

MASTER SCHEDULE GUIDING PRINCIPLES, PRIORITIES, MILESTONES & METRICS

Includes examples from:

- *College and Career Academy Support Network (CCASN)*
- *Pasadena Unified School District, Pasadena, California*
- *District of Columbia Public Schools, District of Columbia/Washington, D.C.*
- *Broward County Public Schools, Fort Lauderdale and Broward County, Florida*
- *National High School Center*

College and Career Academy Support Network (CCASN)

Graduate School of Education, University of California, Berkeley

From a PowerPoint Presentation: “Taming the Master Schedule”

NAF Next!: National Academy Foundation, 2013 Summer Institute

Retrieved

Planning – Guiding Principles

Establish a set of Guiding Principles, Priorities, and possibly (non-negotiables):

- A commitment to a student-centered, learning-centered master schedule that supports student achievement and equity.
- A commitment to a master schedule that supports interdisciplinary teaching and learning, including project-based learning and other forms of deeper learning.
- A commitment to a master schedule which is also teacher-centered, supporting time for communities of practice (common planning time/collaboration)
- A commitment to a schedule that ensures equal access to challenging curriculum, heterogeneous academies/pathways, and flexibility for improved instruction.
- A master schedule building process that is open, inclusive, transparent, and collaborative.

* Example: Rigor, Relevance, Relationships, Results

Pasadena Unified School District,

Pasadena, California

Master Schedule Guiding Principles

This is a middle school Master Schedule Guiding Principles document from Pasadena Unified School District, a Linked Learning District.

Excellent Middle Schools Team Plan for PUSD (Pasadena Unified School District) Guiding Principles

1. Master Schedule

Master Schedule

- School staff should reflect the needs of the master schedule
- Various groups and stakeholders are involved in the process of developing the master schedule.
- The middle school schedule is a tool to serve the students.
- Variations of Simple Block Scheduling are used, breaking the day into fewer but longer segments, each segment equivalent to three or four conventional periods.

Teaming

- Students and teachers are divided into teams.
- Team teachers are located close to each other in the same area of the building, and have common planning time, on a regular basis, built into the master schedule.
- FTEs are allocated according to student needs
- District professional development takes into account the fact that teachers are teaching in longer periods of time.

Appropriate student/teacher ratio

- Class size is dictated by needs of students (The aim is to reach an optimal 25:1 in core; 20:1 in intervention)
- School staff

District of Columbia Public Schools

District of Columbia/ Washington, D.C.

Source: District of Columbia’s High School Planning Guide and Scheduling Workbook, Used in “High School Planning Guide and Scheduling Workshop”

Office of the Chief Academic Officer

MAJOR MILESTONES AND METRICS

Timeline

Date	Action Item
January 23, 2012	Course lists for SY 2012-2013 due to Manager of Scheduling
February 6-7, 2012	Boot Camp Master Schedule Training in DC STARS Lab February 6 (morning) for experienced schedulers; February 7 (afternoon) first and second year schedulers
February 15, 2012	Scheduling Workbook due
March 9, 2012	Student course plans completed, reviewed, approved, and locked in the IGP for grades 9-11
March 12-30,	Pre-scheduling completed in DC STARS Lab

2012	
March 30, 2012	Review, approval and migration of student course plans from IGP to DCSTARS by the Office of College & Career Readiness' Academic & Scheduling team completed
March 30, 2012	All 8 th grade students pre-transitioned by middle grades scheduler to a high school
April 23, 2012	IGP information provided for DCPS 8 th grade students by Academic Planning team
April 30, 2012	School's master timetables built in DC STARS Lab Open Workshop
June 21, 2012	High quality, complete course selections for SY 2012-2013 mailed with final report cards to students entering grades 9-12
June 29, 2012	High-quality, complete student schedules for students in grades 9-12 in SY 2012-2013 available for viewing through the IGP
August 15, 2012	High quality, complete student schedules updated for Summer School students
August 16, 2012	High-quality, complete student schedules mailed by the Academic Planning team for students in grades 9-12

METRICS

Type	Description	Goal
Quantity	Percent of students will "full" schedules (no free periods)	1) 100% by June 29, 2012 2) Accommodating Summer School updates, 100% by August 15, 2012
Quantity	Percent of students pre-transitioned to the correct grade and percent of correct calculated grade level	1) 100% students pre-transitioned with correct calculated grade level by June 1, 2012 2) Accommodating Summer School updates, 100% by August 15, 2012
Quantity	Percent of students in grades 9-11 with accurate number of credits	1) 100% by June 21, 2012 2) Accommodating Summer School updates, 100% by August 15, 2012
Quality	Percent of students without repeated courses	1) 100% by June 29, 2012 2) Accommodating Summer School updates, 100% by August 15, 2012
Quality	Percent of students in grades 9-11 with at least one credit in each of the 4 content areas	1) 100% by June 29, 2012 2) Accommodating Summer School updates, August 15, 2012
Quality	Percent of 4 th + year students on the potential graduates lists.	Target varied by school (10% higher than prior year)

DETAILS AND DEADLINES BY MONTH

Are included in full document, “High School Planning Guide and Scheduling Workbook”
Retrieved November 2013 from

https://dcstars.k12.dc.gov/training/Scheduling/High_School_Planning_Guide_and_Workbook.pdf

Broward County Public Schools

Fort Lauderdale and Broward County, Florida

Master Scheduling Philosophy

“The master schedule is developed around student needs and district goals. The overarching belief that all students should be in courses that engage them in rigorous content and prepares them for college, work and productive citizenship drives the creation of the master schedule.

Keeping in mind the district’s philosophy, “Educating Today’s Students for Tomorrow’s World,” students should be enrolled in the most challenging and appropriate coursework. Student supports should be in place to increase student success, and schedules should be examined carefully to determine how time is maximized for teaching and learning. Experienced teachers with a track record of success should instruct students who historically have been under represented in advanced courses. In addition, highly effective teachers should teach ninth grade students, ensuring a strong start in high school curricula and increasing the likelihood that students will graduate.

Principals will lead the work of the Master scheduling Committee. This committee will examine the academic opportunities and additional supports available to all students and analyze data to determine if students are successful. Carefully constructed and well-articulated course progressions ensure students will graduate on time and with the skills and knowledge to access postsecondary educational opportunities and obtain meaningful employment.”

From the National High School Center

http://www.betterhighschools.org/pubs/documents/NHSC_improvementindicators_2012.pdf

Excerpts from Element 7: Organization and Structure: Ensure that the school organizational and physical structures are designed and revised to support student needs. The following are indicators that are related – in the broadest sense – to the master schedule:

Indicator 7.1 A variety of structures (organizational and physical) that are aligned with high school improvement initiatives are utilized to support effective teaching, learning, and personalization.

- Organizational structures (e.g., small schools and smaller learning communities, ninth grade academies, career academies, career technical high schools, other alternative structures) support high school improvement strategies and initiatives to promote effective teaching and learning.
- A variety of organizational structures (e.g., advisories, mentoring) are used to personalize experiences for students
- Physical structures (e.g., school building layout and design, space utilization), support high school improvement strategies and initiatives.
- Organizational structures (e.g., dual enrollment, career academies, virtual coursework) support multiple college-and-career-readiness pathways.

Indicator 7.2 Organizational structures to support collaboration among instructional teams are implemented.

- Innovative organizational structures (e.g., common planning periods, coteaching, interdisciplinary teams) are implemented to support increased collaboration
- Collaborative structures are focused on supporting student need and improving student outcomes.

Indicator 7.3 Time management and scheduling approaches are implemented to enhance and extend learning time to better meet the needs of students.

- The master schedule is designed to maximize instructional time, promote collaborative planning, and enable instructional supports and innovative practices.
- The master schedule is designed to meet the needs of students and supports high school improvement strategies (e.g., effective teachers teach the neediest students, interventions are provided for students who need additional support)
- Scheduling approaches (e.g., block schedule periods, double dosing in core academic courses, extended school days) enhance and/or extend learning time to better meet the needs of students”

NOTE: Other indicators (7.4 and 7.5) relate to distributive administrative responsibilities and schoolwide structures that support effective classroom management skills

Indicator 7.6 – Organizational structures to support instructional innovations are implemented to actively engage all students in the core curriculum.

- Organizational structures to support instructional innovations (e.g., academies, grade clusters, small learning communities) are designed to actively engage all students, including those with disabilities and English language learners, in the core curriculum.
- Organizational structures to support instructional innovations (e.g., academies, grade clusters, small learning communities) are designed to encourage students

to create meaningful connections with academic content (e.g., emphasizing real-world application, linked learning, incorporating student intents).

Indicator 7.7 – Organizational structures are implemented to increase opportunities to learn through nontraditional educational settings.

- Organizational structures are implemented to increase opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work based internships)
- Extended-time programs are aligned to standards and curricular expectations to allow students to earn partial or full credit through participation.
- Assessment processes and structures are developed to allow students to demonstrate mastery of course standards and curricular expectations through nontraditional educational settings (e.g., work-based internships) in all content areas.
- Master schedule and staff assignments are structured to support ongoing progress monitoring of students participating in nontraditional educational settings (e.g., service learning, work-based internships)