 12:25	12:25- 1:15	1:15- 2:05	2:05- 2:55
Community I K-1 (6)	HR	LA 1	LA 2	LA 3	L/R	M1	M2	Plan	M3
Community I 2-3 (6)	HR	LA 1	LA 2	LA 3	L/R	M 1	M 2	M3	Plan
Community II K-1 (6)	HR	LA 1	LA 2	LA 3	M1	L/R	Plan	M2	M 3
Community II 2-3 (6)	HR	LA 1	LA 2	LA 3	Plan	L/R	M 1	M 2	M 3
Community III K-1 (6)	HR	LA 1	LA 2	Plan	LA 3	M1	L/R	M2	M 3
Community III 2-3 (6)	HR	LA 1	Plan	LA 2	LA 3	M 1	L/R	M 2	M3
Specials	Duty	Plan	CIII 2-3	CIII K-1	CII 2-3	Lunch/ Duty	CII K-1	CI K-1	CI 2-3

Cougar Elementary School Community III 2-3 Schedule

Time	8:00-8:15	8:15-9:05	9:05-9:55	9:55-10:45	10:45-11:35	11:35-12:25	12:25-1:15	1:15-2:05	2:05-2:55
Teacher 2G	HR	LA 2-13,2-16	Plan	RWG 2-13	RWG 2-16	Math 2-13,2-16	L/R	MSG 2-13	MSG 2-16
Teacher 2H	HR	RWG 2-17	Plan	LA 2-14,2-17	RWG 2-14	MSG 2-17	L/R	Math 2-14,12-17	MSG 2-14
Teacher 2I	HR	RWG 2-15	Plan	RWG 2-18	LA 2-15,2-18	MSG 2-15	L/R	MSG 2-18	Math 2-15,2-18
Teacher 3G	HR	LA 3-13,3-16	Plan	RWG 3-13	RWG 3-16	Math 3-13,3-16	L/R	MSG 3-13	MSG 3-16
Teacher 3H	HR	RWG 3-17	Plan	LA 3-14,3-17	RWG 3-14	MSG 3-17	L/R	Math 3-14,3-17	MSG 3-14
Teacher 3I	HR	RWG 3-15	Plan	RWG 3-18	LA 3-15,3-18	MSG 3-15	L/R	MSG 3-18	Math 3-15,3-18
Teacher SS/SC		SS/SC 3-14 3-18	Plan	SS/SC 3-15 3-16	SS/SC 3-13 3-17	SS/SC 2-14 2-18	L/R	SS/SC 2-15 2-16	SS/SC 2-13 2-17
Tech. Center		Tech. 2-14 2-18		Tech. 2-15 2-16	Tech. 2-13 2-17	Tech. 3-14 3-18		Tech. 3-15 3-16	Tech. 3-13 3-17

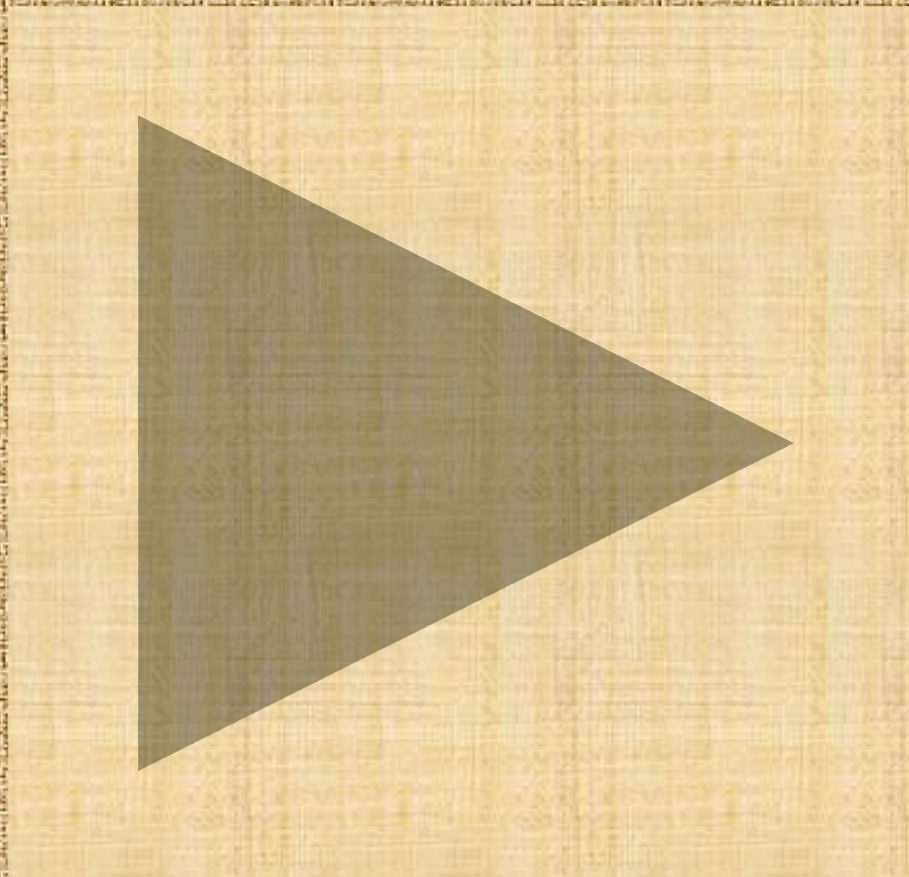
SCHOOL
SCHEDULING
ASSOCIATES

Cougar Elementary School Specialists' Rotation						
	KA	KB	KC	1A	1B	1C
Day 1	PE	PE	PE	A	M	L
Day 2	A	M	L	PE	PE	PE
Day 3	PE	PE	PE	M	L	A
Day 4	M	L	A	PE	PE	PE
Day 5	PE	PE	PE	L	A	M
Day 6	L	A	M	PE	PE	PE

Community I 2-3 2:05-2:55
Community II 2-3 10:45-11:35
Community III 2-3 9:05-9:55

Community I K-1 1:15-2:05
Community II K-1 12:25-1:15
Community III K-1 9:55-10:45

MANASSAS ELEMENTARY PBS ILLUSTRATION



MASTER BLOCK SCHEDULE

[illegible]

ENCORE ROTATION

Days>		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8
Teachers									
TA									
TB									
TC									
TD									