**Achievement First Schedule Rubric**

**Each school’s schedule should meet or exceed the “Proficient / Must Have” threshold in every category, and Principals should work with their Regional Supt if there is a challenge in doing so.**

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| **Criteria** | **EXEMPLARY (4)** | **PROFICIENT / MUST HAVE (3)** | **OKAY (2), BIG CHALLENGE (1)** |
| **Teacher Prep Time** | Teachers have at least the following prep times between 7:15 AM and 4:15 PM (or 8:15 AM and 5:15 PM):   * K-4 Teachers: 150 minutes   Teachers have at least 60 minutes for daily LASW + IPP that is marked on the schedule.  Prep time to occur in a long, uninterrupted swath to avoid the inefficiencies associated with “stop and go” | Teachers have at least the following prep times between 7:30 AM and 4:15 PM:   * K-4 Teachers: 150 minutes   Prep time has at least one hour of uninterrupted prep. |  |
| **Teacher Lesson Planning** | Almost all teachers have only 1 class to plan (3-4).  K-2 schedules have specialists for math.  K-1 schedules have a specialist for SS/Sci.  Usually, teachers have an intervention and/or duties (lunch, entry, dismissal). | Most teachers have only 1 class to plan (3-4)  A few teachers have no more than 2 classes to plan.  K-2 schedules have specialists for math.  K-1 schedules have a specialist for SS/Sci (unless completely financially impossible as determined in conversation with your Regional Supt)  Teachers who have 2 courses to prep have slightly reduced duties. |  |
| **Admin Coverage** | Between teaching and duties, principals and academic deans are “on” for direct-with-students work for no more than 60 minutes/day (1 hour)  Between teaching and duties, deans of students are “on” for direct-with-students work no more than 120 minutes/day (2 hours)  Deans of students are not directly running all the common routines that they are assigned to so that they can be in position to observe them. (That is, if a dean has a specific duty at entry, all the lunches, dismissal, etc. then it’s hard for them to own that system and ensure others execute with fidelity.) | Between teaching and duties, academic deans are “on” for direct-with-students work for no more than 90 minutes/day (1.5 hours); principals are “on” for no more than 75 minutes  Between teaching and duties, deans of students are “on” for direct-with-students work for no more than 150 minutes/day (2.5 hours) |  |
| **Reading in Pole Position** | Reading classes prioritized in “Power time” (7:45 – 11:45 AM) as much as possible. | |  |
| **Instructional Time** | Instructional Time is maximized. The following ideals are reached:  K-1:  15 minutes math meeting  45 minute core math  45 minutes math stories/computers  40 minutes phonics  60 minutes GR/IR/computers  25 minutes close reading  20 minutes IR  40 minutes TRD  45 minutes social studies/science  45 minutes writing  45 minutes specials  2:  55 minute core math  50 minutes math stories/computers  45 minutes phonics  10 minutes fluency  60 minutes GR/IR/computers  30 minutes close reading  30 minutes Literature  45 minutes social studies/science  45 minutes writing  45 minutes specials  3-4:  55 minute core math  50 minutes math stories/computers  10 minutes fluency  40 minutes IR/GR/Book Club  40 minutes close reading  40 minutes Literature/Reading workout  45 minutes social studies  45 minutes science  45 minutes writing  45 minutes specials | The schedule reaches the minimum recommendation times on the AF Schedule & Staffing document.  K-1:  10 minutes math meeting  40 minute core math  40 minutes math stories/computers  35 minutes phonics  50 minutes GR/IR/computers  25 minutes close reading  20 minutes IR  35 minutes TRD  40 minutes social studies/science  40 minutes writing  40 minutes specials  2:  50 minute core math  45 minutes math stories/computers  40 minutes phonics  10 minutes fluency  60 minutes GR/IR/computers  25 minutes close reading  25 minutes Literature  40 minutes social studies/science  40 minutes writing  40 minutes specials  3-4:  50 minute core math  45 minutes math stories/computers  10 minutes fluency  35 minutes IR/GR/Book Club  35 minutes close reading  35 minutes Literature/Reading workout  40 minutes social studies  40 minutes science  40 minutes writing  40 minutes specials |  |
| **Weekly Quiz Action Plan** | For grades 2-4, 60 minutes is allocated for weekly quiz analysis for ELA and Math teachers and is marked in the schedule. | For grades 2-4, at least 45 minutes is allocated for weekly quiz analysis for ELA and Math teachers and is marked in the schedule. |  |
| **GLT** | GLT teams have a least 45 min/week to meet. There are marked on the schedule. | |  |
| **Best Teacher in Pole Position** | In K-4, four of the best teachers in the school teacher 3rd grade ELA and Math and 4th grade ELA and Math | In K-4, four strong teachers in the school teacher 3rd grade ELA and Math and 4th grade ELA and Math |  |
| **IR Time** | K-4: There are no interventions or alternate activities during IR time. 100% of students do independent reading during IR times. | 3-4: There are only three options during the dedicated IR time: IR, GR, Book Club … Miles on the page are sacred. |  |
| **Reading intervention time** | There is a clear time during the day that intervention takes place. Reading interventions take place during breakfast, lunch, or specials.  Reading intervention does NOT take the place of any core academic block (e.g. phonics intervention during writing). intervention. | Reading interventions take place during breakfast, lunch, or specials … and academic time is not used for intervention.  Reading intervention does NOT take the place of any core academic block (e.g. phonics intervention during writing). intervention.  . |  |
| **Math intervention time** | K-4 math intervention happens during the fluency/stories block once a strong culture is established.  2-4 has math intervention time of at least 45 minutes that happens daily after-school. Teacher schedules for math are staggered. All students not on pace attend. There are 2 math intervention teachers (usually math teacher and science teacher or TIR). ALL students who don’t meet clear AF triggers (2 on previous years’ state test before IA #1 … then IA #1 or IA #2 scores) are in daily intervention until their data “graduates” them. Up to 30-60% of the grade can be in a daily intervention. | Math intervention time of at least 45 minutes per day. There is at least one math intervention / day. At least one teacher is available every day. At least 30% of the grade is in daily after-school intervention. |  |
| **Transition times** | The schedule minimizes transition times; transition times between classes 30 to 60 seconds.  In elementary, students stay and teachers transition. (For all relevant classes) | The schedule minimizes transition times; transitions between classes are between 1 and 3 minutes.  Students transition in fast and orderly way without “lining up” (and transitions <2 minutes) |  |
| **Special Education** | Each reading, writing, and math CTT class has both a regular education teacher (not TIR) and special education teacher (not TIR). All other CTT classes have two teachers or a TIR.  There is an ICT/CTT section for all core classes that is taught or co-taught by a special education teacher.  In NY, the ICT/CTT math section must be taught by a certified or highly qualified special education teacher in order to claim funding and be in compliance.  The co-taught section is clearly marked on the schedule.  Elementary: (6 special education teachers)           Non-departmentalized grades: 1 special education teacher per grade (coteaches a section)           Departmentalized grades:  o   1 Math special education teacher who co-teaches math and provides intervention across 2 grades  o   1 ELA special education teacher who coteaches reading and writing per grade | There is at least one special education certified or highly qualified (NY) teacher/grade.  Each reading, writing, and math CTT class has both a regular education teacher (not TIR) and special education teacher (not TIR)  The co-taught section is clearly marked on the schedule.  In NY, the ICT/CTT math section must be taught by a certified or highly qualified special education teacher in order to claim funding and be in compliance.  There is at least 1 special ed teacher per grade plus a coordinator or dean of special services. |  |
| **TIRs** | TIRs send at least 1 block/day observing/supporting teacher and have at least one small group/day to teach/intervention.  In K-2, TIRs should teach one GR block.    Elementary schools have at least 7 TIRs. | TIRs send at least 1 block/day observing/supporting teacher and have at least one small group/day to teach/intervention.  Elementary schools have at least 5 TIRs. |  |
| **“Whatever it takes” times** | The times that each teacher will use for “whatever it takes” interventions and redo times are clearly listed in the schedule. | General guidance for when teachers can use “whatever it takes” time is listed. |  |
| **Detention and Homework** | Clear times for detention and homework redo (3rd-4th) are built into the schedule. These are staffed well.  Detention happens after school. | |  |
| **Breakfast Time** | Breakfast and lunch time (where kids are actually eating – not the transition to/from time) is no more than 20 minutes; there is a plan for students to be doing work during breakfast time. | Breakfast and lunch time (where kids are actually eating – not the transition to/from time) is no more than 25 minutes; there is a plan for students to be doing work during breakfast time. |  |
| **Breakfast and Lunch Staffing** | There are at least three adults/grade for breakfast and lunch duty; at least one of these adults has the ability to “hold down” the entire room effectively. | There are at least two adults/grade for breakfast and lunch duty. One of these adults has the ability to “hold down” a room effectively. |  |
| **AM transition** | There is a clearly named person to 1) greet busses, 2) great students at the door and check for uniform, 3) mark all tardy students, 4) check uniform – can be the same as #1,  In high school, additionally: 5) Teachers posted at strategic points in the halls, (6) Every hallway has at least 1 strong manager that can clear the hall, (7) Every advisory is covered, and (8) There is a point person to circulate and score the procedure.  There are at least two people designated for morning duty. | |  |
| **Dismissal** | Every staff member has a clear assignment during dismissal.  Dismissal procedures are designed to minimize the total amount of time teachers will need to be “on”. | Key dismissal duty responsibilities are marked. |  |
| **Character / Advisory** | 45-90 minutes / week is allocated to character / advisory / community circle time, and it is done in a clear and strategic way (e.g. we do it for 45 minutes on Wednesday – and rotate what block we use – or we do it on Fridays from 12-1). | |  |
| **Friday Schedule** | The Friday schedule maximizes core instructional time.  Specials classes do not meet on Friday.  The school has a strong plan to “roll off” different subject teachers on a rotation basis for intensive PD and planning. | The Friday schedule maximizes core instructional time.  Specials classes do not meet on Friday. |  |
| **Room Assignments** | Classrooms for a grade level are organized next to each other, and “common” classrooms (e.g. science labs, music rooms, intervention areas) are organized in a way that minimizes transition time to and from.  Rooms are assigned in a way that maximizes instruction (e.g. if a book room can fit in a smaller area, a larger area could be used for instruction), and admin offices are distributed to maximize visibility across the school. | Classrooms for a grade level are organized next to each other, and “common” classrooms (e.g. science labs, music rooms, intervention areas) are organized in a way that minimizes transition time to and from. |  |
| **Early Dismissal Schedule** | Connecticut & Rhode Island schools have clear 1-hour delay, 2-hour delay, and early dismissal schedules that maximize instructional time pre-planned before the year. | Connecticut & Rhode Island schools have clear 1-hour delay, 2-hour delay, and early dismissal schedules pre-planned before the year. |  |
| **IA Testing Schedule** | The school does not alter their schedule for IA testing. IAs simply occur during the class. ELA IAs rotate between core reading and writing time.  There is a clear plan to give students who need it more time. It is thoughtfully done to minimize the loss of instructional time. For example, students who we anticipate extra time may start IAs at breakfast in a different location. | The school alters the schedule slightly for IAs, but it does not significantly impact instructional time. |  |

**What are the overall strengths of this schedule? What are creative solutions that this schedule used?**

**What are the main challenges of this schedule? What could be improved?**