



To: Members, Board of Education
Dr. Carol Kelley, Superintendent

From: Dr. Carrie Kamm, Senior Director of Equity
Dr. Amy Warke, Chief Education and Accountability Officer

Re: Master Schedule for Elementary and Middle Schools

Date: September 26, 2017

Purpose: To provide an update on master schedules for our elementary and middle schools.

As District 97 works to serve the academic and social-emotional needs of each student, and as we work to strengthen our Multi-Tiered System of Support (MTSS), it is imperative that our master schedules allow time for students to have additional time and opportunities to have their needs met. In terms of MTSS, an essential question that grade-level teams must answer is, “How will we support students when they are struggling to learn?” The answer to this question is extra time and support. It is important that this extra time and support does not interfere with core instructional time or student participation in specials classes (art, music, PE).

Last March, the Teaching and Learning department worked with our elementary principals to design master schedules that provided consistent routines for students, common 30 minute grade-level intervention/enrichment periods in math and literacy four days per week, and opportunities for flexible grouping across classrooms. The 30 minute intervention/enrichment periods are consistent in the time that they are scheduled on the daily basis, flexible to allow for different skills to be enriched and remediated and inclusive of the students who participate in the groups. When teachers utilize flexible grouping across a grade level, groups are formed based on formative assessment data, interest, learning style, readiness, ability, etc. Teachers may decide the groups can vary from pairs, triads, to groups of four or even larger depending on the instructional purpose.

Additionally, the master schedules promote classroom teachers engaging in collaboration during common plan time. This collaborative planning time, that is informed by the district’s work and training with Formative Assessment for Results (FAR), promotes collective teacher efficacy. Collective teacher efficacy is defined as the shared belief that through their collective action, teachers can positively impact student growth and attainment, including for those students whose learning is particularly school dependent. Research suggests that collective teacher efficacy is a leading factor in student achievement (Hattie, 2016).

Creating a master schedule that is centered on addressing the learning needs of all students has many variables and involves the voices of multiple stakeholders. To support this process, the Teaching and Learning department has created the following timeline for the design of elementary school master schedules this school year. In between design sessions, principals collaborate with their Building Leadership Teams (BLTs) and other staff to create working drafts of the master schedule.

2/26/18	Session #1 <ul style="list-style-type: none"> ● Introduce Timeline & Milestones ● Frame Design Criteria
3/19/18	Session #2 <ul style="list-style-type: none"> ● First draft of schedule review (PEA, Math/Reading Intervention blocks, Specials, Common Planning Time)
4/16/18	Session #3 <ul style="list-style-type: none"> ● Second draft of schedule review ● Outstanding needs identified
5/21/18	Session #4 <ul style="list-style-type: none"> ● Final draft of schedule due

Dr. Todd Fitzgerald and Ms. April Capuder will begin the work with the middle school schedule in October. They plan to call for committee members the last week in September. The meetings will begin mid October and continue through the end of January. The principals will have a final report with recommendations to the Board of Education in the month of February.