

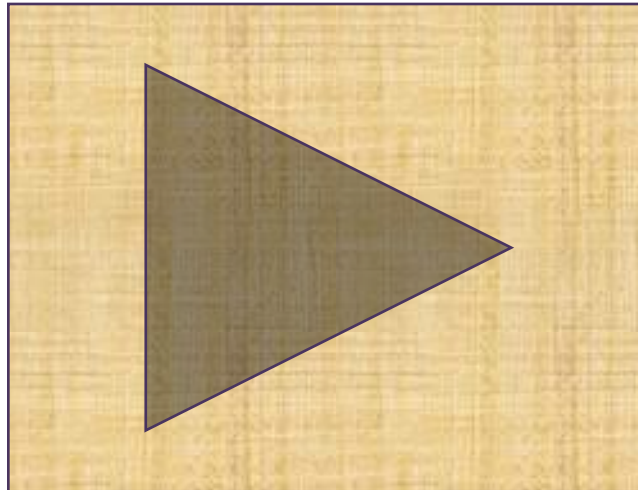


# Elementary School Scheduling: Enhancing Instruction for Student Achievement

SCHOOL  
SCHEDULING  
ASSOCIATES

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# 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**
- ❖ **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

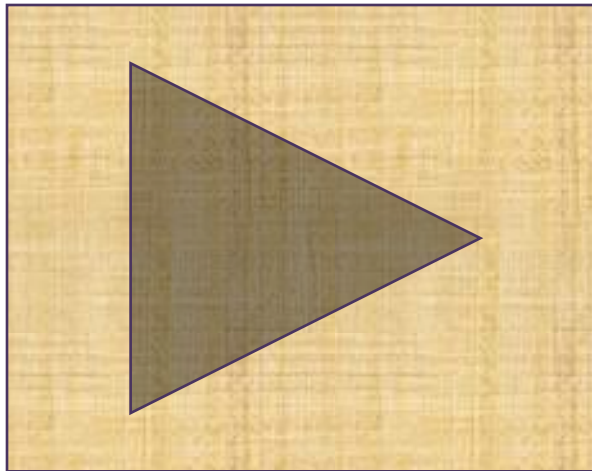


# ELEMENTARY SCHOOL ISSUES

- ❖ **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**



# TIME ALLOCATIONS



# 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. Determine time allocations for all subjects/grade levels.
2. Determine encore rotation.
3. Schedule encore blocks.
4. Begin to schedule academic blocks.
5. Schedule intervention/enrichment (I/E) blocks.
6. Schedule lunch/recess.
7. Steps 3-6 are completed with the "Goals" in mind.





# Elementary School Scheduling

**Enhancing Instruction  
for Student Achievement**

Now available at

[www.eyoneducation.com](http://www.eyoneducation.com).

**Robert Lynn Canady  
Michael D. Rettig**




# Master Block Schedule

(Full-Day Kindergarten)



50 min. Blocks		8:00- 8:50	8:50- 9:40	9:40- 10:30	10:30- 11:20	11:20- 12:10	12:10- 1:00	1:00- 1:50	1:50- 2:40
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	L/R	Plan	Gr. 2	Gr. 1

A close-up photograph of a hand holding a piece of white chalk over a green chalkboard. The hand is positioned on the left side of the frame, with the thumb and index finger gripping the chalk. The chalkboard is dark green and has several faint, white numbers written on it. The number '4' is prominent in the upper left, and the number '5' is visible in the lower left. The lighting is soft, highlighting the texture of the chalk and the surface of the board.

WHAT WOULD YOU DO TO  
IMPROVE THE 2<sup>ND</sup> GRADE  
SCHEDULE???



# Master Block Schedule

## (Full-Day Kindergarten)

50 min. Blocks		8:00-8:50	8:50-9:40	9:40-10:30	10:30-11:20	11:20-12:10	12:10-1:00	1:00-1:50	1:50-2:40
Kind.		Core	Core	<del>Core</del> 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	<del>Core</del> 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	L/R	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 Teachers' Master Schedule

50 min. Blocks	8:00-8:50	8:50-9:40	9:40-10:30	10:30-11:20	11:20-12:10	12:10-1:00	1:00-1:50	1:50-2:40
PE D1	Plan	5A	4A	L/D	3A	KA	1A	2A
PE D2	Plan	5B	4B	L/D	3B	KB	1B	2B
PE D3	Plan	5C	4C	L/D	3C	KC	1C	2C
Art D1	Plan	5C	4C	L/D	3C	KC	1C	2C
Art D2	Plan	5A	4A	L/D	3A	KA	1A	2A
Art D3	Plan	5B	4B	L/D	3B	KB	1B	2B
M D1	Plan	5B	4B	L/D	3B	KB	1B	2B
M D2	Plan	5C	4C	L/D	3C	KC	1C	2C
M D3	Plan	5A	4A	L/D	3A	KA	1A	2A



# 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?
- ❖ Write out a possible rotation for your school.



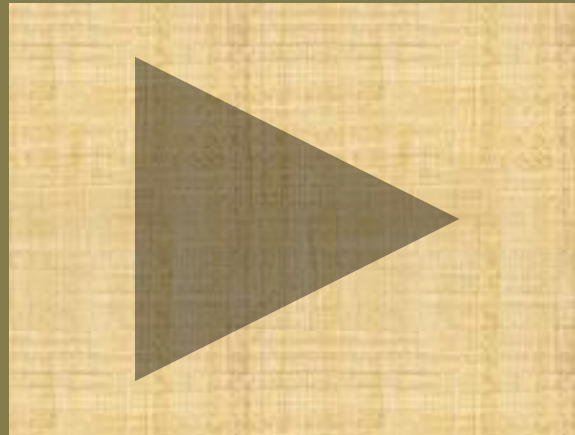


# HAVE AN “EXTRA” CLASS?

- ❖ 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.

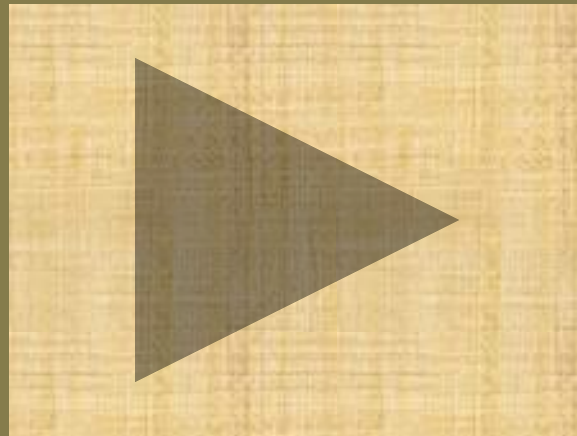


# INTERVENTION/ENRICHMENT SCHEDULING



# TWO I/E PERIODS PER GRADE LEVEL

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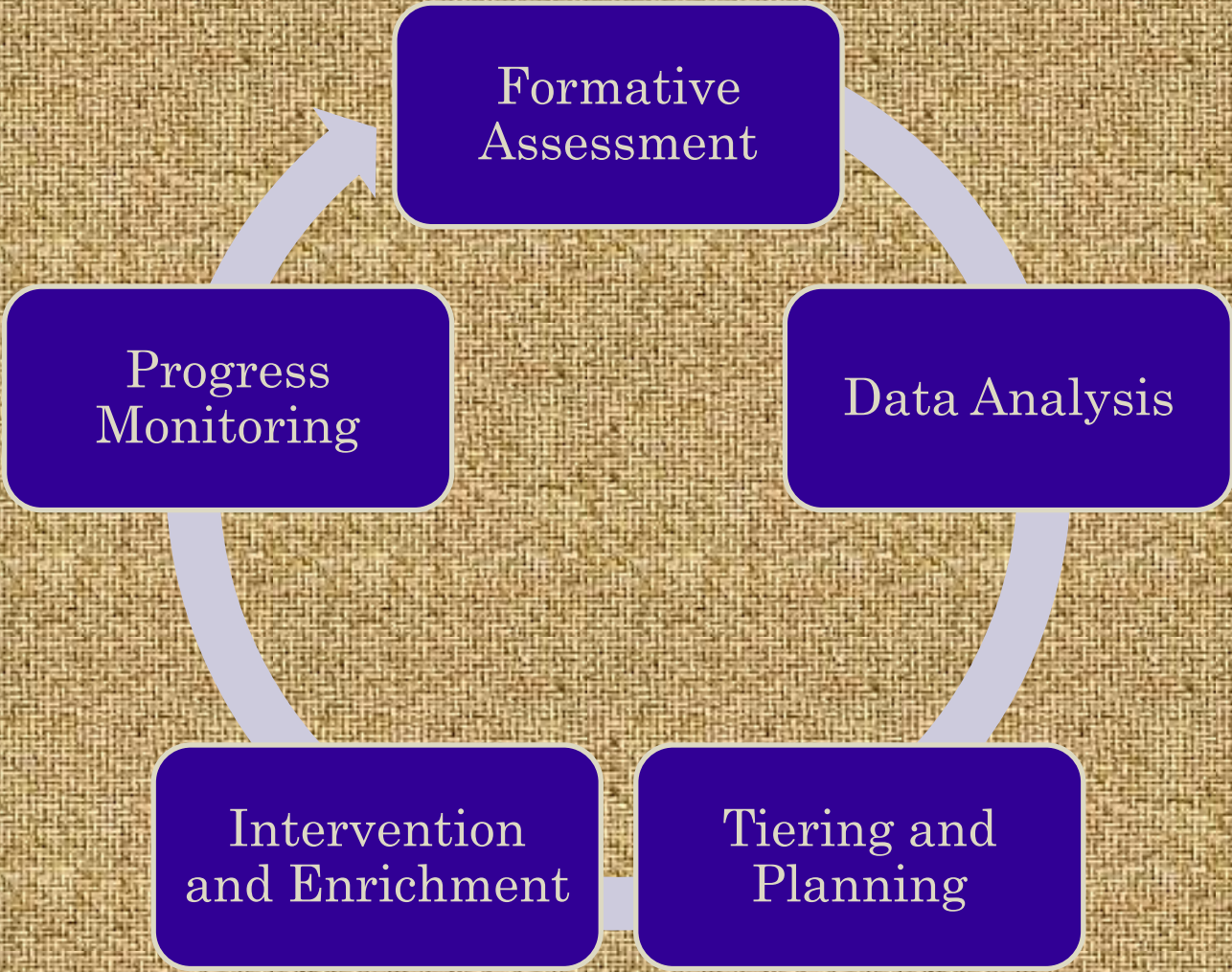


# Caveat emptor!

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: Learn basic curriculum through typical instruction w/differentiation.
- ❖ Tier 2: Need periodic intervention; should receive enrichment when not receiving intervention.
- ❖ Tier 3: Need long-term and intensive intervention; enrichment???





# TWO BASIC APPROACHES TO I/E ORGANIZATION

## The Centers Approach

- ❖ Individual classroom teachers organize enrichment centers for tier 1 students.
- ❖ Classroom teachers pull small groups from centers to provide Tier 2 (moderate, short-term) interventions.
- ❖ Clinical specialists pull-out (or push-in) and provide Tier 3 (intense, longer-term) interventions.

## 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.
- ❖ Tier 3 students are provided interventions by clinical specialists.



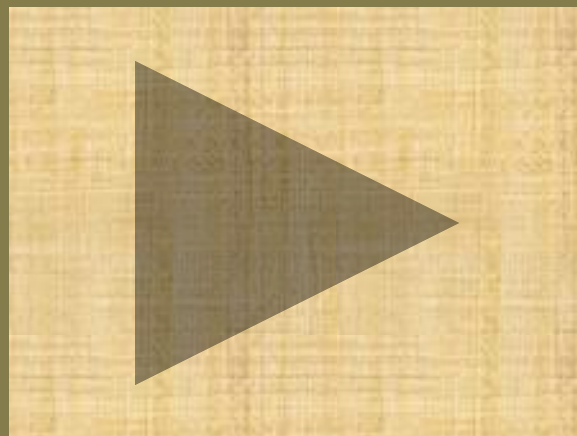
**Table 4.1 Sample Structure of Intervention/Enrichment Period  
for One Grade Level**

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

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

<b>Number of students</b>	<b>Activity</b>	<b>Staff</b>
<b>20 students</b>	<b>Social studies enrichment</b>	<b>TAG teacher</b>
<b>15 students</b>	<b>Science enrichment</b>	<b>Library/media specialist or classroom teacher</b>
<b>18 students</b>	<b>Writing lab</b>	<b>Title I or reading specialist</b>
<b>12 students</b>	<b>Special services</b>	<b>LD teacher, ESL teacher, speech/language teacher</b>
<b>10 students</b>	<b>Math interventions</b>	<b>Math specialist, classroom teacher, and/or computer lab</b>
<b>17 students</b>	<b>Reading interventions</b>	<b>Title I, reading specialist, SPED teacher, one or more classroom teachers</b>

# INSTRUMENTAL MUSIC SCHEDULING



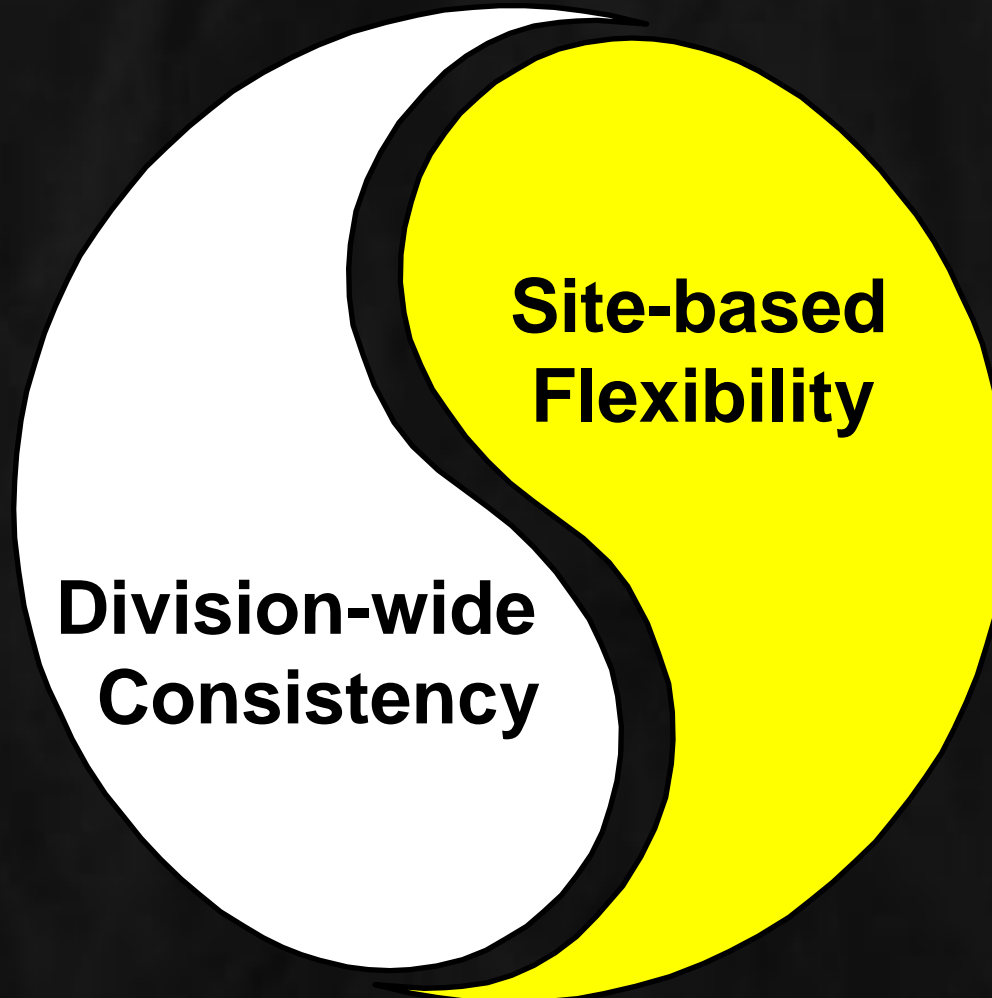
# KEY FACTORS: I/E

- ❖ 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

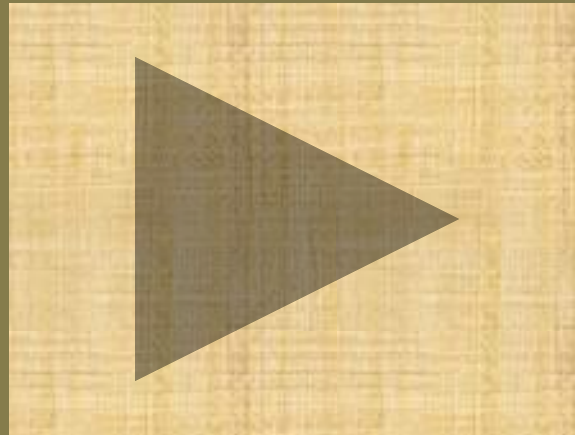
## Grades K-2

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

## Grades 3-5

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

PRINCE WILLIAM COUNTY, VA



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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.

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Time to Learn

Done



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# 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).



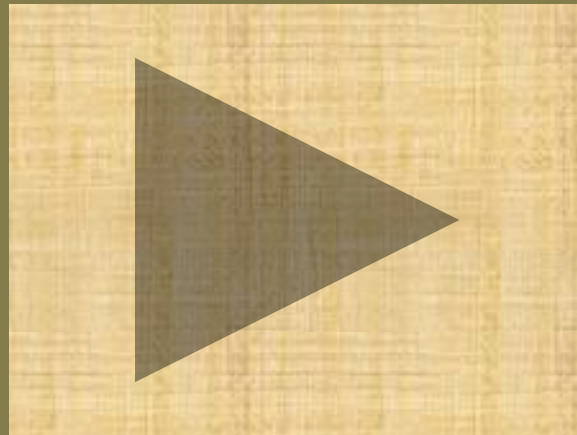
# Master Block Schedule

(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

# INCLUSION AND INTERVENTION/ENRICHMENT SCHEDULE

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# 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**

<b>Scheme</b>	<b>Number of teachers on team</b>	<b>Subjects taught by all team teachers in self-contained or regrouped classes</b>	<b>Departmentalized subjects; groups rotate to teachers in equal time blocks</b>
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



ADDING AN  
ADDITIONAL PROFESSIONAL  
DEVELOPMENT PERIOD TO  
THE SCHEDULE:

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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

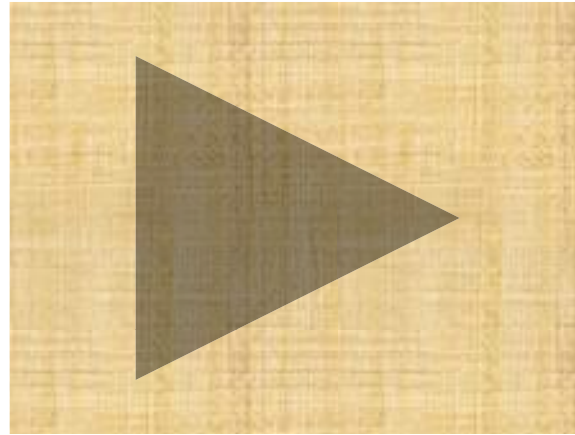
11:20-12:10	Day 1	Day 2	Day 3
Teacher 3A	PE	Art	Music
Teacher 3B	Music	PE	Art
Teacher 3C	Art	Music	PE

## 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 9<sup>th</sup> 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**



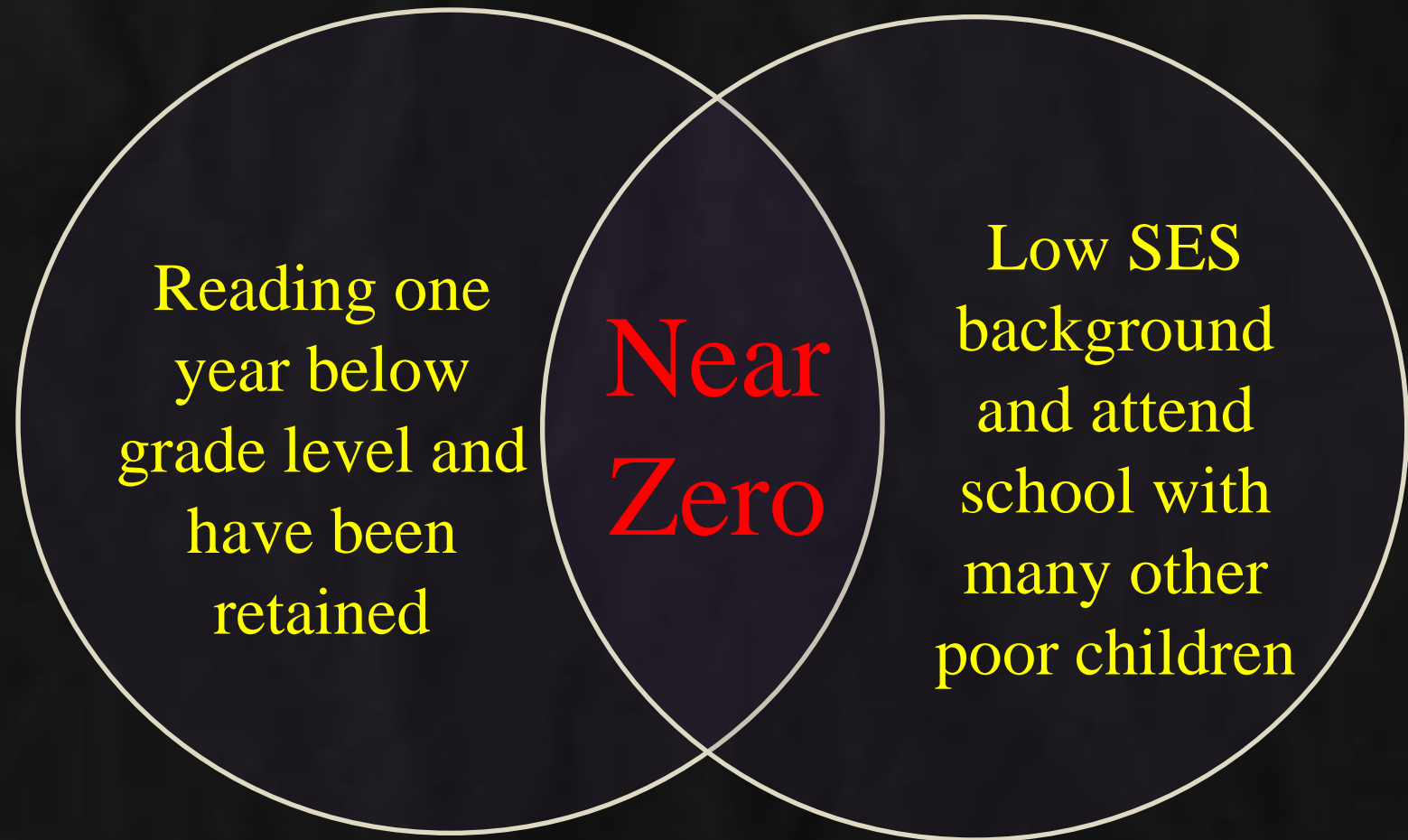


# PARALLEL BLOCK SCHEDULING

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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



A close-up photograph of a hand holding a piece of white chalk over a green chalkboard. The chalkboard has several numbers written in white chalk, including '2', '4', and '5'. The hand is positioned as if about to write or has just finished writing.

# GROUPING AND SCHEDULING KINDERGARTEN CLASSES IN PBS

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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	<b>Homeroom Activities &amp; Unit Time &amp; Math 8:00-9:00</b>	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	<b>Homeroom Activities &amp; Unit Time &amp; Math 8:00-9:00</b>	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

Lunch and Recess 10:50-11:40

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



# 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	<b>Encore Classes/Planning Cycle</b>	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

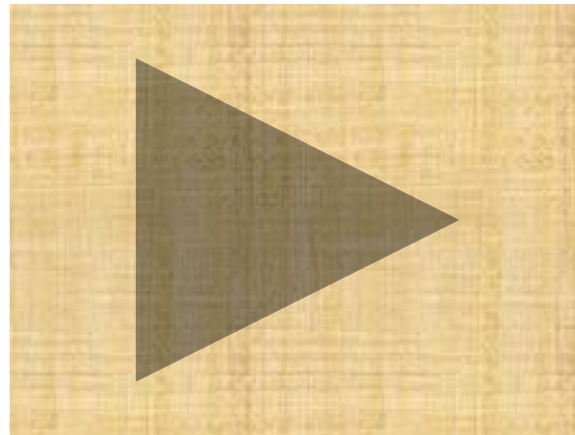
# EXTENSION CENTER ROTATION

## 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	<b>Encore Classes/Planning Cycle</b>	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.**

# BALDWIN ES, MANASSAS, VA





# CREATING RWGs AND MSGs IN GRADES 1-5

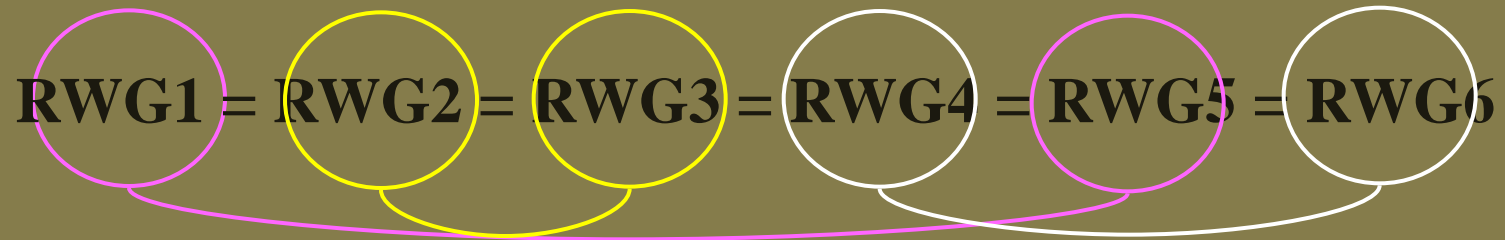
- ❖ To form homeroom groups, each teacher is assigned two distinct Reading-Writing Groups (RWGs).
- ❖ Groups meet separately for RWG instruction and together for their LA/SS class.
- ❖ The homeroom is re-grouped into Math Skill Groups (MSGs).
- ❖ Groups may be heterogeneous or homogeneous.
- ❖ There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





# GROUPING SCHEMES

## Heterogeneous RWGs



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

# GROUPING SCHEMES CON'T

## Homogeneous RWGs

Low



High

$RWG1 < RWG2 < RWG3 < RWG4 < RWG5 < RWG6$

**LOW**

**MIDDLE**

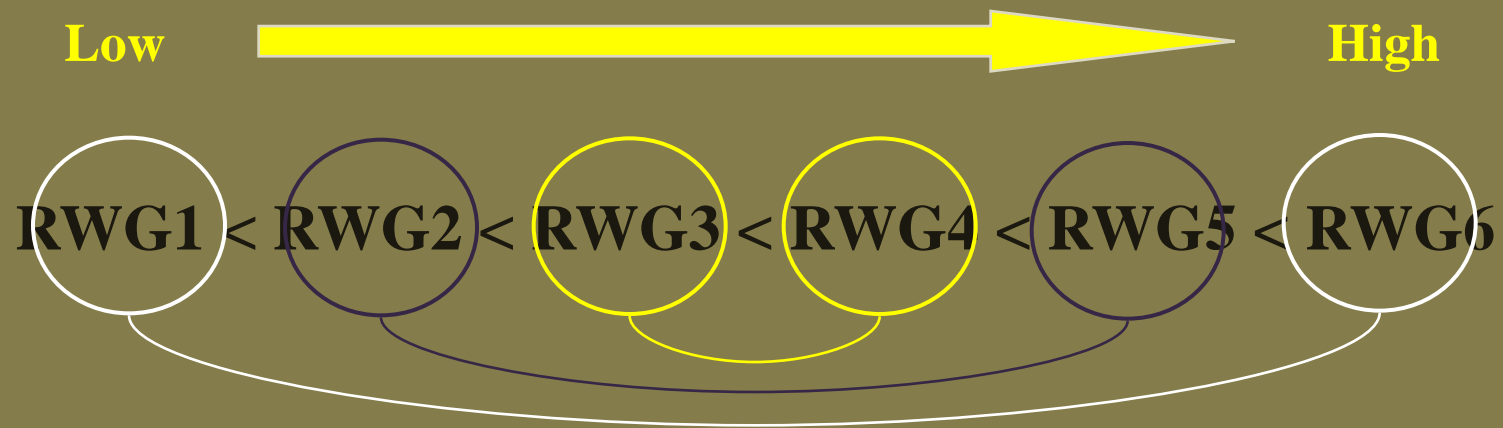
**HIGH**

Pairing 1: Homogeneous Groups

Paired to Create Homogeneous Homerooms

# GROUPING SCHEMES CON'T

## Homogeneous RWGs



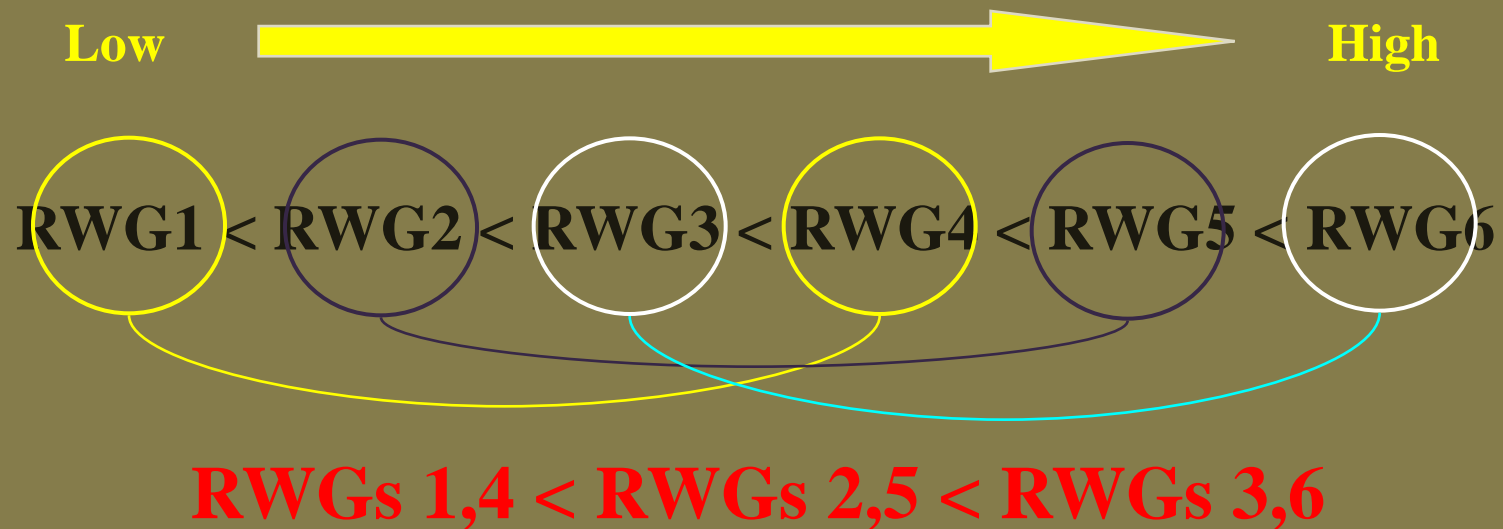
**RWG1,6 = RWG2,5 = RWG3,4**

Pairing 2: Homogeneous Groups

Paired to Create Somewhat “Bipolar” Homerooms

# GROUPING SCHEMES CON'T

## Homogeneous RWGs



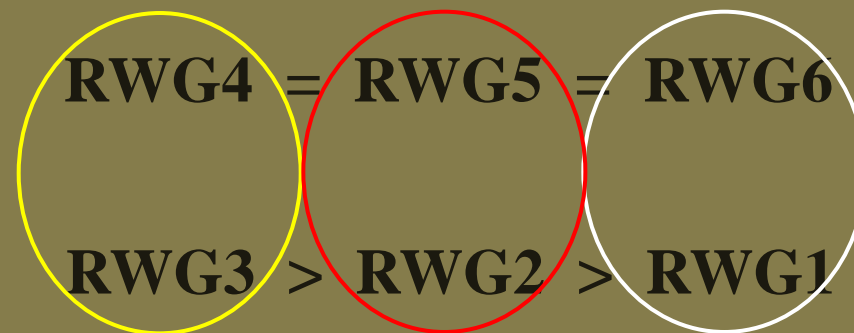
Pairing 3: Homogeneous Groups

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

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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		RWG-2,6	RWG-3,4	RWG-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
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

Planning/Encore 2:10-3:00

A close-up photograph of a hand holding a piece of white chalk over a green chalkboard. The chalkboard has several numbers written in white chalk, including '2', '4', and '5'. The hand is positioned as if about to write or has just finished writing.

# PBS SCHEDULING IN GRADES GRADES 4 AND 5

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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
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

Planning/Encore 2:10-3:00



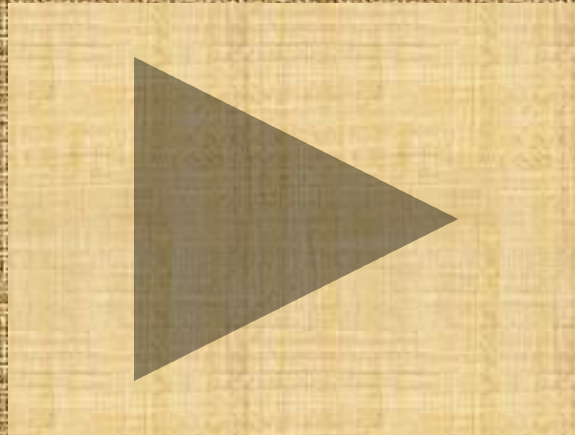
ADDING AN INTERVENTION AND  
ENRICHMENT PERIOD (I/E) TO THE  
PARALLEL BLOCK SCHEDULE

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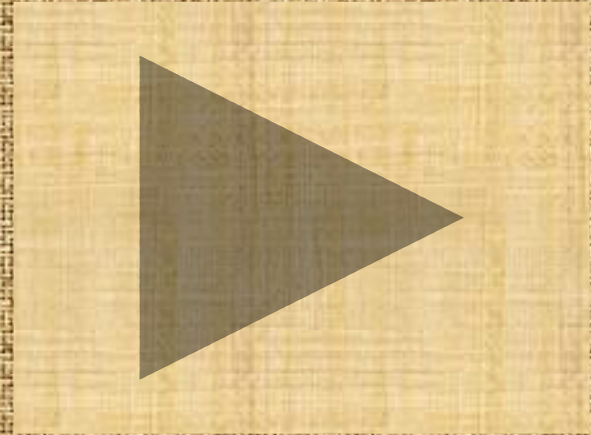
# Parallel Block Master Schedule with Intervention and Enrichment (I/E) Period

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**

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

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

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

# 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.





**Cougar Elementary School Master Block Schedule**

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

**Cougar Elementary School Community III 2-3 Schedule**

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