Scheduling RTI and Special Services in Elementary Schools: No More "When can I have your kids?"

SCHOOL SCHEDULING ASSOCIATES

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Handouts and other resources may be found at
www.ascd.org or www.schoolschedulingassociates.com

AGENDA

- Reviewing Issues and Goals
- Building the Master Schedule
- Scheduling Time for Intervention and Enrichment (I/E)
- Scheduling Special Services
- Flooding Literacy Teams into Reading Classes
- Extended Planning Blocks for PLC

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
- To facilitate the functioning of a talent-rich Literacy Team that floods into as many primary classrooms as possible for a minimum of 30 minutes daily to work with the classroom teacher to deliver high quality, assessment-driven, small group reading instruction.

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.

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.

What is an Intervention/Enrichment Period?

- A period (or periods) of time built into the school master schedule during which no basic core instruction or courses are delivered.
- 30-90 minutes are devoted to this period(s) daily.
- Tier 2 and sometimes Tier 3 interventions are provided during this time. For students not receiving intervention, enrichment opportunities must be provided.

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.

What are Elementary School Scheduling Needs for RTI?

A Master Schedule (Not just PE, art, music, lunch and recess schedules) which includes the following:

- **Encore classes scheduled to preserve large blocks of core time and common planning time.**
- **An I/E period (or periods) for Tier 2 (and perhaps Tier 3) interventions and enrichment.**
- **A well-thought-out plan for the scheduling of special services.**
- **Occasional extended planning blocks for PLC work.**

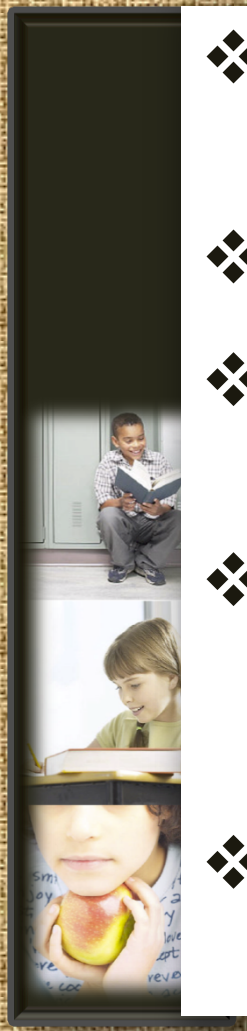
Your school may need an I/E period, but remember the prime rule of school scheduling:

To put something in, you must take something out!

WHERE DO WE FIND THE TIME?

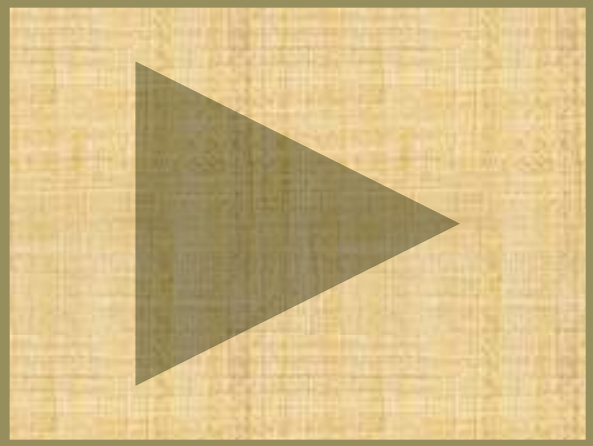
Elementary

Elementary I/E Scheduling Options

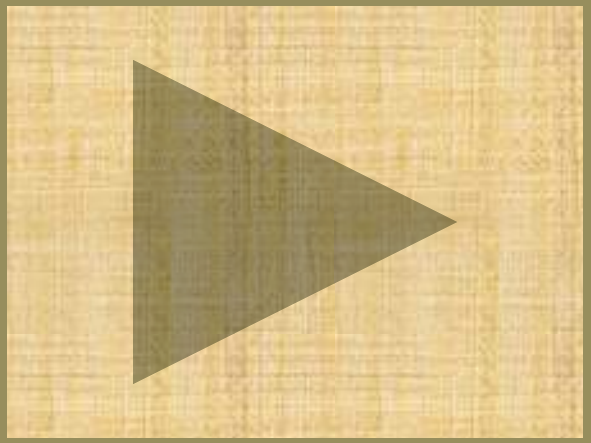


- How many I/E periods should be scheduled?
- How long should the periods be?
- Where in the schedule should the periods be placed?
- What should be scheduled to occur during the I/E periods and what should not?
- Must all I/E periods be non-conflicting?

Intervention/Enrichment Scheduling



Sample I/E Scheduling From Wisconsin

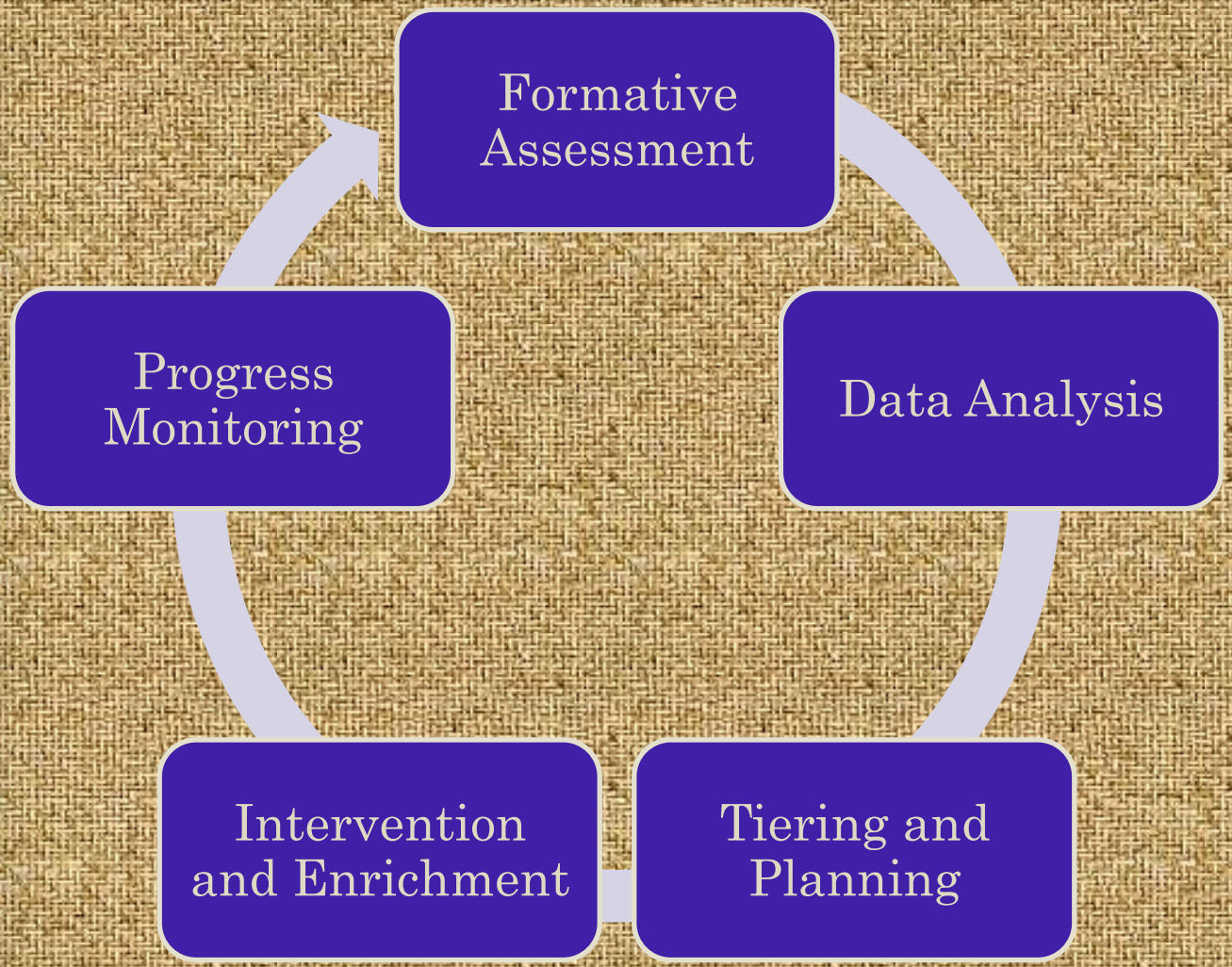


Caveat emptor!

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



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 provide enrichment by one more classroom teachers or other personnel (Gifted, encore, etc.).
- Tier 2 students are provide 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.

Table 4.1 Sample Structure of Intervention/Enrichment Period for One Grade Level

Groups	Activity	Staff
25% of students	Writing lab	One (of three) classroom teachers
25% of students	Science and social studies enrichment activities	Library/media specialist
15% of students	Math interventions	Second classroom teacher or computer lab
35% of students	Reading interventions	Third classroom teacher, LD teacher, 2 reading specialists

Table 4.2 Sample Structure of Intervention/Enrichment Period for One Grade Level with Four Base Teachers and 92 Students

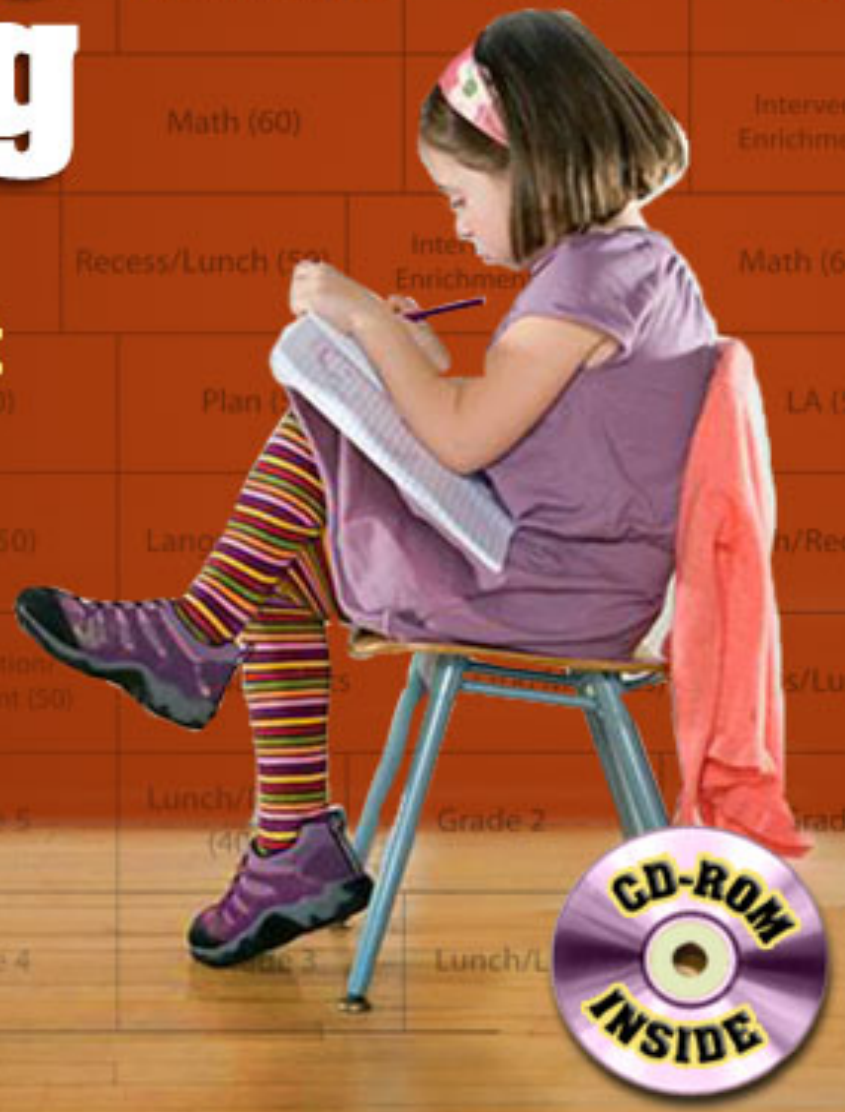
Number of students	Activity	Staff
20 students	Social studies enrichment	TAG teacher
15 students	Science enrichment	Library/media specialist or classroom teacher
18 students	Writing lab	Title I or reading specialist
12 students	Special services	LD teacher, ESL teacher, speech/language teacher
10 students	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 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.

Elementary School Scheduling

Enhancing Instruction for Student Achievement



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Welcome to the Library of School Schedules

You may simply browse this database and select schedules to download and view by clicking the link, or you may select one or more criteria to narrow your search. To discover a detailed definition for fields for which the definition may not be obvious, simply hover your cursor over the name of the field. Simply click on the "Code" of the schedule desired to download it."

Please note that we have not revealed the names of schools listed in the database; if you would like to us to contact a particular school to see if they would be willing to communicate with you, please click "Request School Contact" and you will be directed to a form to complete for this request ($25 service fee).

Search by catagory below by selecting options below, or scroll down to view complete the complete list of schedules.

Code | Avg. Sections Per Grade: Select All | Departmentalized Grades: Select All
State: Select All | Encore Rotation: Select All | Combination Classes: Select All
Year Constructed: Select All | School Level: Select All | District Assignments: Select All
1/2 Day K: Select All | Inclusion Schedule Shown: Select All

Select "Yes" for any of these fields if you want to limit the schedules listed to only those that include one or more of these characteristics.

PE: Select All | Guidance: Select All | Reading Specialist: Select All
Art: Select All | World Language: Select All | Intervention Enrichment Period: Select All
Gen Music: Select All | Instrumental Music: Select All | Other Elective: Select All
Media: Select All | Computer Lab: Select All

Search

*Note: To see the full list of schedules, simply hit the "Search" Button without selecting any categories or fields.

Records 1 to 23 of 23

Code	State	Year Constructed	School Level	1/2 Day K	Avg. Sections Per Grade	Encore Rotation	PE	Art	Gen Music	Media	Computer Lab	Guidance	World Language	Instrumental Music	Other Elective	Reading Specialist	Intervention Enrichment Period	Inclusion Schedule Shown	Departmentalized Grades	Co
OHES1	OH	2006	Primary		12	4-Day	Y	Y	Y	Y	Y	Y					Y			
OHES14	OH	2009	Elementary		4	4-Day	Y	Y	Y	Y	Y	Y		Y			Y			
OHES2	OH	2006	Elementary		4	4-Day	Y	Y	Y	Y							Y			
OHES3	OH	2006	Elementary		3;4	8-Day	Y	Y	Y	Y					Health					
OHES4	OH	2006	Primary		8	6-Day	Y	Y	Y	Y					Tech.					

Introducing:
The Library of School Schedules

Designing Better Support Service Schedules

1. Schedule support personnel as the master schedule is being developed, not afterwards.
2. Analyze all providers' roles and determine how they will be shared within and among grade levels
3. Implement a combination of inclusion and I/E scheduling to provide opportunities for pre-teaching, co-teaching, and re-teaching.
4. Assign intervention/enrichment (I/E) periods for each grade level.
5. Carefully create need-based clusters to facilitate scheduling of support personnel.

Special Service Providers' Estimated Time Allocation						
Time Available	Place the role/names of each special service providers (Title 1, Special Education, ESOL, Gifted, and Instrumental Music) at the top of each column; add columns as needed.					
(Place your day length in minutes here; same as sheet #2)	Provider 1 (Sample) Title 1 Reading-Mrs. Jones	Provider 2	Provider 3	Provider 4	Provider 5	Provider 6
Grades served						
Daily Minutes of Homeroom						
Daily Minutes of Teacher's Lunch						
Daily Minutes of Teacher's Planning						
Daily Minutes for Push-in or Pull-out from Intervention/ Enrichment Period(s)						
Daily Minutes for Push-in to Language Arts Time						
Daily Minutes for Push-in to Math Time						
Daily Minutes for Push-in to SS/SC Time						
Daily Minutes for Replacement Language Arts Time						
Daily Minutes for Replacement Math Time						
Daily Minutes for Replacement SS/SC Time						
Other Duties?						
Total	**0**	**0**	**0**	**0**	**0**	**0**

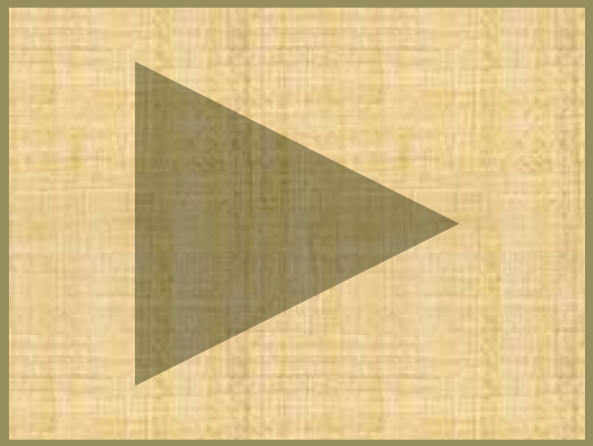
Please complete this chart to the best of your current knowledge for each special service provider in the school that must be scheduled. 1. Compute the number of total minutes in the official school day (same as on sheet 2). 2. Subtract homeroom time, lunch time and planning time for the teacher. The remaining time is available for assignment. Apportion that time (in mathematic increments similar to in sheet #2(i.e. 10, 15, or 20 minutes)) among the various assignments for a provider. Remember if a provider works in multiple grade levels this may require additional consideration when completing the chart.

Master Block Schedule

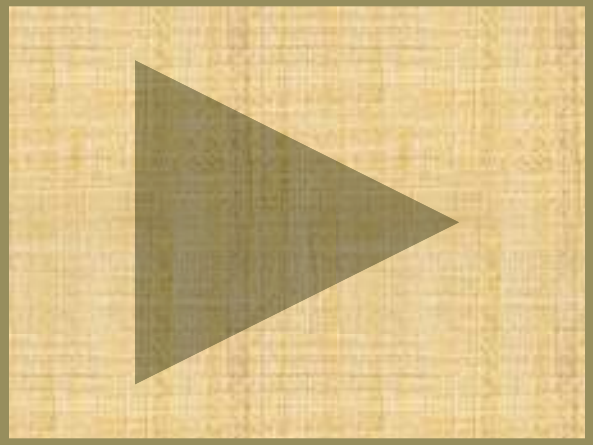
(Inclusion Scheduling)

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



Master Schedule Development



Sample 405 Minute Master Schedule

Time slots: 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	HR
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	HR	
Grade 1	HR 20	LA 135	R 15	Lunch 30	Math 60	I/E 45	Encore 45	LA 15 SS/SC 45	HR		
Grade 2	HR 20	LA 120	I/E 45	LA 15	R 15	Lunch 30	Math 60	SS/SC 45	Encore 45	HR	
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	HR	
Grade 3	HR 20	LA 75	Encore 45	LA 45	I/E 45	R 15	Lunch 30	LA 15	Math 60	SS/SC 45	HR
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	HR		
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	HR		
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	HR	
Encore	HR 20	5th	TBA 30	3rd	4th	Lunch/Plan 75	K	1st	2nd	HR	
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	HR

AGREE OR DISAGREE??

- Grade 3 reading level is a **strong predictor** of students who will **not graduate from high school.**
- Receiving competent **reading instruction** in the primary grades can depend on **"luck of the draw"** – e. g. the school where child attends, the teacher assigned, class size, the school district in which student lives, and the principal of the school.
- At least 35 percent of students in U.S. entering Grade K must make at least **1.5 years of literacy gains** each K-2 school year if they have any chance of entering Grade 3 reading at grade level.
- Once the **"Matthew Effect"** is established for a student, the **achievement gap continues** to widen throughout the school years for that student.
- **Staff development** that tends to have **greatest impact** on classroom practice **is** embedded or "in-house" **modeling.**

Factors Identified with Successful Literacy Teams

- A literacy coach who can administer frequent informal reading assessments, diagnose learning needs, design and model appropriate learning activities
- Identify and develop other staff members to be part of the Literacy Team(s) including each classroom teacher and perhaps reading specialists, special educators, teacher assistants, and retired professionals.
- Create/buy/organize a repository of books and instructional materials and activities indexed to specific skills.
- Work collaboratively with the Literacy Team to create lesson plans.
- Construct a master schedule that floods a literacy team into each classroom for minimum of 30 minutes daily (prefer twice daily) and coordinates with all other instruction.
- Provide regular extended common time for the Literacy Team(s) and each grade level with whom they work.

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	1:30 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 2:25PM 2:30PM 2:35PM 2:40PM 2:45PM	2:50 PM 2:55PM 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 4th 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.

Wisconsin ES

Times: 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, 3:10 PM, 3:15 PM

Kindergarten (4)	HR	MM 15	LA 30	Encore 45	LA 115	R 20	Lunch 20	Math 60	I/E K	SS/SC 30	HR	
Grade 1 (3)	HR	LA 100	I/E 1	R 20	Lunch 20	LA 50	Math 75	Encore 45	SS/SC 30	HR		
READING SPECIALIST	HR	1A	1B	1C	I/E 1	LUNCH/DUTY 45	I/E 2	15	I/E 3	15	I/E K	Plan 45
Grade 2 (3)	HR	LA 150	R 20	Lunch 20	I/E 2	Math 75	SS/SC 45	Encore 45				
Grade 3 (3)	HR	Encore 45	LA 120	SS/SC 45	R 20	Lunch 20	I/E 3	Math 75	LA 30			
Grade 3/4 (1)	HR	LA 60	I/E 4 45; LA 3	Encore 45	LA 30	R 20	Lunch 20	LA/SS/SC 75	Math 75	LA 30		
Grade 4 (1)	HR	LA 60	I/E 45	Encore 45	LA 30	R 20	Lunch 20	SS/SC 75	Math 75	LA 30		
Grade 5 (2)	HR	I/E 30	I/E 30	SS/SC 65	LA 55	R 20	Lunch 20	LA 50	Encore 45	Math 85		
MATH SPECIALIST	I/E 3	Math 4 50	Math 5 50									
Encore	3rd	K	4th	5th	1st	2nd						
I/E	5th	5th	4th	1st	I/E 2	I/E 3	I/E K					

SCHOOL SCHEDULING ASSOCIATES
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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 #: ___

<table>
<tr><th>LESSON PLAN</th><th>DESCRIPTION OF ACTIVITIES</th><th>OUTCOMES AND COMMENTS</th></tr>
<tr><td>Alphabet & Beginning Sounds
(10-12 minutes)</td><td>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.</td><td>
<table>
<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>
Overall comments: _____
_____</td></tr>
<tr><td>Word Awareness-Developing Concept of Word
(5-10 minutes)</td><td>Story, poem, OR song title: _____

Concept of Word (COW) Activity:
❑ Cut/Rearrange Sentence strips: _____
_____
_____</td><td>
<table>
<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>
Overall comments: _____
_____</td></tr>
<tr><td>Language Play
(10-15 minutes)</td><td>Phonological Awareness Task:
❑ Rhyme: Rhyme Read Aloud, Rhyme Pick-Up/Rhyme BINGO/Rhyme Go-Fish
❑ Initial/Final Sound: ABC Book, Picture/Object Sort
❑ Blending/Segmenting: Turtle/Robot Talk, Sounds in the Word</td><td>
<table>
<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>
Overall comments: _____
_____</td></tr>
<tr><td>Home Connect</td><td>❑ Return previous book? 1 2 3 4 5 6 7
❑ Take Home Book/Text: _____</td><td>Did you read the book at home? _____
# of times? ____ To whom? _____</td></tr>
</table>

Beginning Reader Lesson Plan for Grades K-1

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

Student: _____ Tutor: _____ Date: _____ Lesson#: _____

<table>
<tr><th>LESSON PLAN</th><th>DESCRIPTION OF ACTIVITIES</th><th>OUTCOMES AND COMMENTS</th></tr>
<tr><td>Rereading for Fluency
(12-15 minutes)</td><td>❑ Text1 (Last lesson's new book): _____
❑ Text2: _____
❑ Text Highlighting: _____
❑ TRR1: _____
❑ Audiotaped Reading: _____
❑ Other: _____</td><td><table><tr><td></td><td>Sp</td><td>Acc/Errors</td><td>Exp</td></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></table>Overall comments: _____</td></tr>
<tr><td>Word Study
(15-20 minutes)

Phonics
Spelling
Vocabulary</td><td>❑ Word Bank: _____
❑ Push & Say It/Fast Read: _____
❑ Picture/Word Sort: _____
❑ Writing Sort: _____
❑ Dictated Sentences: _____
❑ Review Game: _____
❑ Other: _____</td><td><table><tr><td></td><td>+WB</td><td>Acc/Errors</td></tr><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></table>Overall comments: _____
_____</td></tr>
<tr><td>New Reading for Comprehension
(8-10 minutes)</td><td>❑ New Book: _____
❑ Introduce book. (Discuss title, cover, pictures, words, patterns, and meanings). Predict.
❑ Students read book to teacher or themselves.
❑ Post reading: _____</td><td>Speed: _____
Accuracy: _____
_____
Expression: _____
Difficulty: _____
Overall comments: _____
_____</td></tr>
<tr><td>Home Connection</td><td>❑ Return book? Student 1 2 3 4 5 6
❑ Take Home Book/Text: _____</td><td>Did you read the book at home? _____
# of times? ____ To whom? _____</td></tr>
</table>

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 Deveopment		Gr. 5	Gr. 4	L/R	Kind.	Gr. 3	Gr. 1	Gr. 2

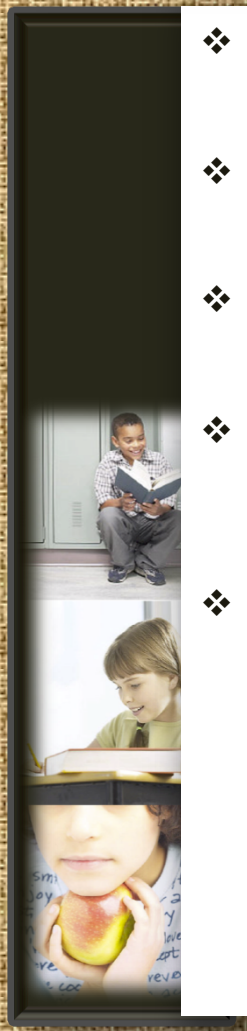
Scheduling Supports for Elementary PLCs

- 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 tiering
    - Adoption or creation of intervention and enrichment activities.
    - Student guidance issues including parent conferences
    - Instructional improvement (professional development)
    - Rotating faculty meeting for decision-making discussions
  - Minutes/Follow-up

REFERENCES



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