



Update on Elementary School Schedule to Support Student Learning

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Outcomes

- Background on why a Master Schedule is integral to supporting student learning
- Barriers to implementation
- Preview of additional work to come

AUSD Strategic Goals 2022-2025

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
<ul style="list-style-type: none"> → 1.1 Student's daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk → 1.2 Learning is aligned to and supported by grade-level standards and clear policies → 1.3 Relationships are built or improved to support learning and supportive environments 	<ul style="list-style-type: none"> ★ 2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs ★ 2.2 Educators have time to collaborate and grow in service of student learning ★ 2.3 School teams consistently support equitable student outcomes ★ 2.4 School and student schedules create equitable access and learning opportunities 	<ul style="list-style-type: none"> ❖ 3.1 Finance: provide long-term financial stability necessary to maintain core programming and services ❖ 3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel ❖ 3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD's students, staff, and families.

Key Components of a Multi-Tiered System of Support

Student Centered Master Scheduling

- All students engage in curriculum that is aligned with the curriculum frameworks; all students participate in robust and responsive core instruction (Tier 1)
- All students have a schedule that will permit Tier 2 or Tier 3 interventions/supports or enrichment opportunities in addition to the core instruction
- All students are able to move seamlessly out of and into Tier 2 and 3 interventions/supports

Tiered Teams

- Efficient collection and use of data (all domains; all levels)
- Teams are informed by data and make decisions based on available information
- Protocol(s) for effective analysis of data is/are established

Layered Continuum of Supports

- Universal/Targeted/Intensive

Evidence Based Practices

- Long history of demonstrated success informed by a large body of research

Universal Screening/Assessment

- The practice of assessing all students to identify those who are not making academic or behavioral progress at expected rates

Progress Monitoring

- The practice of assessing students to determine if academic or behavioral interventions are producing desired effects

Family and School Partnering

- School Leadership Teams are collaborating to provide equal opportunities for ALL families to serve on committee(s) and/or team(s)

Equity and Culturally Responsive Pedagogy

- All school personnel (i.e., instructional and other personnel) share responsibility and employ culturally responsive practices to educate all students in the school
- Learning environments and activities that reflect students' social, cultural, and linguistic experiences maximize learning opportunities and make instruction relevant for students

Elements of a Student Centered Master Schedule

- ◆ Provide consistency within the instructional day and in the implementation of the district curriculum
- ◆ Protect instructional time for the optimal delivery of both Core and Specialist Educational Standards
- ◆ Provide time for special education services, intervention and enrichment programs within the school day that supports core instruction and accountability requirements without pulling students from Tier I instruction
 - Established blocks of time for Interventions/Cluster Grouped Classrooms
 - Common blocks within grade spans create flexibility and movement within the systems
 - Common blocks provide an educational service model that promotes the least restrictive environment
 - Alignment to Social Emotional Learning (SEL)/Positive Behavioral Interventions & Supports (PBIS)
- ◆ Instructional minutes driven by research based best practice

Implementation of a Student Centered Master Schedule

Master Scheduling: Implementing a schedule that prioritizes uninterrupted access to the tier I instruction, accommodates grouping and regrouping of students at the tier I and tier II level to provide targeted instruction, and allows for grade level/department teams to participate in collaboration where teams analyze data in order to support the planning of how to better serve students.

0 = Laying the Foundation	1 = Installing	2 = Implementing	3 = Sustaining Schoolwide Implementation
<p>Our school is exploring a way to implement tiered interventions and provide targeted support for each grade level.</p> <p>Our school is exploring ways to have built in collaboration time so teachers can analyze data in order to meet students diverse needs.</p>	<p>Our school has implemented a schedule that provides targeted support for each grade level and collaboration time so teachers can analyze data in order to meet students diverse needs.</p>	<p>Our school has implemented a schedule that provides targeted support for each grade level, allows teachers to re group students in order to address learning gaps and use additional resources to target additional supports. The schedule allows for collaboration time so teachers can analyze data in order to meet students diverse needs.</p>	<p>Our school has implemented a schedule that provides targeted support for each grade level, allows teachers to re group students in order to address learning gaps and use additional resources to target additional supports. The schedule allows for collaboration time so teachers can analyze data in order to meet students diverse needs.</p>

A Student Story and a Teacher Story



Sample of Current Planning of Master Schedule




MUSIC	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:20-9:20	PE/Music/Media Center	PE/Music/Media Center	Music PREP	PE/Media Center PREP	PE/Music/Media Center
9:20-10:20	Music/PE PREP	PE/Music/Media Center	Music/Media Center	PE/Music/Media Center	Music/Media Center PREP
10:40-11:40	PE/Music/Media Center	PE/Music/Media Center	Music/Media Center	PE/Music/Media Center	PE/Music/Media Center
11:50-12:50	PE/Music/(Media Center Prep)	PE/Music/Media Center	Music/Media Center	PE/Music/Media Center	PE/Music/Media Center
12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:50-2:50	PE/Music/Media Center	PE/Music/Media Center	Common Prep	PE/Music/Media Center	PE/Music/Media Center

Sample Student Centered Elementary Schedule

	A	B	C	D	E	F	G	H
1		TK	K	1st	2nd	3rd	4th	5th
2	8:20-8:40	Literacy Block 8:20 - 9:20			Literacy Block 8:20 - 9:50		Specialist time 8:20 - 9:20	Math Block
3	8:40-9:00							
4	9:00-9:20							
5	9:20-9:40	Recess 9:20 - 9:40			Literacy Block 8:20 - 9:50			
6	9:40-10:00	RTI Block 9:40 - 10:05						
7	10:00-10:20						Math Block	Specialist Time 9:25 - 10:25
8	10:20-10:30						Recess 10:25 - 10:35	
9	10:30-10:45							
10	10:45-11:05				RTI 10:05 - 10:40		Literacy Block - 10:35 - 11:45	
11	11:05-11:25	Math Block	Math Block	Math Block	Specialist time 10:45 - 11:45	Science/SS/Art		
12	11:25-11:45	Lunch and Reces 11:25 - 12:05						
13	11:45-12:00							
14	12:00 - 12:30	Science/SS/Art	Science/SS/Art	Science/SS/Art	Lunch 11:45 - 12:25		11:45 - 12:20 - RTI Block	
15	12:30-12:50						Lunch 11:45 - 12:25	
16	12:50-1:10			Recess: 1:05 - 1:15			Specialist time 12:45 - 1:45	Lunch 12:25 - 1:00
17	1:10-1:30	Science/SS/Art		Science/SS/Art	Math Block			
18	1:30-1:50					Recess 1:45 - 1:55		
19	1:50-2:10							

Collaboration Definition

A Professional Learning Community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. There are three big ideas that drive the process:

-  **#1** A Focus on Learning
We accept learning as the fundamental purpose of school and therefore are willing to examine all practices in light of their impact on learning.
-  **#2** A Collaborative Culture
We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through the development of collaborative teams.
-  **#3** A Focus on Results
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information to promote continuous improvement.

Why it Matters

"In the last two decades, research has begun to create a consensus about the content, context, and design of high-quality professional development. Effective qualities include: sustained, job-embedded, collaborative teacher learning strategies (Hawley & Valli, 1999). The productive teacher learning communities studied by Little (1990) engaged in what she came to call joint work—"thoughtful, explicit examination of practices and their consequences" (p. 520) that emerged from collaboration on concrete tasks such as curriculum development, problem solving around students and their learning, and peer observations."

**-Linda Darling-Hammond, Nikole Richardson,
Research Review/Teacher Learning: What
Matters?**



Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

Healthcare & Law Learning Communities

Learning Health Systems

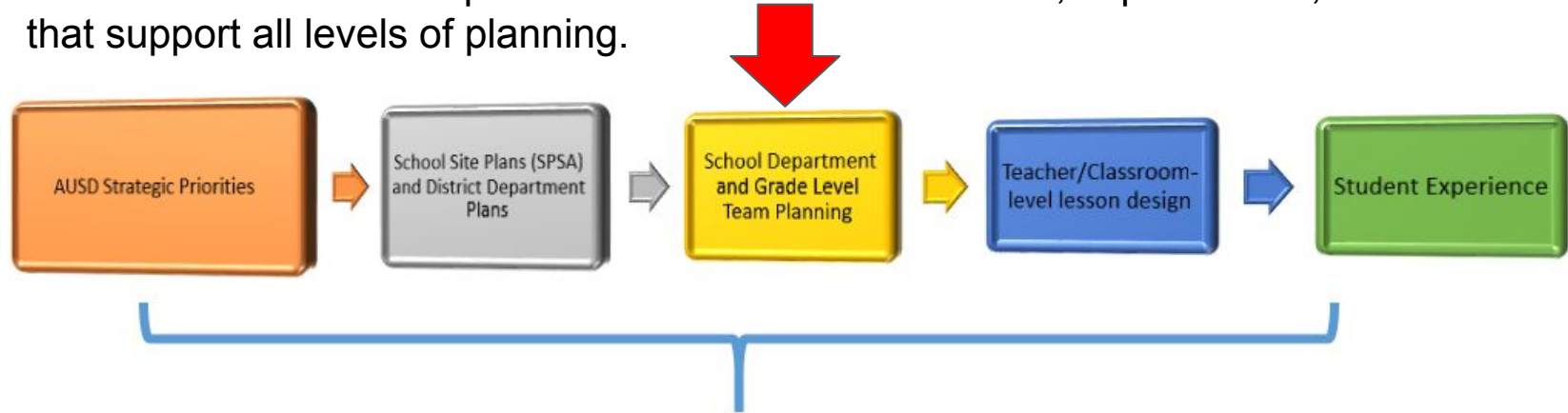


**Systematically gather and
create evidence.**

**Apply the most promising evidence
to improve care.**

How All Plans Work Together

1. Strategic priorities should drive and influence each subsequent level of planning district-wide.
2. Those priorities gain sharper focus and detail the closer they move to the classroom.
3. The LCAP seeks to compile and account the investments, expenditures, and initiatives that support all levels of planning.



Local Control Accountability Plan (LCAP)

State-required, locally drafted plan that describes the goals, actions, services, and expenditures to support student outcomes.

Preview of Work to Come

- Implement common criteria for planning the master schedule
- Work with elementary specialist teachers and principals to implement a schedule for literacy and math blocks with response to intervention time.
- Post and hire additional FTE to support the implementation of the elementary master schedule
- Consult and collaborate with teacher leaders and principals on a five year implementation and support plan for collaboration which includes training on a common framework for PLC.

Strategic Priorities: Preliminary Cost Estimates

Strategic Priority	Additional Funding Considerations	Preliminary Estimated Cost
Grading Policy: Analysis and potential policy revisions	Teacher hourly funds and contract with external facilitators and content experts	\$100,000
Foundational Program: Literacy Framework + refinement of ethnic studies and diversified coursework	Teacher hourly and potential external services	\$100,000
Universal Collaboration Time	Ongoing professional learning for department and grade level leads and school Instructional Leadership Teams	\$406,000
Implement common start and end times and K-5 common literacy and math blocks	Additional Specialist Teacher Staffing	\$170,000
Total Estimates for Year 1 Strategic Plan Investments		\$776,000

Board Discussion