

Appendix B: Master Schedule Expectations

School: _____ Principal: _____ Area Superintendent's Initials: _____

Master Schedule Expectations: *Student-Centered and Equity-Driven*

2019 and Beyond

A-G Access

- All students are scheduled into A-G courses needed for graduation and college-ready requirements.

Maximizing Instructional Time

- The bell schedule is leveraged to support the instructional program by providing time for monitoring student learning. Alternative bell schedules such as a 4X4 block or a 7 period day provide students the opportunity to accelerate coursework, recover credits and engage in intervention supports within the school day. Schedules that include strong advisory and/or AVID programs provide opportunities for student goal setting, monitoring and mentoring, and the reinforcement and alignment of college/career readiness skills.

AP, IB and College Coursework

- School staff are acutely aware of the diversity gap in Advanced Placement or International Baccalaureate courses offered on site, and the master schedule team has established goals and targeted scheduling strategies to increase the diversity of students accessing AP/IB courses offered.
- College coursework opportunities are strategically built into the master schedule to expand offerings each year

Assessment and Intervention Support

- Student performance and diagnostic data are reviewed and used to determine which students need interventions within the school day to build the prerequisite skills to access the core curriculum.
- School-wide diagnostic assessments for student reading comprehension levels and algebra readiness levels are used to identify all student needs beyond student labels such as ELL and IEPs.

Common Planning Time within the School Day

- Preparation periods are strategically assigned to provide opportunities for teachers to collaborate during the school day. Common prep periods may be assigned by departments or grade-level interdisciplinary teams.

Eliminate Tracking and Limit the Stratification of Courses

- Master Schedule Teams, in partnership with the ILT, have approved a sequencing of courses that eliminates the possibility of tracking students and limits the number of stratifying courses within the same subject area, in an effort to maintain overall school demographic heterogeneities within each course offering.

English Learners and Students with IEPs

- Diploma-bound priority consideration of course offerings is given to ensure on-time graduation requirements are met.
- Students are grouped strategically and placed with expert teachers and BCLAD (for ELs) credentials to ensure curricular access through language supports.

Least Number of Teacher Preps Possible

- Taking into consideration that strong instruction begins with thorough lesson planning and preparation, limiting the number of preps for teachers facilitates better planning and instruction.

Maximizing Enrollment in Elective and Physical Education Courses

- Scheduling ensures an adequate number of elective and physical education course offerings, based on student enrollment and class size.
- Student choice and the variety within elective offerings do not supersede a student's academic needs and Student Course Offerings and Requests.
- The Master Schedule Team, in partnership with the Instructional Leadership, has a clear vision of which courses will be offered to all students prior to course requests being collected.

Middle School Course Completions

- Student scheduling in ninth grade utilizes the course completions in eighth grade (e.g., world language, math, music, STEM courses, AVID, etc.) to properly schedule incoming students.

Strategic Science Sequencing

- Sequencing of science courses in grades 9–11 includes biology, chemistry and physics (Health pathways may use PBS in ninth grade.) Science coursework is not selected to track based on mathematics performance.

Strategic Sequencing of CTE Courses

- CTE courses are an integral part of the instructional program, and the students enrolled in these courses are interested in pursuing a multiple-year sequence which includes foundational, intermediate and advanced courses.

Recovering Credits

- A thoughtful and strategic credit recovery plan which offers students a variety of methods for making up courses is developed and implemented. This plan includes viable and rigorous offerings within the school day and during the extended day, as well as through online opportunities and summer school offerings.

Strategic Staffing

- The placement of teachers within the master schedule ensures that the neediest students have access to the most effective teachers.

Physical Classroom Assignments

- Classroom assignments should support the site's instructional program, structure and teacher collaboration. A multi-year plan should be developed and implemented to ensure that classroom assignments are purposeful.