Designing Quality Middle School Master Schedules

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SCHOOL SCHEDULING ASSOCIATES

AGENDA

- Introduction and History
- 8 Guiding Questions
- Scheduling Ideas
- Intervention and Enrichment
- Planning Process
- Staff Development
- How to Fail!

Summary of the Scheduling Trends in Virginia High Schools 1994-2006

Single Period Schedule Trends

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-2003	2003-2004	2004-2005	2005-2006
6 period	55	52	42	35	24	12	9	6	7	8	8	6
7 period	133	104	79	72	69	74	70	66	64	66	66	60
8 period	3	0	0	0	0	0	0	0	0	0	0	0
Total	191	156	121	107	93	86	79	72	71	74	74	66

Block Scheduling Trends

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-2003	2003-2004	2004-2005	2005-2006
6 A/B	16	13	12	14	7	5	6	6	7	7	0	0
7 A/B	39	52	69	74	86	82	90	92	89	89	94	89
8 A/B	10	6	8	10	11	22	27	31	34	38	42	58
4 x 4	28	58	78	84	93	97	94	95	100	97	93	95
Other	4	5	4	5	5	6	6	6	2	3	3	3
Total	97	134	171	187	202	212	223	230	232	234	232	245

8 Guiding Questions Which Help Us Revisit the Mission and Goals of Middle Schools

1. What is an appropriate number of students a middle school teacher should see each day/term/year? Is there a relationship between how a teacher works with students and the number of students assigned to a teacher?
2. What is the appropriate number of teachers for middle school students to see each day/term/year? Is there a relationship between student behavior and "sense of belonging" and the number of teachers a student is assigned during a day/term/year?

8 Guiding Questions Which Help Us Revisit the Mission and Goals of Middle Schools, con't

3. What is the appropriate time balance between core and encore subjects? What factors should be considered in determining this balance?
4. What is the appropriate number of subjects for students to be enrolled during any one day/term/year? Is there a relationship between the number of classes for which students are responsible and their success in those classes?
5. How should exploratory classes be scheduled in relation to other subjects?

Key Question 3:

a. What percentage of a student's day should be spent in the following basic subjects: English (including reading), mathematics, science, and social studies?

b. How should the total time allocated to ELA, math, science and social studies be divided among these subjects?

c. How should the time allocated to encore classes be divided among the various possibilities?

School Factors Influencing Achievement

Factor	Avg. ES	Percentile Gain
OTL	.88	31
Time	.39	15
Monitoring	.30	12
Pressure to achieve	.27	11
Parental involvement	.26	10
School climate	.22	8
Leadership	.10	4
Cooperation	.06	2

1. Opportunity to Learn - the extent to which the school ensures that the specified curriculum is being followed and that the curriculum includes content on which student achievement is assessed.

To what extent does your school provide explicit guidelines in terms of the content to be taught in classes?

1 2 3 4

To what extent does your school monitor the extent to which the content guidelines are being followed?

1 2 3 4

To what extent does your school monitor the extent to which the content in the curriculum covers the material on the assessment(s) used to judge student achievement?

1 2 3 4

2. TIME - THE AMOUNT OF TIME THE SCHOOL DEDICATES TO INSTRUCTION

To what extent is your school aware of the time it devotes to instructional versus non-instructional activities?

1 2 3 4

To what extent does your school maximize the amount of time scheduled for instruction?

1 2 3 4

To what extent does your school monitor the extent to which classroom teachers maximize their instructional time?

1 2 3 4

8 Guiding Questions Which Help Us Revisit the Mission and Goals of Middle Schools, con't

6. While many middle school schedules on paper show the possibility of flexibly combining single periods into longer instructional blocks, in practice, we find classes typically are taught in single periods; hence, does the middle school experience become even more fragmented for both students and teachers? Does such practice create stress and make it difficult for teachers to implement some of the more productive teaching strategies?

8 Guiding Questions Which Help Us Revisit the Mission and Goals of Middle Schools, con't

7. With the growing diversity of school populations, do we need to plan schedules which permit extended learning time for those students who need additional time to meet course expectations?
8. Should a middle school schedule be compatible with elementary and high school schedules in the feeder pattern?

Cost Comparison Chart

	8-Period, 8 A/B, 4X4, or Hybrid; Teach 7	7 Period or 7 A/B; Teach 6	6-Period or 6 A/B; Teach 5	5 Block Trimester; Teach 4	8-Period, 8 A/B, 4X4, or Hybrid; Teach 6	7-Period or 7 A/B; Teach 5	8 A/B, 4X4, Hybrid; Teach 5
Student Load	**8**	**7**	**6**	**5**	**8**	**7**	**8**
Teacher Load	**7**	**6**	**5**	**4**	**6**	**5**	**5**
Cost Factor	**87.5%**	**86%**	**83%**	**80%**	**75%**	**71%**	**62.5%**

Less Expensive

More Expensive

However…remember the prime rule of school scheduling:

To put something in, you must take something out!

Middle School Scheduling Options

- Period Schedules
- HS Style Block Schedules
- Equal Core Periods
- Four-Block Schedule (and variations)
- Time and a half Schedules
- Five-Block Schedules
- The Intervention/Enrichment Period
- Encore Scheduling Options
- Math Scheduling Ideas

Criteria for Comparison of Schedules

- Time per course
- Choices available
- Cost
- Student Load
- Teacher Load
- Percentage of Core (assuming 1 class (period or block) of E,M,SS, and SC per year)
- Meeting format: daily (yearlong), every-other-day (yearlong), daily (semester)

6-Period Day (Lunch Built Around Periods)

Period 1
Period 2
Period 3
Period 4
Period 5
Period 6

- Time per course-57 x180
- Choices available-6
- Cost Factor- 5/6 (83%)
- Student Load-6
- Teacher Load-5
- Percentage Core-67%
- Meeting format: daily-yearlong

6-Period Advantages

- Daily meeting
- Total time per course-More than all but 6 A/B
- Percentage of core-67% is more than all others and equivalent to the 6 A/B
- Cost- Same as 6 A/B; more than 6/7 or 7/8; less than all others.

7-Period Day (Lunch Built Around Periods)

Period 1
Period 2
Period 3
Period 4
Period 5
Period 6
Period 7

- Time per course-48 x 180
- Choices available-7
- Cost Factor- 5/7 (71%), 6/7 (86%)
- Student Load-7
- Teacher Load-5 or 6
- Percentage Core: 57%
- Meeting format: daily-yearlong

7-Period Advantages

- Daily meeting
- Total time per course (less than 6-period, 6 A/B and 7 A/B; more than 8-period, 8 A/B, 4X4, and Hybrid 4X4
- Percentage of core (less than 6-period and 6 A/B; more than 8-period, 8 A/B, 4X4 and Hybrid 4X4)
- Choice (one more than 6-period; one less than 8-period, 8 A/B, 4X4, and Hybrid 4X4)

8-Period Day (Lunch is a Period)

Period 1
Period 2
Period 3
Period 4L
Period 5L
Period 6L
Period 7
Period 8

- Time per course-46 x 180
- Choices available-7
- Cost Factor- 5/7 (71%), 6/7 (86%)
- Student Load-7
- Teacher Load-5 or 6
- Percentage Core: 57%
- Meeting format: daily-yearlong

8 Period (Lunch is a Period) Advantages

- Daily meeting
- Total time per course (less than 6 period, 7 period, 8 period (w/30 min. lunch), 6 A/B, and 7 A/B; more than 8 A/B, 4X4, and Hybrid 4X4
- Percentage of core (less than 6 period and 6 A/B; more than 8 period, 8 A/B, 4X4 and Hybrid 4X4)
- Choice (one more than 6-period; one less than 8-period, 8 A/B, 4X4, and Hybrid 4X4)
- Scheduling ease (8 slots for singletons)

8-Period Day (Lunch Built Around Periods)

Period 1
Period 2
Period 3
Period 4
Period 5
Period 6
Period 7
Period 8

- Time per course-43 x 180
- Choices available-8
- Cost Factor- 5/8 (62.5%), 6/8 (75%), 7/8 (87.5%)
- Student Load-8
- Teacher Load-5, 6, or 7
- Percentage Core: 50%
- Meeting format: daily-yearlong

8 Period (Lunch Built Around Periods) Advantages

- Daily meeting
- Choice (Same as 8 A/B, 4X4, and Hybrid 4X4; more than all others.)
- Flexibility for double-dosing
- Guaranteed lunch

9-Period Day (Lunch is a Period)

Period 1
Period 2
Period 3
Period 4L
Period 5L
Period 6L
Period 7
Period 8
Period 9

- Time per course-40 x 180
- Choices available-8
- Cost Factor- 5/8 (62.5%), 6/8 (75%), 7/8 (87.5%)
- Student Load-8
- Teacher Load-5, 6, or 7
- Percentage Core: 50%
- Meeting format: daily-yearlong

How many periods?

6, 7, 8, 9, 10???

6 A/B Schedule

	A Day	B Day
Block 1	Class 1	Class 2
Block 2	Class 3	Class 4
Block 3	Class 5	Class 6

- Time per course-119 x 90
- Choices available-6
- Cost Factor- 5/6 (83%)
- Student Load-6
- Teacher Load-5
- Percentage Core: 67%
- Meeting format: E-O-D-yearlong

6-A/B Advantages

- Total time per course-More than all other schedules listed.
- Percentage of core-67% is more than all others and equivalent to the 6-period.
- Cost- Same as 6 period; more than 6/7 or 7/8; less than all others.

7 A/B Schedule

	M	T	W	R	F
Block 1 (100)	1	2	1	2	1
					2
Block 2 (100)	3	4	3	4	3
					4
Block 3 (82)	5 and Lunch	5 and Lunch	5 and Lunch	5 and Lunch	5 and Lunch
Block 4 (100)	7	6	7	6	6
					7

- Time per course-100 x 90 or 50 X 180
- Choices available-7
- Cost Factor- 5/7 (71%), 6/7 (86%)
- Student Load-7
- Teacher Load-5 or 6
- Percentage Core: 57%
- Meeting format: E-O-D yearlong or daily-yearlong

7- A/B Advantages

- Total time per course (less than 6-period and 6 A/B; more than 7-Period, 8-period, 8 A/B, 4X4, and Hybrid 4X4)
- Percentage of core (same as 7-period, less than 6-period and 6 A/B; more than 8-period, 8 A/B, 4X4, and Hybrid 4X4)
- Choice (one more than 6-period; one less than 8-period, 8 A/B, 4X4, and Hybrid 4X4)
- Daily student load
- Daily teacher load

8 A/B Schedule

	A Day	B Day
Block 1	Class 1	Class 2
Block 2	Class 3	Class 4
Block 3	Class 5	Class 6
Block 4	Class 7	Class 8

- Time per course-88 x 90
- Choices available-8
- Cost Factor- 5/8 (62.5%), 6/8 (75%), 7/8 (87.5%)
- Student Load-8
- Teacher Load-5, 6, or 7
- Percentage Core: 50%
- Meeting format: E-O-D-yearlong

8- A/B Advantages

- Choice (Same as 8 A/B, 4X4, and Modified 4X4; more than all others.)
- Flexibility for double-dosing
- Daily teacher load (if teaching 5 or 6)
- Daily student load

8 A/B Block and Single Period Hybrid Schedule

	M	T	W	TH	F
Period 1	Class 1	Class 1	**Class 1**	**Class 2**	Class 1
Period 2	Class 2	Class 2			Class 2
Period 3	Class 3	Class 3	**Class 3**	Class 4	Class 3
Period 4	Class 4	Class 4			Class 4
Period 5	Class 5	Class 5	**Class 5**	Class 6	Class 5
Period 6	Class 6	Class 6			Class 6
Period 7	Class 7	Class 7	**Class 7**	Class 8	Class 7
Period 8	**Class 8**	**Class 8**			**Class 8**

Benefits of the Alternate day Block Schedule

- Longer classes encourage teaching with a variety of instructional models.
- Fewer "start-ups" and "endings" result in more useable instructional time.
- Fewer class changes improve school climate, discipline, and cleanliness.
- Because teachers see fewer students daily they know students better and are able to give more individual assistance.
- Compared to every day models, students have fewer classes, quizzes, tests, and homework assignments on any one day.

Issues to Be Addressed in the Alternate Day Block Schedule

- Attention Span
- Teacher planning
- Lunch periods
- Absences
- Review
- "Sink time"
- To float or not to float
- Equalizing students' load
- Block vs. single period in 7 course plans
- Teaching in the Block

Middle School Specific Schedules

- Equal Division of Core: LA, Math. SS, and SC.
- Double LA: LA, Reading, Math, SC and SS.
- Double LA and Double Math: 2 LA, 2 Math, 1 SS, and 1 SC.
- 1 and ½ LA and Math, 1 SS, 1SC.

Equal Core Allocations with Equal Encore Periods in 390-Minute Day (66 2/3% Core)

Core 1 (55m)	LA/Reading
Core 2 (55m)	Mathematics
Core 3 (55m)	Social Studies
Lunch (35m)	Lunch
Core 4 (55m)	Science
Encore 1 (55m)	Elec./Exp.
Encore 2 (55m)	Elec./Exp.

Equal Core Allocations with Shorter Encore Periods in 390-Minute Day (75% Core)

Core 1 (60m)	LA/Reading
Core 2 (60m)	Mathematics
Core 3 (60m)	Social Studies
Lunch (35m)	Lunch
Core 4 (60m)	Science
Encore 1 (45 m)	Elec./Exp.
Encore 2 (45 m)	Elec./Exp.

Double LA, Math, SS, SC, and Two Encore (71% Core)

Core 1 (50m)	English
Core 2 (50m)	Reading
Core 3 (50m)	Mathematics
Core 4 (50m)	Social Studies
Lunch (35m)	Lunch
Core 5 (50m)	Science
Encore 1 (50 m)	Elec./Exp.
Encore 2 (50 m)	Elec./Exp.

Double LA, Math, SS, SC, and Three Encore (62.5% Core)

Core 1 (42m)	English
Core 2 (42m)	Reading
Core 3 (42m)	Mathematics
Core 4 (42m)	Social Studies
Lunch (35m)	Lunch
Core 5 (42m)	Science
Encore 1 (42 m)	Elec./Exp.
Encore 2 (42 m)	Elec./Exp.
Encore 3 (42 m)	Elec./Exp.

The Five-Block Schedule (80% Core)

	Day 1	Day 2
Block I	LA/R	LA/R
Block II	Math	Math
Block III	Social Studies	Social Studies
Block IV	Science	Science
Block V	PE/Health	Elective

The Four-Block Schedule: (Double Dose of LA and M)(75% Core)

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

Two-Teacher Team

Times	8:00-8:10	Block I 8:10-9:40	Block II 9:45-11:15	11:20-11:50	Block III 11:55-1:25	Block IV 1:30-3:00
Teacher A LA/R/SS	HR	LA/R Group 1	LA/R Group 2	Lunch	SS Group 1 Day 1 Group 2 Day 2	PE, Elective, and Exploratory For Students
Teacher B M/SC	HR	Math Group 2	Math Group 1	Lunch	Science Group 2 Day 1 Group 1 Day 2	Planning For Teachers

Three-Teacher Team

Times	8:00-8:10	Block I 8:10-9:40	Block II 9:45-11:15	11:20-11:50	Block III 11:55-1:25	Block IV 1:30-3:00
Teacher A LA/R	HR	LA/R Group 1	LA/R Group 2	Lunch	LA/R Group 3	PE , Elective, and Exploratory For Students
Teacher B Math	HR	Math Group 3	Math Group 1	Lunch	Math Group 2	
Teacher C SS/SC	HR	SS/SC Group 2	SS/SC Group 3	Lunch	SS/SC Group 1	Planning For Teachers

Four-Teacher Team

Times	8:00-8:10	Block I 8:10-9:40	Block II 9:45-11:15	11:20-11:50	Block III 11:55-1:25	Block IV 1:30-3:00
Teacher A LA/R	HR	LA/R Group 1	LA/R Group 2	Lunch	LA/R Group 3	PE, Elective, and Exploratory For Students
Teacher B Math	HR	Math Group 4	Math Group 1	Lunch	Math Group 2	
Teacher C SS(LA)	HR	SS D1-Grp. 3 D2-Grp. 2	LA Group 4	Lunch	SS D1-Grp. 1 D2-Grp. 4	
Teacher D SC (M)	HR	SC D1-Grp. 2 D2-Grp. 3	Math Group 3	Lunch	SC D1-Grp. 4 D2-Grp. 1	Planning For Teachers

Six-Teacher Team

	8:00-8:10	Block I 8:10-9:40	Block II 9:45-11:15	11:20-11:50	Block III 11:55-1:25	Block IV 1:30-3:00
Teacher A LA/R	HR	LA/R Group 1	LA/R Group 2	Lunch	LA/R Group 3	PE, Elective, and Exploratory For Students Planning For Teachers
Teacher B Math	HR	Math Group 3	Math Group 1	Times	Math Group 2	
Teacher C SS	HR	SS D1-Grp. 2 D2-Grp. 4	SS D1-Grp. 3 D2-Grp. 5	Lunch	SS D1-Grp. 1 D-2-Grp.6	
Teacher D SC	HR	SC D1-Grp. 4 D2-Grp. 2	SC D1-Grp. 5 D2-Grp. 3	Lunch	SC D1-Grp. 6 D-2-Grp.1	
Teacher E LA/R	HR	LA/R Group 5	LA/R Group 6	Lunch	LA/R Group 4	
Teacher F Math	HR	Math Group 6	Math Group 4	Lunch	Math Group 5	

Four-Block Master Schedule

Times	8:00-8:10	Block I 8:10-9:40	Block II 9:45-11:15	11:20-11:50	Block III 11:55-1:25	Block IV 1:30-3:00
Grade 6	HR	Core Block 1	Core Block 2	Lunch	Core Block 3	Planning
Grade 7	HR	Core Block 1	Core Block 2	Lunch	Planning	Core Block 3
Grade 8	HR	Core Block 1	Planning	Lunch	Core Block 2	Core Block 3
PE/H	Duty	Planning	½ Grade 8	Lunch	½ Grade 7	½ Grade 6
Explore. And/or Elective	Duty	Planning	½ Grade 8	Lunch	½ Grade 7	½ Grade 6

Major Pros and Cons of Four-Block

Pros

- 90 minutes is provided daily for LA/Reading and Mathematics.
- Students and teachers only take or teach three academic classes daily.
- LA and Mathematics teachers instruct only three groups all year.
- Adequate time is provided for SS/SC.
- Adequate time is provided for Encore for most students.

Cons

- Students who select two year-long electives (i.e. Band and FL) have difficulty scheduling PE/H.
- No clear time for re-teaching.
- SS/SC teachers on six-teacher teams work with six sections all year long.
- SS/SC teachers may not believe adequate time has been allocated.

The Four-Block: Variation 1

	Day 1	Day 2
Block I	LA/Reading	
Block II	Mathematics	Foreign Lang.
Block III	Social Studies	Science
Block IV	Elec./Exp.	Elec./Exp.

Four-Block Schedule: Variation 2

	Day 1	Day 2
Block I	Mathematics	
Block II	LA/Reading	Foreign Lang.
Block III	Social Studies	Science
Block IV	Elec./Exp.	Elec./Exp.

The Four-Block Schedule with a 9th Period for Intervention/ Enrichment

	Day 1	Day 2
9th Period	PE/Exp./Elec./Interv./Enr.	
Block I	Language Arts and Reading	
Block II	Mathematics	
Block III	Social Studies	Science
Block IV	PE/Exp./Elec.	PE/Exp./Elec.

The Five-Block Schedule (60% Core)

	Day 1	Day 2
Block I	LA/R	LA/R
Block II	Math	Math
Block III	Social Studies	Science
Block IV	Elective	Elective
Block 5	PE/Health	World Lang.

1.5 LA and 1.5 Math
Sample Student Schedule
(62.5% Core)

	10	90 mins.	15	45 mins.	45 mins.	30 mins	90 mins.	45 mins	45 mins.
D1	HR	Language Arts	BREAK	Math	Elect. 1	Lunch	Social Studies	Arts or Health	Span.
D2		Math		LA	Elect. 2		Science	PE	

1.5 LA and 1.5 Math
Sample Language Arts
Teacher's Schedule

	10	90 mins.	15	45 mins.	45 mins.	30 mins	90 mins.	45 mins.	45 mins.
D1	HR	Language Arts 6A	BREAK	Math 6B	Plan	Lunch	Language Arts 6C	Plan	LA 6D
D2		Language Arts 6B		LA 6A	Plan		Language Arts 6D	Plan	LA 6C

1.5 LA and 1.5 Math: Sample Math Teacher's Schedule

	10	90 mins.	15	45 mins.	45 mins.	30 mins	90 mins.	45 mins.	45 mins.
D1	HR	Math 6B	BREAK	Math 6A	Plan	Lunch	Math 6D	Plan	Math 6C
D2		Math 6A		LA 6B	Plan		Math 6C	Plan	Math 6D

1.5 LA and 1.5 Math: Sample Social Studies Teacher's Schedule

<table>
<tr><td></td><td>10</td><td>90 mins.</td><td>15</td><td>45 mins.</td><td>45 mins.</td><td>30 mins</td><td>90 mins.</td><td>45 mins.</td><td>45 mins.</td><td></td></tr>
<tr><td>D1</td><td rowspan="2">HR</td><td>SS 6C</td><td rowspan="2">BREAK</td><td colspan="2">Plan or SS or Elect.</td><td rowspan="2">Lunch</td><td>SS 6A</td><td colspan="2">Plan or SS or Elect.</td><td></td></tr>
<tr><td>D2</td><td>SS 6D</td><td colspan="2">Plan or SS or Elect.</td><td>SS 6B</td><td colspan="2">Plan or SS or Elect.</td><td></td></tr>
</table>

1.5 LA and 1.5 Math: Sample Science Teacher's Schedule

<table>
<tr><td></td><td>10</td><td>90 mins.</td><td>15</td><td>45 mins.</td><td>45 mins.</td><td>30 mins</td><td>90 mins.</td><td>45 mins.</td><td>45 mins.</td><td></td></tr>
<tr><td>D1</td><td rowspan="2">HR</td><td>SC 6D</td><td rowspan="2">BREAK</td><td colspan="2">Plan or SC or Elect.</td><td rowspan="2">Lunch</td><td>SC 6B</td><td colspan="2">Plan or SC or Elect.</td><td></td></tr>
<tr><td>D2</td><td>SC 6C</td><td colspan="2">Plan or SC or Elect.</td><td>SC 6A</td><td colspan="2">Plan or SC or Elect.</td><td></td></tr>
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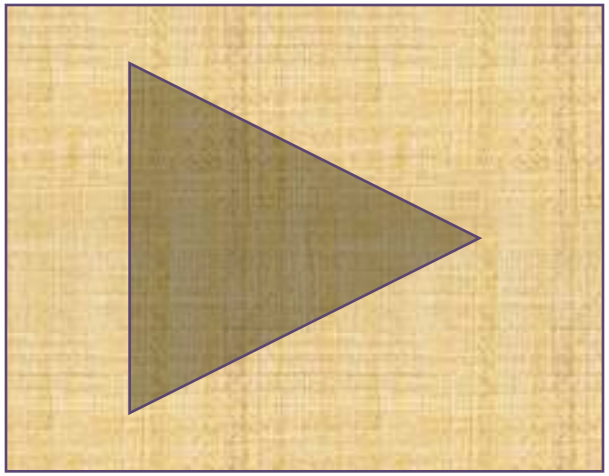
The Intervention/Enrichment (I/E) Period

- Scheduling the I/E Period: Middle School Models
  - School wide
  - By Grade Level
  - By Team
- Organizing the I/E period for Response to Intervention

Middle School IE Periods

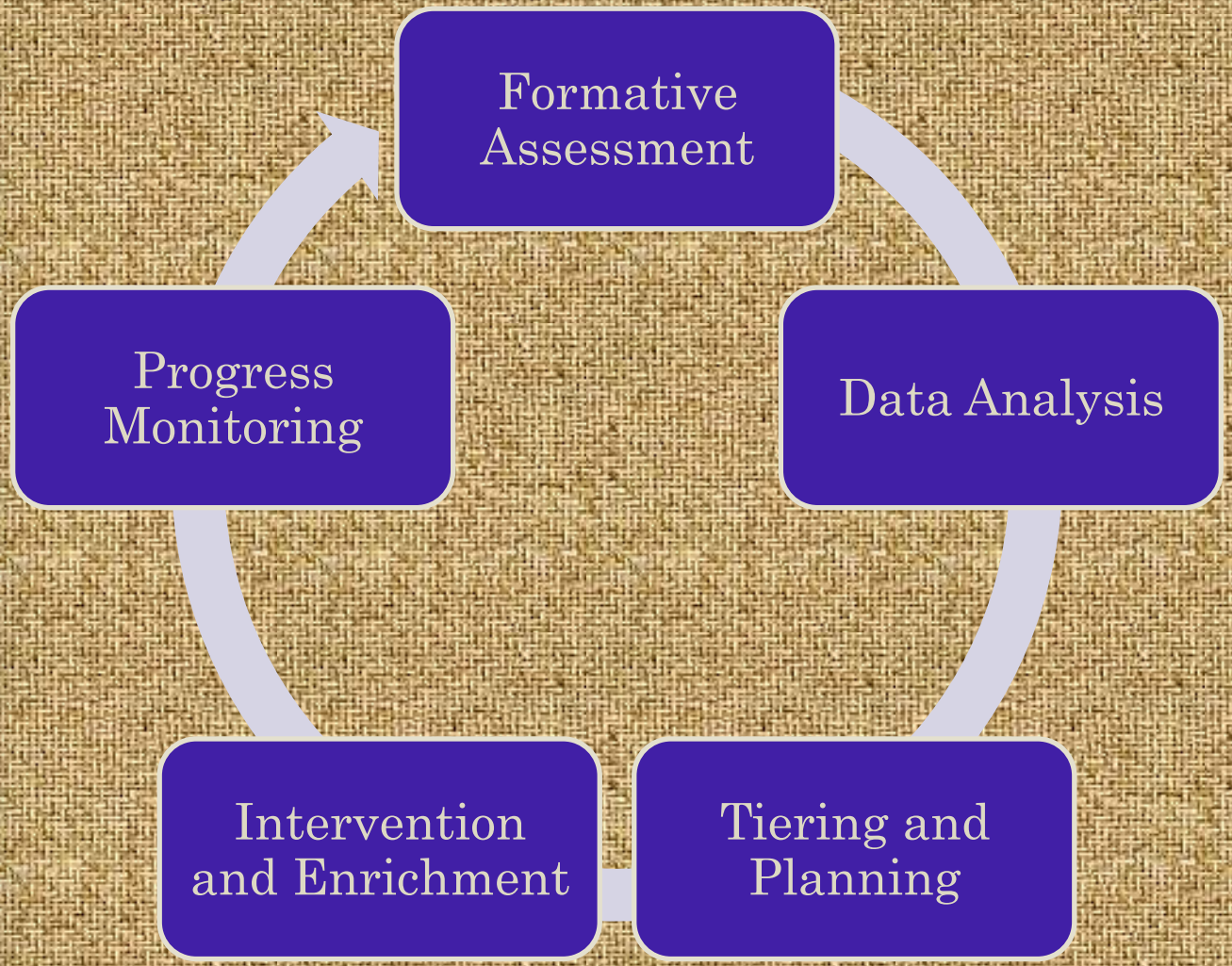


Caveat emptor!

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 a Tier 3 intervention be in addition to the Tier 2 intervention, though in some schools it replaces the Tier 2 intervention.

Two Approaches to I/E Organization in Middle Schools

Team/Grade Level

Data Grouping

- Based upon formative assessment data students are assigned to tiers for intervention or enrichment activities.
- Some teachers provide enrichment activities to Tier 1 students.
- Other teachers and some clinical specialists provide Tier 2 interventions.
- Clinical specialists provide Tier 3 interventions as a replacement for an encore class in other time slots.

Teacher Selection

- Teachers select students who need intervention activities through a web-based management system. Different subjects are given priority during different selection windows.
- Non-selected students are assigned (or possibly may chose) enrichment activities.

Table 4.1 Sample Structure of Intervention/Enrichment Period for One Grade Level		
Groups	**Activity**	**Staff**
25% of students	Writing lab	One LA teacher
25% of students	Science and social studies enrichment activities	SS and/or SC teacher
15% of students	Math interventions	Math teacher(s) and computer lab
35% of students	Reading interventions	LA Teacher(s), LD teacher, 2 reading specialists

Table 4.2 Sample Structure of Intervention/Enrichment Period for One Grade Level with Four Base Teachers and 92 Students		
Number of students	**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 teacher, one or more classroom teachers**

Key Issues for Intervention/Enrichment Period

- Scheduling the I/E Period is easy; organizing and structuring activity during the period requires significant preparation and constant monitoring and revision.
- All students must be productively engaged; **the time cannot be allowed to devolve into a dreaded study hall!**
- A system for keeping track of students during this period must be implemented.
- While some school-wide, grade level, or team activities (assemblies, pep rallies, school pictures, guidance meetings, course registration, seminars, etc.), may use some of this period, the primary purpose is for Intervention/Enrichment, which may include extended learning time, re-teaching, re-testing, tutoring, etc.
- The best I/E periods are data-driven by a strong formative assessment system.

Scheduling Encore

- Two Periods for Encore???
- Three Periods for Encore???

Year-Long or by Quarter, Trimester or Semester?

Should be Year-long

- Band
- Orchestra
- Chorus
- PE
- World Language

May be Offered by Quarter, Trimester, or Semester

- Art
- FACS
- Technology
- Health
- General Music

Two Period Encore Rotations

Example 1:

	A Day	B Day
Period 1	Exploratory Rotation or Daily Elective (i.e. FL)	
Period 2	PE	B/O/CH/GM

Two Period Encore Rotations

Example 3:

	A Day	B Day
Period 1	PE	
Period 2	B/O/Ch or Elective	FL*

*Two years of FL required to complete Carnegie Unit minutes.

Two Period Encore Rotations

Example 2:

	A Day	B Day
Period 1	B/O/Ch or Elective	
Period 2	PE	FL*

*Two years of FL required to complete Carnegie Unit minutes.

Encore Rotations: 3 Choices in Two Periods

	A Day	B Day	C Day
Period 1	Class 1	Class 3	Class 2
Period 2	Class 2	Class 1	Class 3

Encore Rotations: 3 Choices in Two Periods

Example:

	A Day	B Day	C Day
Period 1	PE/H	Elect	Spanish
Period 2	Spanish	PE/H	Elect

Encore Rotations: 3 Choices in Two Periods

Example:

	A Day	B Day	C Day
Period 1	PE/H	Rot.	Spanish
Period 2	Spanish	Music	Rot.

3 Period Encore Rotations

Sample 1				
Period 1 Daily	PE			
Period 2 Daily	9W FACS	9W Tech.	9W Art	9W Health or?
Period 3 E-O-D	World Language		B/O/CH/GM	

3 Period Encore Rotations

Sample 1a				
Block 1/2 E-O-D	PE			
Block 1/2 E-O-D	9W FACS	9W Tech.	9W Art	9W Health or?
Period 3 E-O-D	World Language		B/O/CH/GM	

3 Period Encore Rotations

Sample 2				
Period 1 Daily	B/O/C/GM			
Period 2 Daily	9W FACS	9W Tech.	9W Art	9W Health or?
Period 3 E-O-D	PE		World Language	

3 Period Encore Rotations

Sample 3				
Period 1 Daily	World Language			
Period 2 Daily	9W FACS	9W Tech.	9W Art	9W Health or?
Period 3 E-O-D	PE		B/O/C/GM	

3 Period Encore Rotations

Sample 4		
Period 1 Daily	World Language	
Period 2 Daily	18 Week Elective	18 Week Elective
Period 3 E-O-D	PE	B/O/C/GM

Achieving Common Goals

- Common Curriculum
- Common Pacing
- Common Formative and Summative Assessments
- Collaborative Monitoring System
- Common Time for Intervention and Enrichment

Short Inter-sessions

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

Progressive Algebra--Rettig and Canady, 1998.

T's	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
MA	A1	A2	A3	A4	G1	G2	G3	G4
MB	A1	A2	A3	A4	G1	G2	G3	G3
MC	A1	A2	A3	A3	A4	G1	G2	G2
MD	A1	A2	A2	A3	A4	A4	G1	G1
ME	A1	A1	A2	A2	A3	A4	A4	G1
MF	A1	A1	A2	A2	A3	A3	A4	A4

60-90 MINUTE BLOCK OF TIME
CONCEPT/MASTERY 8-DAY ROTATING SCHEDULE

50 min. Blocks	Day 1 M	Day 2 T	Day 3 W	Day 4 Th	Day 5 F	Day 6 M	Day 7 T	Day 8 W
A	**C 1,5**	**C 1,5**	**P 1**	**P 5**	**C 1,5**	**C 1,5**	**P 1**	**P 5**
B	**C 2,6**	**C 2,6**	**P 6**	**P 2**	**C 2,6**	**C 2,6**	**P 6**	**P 2**
C	**P 3**	**P 7**	**C 3,7**	**C 3,7**	**P 3**	**P 7**	**C 3,7**	**C 3,7**
D	**P 8**	**P 4**	**C 4,8**	**C 4,8**	**P 8**	**P 4**	**C 4,8**	**C 4,8**
CL	**4,7**	**2,8**	**2,5**	**1,6**	**4,7**	**3,8**	**2,5**	**1,6**

CL=Computer Lab

C=Concept Class = Two Groups, Heterogeneous Class (e.g."1,5")

M=Mastery Group = One Group, Performance Level Class (e.g. "5")

A,B,C,D = Teachers

Study Process

- One year research; one year preparation.
- Form study team; include administrators, teachers, students, and parents.
- Design decision-making process.
- Make general presentation to staff.
- Read, bring in practitioners, visit schools.
- Involve all staff; leave no one behind.

Staff Development Planning: Sample Workshop

I. Subject-Specific Issues: "Surviving and Thriving in a Block Schedule"

8:30-9:30	Panel "General Instructional Issues"
9:30-9:45	Break
9:45-11:45	Subject Area Breakouts
	Topics: Planning, pacing, classroom organization, time use, instructional strategies and assessment.
11:45-1:00	Lunch
1:00-2:30	Subject Area Breakouts
	Topic: Sample Lesson
2:30-2:45	Break
2:45-3:30	Panel "Q and A"

Staff Development Planning, con't.

II. Instructional Strategies

A. Cooperative Learning (Minimum 2 days)

B. Socratic Seminars (2 days)

(Humanities Teachers)

C. Technology (2 days)

Math/Science/Tech/ Teachers

D. Models of Teaching (1-2 days)

Staff Development Planning, con't.

III. Pacing Guides and Lesson Design
(2 days in departments)

IV. On-going Staff Development

A. Collaborative sharing by and/or across departments scheduled on a regular basis.

B. District-wide sessions by departments to share what works.

C. Additional staff development sessions

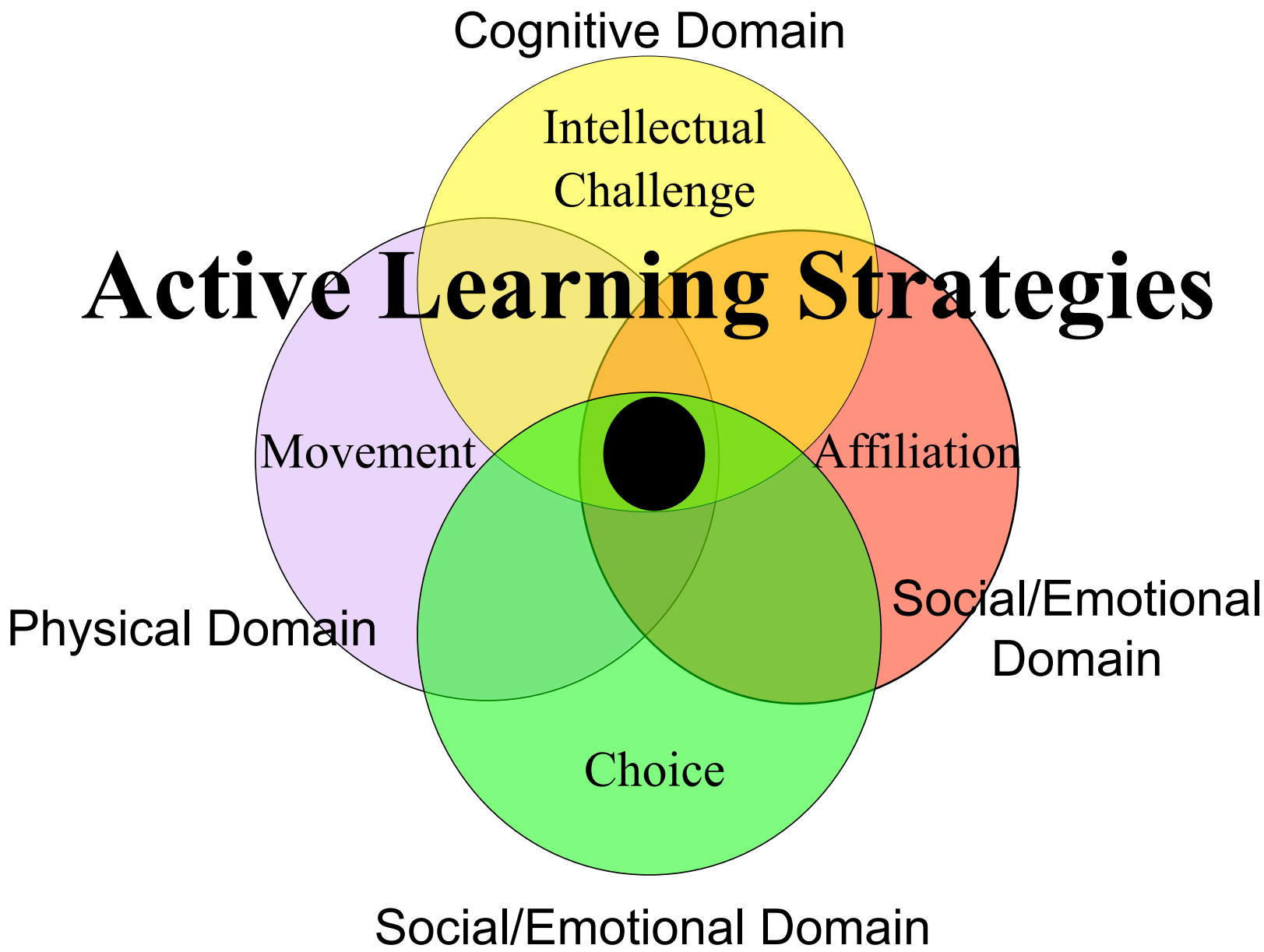
When I die, I hope it's during a lecture; the difference between life and death will be so small, that I won't notice it!

--Anonymous Student

Teaching in a block schedule
is like eternity,
and eternity is spent
in one of two places.

--*John Strebe*

The Four Circles of Engagement



Three-Part Lesson-Design

1. Explanation (20-25 mins.)
    - Objective
    - Plan for the Day
    - Connections to Previous Learning
    - Homework Review
    - Teach New Material
2. Application (40-45 mins.)
3. Synthesis (15-20 mins.)
    - Assessment
    - Re-teaching
    - Establish Connections and Relevance
    - Closure

Application Phase

I. Cooperative Learning
II. Paideia Seminars
III. Laboratory
IV. Simulation
V. Models of Teaching
   A. Concept Development
   B. Inquiry
   C. Concept Attainment
   D. Synectics
VI. Learning Centers or Stations
VII. Technology
VIII. Content Area Literacy Strategies

How to Fail When Implementing a New Schedule

I. Mess-up the Process

A. Don't identify the goals.

B. Start with an administrative edict.

C. Let the study committee dominate.

D. Don't involve the parents.

E. Don't involve the students.

F. Don't involve the central office.

G. Don't involve the union.

How to Fail When Implementing a New Schedule, con't.

H. Do an incomplete study.

1. Don't read and do research.
2. Don't visit other schools.
3. Don't do a mock master schedule.
4. Don't create sample teacher and student schedules.
5. Don't address benefits for both students and teachers.

How to Fail When Implementing a New Schedule, con't.

II. Do Poor Planning

A. Don't create pacing guides.

B. Assume teachers will change instruction to fit the block without staff development assistance.

C. Don't change school policies to be in line with the new schedule.

How to Fail When Implementing a New Schedule, con't.

III. Create a Poorly Constructed Schedule

A. Don't balance teams academically.

B. Make sure you have unequal class times.

C. Create short chunks of unusable time.

D. Create split periods to run lunch.

E. Make sure students can't take (fill in the blank) "because of the schedule."

III. Don't Continue to do Staff Development After the first year.

IV. Don't Plan to Evaluate until Someone Asks for It.

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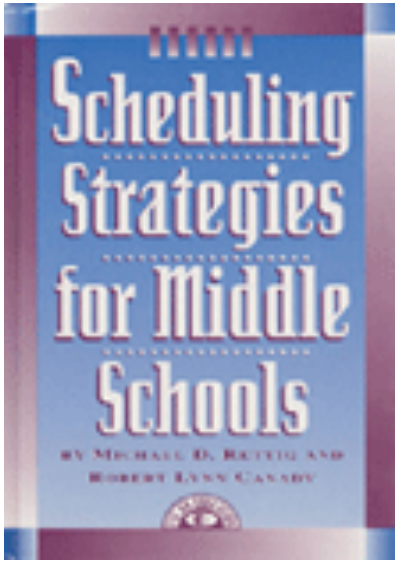

Scheduling Strategies for Middle Schools

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

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SCHOOL SCHEDULING ASSOCIATES

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.

VIEW SAMPLE SCHEDULES

VIEW EXCEL TIPS

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

<table>
<tr><th colspan="85">4X 65 Core; 2 X 45 Encore</th></tr>
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<tr><td>Grade 6 Opt. A</td><td></td><td colspan="13">Block 1</td><td></td><td colspan="13">Block 2</td><td colspan="13">Block 3</td><td></td><td colspan="13">Block 4</td><td colspan="9">Lunch</td><td colspan="9">Encore (45)</td><td colspan="9">Encore (45)</td><td></td><td></td></tr>
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<tr><td>Grade 7</td><td></td><td colspan="13">Block 1</td><td></td><td colspan="13">Block 2</td><td colspan="9">Encore (45)</td><td colspan="9">Encore (45)</td><td colspan="9">Lunch</td><td colspan="13">Block 3</td><td></td><td colspan="13">Block 4</td><td></td><td></td></tr>
<tr><td>Grade 8</td><td></td><td colspan="9">Encore (45)</td><td colspan="9">Encore (45)</td><td colspan="13">Block 1</td><td colspan="9">Lunch</td><td colspan="13">Block 2</td><td></td><td colspan="13">Block 3</td><td></td><td colspan="13">Block 4</td><td></td><td></td></tr>
<tr><td>Encore</td><td></td><td colspan="9">Grade 8</td><td colspan="9">Grade 8</td><td colspan="9">Plan</td><td colspan="9">Grade 7</td><td colspan="9">Grade 7</td><td colspan="9">Duty/ Lunch</td><td colspan="9">Duty/ Lunch</td><td colspan="9">Grade 6</td><td colspan="9">Grade 6</td><td></td><td></td></tr>
</table>

Draft 4X 60 Core; 3 X 40 Encore (Late Lunch)

	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	3:05 PM
Grade 6		**Core 1**												**Core 2**												**Core 3**												**Lunch**								**Core 4**												**Encore**								**Encore**								**Encore**										
Grade 7		**Core 1**												**Core 2**												**Encore**								**Encore**								**Encore**								**Lunch**								**Core 3**												**Core 4**														
Grade 8		**Encore**								**Encore**								**Encore**								**Core 1**												**Core 2**												**Core 3**												**Lunch**								**Core 4**														
Encore		**Grade 8**								**Grade 8**								**Grade 8**								**Grade 7**								**Grade 7**								**Grade 7**								**Lunch**								**Grade 6**								**Grade 6**								**Grade 6**										

Four Block Schedule with One Schoolwide 9th Period for Re-teaching, Enrichment, and Electives (Sample 1)

<table>
<tr><th></th><th>8:45 AM</th><th>8:50 AM</th><th>8:55 AM</th><th>9:00 AM</th><th>9:05 AM</th><th>9:10 AM</th><th>9:15 AM</th><th>9:20 AM</th><th>9:25 AM</th><th>9:30 AM</th><th>9:35 AM</th><th>9:40 AM</th><th>9:45 AM</th><th>9:50 AM</th><th>9:55 AM</th><th>10:00 AM</th><th>10:05 AM</th><th>10:10 AM</th><th>10:15 AM</th><th>10:20 AM</th><th>10:25 AM</th><th>10:30 AM</th><th>10:35 AM</th><th>10:40 AM</th><th>10:45 AM</th><th>10:50 AM</th><th>10:55 AM</th><th>11:00 AM</th><th>11:05 AM</th><th>11:10 AM</th><th>11:15 AM</th><th>11:20 AM</th><th>11:25 AM</th><th>11:30 AM</th><th>11:35 AM</th><th>11:40 AM</th><th>11:45 AM</th><th>11:50 AM</th><th>11:55 AM</th><th>12:00 PM</th><th>12:05 PM</th><th>12:10 PM</th><th>12:15 PM</th><th>12:20 PM</th><th>12:25 PM</th><th>12:30 PM</th><th>12:35 PM</th><th>12:40 PM</th><th>12:45 PM</th><th>12:50 PM</th><th>12:55 PM</th><th>1:00 PM</th><th>1:05 PM</th><th>1:10 PM</th><th>1:15 PM</th><th>1:20 PM</th><th>1:25 PM</th><th>1:30 PM</th><th>1:35 PM</th><th>1:40 PM</th><th>1:45 PM</th><th>1:50 PM</th><th>1:55 PM</th><th>2:00 PM</th><th>2:05 PM</th><th>2:10 PM</th><th>2:15 PM</th><th>2:20 PM</th><th>2:25 PM</th><th>2:30 PM</th><th>2:35 PM</th><th>2:40 PM</th><th>2:45 PM</th><th>2:50 PM</th><th>2:55 PM</th><th>3:00 PM</th><th>3:05 PM</th><th>3:10 PM</th><th>3:15 PM</th><th>3:20 PM</th><th>3:25 PM</th><th>3:30 PM</th><th>3:35 PM</th><th>3:40 PM</th></tr>
<tr><td>Grade 6</td><td colspan="9">Reading, Avid, PE, EC, ESL, FL (45)</td><td colspan="18">Block I (90)</td><td colspan="22">Block II and Lunch (110)</td><td colspan="17">Block III Planning (85)</td><td colspan="18">Block IV (85)</td></tr>
<tr><td>Grade 7</td><td colspan="9">Reading, Avid, PE, EC, ESL, FL (45)</td><td colspan="18">Block I (90)</td><td colspan="17">Block II Planning (85)</td><td colspan="22">Block III and Lunch (110)</td><td colspan="18">Block IV (85)</td></tr>
<tr><td>Grade 8</td><td colspan="9">Reading, Avid, PE, EC, ESL, FL (45)</td><td colspan="18">Block I (90)</td><td colspan="22">Block II and Lunch (110)</td><td colspan="17">Block III (85)</td><td colspan="18">Block IV Planning (85)</td></tr>
<tr><td>PE/Electives</td><td colspan="9">Re-teaching, Enrichment, or Planning (45)</td><td colspan="18">Planning (90)</td><td colspan="17">Grade 7 (85)</td><td colspan="5">Lunch (25)</td><td colspan="17">Grade 6 (85)</td><td colspan="18">Grade 8 (85)</td></tr>
</table>

Four Block Schedule with Grade Level 9th Periods for Re-teaching, Enrichment, and Electives (Around Late Lunch)

	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 3:05 PM 3:10 PM 3:15 PM 3:20 PM 3:25 PM 3:30 PM 3:35 PM 3:40 PM							
Grade 6	HR (20)	Block I (80)	Block II (80)	Lunch/ Advisory (40)	Reading, Avid, PE, EC, ESL, FL (40)	Block III (80)		Plan (80)
Grade 7	HR (20)	Block I (80)	Plan (80)	Block II (80)		Lunch/ Advisory (40)	Reading, Avid, PE, EC, ESL, FL (40)	Block III (80)
Grade 8	HR (20)	Plan (80)	Block I (80)	Reading, Avid, PE, EC, ESL, FL (40)	Lunch/ Advisory (40)	Block II (80)		Block III (80)
PE/Electives	HR (20)	Grade 8 (80)	Grade 7 (80)	Grade 8 Reading, Avid, PE, EC, ESL, FL, Plan (40)	Grade 6 Reading, Avid, PE, EC, ESL, FL, Plan (40)	Lunch/ Advisory (40)	Grade 7 Reading, Avid, PE, EC, ESL, FL, Plan (40)	Grade 6 (80)

Figure 8.1

Math/Algebra Team Middle School Master Block Schedule

	Block I				Block II				Block III				Block IV			
6th	LA 6A	LA 6B	SS6	SC6	LA 6A	LA 6B	SS6	SC6	LA 6A	LA 6B	SS6	SC6	LA 6A	LA 6B	SS6	SC 6
D1			SS 6-3	SC 6-4			SS 6-5	SC 6-6			SS 6-1	SC 6-2	ALL 6TH GRADE STUDENTS IN MATH; TEACHER PLANNING			
D2	LA 6-1	LA 6-2	SS 6-4	SC 6-3	LA 6-3	LA 6-4	SS 6-6	SC 6-5	LA 6-5	LA 6-6	SS 6-2	SC 6-1				
7th	LA 7A	LA 7B	SS7	SC7	LA 7A	LA 7B	SS7	SC7	LA 7A	LA 7B	SS7	SC7	LA 7A	LA 7B	SS7	SC 7
D1			SS 7-3	SC 7-4			SS 7-5	SC 7-6	ALL 7TH GRADE STUDENTS IN MATH; TEACHER PLANNING						SS 7-1	SC 7-2
D2	LA 7-1	LA 7-2	SS 7-4	SC 7-3	LA 7-3	LA 7-4	SS 7-6	SC 7-5					LA 7-5	LA 7-6	SS 7-2	SC 7-1
8th	LA 8A	LA 8B	SS8	SC8	LA 8A	LA 8B	SS8	SC8	LA 8A	LA 8B	SS8	SC8	LA 8A	LA 8B	SS8	SC 8
D1	ALL 8TH GRADE STUDENTS IN MATH; TEACHER PLANNING						SS 8-3	SC 8-4			SS 8-5	SC 8-6			SS 8-1	SC 8-2
D2					LA 8-1	LA 8-2	SS 8-4	SC 8-3	LA 8-3	LA 8-4	SS 8-6	SC 8-5	LA 8-5	LA 8-6	SS 8-2	SC 8-1
MATH	8TH Grade; 6 Teachers				Math Planning				7th Grade; 6 Teachers				6th Grade; 6 Teachers			
PE/ Exp	6-5, 7-5 6-6, 7-6				6-1, 7-1, 8-5 6-2, 7-2, 8-6				6-3, 8-1 6-4, 8-2				7-3, 8-3 7-4, 8-4			

<table>
<tr><th colspan="98">9 Period Day 62min LA and Math 40min SS,SC,FL & Encore</th></tr>
<tr><th></th><th>8:30 AM</th><th>8:40 AM</th><th>8:44 AM</th><th>8:48 AM</th><th>8:52 AM</th><th>8:56 AM</th><th>9:00 AM</th><th>9:04 AM</th><th>9:08 AM</th><th>9:12 AM</th><th>9:16 AM</th><th>9:20 AM</th><th>9:24 AM</th><th>9:28 AM</th><th>9:32 AM</th><th>9:36 AM</th><th>9:40 AM</th><th>9:44 AM</th><th>9:48 AM</th><th>9:52 AM</th><th>9:56 AM</th><th>10:00 AM</th><th>10:04 AM</th><th>10:08 AM</th><th>10:12 AM</th><th>10:16 AM</th><th>10:20 AM</th><th>10:24 AM</th><th>10:28 AM</th><th>10:32 AM</th><th>10:36 AM</th><th>10:40 AM</th><th>10:44 AM</th><th>10:48 AM</th><th>10:52 AM</th><th>10:56 AM</th><th>11:00 AM</th><th>11:04 AM</th><th>11:08 AM</th><th>11:12 AM</th><th>11:16 AM</th><th>11:20 AM</th><th>11:24 AM</th><th>11:28 AM</th><th>11:32 AM</th><th>11:36 AM</th><th>11:40 AM</th><th>11:44 AM</th><th>11:48 AM</th><th>11:52 AM</th><th>11:56 AM</th><th>12:00 PM</th><th>12:04 PM</th><th>12:08 PM</th><th>12:12 PM</th><th>12:16 PM</th><th>12:20 PM</th><th>12:24 PM</th><th>12:28 PM</th><th>12:32 PM</th><th>12:36 PM</th><th>12:40 PM</th><th>12:44 PM</th><th>12:48 PM</th><th>12:52 PM</th><th>12:56 PM</th><th>1:00 PM</th><th>1:04 PM</th><th>1:08 PM</th><th>1:12 PM</th><th>1:16 PM</th><th>1:20 PM</th><th>1:24 PM</th><th>1:28 PM</th><th>1:32 PM</th><th>1:36 PM</th><th>1:40 PM</th><th>1:44 PM</th><th>1:48 PM</th><th>1:52 PM</th><th>1:56 PM</th><th>2:00 PM</th><th>2:04 PM</th><th>2:08 PM</th><th>2:12 PM</th><th>2:16 PM</th><th>2:20 PM</th><th>2:24 PM</th><th>2:28 PM</th><th>2:32 PM</th><th>2:36 PM</th><th>2:40 PM</th><th>2:44 PM</th><th>2:48 PM</th><th>2:52 PM</th><th>2:56 PM</th><th>3:00 PM</th></tr>
<tr><td>LA 6</td><td colspan="15">LA 6-1/2</td><td></td><td></td><td colspan="15">LA 6-2/3</td><td></td><td colspan="15">LA 6-4/5</td><td></td><td></td><td colspan="15">LA 6-5/6</td><td colspan="10">Lunch</td><td colspan="10">Plan</td><td></td><td colspan="10">Plan</td><td></td></tr>
<tr><td>Math 6</td><td colspan="15">Math 6-2/3</td><td></td><td></td><td colspan="15">Math 6-1/2</td><td></td><td colspan="15">Math 6-5/6</td><td></td><td></td><td colspan="15">Math 6-4/5</td><td colspan="10">Lunch</td><td colspan="10">Plan</td><td></td><td colspan="10">Plan</td><td></td></tr>
<tr><td>SS 6</td><td colspan="10">SS 6-4</td><td></td><td colspan="10">SS 6-5</td><td></td><td colspan="10">SS 6-6</td><td></td><td colspan="10">SS 6-1</td><td></td><td colspan="10">SS 6-2</td><td></td><td colspan="10">SS 6-3</td><td colspan="10">Lunch</td><td colspan="10">Plan</td><td></td><td colspan="10">Plan</td><td></td></tr>
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<tr><td>Encore</td><td colspan="10">8th</td><td></td><td colspan="10">8th</td><td></td><td colspan="10">Plan</td><td></td><td colspan="10">7th</td><td></td><td colspan="10">7th</td><td colspan="21">Lunch/Plan</td><td colspan="10">6th</td><td></td><td colspan="10">6th</td><td></td></tr>
</table>

Figure 2.11

SAMPLE MIDDLE SCHOOL MASTER SCHEDULE

						1:05	
Flames, Raptors, Red >Roos 6	T/A	C O R E (190 minutes)		lunch C	C O R E (80 minutes)		PE/WHEEL
						1:05	
Coyotes, Chameleons, Shockwaves 6	T/A	C O R E (160 minutes)	lunch B	C O R E (110 minutes)			PE/WHEEL
					9:35		
Dragons 7	T/A	PE/ELECTIVE	C O R E (160 minutes)		lunch E	C O R E (110 minutes)	
					11:35		1:05
Hotshots 7	T/A	C O R E (130 minutes)	lunch A	CORE (50 minutes)	PE/ELECTIVE	CORE (90 minutes)	
		9:35					
Wave 8	T/A	PE/ELECTIVE	C O R E (130 minutes)		lunch D	C O R E (140 minutes)	
		9:35		11:05			
Champions 8	T/A	CORE (90 minutes)	PE/ELECTIVE	CORE (70 minutes)		lunch E	CORE (110 minutes)
		9:35		11:05			
Aquarius 7	T/A	CORE (90 minutes)	PE/ELECTIVE	CORE (40 minutes)	lunch D	C O R E (140 minutes)	
PE & ELECTIVES	T/A	Dragons, Wave, Superstars (8th)	Champions, Phoenix	Teacher Lunch	Hotshots, Superstars (7th)	All 6th Grade Teams	
				11:35			1:05
Superstars (7th) ESL 1	T/A	C O R E (130 minutes)	lunch A	CORE (50 minutes)	PE/ELECTIVE	CORE (90 minutes)	
		9:35					
Superstars (8th) ESL 1	T/A	PE/ELECTIVE	CORE (40 minutes)	lunch A	C O R E (230 minutes)		

TIMES 7:45 8:05 (8:15 on M & F) LUNCH STARTS : A 10:15 B 10:47 C 11:19 D 11:51 E 12:23 2:35

PE/Elective classes are 90 minutes on alternate days - * Star Day, periods 2,4, 6, 8 || Stripe Day, periods 3, 5, 7, 9

Figure 2.12

Champions' Team Schedule

Monday	**Block I**	**PE Elective**	**Block II**	**Lunch**	**Block III**	**Block IV**
Tuesday	**Block V**		**Block I**		**Block II**	**Block III**
Wednesday	**Block IV**		**Block V**		**Block I**	**Block II**
Thursday	**Block III**		**Block IV**		**Block V**	**Block I**
Friday	**Block II**		**Block III**		**Block IV**	**Block V**

8:05am 9:35am 11:05am 12:20pm 12:57pm 1:45pm 2:35

Figure 2.13

THE WAVE TEAM
WEEKLY SCHEDULE

STUDENT NAME:

8:05	9:35	11:45	12:15	1:45	2:35
MONDAY	ELECTIVES/ PE	BLOCK 1	LUNCH D	BLOCK 2	BLOCK 5
TUESDAY	ELECTIVES/ PE	BLOCK 3	LUNCH D	BLOCK 4	BLOCK 5
WEDNESDAY	ELECTIVES/ PE	BLOCK 2	LUNCH D	BLOCK 1	BLOCK 5
THURSDAY	ELECTIVES/ PE	BLOCK 4	LUNCH D	BLOCK 3	BLOCK 5
FRIDAY	ELECTIVES/ PE	BLOCK 1 / BLOCK 4	BLOCK 2 / BLOCK 3	LUNCH D	BLOCK 3 / BLOCK 2	BLOCK 4 / BLOCK 1	BLOCK 5

NOTE : The Friday Schedule alternates weekly.

Figure 3.19 Five-Day Rotational Block Master Schedule with Rotating Core, A/B PE/Exploratory, and Daily Band: Sample Student Schedules

		7:45–8:00 a.m.	8:00–9:30 a.m.		9:30–11:00 a.m.		11:00 a.m.–1:15 p.m.			1:15–2:45 p.m.	
		Periods	1	2	3	4	5	6	7	8	9
Grade 6	Homeroom	Day 1	Math I		Reading 6		11:00–11:45 LUNCH	11:45–12:30 SS \ \ \	12:30–1:15 Band/Extension \ \ \ SS	Day 1 Related Arts	
		Day 2	LA 6		Science 6			Math \ \ \	\ \ \ Math		
		Day 3	Reading 6		Social Studies 6			LA \ \ \	\ \ \ LA		
		Day 4	Science 6		Math I			Read \ \ \	\ \ \ Read		Health/ PE Day 2
		Day 5	Social Studies 6		LA 6			Science \ \ \	\ \ \ Science		
Grade 7	Homeroom	Day 1	Math II		Day 1 Related Arts		11:00–11:45 Read \ \ \	11:45–12:30 LUNCH	12:30–1:15 Band/Extension \ \ \ Read	Social Studies 7	
		Day 2	Science 7				LA \ \ \		\ \ \ LA	Math II	
		Day 3	Reading 7				SS \ \ \		\ \ \ SS	Science 7	
		Day 4	LA 7			Health/ PE Day 2	Math \ \ \		\ \ \ Math	Reading 7	
		Day 5	Social Studies 7				Science \ \ \		\ \ \ Science	LA 7	
Grade 8	Homeroom	Day 1	Day 1 Related Arts		Algebra I		11:00–11:45 SS \ \ \	11:45–12:30 Band/Extension \ \ \ SS	12:30–1:15 LUNCH	Science 8	
		Day 2			Spanish I		LA 8 \ \ \	\ \ \ LA 8		Algebra I	
		Day 3			Social Studies 8		Science \ \ \	\ \ \ Science		Spanish I	
		Day 4		Health/ PE Day 2	LA 8		Alg. I \ \ \	\ \ \ Alg. I		Social Studies 8	
		Day 5			Science 8		Sp. I \ \ \	\ \ \ Sp. I		LA 8	

Note: Where the \ \ \ are shown, this class is extended into the next instructional period for all students who are not in band. Each of the five core classes is ex for 45 minutes once a week. Band students miss this extended class. Core classes rotate Health and exploratories alternate on an ODD/EVEN basis. Band meets in the same two periods daily (Periods 6 and 7). The high school band director comes in to lead the Grade 8 band. Grade 7 students who qualify can be in the Grade 8 band; simply follow the eighth grade schedule during lunch and band times. If the high school band director is unavailable for Grade 8 band, it needs to be moved to th 11:35 slot to avoid a conflict).

Figure 3.18 Five-Day Rotational Block Master Schedule with Rotating Core, A/B PE/Exploratory, and Daily Band: Master Schedule

		7:45-8:00 a.m.	8:00-9:30 a.m.		9:30-11:00 a.m.		11:00 a.m.-1:15 p.m.			1:15-2:45 p.m.	
		Periods	1	2	3	4	5	6	7	8	9
Grade 6	Homeroom	Day 1	Class 1		Class 2		11:00–11:45 LUNCH	11:45-12:30 Class 6 \ \ \	12:30-1:15 Band/Extension \ \ \ Class 6	Day 1 Related Arts	Health/ PE Day 2
		Day 2	Class 3		Class 4			Class 2 \ \ \	\ \ \ Class 2		
		Day 3	Class 6		Class 1			Class 4 \ \ \	\ \ \ Class 4		
		Day 4	Class 2		Class 3			Class 1 \ \ \	\ \ \ Class 1		
		Day 5	Class 4		Class 6			Class 3 \ \ \	\ \ \ Class 3		
Grade 7	Homeroom	Day 1	Class 1		Day 1 Related Arts	Health/ PE Day 2	11:00-11:45 Class 9 \ \ \	11:45–12:30 LUNCH	12:30-1:15 Band/Extension \ \ \ Class 9	Class 2	
		Day 2	Class 5				Class 2 \ \ \		\ \ \ Class 2	Class 8	
		Day 3	Class 9				Class 8 \ \ \		\ \ \ Class 8	Class 1	
		Day 4	Class 2				Class 1 \ \ \		\ \ \ Class 1	Class 5	
		Day 5	Class 8				Class 5 \ \ \		\ \ \ Class 5	Class 9	
Grade 8	Homeroom	Day 1	Day 1 Related Arts		Class 3		11:00-11:45 Class 9 \ \ \	11:45-12:30 Band/Extension \ \ \ Class 9	12:30–1:15 LUNCH	Class 4	
		Day 2			Class 5		Class 4 \ \ \	\ \ \ Class 4		Class 8	
		Day 3			Class 9		Class 8 \ \ \	\ \ \ Class 8		Class 3	
		Day 4		Health/ PE Day 2	Class 4		Class 3 \ \ \	\ \ \ Class 3		Class 5	
		Day 5			Class 8		Class 5 \ \ \	\ \ \ Class 5		Class 9	

Note: Where the \ \ \ are shown, this class is extended into the next instructional period for all students who are not in band. Each of the five core classes is ex for 45 minutes once a week. Band students miss this extended class. Classes rotate. PE/health and exploratories alternate on a A-B basis. Band meets in the same two periods daily (Periods 6 and 7). The high school band director comes in to lead the Grade 8 band. Grade 7 students who qualify can be in the Grade 8 band simply follow the eighth grade schedule during lunch and band times. If the high school band director is unavailable for Grade 8 band, it needs to be moved to tl 11:35 slot to avoid a conflict (See Figure 3.19 for a second option).