Scheduling Guiding Questions

**Beliefs**

- What do we believe is the purpose of our school?
- What kind of school would we like to be?
  - What indicators would let us know we are on-track or have reached our goal?
- To what extent do we believe ALL students can learn at high levels?
- To what extent do we believe it is our responsibility to ensure that high level learning happens for ALL students?
- To what extent do we provide opportunities to learn versus ensure learning?
- To what extent do we believe in the value of job embedded continuous learning for educators (PLC’s) as the key to improved student learning?
- What is the purpose of supplemental and intensive interventions?
- Do our current structures/processes/practices allow us to meet the purpose of supplemental and intensive interventions?
- What might be next steps?

**Alignment of Practices to Beliefs**

**PLCs**

- Does the calendar/master schedule have built-in collaborative planning (PLC) time?
- To what extent do team members have a shared purpose, direction, values and goals?
- How often do teams engage in collaborative unpacking of standards and identification of learning targets?
- How often do teams engage in development/utilization of common (formative and summative) assessments?
- How often do teams engage in collaborative analysis of assessment data to:
  - Identify students who have not mastered learning targets
  - Identify areas of strength and areas for improvement in instructional practices
- What might be next steps?
Additional Learning Supports

- To what extent are intervention/enrichment opportunities consistently available to all students in core content areas during the school day?
- To what extent are supplemental and intensive interventions matched to need based on:
  - Type
    - Academic
    - Behavioral
    - Engagement
  - Intensity
    - Time
    - Focus
    - Instructional methodology
- What might be next steps?

Infrastructure

District

- Which infrastructure components at the district-level are solidly in-place?
- Which infrastructure components at the district-level may be an area for improvement?
- What might be next steps?

School

- Which infrastructure components at the school-level are solidly in-place?
- Which infrastructure components at the school-level may be an area for improvement?
- What might be next steps?

Intervention/Enrichment Examples

- What ideas did the examples generate?
- What might be next steps?