

# Common Master Scheduling Options for Elementary & Secondary Schools



## Elementary Intervention/Enrichment (I/E) Period

### Common Models:

1. One school-wide I/E period, typically at the end of the day (example below)
2. Two I/E periods, one for K-2, One for 3-5
3. Three I/E periods, one for K-1, one for 2-3, and one for 4-5
4. Six I/E periods, one for each grade level (example below)

### Considerations for selecting a model:

- Size of the school and number of support staff available
- Sharing arrangements for special services staff (how many grade levels does one person serve?)
- Types of intervention/ESE services provided (push-in vs. pull-out, etc.)
- Interest in cross-grade-level grouping of students
- Level of staff commitment to the plan and leadership monitoring to ensure fidelity of instruction

### Pros and Cons of less versus more I/E periods:

- Fewer periods of I/E maximize cross-grade level grouping
- When there are fewer I/E periods, more classrooms are engaged in the same activities at the same time
- ESE service providers (e.g., ESE teachers, SLPs, OTs) are free and available to provide services during core instruction when there are less I/E periods during the day
- Elective teachers are available to participate in I/E more when there are fewer I/E periods during the day
- Schools with fewer support staff (e.g., ESE, intervention, or related service providers) will usually need more I/E periods throughout the day
- Typically, larger schools can schedule fewer I/E periods because they have more support staff and can assign one provider to each grade level (model #1)
- Schools with only one support staff in a field serving all grade levels will typically need an I/E period for each grade level (model #4)

### One School-wide Intervention/Enrichment (I/E) Period:

	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00		
K	HR	ELA (150)			Lunch (50)	Plan (50)	Math (50)	Sci/SS (50)	I/E (50)	
1	HR	ELA (140)			Math (60)	Lunch (50)	Plan (50)	Sci/SS (50)	I/E (50)	
2	HR	ELA (140)			Lunch (50)	Math (60)	Sci/SS (50)	Plan (50)	I/E (50)	
3	HR	ELA (100)		Plan (50)	ELA (40)	Lunch (50)	Math (60)	Sci/SS (50)	I/E (50)	
4	HR	Plan (50)	ELA (150)		Math (75)		Lunch (50)	Sci/SS (75)	I/E (50)	
5	HR	ELA (50)	Plan (50)	Math (75)		Sci/SS (75)		Lunch (50)	ELA (50)	I/E (50)



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Six I/E Periods, One Per Grade Level:

	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00
K	HR	ELA (150)		Lunch (50)	Math (50)	Plan (50)	I/E (50)	Sci/SS (50)
1	HR	ELA (140)		Math (60)	Lunch (50)	I/E (50)	Plan (50)	Sci/SS (50)
2	HR	ELA (140)		Lunch (50)	I/E (50)	Math (60)	Sci/SS (50)	Plan (50)
3	HR	ELA (90)	Math (60)	Plan (50)	Lunch (50)	ELA (50)	Sci/SS (50)	I/E (50)
4	HR	Math (50)	I/E (50)	Plan (50)	ELA (100)		Lunch (50)	Math/SS/Sci (100)
5	HR	Math (50)	Plan (50)	I/E (50)	ELA (100)		Lunch (50)	Math/SS/Sci (100)

## Secondary Block Schedules

Benefits of block schedules:

- Increase in length of class periods results in a gain in quality instructional minutes over the length of the course
- Decreases the number of class changes, often reducing discipline
- Decreases the number of classes, therefore fewer assignments, tests, projects, etc. for students per day/semester
- Allows for amount of time for student learning to vary based on need
- Allows for variety of instructional approaches, including project work
- Limits number of preps for teachers
- Increases planning time for teachers
- Decreases number of students taught each day by a teacher
- Increases opportunities for teachers and students to develop relationships

Common Models:

1. 4/4 Semester Plan (four full-year courses taught each semester) (example below)
2. Altered periods within the day or week, e.g., alternate day plans, slide schedules (examples below)
3. Trimester, quarter-on-quarter-off, and other intensive scheduling options

Considerations for block schedules:

- Plan to provide sufficient initial, then ongoing support to teachers to gain the strategies and skills necessary to teach students during large blocks of time
- Courses with heavy homework assignments should be scheduled on different days if possible
- Scheduling of high school math to increase retention (e.g., 9<sup>th</sup> grade in Spring, 10<sup>th</sup> grade in Fall)
- Research accreditation standards and permission of local school boards to certify courses that meet content standards

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High School 4/4 Semester Block with Eight Courses Per Year:

Blocks	Fall Semester	Spring Semester
Block I	Course 1	Course 5
Block II	Course 2	Course 6
Block III	Course 3	Course 7
Block IV	Course 4	Course 8

Middle School 4/4 Block:

Blocks	Fall Semester	Spring Semester
Block I	Reading/ELA	
Block II	Math	
Block III	Science	Social Studies
Block IV (EOD)	Day 1 PE	Day 2 Elective

Block Alternate Day Schedule with Six Classes:

Days		M Day 1/A	T Day 2/B	W Day 1/A	R Day 2/B	F Day 1/A	M Day 2/B
P E R I O D	Block I	1	2	1	2	1	2
		1	2	1	2	1	2
	Block II	3	4	3	4	3	4
		3	4	3	4	3	4
	Lunch	Lunch					
	Block III	5	6	5	6	5	6
		5	6	5	6	5	6

# Common Master Scheduling Options for Elementary & Secondary Schools

Block Alternate Day Schedule with Seven Classes:

Days		M Day 1/A	T Day 2/B	W Day 1/A	R Day 2/B	F Day 1/A	M Day 2/B
P E R I O D	Block I	1	2	1	2	1	2
		1	2	1	2	1	2
	Block II	3	4	3	4	3	4
		3	4	3	4	3	4
	Period 5/ Lunch	5	5	5	5	5	5
	Block III	7	6	7	6	7	6
		7	6	7	6	7	6

## Source:

Canady, Robert Lynn, and Michael D. Rettig. *Elementary School Scheduling: Enhancing Instruction for Student Achievement*. Routledge, 2008.

Canady, Robert Lynn, and Michael D. Retting. *Block Scheduling: A Catalyst for Change in High Schools*. Eye on Education, 1995.

Rettig, Michael D, and Robert Lynn Canady. *Scheduling Strategies for Middle School*. Eye On Education, 2000.