

## Appendix C: Master Schedule Expectations for Middle School

School: \_\_\_\_\_ Principal: \_\_\_\_\_ Area Superintendent's Initials: \_\_\_\_\_

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

#### 2018 and Beyond

##### A-G Access

- All students are scheduled into world language (or equivalent) and mathematics A-G courses needed for graduation and college-ready requirements.

##### Alternative Bell Schedules

- Considering alternative bell schedules such as a 4X4 block or a 7<sup>th</sup>-period day provides students the opportunity to complete more courses throughout the school year. Alternative bell schedules provide schools with high failure rates a chance to offer more credit recovery, intervention opportunities and accelerated paths to advanced courses within the school day. Additionally, 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.

##### 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

- The Master Schedule Teams, in partnership with the Instructional Leadership Team, 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.

**Strategic Science Sequencing**

- Science coursework in grades 6–8 is prioritized for NGSS preparation.

**CCTE Courses**

- CCTE courses that support the HS and cluster pathways are prioritized.

**Strategic Staffing**

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