**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):   * 5th-8th Teachers: 200 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” – At least two back-to-back preps (e.g. 104 minutes straight) | Teachers have at least the following prep times between 7:30 AM and 4:15 PM:   * 5th-8th Teachers: 150 minutes (50 x 3) |  |
| **Teacher Lesson Planning** | Almost all teachers have only 1 class to plan (5-8).  Usually, teachers have an intervention and/or duties (lunch, entry, dismissal). | Most teachers have only 1 class to plan (3-12)  A few teachers have no more than 2 classes to plan.  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 in pole position is not applicable as we are offering rigorous and AP courses in every subject, all of equal standing/importance. What schools should consider it slotting the teachers they anticipate may struggle with management into courses that occur in the morning when scholars are generally fresh and better behaved. | |  |
| **Instructional Time** | The schedule reaches the ideal times on the AF Schedule & Staffing document.  5-8:  -52 minutes for each of the following: Literature, Composition, Math, History, Science, Specials, Math Review, HW Redo  -37 minutes IR  -15 minutes vocab | The schedule reaches the minimum recommendation times on the AF Schedule & Staffing document.  5-8:  -50 minutes for each of the following: Literature, Composition, Math, History, Science, Specials, Math Review, HW Redo  -35 minutes IR  -15 minutes vocab |  |
| **Weekly Quiz Action Plan** | For grades 5-8, 60 minutes is allocated for weekly quiz analysis for ELA and Math teachers and is marked in the schedule. | For grades 5-8, 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 5th-8th, eight of the best teachers in the school teach ELA and Math per grade. | In 5th-8th, eight strong teachers in the school teach ELA and Math per grade. |  |
| **IR Time (K-8 only)** | 5-8: There are no interventions or alternate activities during IR time. 100% of students do independent reading during IR times. | 5-8: There are only there options during the dedicated IR time: IR, GR, Book Club … Miles on the page are sacred. |  |
| **Reading intervention time** | There are 6-8 reading intervention blocks of 25-40 minutes each built into teacher schedules per grade level.  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. | There are at least 6 reading interventions blocks of 25-40 minutes each in the 5th grade.  In grades 6-8, there are 3-5 reading intervention blocks of 25-40 minutes each built into teacher schedules per grade level. There is a clear time during the day that intervention takes place.  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** | 5-8 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 middle schools, 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 cotaught 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.  Middle: (6 special education teachers)   * 1 ELA special education teacher per grade who coteaches reading/writing and interventions * 1 Math special education teacher for two grades who coteaches math and interventions | 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. | TIRs send at least 1 block/day observing/supporting teacher and have at least one small group/day to teach/intervention. |  |
| **“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.  In high school, study hall and enrichment times are marked for teacher “scooping” of students. | General guidance for when teachers can use “whatever it takes” time is listed. |  |
| **Detention and Homework** | Clear times for detention and homework redo (3rd-8th) 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.  Other Option (done in high school)  Students eat breakfast in morning advisory which lasts 15-20 mins. | 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.  Other Option (done in high school)  Students eat breakfast in morning advisory which lasts 15-20 mins. |  |
| **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, | |  |
| **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. |  |
| **Saturday Schedule** | Schools have 10-15 Saturdays for intervention (3-4 hours) for ¼ to ½ of students needing intensive math intervention (and some reading); students who are not on pace for proficiency on state tests come. | Schools have at least 4 Saturdays during crescendo for students needing intensive math intervention. |  |
| **February Break Academy** | Schools have a 4-5 day intensive February Break Academy (3-4 hours) for intervention for ¼ to ½ of students needing intensive math intervention (and some reading); students who are not on pace for proficiency on state tests come. |  |  |
| **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?**