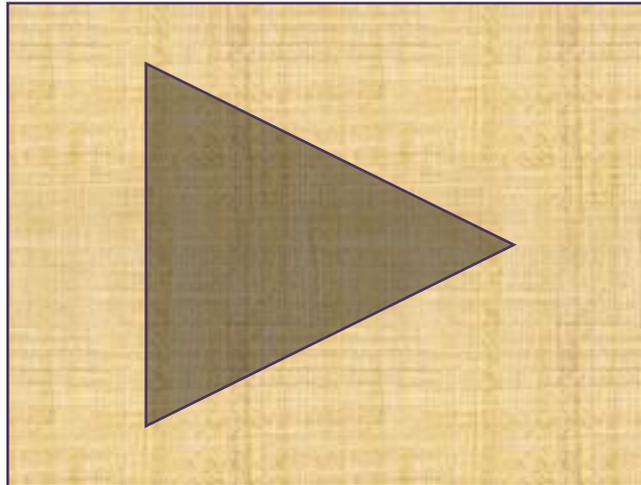# Elementary School Scheduling: Enhancing Instruction for Student Achievement

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**

❖ **Kindergarten Schedules with a Focus on Literacy Acquisition**

❖ **Parallel Block Scheduling**

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

Author Unknown

ELEMENTARY SCHOOL ISSUES

❖ **Time allocation**

❖ **Fragmentation: Causes? Encore and special services schedules**

❖ **Time for intervention, enrichment, and special services, therefore…**

❖ **Common planning time for data analysis, curriculum management, instructional improvement, staff development**

MASTER SCHEDULE GOALS

- ❖ To provide consistency in the elementary instructional day and in the implementation of the district curriculum

- ❖ To protect instructional time for the optimal delivery of both core and encore curricula

- ❖ To provide time for special services (SPED, ESOL, etc.), intervention and enrichment programs within the school day that supports core instruction and accountability requirements

- ❖ To provide daily grade-level planning time for all teachers

MASTER SCHEDULING STEPS

1. Form a scheduling committee that includes grade level representatives, an encore representative, and special service providers. It helps if several committee members have the "scheduling gene."

2. Determine time allocations for all subjects/grade levels including academic time, time for encore, the number and length of Intervention/Enrichment periods, and lunch/recess.

3. Determine the encore rotation. Consider personnel shared between/among buildings.

4. Consider your special service providers (special education, ESOL, Title 1, gifted, instrumental music, etc.) that are shared across multiple grade levels and devise a plan which specifies the amount of time they will spend in each aspect of their deployment. Place a line on the schedule for each provider.

5. Begin scheduling encore blocks.

6. Begin to schedule academic blocks for grade levels in tandem with scheduling their special service providers working from the most restrictive to the least restrictive scheduling requirements. Start with the most restrictive situation (i.e a departmentalized grade, a special program requirement, a special education teacher shared in two or more grades).

7. Schedule intervention/enrichment (I/E) blocks as part of Step 6.

8. Schedule lunch/recess as part of Step 6.

9. Steps 5-8 are completed with the "Goals" in mind, moving back and forth through the steps until the "best" schedule is created. (The order of steps 5-8 often must be changed; creating the schedule is less linear than one would think.

TIME ALLOCATIONS
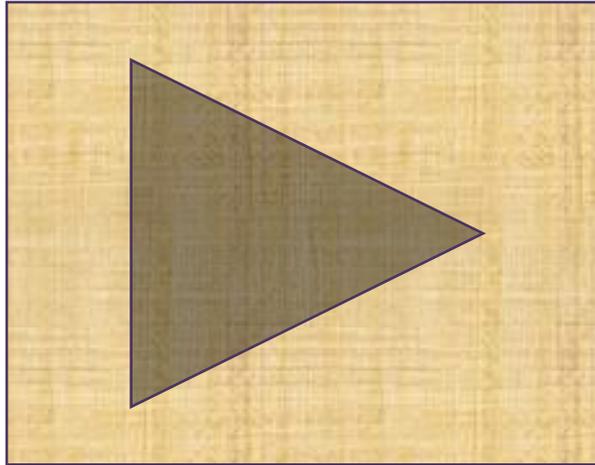
ELEMENTARY SCHEDULING TERMS

* Encore Teachers-"Specials" like art, music, physical education, etc.

* Special Service Providers-special education, Title 1 reading and math, ESOL, gifted, and instrumental music and other instructors who provide instruction to some students, but not all.

* I/E- Intervention/Enrichment Period

    * Intervention

        * Based upon identified (data-driven) skill needs

        * Focused on literacy and mathematics

        * Provided by a variety of personnel, including classroom teachers and special service providers.

    * Enrichment

        * Provided for students proficient in literacy and mathematics

        * Focused on moving proficient students to advanced proficiency

        * Organized around enrichment units in science, social studies, writing, etc.

        * Staffed by a variety of personnel, such as gifted/talented coordinator, other resource personnel, classroom teachers, and perhaps community members.

ENCORE CLASSES 3-DAY ROTATION

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

Encore Classes 6-Day Rotation

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

Encore Classes 4-Day Rotation

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

Factors to Consider When Determining an encore rotation

❖ What program should students receive (how much PE, art, music, etc.)?

❖ What encore staff do you have and how are they assigned to the building?

❖ How many sections do you have at each grade level?

❖ What length and frequency should the meeting periods have?

Master Block Schedule

(Full-Day Kindergarten)

45 min. Blocks		8:30-9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:15-1:00	1:00-1:45	1:45-2:30
Kind.							Encore/Plan		
Gr. 1								Encore / Plan	
Gr. 2									Encore/Plan
Gr. 3					Encore/Plan				
Gr. 4				Encore/Plan					
Gr. 5			Encore/Plan						
Encore		Plan	Gr. 5	Gr. 4	Gr. 3	Lunch	K	Gr. 1	Gr. 2
I/E									

Master Block Schedule

(Full-Day Kindergarten)

45 min. Blocks		8:30-9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:15-1:00	1:00-1:45	1:45-2:30
Kind.							Encore/Plan		
Gr. 1								Encore / Plan	
Gr. 2									Encore/Plan
Gr. 3					Encore/Plan				
Gr. 4				Encore/Plan					
Gr. 5			Encore/Plan						
Encore		**Plan**	**Gr. 5**	**Gr. 4**	**Gr. 3**	Lunch	**K**	**Gr. 1**	**Gr. 2**
I/E									

Encore Teachers' Master Schedule

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

HAVE AN "EXTRA" CLASS?

❖ Divide the "extra" class among others at the grade level.

❖ Add something to the rotation for that grade level.

❖ Place the "extra" class in an open slot at another grade level on a rotating basis.

❖ Remunerate the encore teachers for instructing an "extra" class during their planning time.

❖ Add a "piece" of an itinerant teacher to cover the "extra" class.

Intervention/Enrichment Scheduling
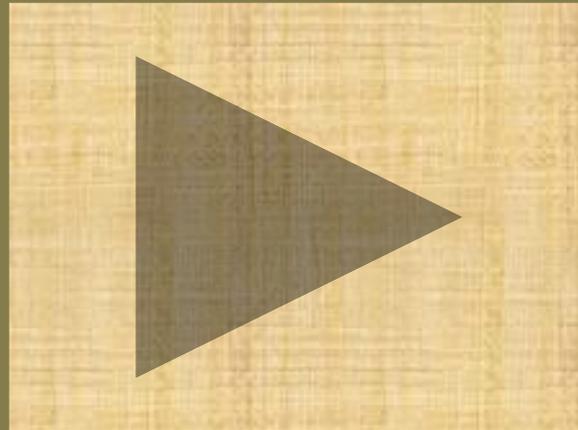
Two I/E Periods per Grade Level, Split Grade Level, DJ Montague ES
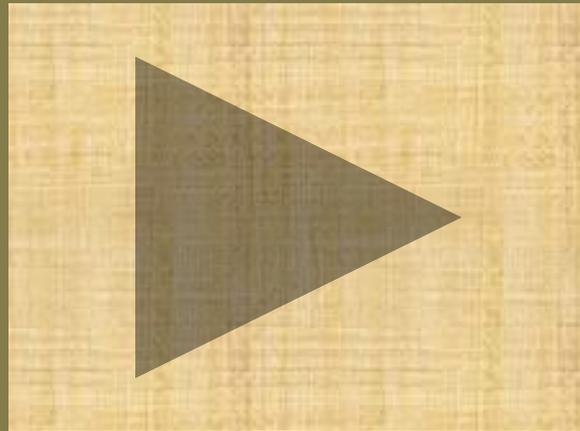
Two I/E Periods per Grade Level, Whole Grade Level, Viola ES
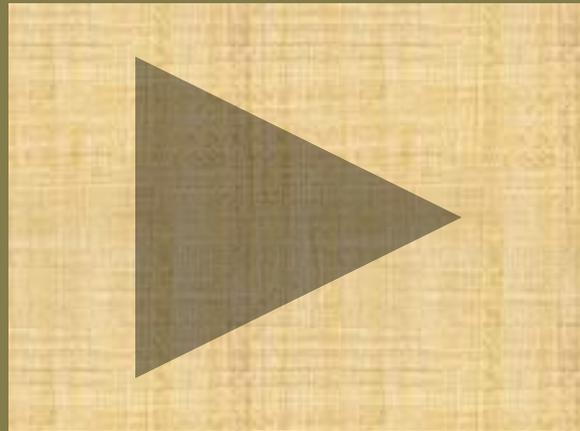
Instrumental Music Scheduling
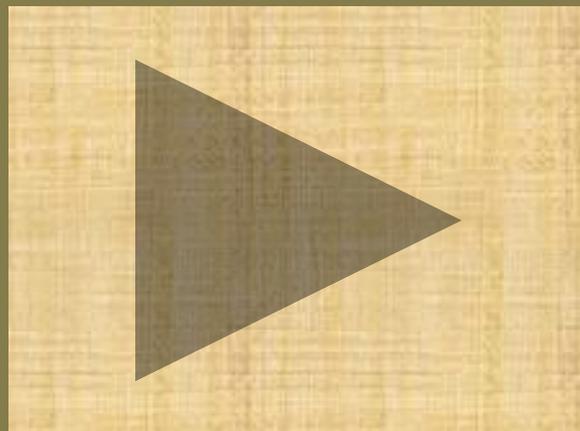
Caveat emptor!

Scheduling the Intervention/Enrichment period is relatively easy.

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

INTERVENTION/ENRICHMENT PROCESSES
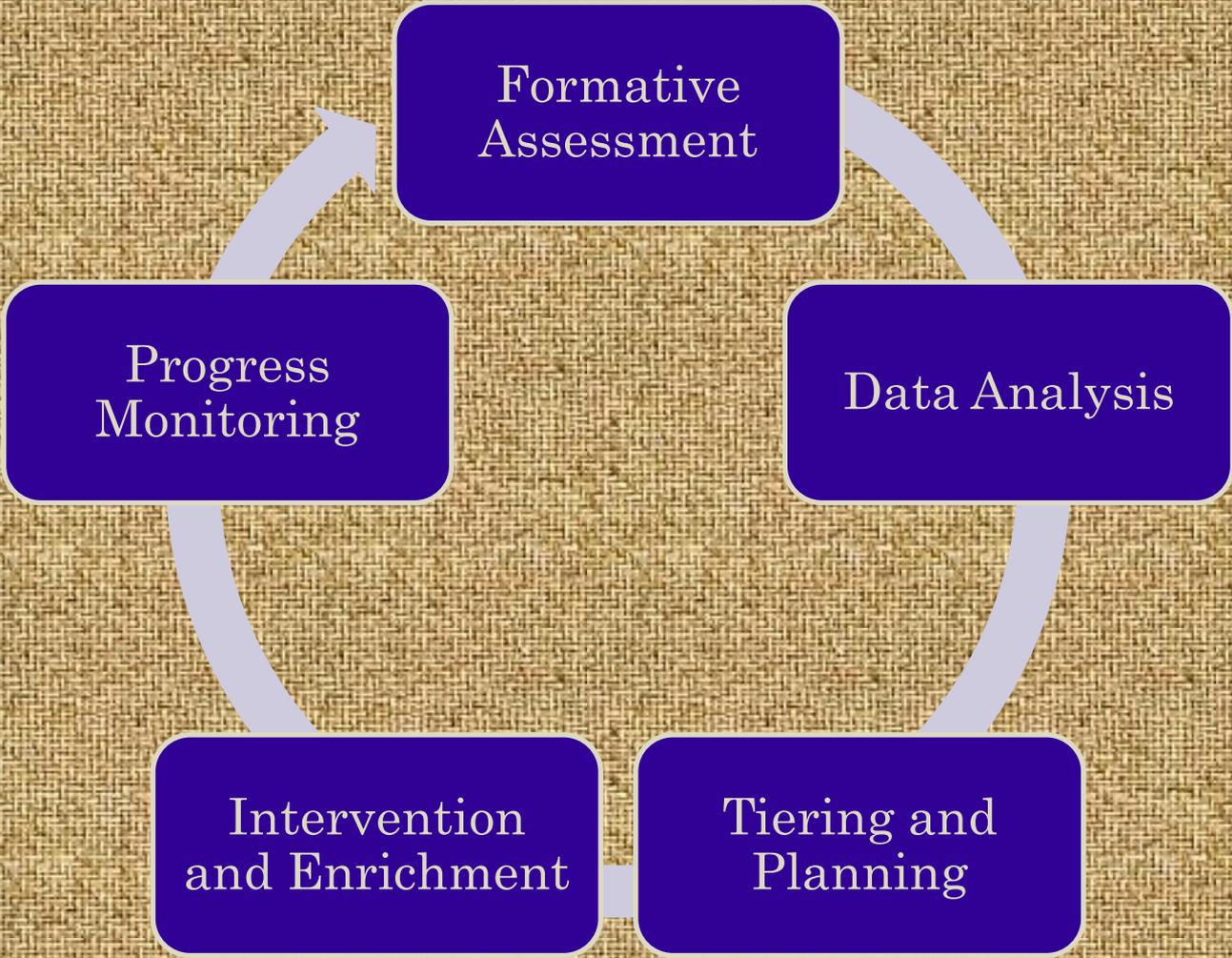
RTI Student Tiers

❖ Tier 1: About 80% of students learn basic curriculum through typical instruction w/differentiation.

❖ Tier 2: About 15-20% of students need regular intervention; generally this is provided by special service providers or classroom teachers during the I/E period.

❖ Tier 3: About 2-5% of students need long-term and intensive intervention; faithful implementation of RTI requires that this intervention be in addition to the Tier 2 intervention, though in some schools it replaces the Tier 2 intervention.

Two Basic Approaches to I/E Period Organization

The Centers Approach

❖ Individual classroom teachers organize enrichment centers for Tier 1 students.

❖ Classroom teachers pull small groups from centers to provide some Tier 2 (moderate, short-term) interventions.

❖ Clinical specialists pull-out (or push-in) for other Tier 2 interventions.

❖ Tier 3 (intense, longer-term) interventions are provided as pull-outs or push-ins either in place of Tier 2 during I/E or in addition to Tier 2 as a second intervention.

The Re-grouping Approach

❖ Classes are re-grouped across a team or grade level to form tiered groups.

❖ Tier 1 students are 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.

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.

A Necessary Balance
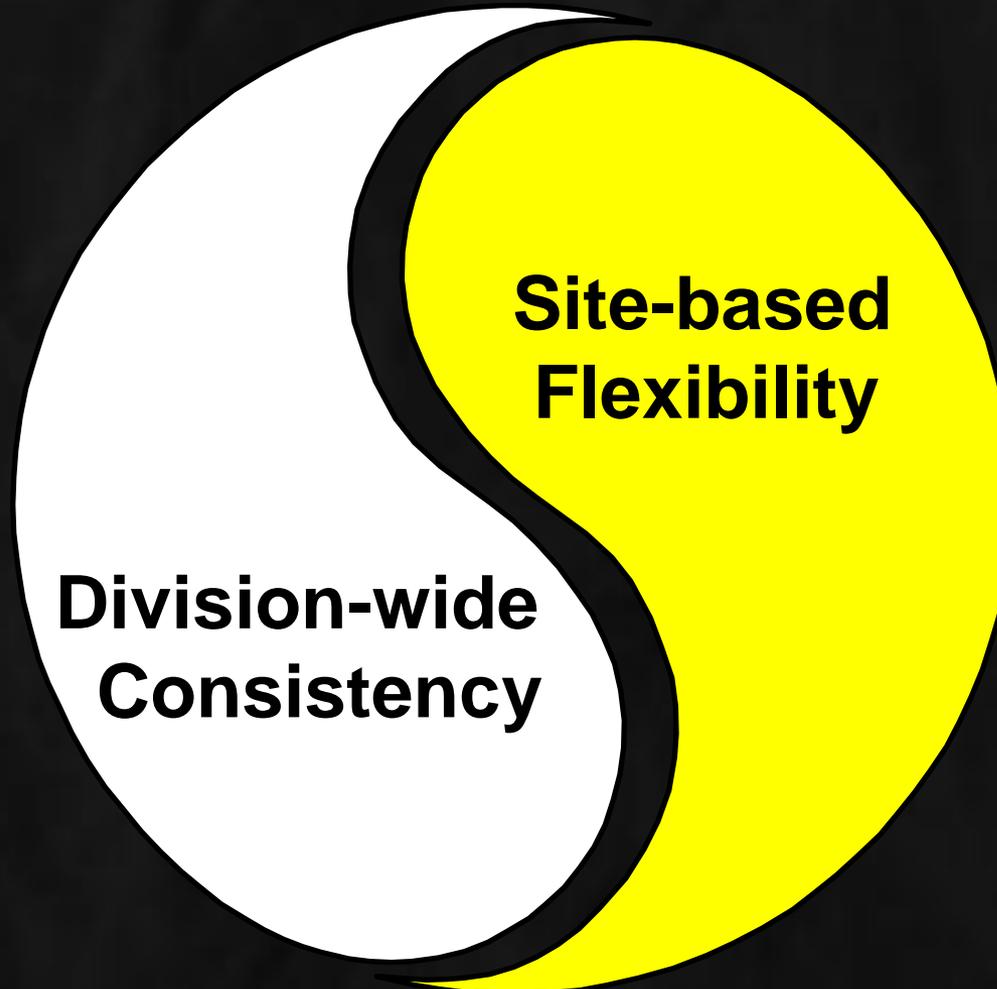
TIME ALLOCATIONS: AN EXAMPLE

Grades K-2

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

Total   390

Grades 3-5

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

Total   390

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Prince William County, VA
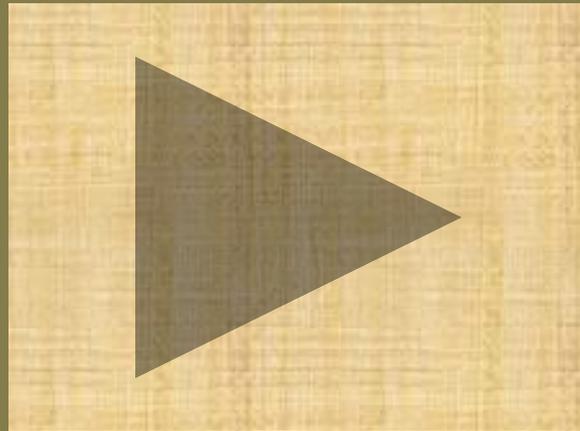
Designing Better Support Service Schedules

1. Schedule support personnel as the master schedule is being developed, not afterwards.

2. Implement a combination of inclusion and I/E scheduling to provide opportunities for pre-teaching, co-teaching, and re-teaching.

3. Assign intervention/enrichment (I/E) periods for each grade level.

4. Create homeroom groups from literacy groups rather than literacy groups from homerooms.

5. Use Parallel Block Scheduling (PBS).

Master Block Schedule
(Inclusion Scheduling)

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

SPECIAL SERVICE SCHEDULING
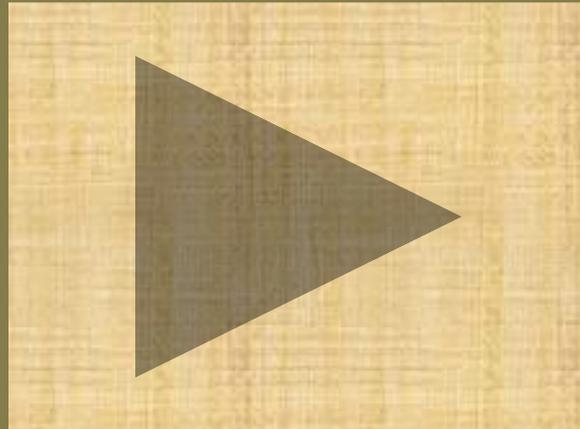
DEPARTMENTALIZATION IN
GRADES FOUR AND FIVE: KEY CONSIDERATIONS

❖ The departmentalization plan should reflect the desired time allocations.

❖ The departmentalization plan should capitalize on the strengths of teachers and minimize their weaknesses.

❖ Rotated subjects must be provided equal time blocks.

❖ The encore block, I/E period, lunch and recess, and any self-contained aspects of the schedule must be placed strategically to create equal time blocks required for the particular plan.

Table 5.2 Typical Elementary School Departmentalization Schemes

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

SAMPLE 2-TEACHER TEAMS

Plan 2A

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

Plan 2B

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

Plan 2D

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

Plan 2F Version 2

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

SAMPLE 3-TEACHER TEAMS

Plan 3A

LA/R	Reading 60	LA Group A 70	LA Group B 70	Plan	L/R	LA Group C 70	I/E
Math/R	Reading 60	Math Group C 70	Math Group A 70	Plan	L/R	Math Group B 70	I/E
SS/SC/R	Reading 60	SS/SC Group B 70	SS/SC Group C 70	Plan	L/R	SS/SC Group A 70	I/E

Plan 3B

LA/R/M	LA/R Group A 90	Math Group C 60	Math Group B 60	Plan	L/R	Math Group A 60	I/E
LA/R/SS	LA/R Group B 90	SS Group A 60	SS Group C 60	Plan	L/R	SS Group B 60	I/E
3C LA/R/SC	LA/R Group B 90	SC Group B 60	SC Group A 60	Plan	L/R	SC Group C 60	I/E

Plan 3C

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

SAMPLE 4-TEACHER TEAMS

Plan 4A								
R/LA	Read. Gr. A 50	LA Gr. B 55	LA Gr. C 55	LA Gr. D 55	Plan	L/R	LA Gr. A 55	I/E
R/Math	Read. Gr. B 50	Math Gr. C 55	Math Gr. D 55	Math Gr. A 55	Plan	L/R	Math Gr. B 55	I/E
R/SS	Read. Gr. C 50	SS Gr. D 55	SS Gr. A 55	SS Gr. B 55	Plan	L/R	SS Gr. C 55	I/E
R/SC	Read. Gr. D 50	SC Gr. A 55	SC Gr. B 55	SC Gr. C 55	Plan	L/R	SC Gr. D 55	I/E
Plan 4B								
R/SS	Read. Gr. A 55	Read. Gr. B 55	Read. Gr. C 55	Read. Gr. D 55	Plan	L/R	SS Gr. A 50	I/E
LA/SS	LA Gr. B 55	LA Gr. C 55	LA Gr. D 55	LA Gr. A 55	Plan	L/R	SS Gr. B 50	I/E
Math/SS	Math Gr. C 55	Math Gr. D 55	Math Gr. A 55	Math Gr. B 55	Plan	L/R	SS Gr. C 50	I/E
SC/SS	SC Gr. D 55	SC Gr. A 55	SC Gr. B 55	SC Gr. C 55	Plan	L/R	SS Gr. D 50	I/E
Plan 4C								
R/LA/SS	LA/Reading Gr. A 110		LA/Reading Gr. C 110		Plan	L/R	SS Gr. A 50	I/E
R/LA/SS	LA/Reading Gr. B 110		LA/Reading Gr. D 110		Plan	L/R	SS Gr. B 50	I/E
Math/SS	Math Gr. C 55	Math Gr. C 55	Math Gr. A 55	Math Gr. B 55	Plan	L/R	SS Gr. C 50	I/E
SC/SS	SC Gr. D 55	SC Gr. D 55	SC Gr. B 55	SC Gr. A 55	Plan	L/R	SS Gr. D 50	I/E
Plan 4D								
LA/R	LA/Reading A 135		LA/Reading Group C 65	Plan	L/R	LA/Reading Group C 65		I/E
LA/R	LA/Reading B 135		LA/Reading Group D 65	Plan	L/R	LA/Reading Group D 65		I/E
Math	Math C 65	Math D 65	Math A 65	Plan	L/R	Math Group C 65		I/E
SS/SC	SS/SC D 65	SS/SC C 65	SS/SC C 65	Plan	L/R	SS/SC Group A 65		I/E

MASTER SCHEDULE DEVELOPMENT

Sample 405 Minute Master Schedule

Group	Schedule Blocks
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

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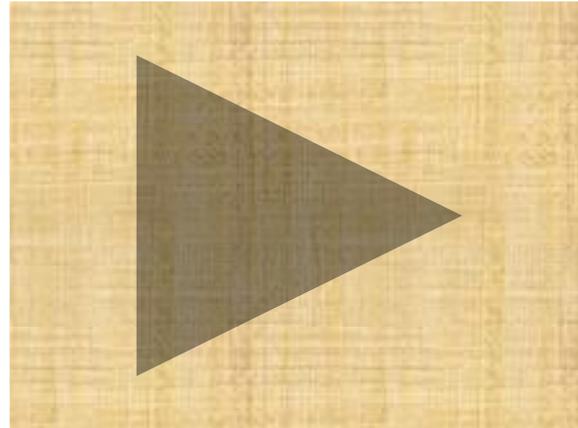
Master Block Schedule
(#2 Add 9th Period to Create a Block for Professional Development)

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 response**

        - ❖ **Student guidance issues including parent conferences**

        - ❖ **Instructional improvement (professional development)**

        - ❖ **Rotating faculty meeting for decision-making discussions**

    - ❖ **Minutes/Follow-up**

Parallel Block Scheduling

Models for Kindergarten through Grade 5

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

Reading one year below grade level and have been retained

Near Zero

Low SES background and attend school with many other poor children

McPartland and Slavin, 1990, p.7.

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

and wrong.

H.L. Mencken

GROUPING AND SCHEDULING KINDERGARTEN CLASSES IN PBS

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

Possible Room Arrangement for Four Kindergarten Classes

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

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

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

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

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

	8:00-9:00	Block I 9:00-9:35	Block II 9:35-10:10	Block III 10:10-10:45	
Teacher A 1,4,7	**Homeroom Activities & Unit Time & Math 8:00-9:00**	RWG-1	RWG-4	RWG-7	**Lunch and Recess 10:50-11:40**
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	

Extension Center Rotation During a Literacy Block (A.M.)

	8:00-9:00	Block I 9:00-9:35	Block II 9:35-10:10	Block III 10:10-10:45	
Teacher D Aide 1 Centers	Homeroom Activities & Unit Time & Math 8:00-9:00	Centers-2,4,5	Centers-3,7,8	Centers-1,6,9	Lunch and Recess 10:50-11:40
Aide 2 Story		Story-7	Story-1	Story-4	
Aide 3 Play		Play-3	Play-5	Play-8	
Aide 4 Play/Read		Play-9	Story-6	Play-2	

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

Reduced Groups in a Kindergarten Literacy Block (p.m.)

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

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

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

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

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

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

Baldwin ES, Manassas, VA
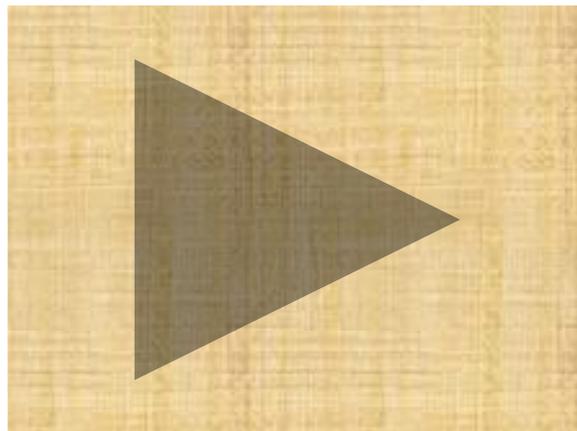
ELG= Early Literacy Group

❖ K-1 (and sometimes 2nd)

❖ Based upon continuous assessments

❖ Provided by trained Literacy Teams; each classroom is "flooded" by the Literacy Team once (or maybe twice) daily

❖ To create homogeneous, skill-based flexible groupings

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

The time scale across the top runs from 8:00 AM to 3:00 PM in 5-minute increments.

Row	Schedule (across the school day)
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)
Kindergarten Teacher B	Homeroom Activities, Mathematics and Unit Time (50); 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	Homeroom Activities, Mathematics and Unit Time (50); 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

Dismissal

* ELG = Early Literacy Group

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

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

Adapted by Carol Canady Payne from PALS Emergent Reader Lesson Plan

Group: _____ Tutor: _____ Date: ___/___/___ Day(s): _____ Lesson #: ____

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

Beginning Reader Lesson Plan for Grades K-1

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

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

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

CREATING RWGS AND MSGS IN GRADES 1-5

❖ To form homeroom groups, each teacher is assigned two distinct Reading-Writing Groups (RWGs).

❖ Groups meet separately for RWG instruction and together for their LA/SS class.

❖ The homeroom is re-grouped into Math Skill Groups (MSGs).

❖ Groups may be heterogeneous or homogeneous.

❖ There are a variety of grouping schemes.

GROUPING SCHEMES

Heterogeneous RWGs

RWG1 = RWG2 = RWG3 = RWG4 = RWG5 = RWG6
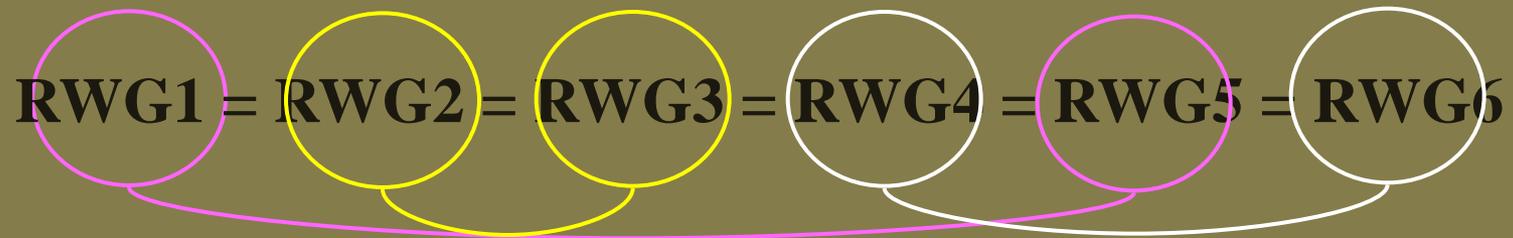
**All Pairings of Heterogeneous Groups
Create Heterogeneous Homerooms**

Grouping Schemes con't

Homogeneous RWGs

Low →————————————————→ High

(RWG1 < RWG2) < (RWG3 < RWG4) < (RWG5 < RWG6)

LOW   **MIDDLE**   **HIGH**
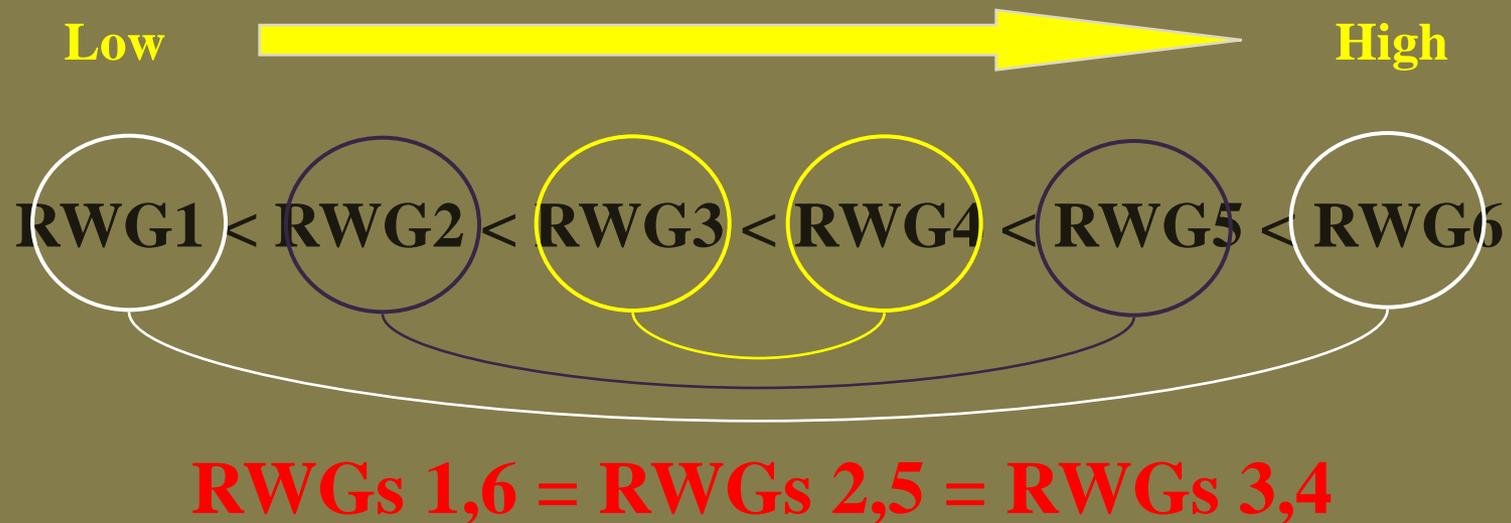
Pairing 1: Homogeneous Groups
Paired to Create Homogeneous Homerooms
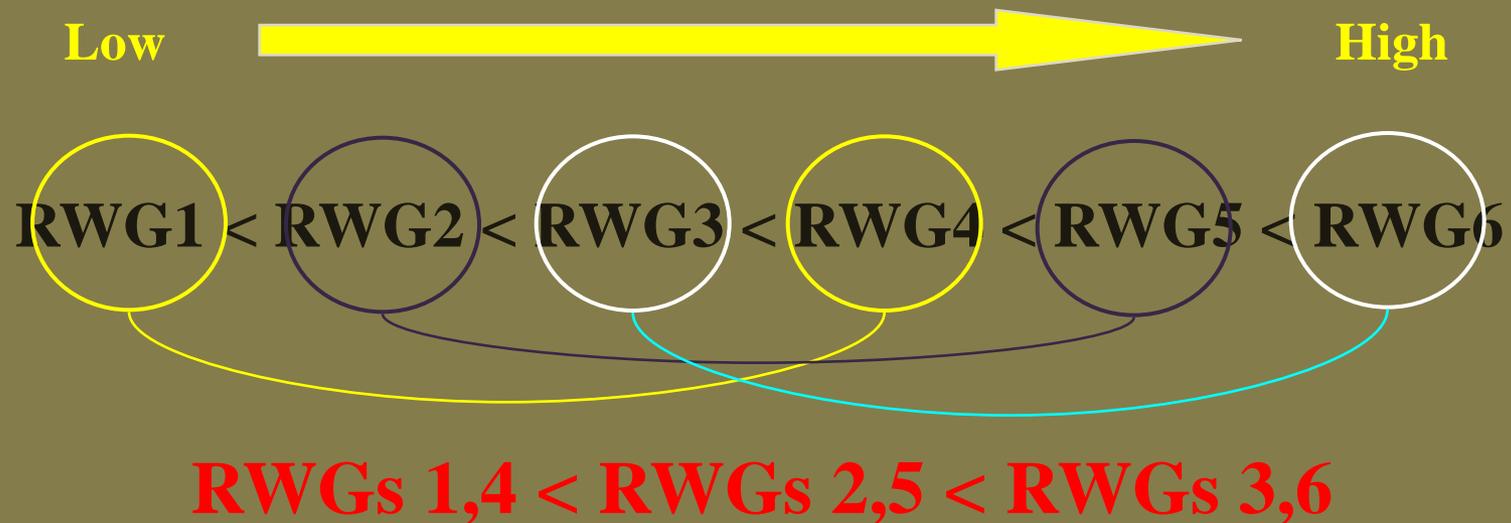
GROUPING SCHEMES CON'T

Homogeneous RWGs

Low →→→→→→→→→→→→ High

RWG1 < RWG2 < RWG3 < RWG4 < RWG5 < RWG6

RWGs 1,6 = RWGs 2,5 = RWGs 3,4

Pairing 2: Homogeneous Groups
Paired to Create Somewhat "Bipolar" Homerooms

Homogeneous RWGs

Low →→→→→→→→ High

RWG1 < RWG2 < RWG3 < RWG4 < RWG5 < RWG6

RWGs 1,4 < RWGs 2,5 < RWGs 3,6

**Pairing 3: Homogeneous Groups
Paired to Create "Controlled Heterogeneity"**

Heterogeneous Top Half RWGs

$$RWG4 = RWG5 = RWG6$$

$$RWG3 > RWG2 > RWG1$$

High ⟶ **Low**
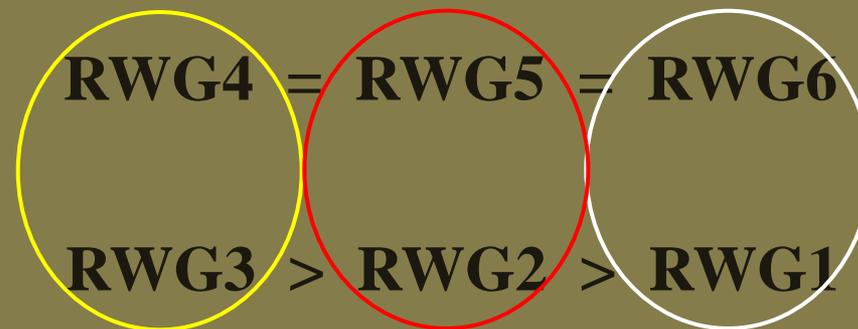
Homogeneous Bottom Half RWGs

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

PBS SCHEDULING IN GRADES 1 THROUGH 3

Option 1: Language Arts and Math Extension Classes

Option 2: General Extension and SC/SS Extension Classes

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

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

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

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

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

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

PBS Scheduling in Grades Grades 4 and 5

Social Studies and Science Extension Classes

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

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

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

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

# Adding an Intervention and Enrichment Period (I/E) to the Parallel Block Schedule

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

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

Manassas Park, VA (pg. 8–10)
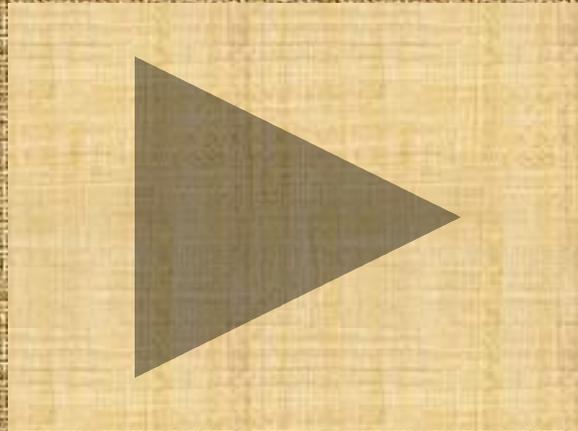
Lower Elementary
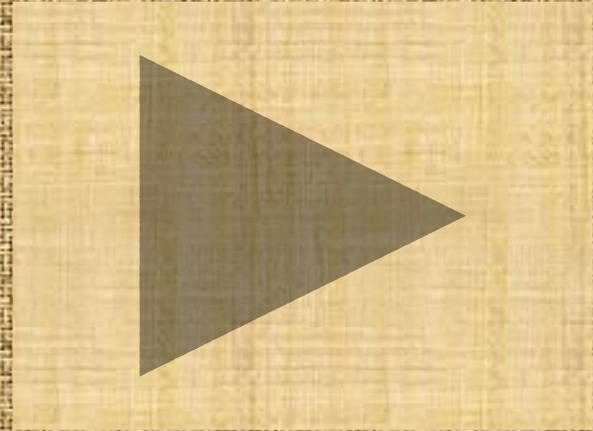
Upper Elementary

Cougar Elementary School
Demographic Changes 1999-2008

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

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

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

WHY PBS???   BECAUSE OF THE...

❖ **Importance of students reading by grades 3 and 4**

❖ **Importance of changing teaching practices and expectations in grades K-1**

❖ **Advantages of a stable homeroom structure while still having access to varied instructional groupings and services**

❖ **Changes needed in typical pull-out services**

❖ **Relationship between class size and achievement**

❖ **Issue of students at-risk having two or more weak teachers in consecutive years**

❖ **Role of teacher assistants/aides and student achievement**

❖ **Need to share work load, especially during an age of accountability**

REFERENCES

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

❖ McPartland, J. M., and Slavin, R. E. Increasing Achievement of At-Risk Students at Each Grade Level. Policy Perspectives Series. Washington, DC: U. S. Department of Education, July 1990.

❖ Rettig, M. D., McCullough, L. L., Santos, K. E., Watson, C. R. (2004). *From rigorous standards to student achievement: A practical process.* Larchmont, NY: Eye On Education.

❖ Rettig, M. D. & Canady, R. L. (2000). *Scheduling strategies for middle schools.* Larchmont, NY: Eye On Education.

Sample 405 Minute Master Schedule

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

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

The time axis across the top runs in 5-minute increments from 8:00 AM through 3:00 PM, with "Dismissal" at the far right.

Row	Schedule blocks (left → right)
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)
Kindergarten Teacher B	Homeroom Activities, Mathematics and Unit Time (50) · 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	Homeroom Activities, Mathematics and Unit Time (50) · 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.

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

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

SCHOOL SCHEDULING ASSOCIATES

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

Community I 2-3   2:05-2:55   **Community I K-1**   1:15-2:05
Community II 2-3   10:45-11:35   **Community II K-1**   12:25-1:15
Community III 2-3   9:05-9:55   **Community III K-1**   9:55-10:45