**Stage 3 Master Schedule Notebook Contents**

**& Stage 3 Cover Sheet**

The Master Schedule Notebook serves as a repository for recording scheduling data, ideas, insights, decisions, etc. at every stage of the Master Schedule development process. It documents the process, the results, and the learning that occurs along the way. The Notebook informs the cycle of continuous master schedule improvement and provides a record and a journey map for future master schedule teams.

The Master Schedule Notebook/Log/Journal/Portfolio may be maintained in a binder, as a set of folders, as a set of files on a platform such as Google Drive, or elsewhere in the cloud.

Suggested Stage 3 Artifacts for Inclusion in the Master Schedule Notebook

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| Check if Included  | **Stage 3 Master Schedule Notebook – Recommended Artifacts**  |
|  | Description of District or site strategy for flagging/tagging pathway/academy courses and pathway/academy students  |
|  | Description of process for updating any data and assuring accuracy of data entries in the Student Information System |
|  | Description of the method used to set up pathway/academy cohorts in the Student Information System |
|  | Description of method used to set up Linked and Blocked sections in the Student Information System |
|  | Description of the agreed-upon order of placement of courses on the Master Schedule Board (with a Linked Learning lens) |
|  | Description of strategies used for assuring “purely” scheduled academy/pathway courses – and the results  |
|  | Description of strategies used for assuring common planning time for pathway/academy teacher teams – and the results  |
|  | Description of strategies used for assuring time for work-based learning in the schedule. |
|  | Description of strategies to reduce the number of Singleton/Doubleton conflicts in the Master Schedule |
|  | Description of strategies to provide equal access to all courses for all students |
|  | Description of strategies used for full inclusion in pathways and/or for the placement of Special Education students |
|  | Description of your strategies used for inclusion in pathways and/or for the placement of English Language Learner students  |
|  | Description of strategies for the placement of Advanced Placement, International Baccalaureate and/or other advanced Courses  |
|  | Description of strategies and best/emerging practices for assuring access to dual enrollment and college credit-bearing courses for students. |
|  | Description of Honors by Exhibition or Imbedded Honors strategies  |
|  | Description of process for determining teacher assignments |
|  | Description of process for determining room assignments |
|  | Description of process to conduct a Simulation Run |
|  | Description of process for balancing classes |
|  | Record of any master schedule communication with stakeholders (master schedule update, communication with pathway leads/ department heads, briefs, meetings, etc.)  |
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|  | Reflection on Stage 3 (See resource/template)  |
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Suggested Stage 3 Data for Inclusion in Master Schedule Notebook

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| Check ifIncluded  | **Stage 3 Master Schedule Notebook – Recommended Data** |
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|  | Singleton/Doubleton Courses with the greatest number of conflicts in the course conflict matrix  |
|  | Most recent copies scheduler reports for reference in next year’s process |
|  | Record of Simulation Run (SIM Run) Percent Scheduled Results  |
|  | SIM Run Percent Scheduled Goal |
|  | Number of students scheduled by hand after SIM Run |
|  | Description of cohort purity degree of success |
|  | Description of common planning time degree of success |
|  | Record of student counts by grade: predicted, actual, end of each grading period actual |
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