**Core Practices – HS 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)** | **STRONG (3)** | **OKAY (2), PROBLEM (1)** |
| **Teacher Prep Time** | Teachers have at least the following prep times between 7:30 AM and 4:15 PM:   * K-2 Teachers: 180 minutes (15 x 12) * 3rd-8th Teachers: 165 minutes (55 x 3)   HIGH SCHOOL:  -120 mins (55-60 x 2)  -Ideal is for 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-2 Teachers: 150 minutes (15 x 12) * 3rd-8th Teachers: 150 minutes (50 x 3)   HIGH SCHOOL:  -120 mins (55-60 x 2) |  |
| **Teacher Lesson Planning** | Most teachers have only 1 class to plan (3-8).  K-2 schedules are created to maximize shared planning and minimize the total number of plans per teacher.  K-2 Associate teachers are not lead teachers of any subjects  HIGH SCHOOL  -Teachers have 1 course to prep plus an intervention and duties (lunch, entry, dismissal). | Teachers have no more than 2 classes to plan – and if so, in the same subject area (e.g. ELA: Writing and Close Reading)  K-2 schedules are created to maximize shared planning and minimize the total number of plans per teacher.  HIGH SCHOOL  -Teachers have 2 courses to prep but slightly reduced duties. |  |
| **Admin Coverage** | Between teaching and duties, principals and academic deans are “on” for no more than 60 minutes/day  Between teaching and duties, deans of students are “on” for no more than 120 minutes/day  HIGH SCHOOL  -High school principals should not teach and should not spend more than 60 mins doing duties.  -Between teaching and duties, academic deans are “on” for no more than 60 mins/day.  - Between teaching and duties, deans of students are “on” for no more than 120 minutes/day \*However, the ideal is that deans of students are not directly running all the common routines 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, principals and academic deans are “on” for no more than 90 minutes/day  Between teaching and duties, deans of students are “on” for no more than 150 minutes/day  HIGH SCHOOL  -High school principals should not teach and should not spend more than 75 mins doing duties.  -Between teaching and duties, academic deans are “on” for no more than 90 mins/day.  - Between teaching and duties, deans of students are “on” for no more than 150 minutes/day \*However, the ideal is that deans of students are not directly running all the common routines 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.) |  |
| **Reading in Pole Position** | Reading classes prioritized in “Power time” (7:45 – 11:45 AM) for K-2.  In 3-8, the schedule is designed to prioritize the maximum number of reading classes assigned to the ideal time slots.  HIGH SCHOOL  Reading in pole position is not applicable as we are offering 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** | Instructional Time is maximized. The schedule reaches the suggested times on the AF Schedule & Staffing document.  HIGH SCHOOL  Same as above. The ideal length of an instructional block for core courses is 55 mins. | The schedule reaches the suggested times on the AF Schedule & Staffing document.  HIGH SCHOOL  Same as above. The ideal length of an instructional block for core courses is 55 mins. |  |
| **Full-year History & Science** | In grades 3 and up, there is full-year history & science in all grade levels. | In grades 3 and up, there is full-year history & science in all grade levels. |  |
| **Book Club / GR / DEAR** | There are 8 teachers (and residents) assigned per grade level to the BC/GR/IR time.  HIGH SCHOOL  This is not applicable. | There are 6 teachers (and residents) assigned per grade level to the BC/GR/IR time.  HIGH SCHOOL  This is not applicable. |  |
| **Transition times** | The schedule minimizes transition times; transition times between classes 30 to 60 seconds.  In elementary and middle schools, students stay and teachers transition  HIGH SCHOOL  Scholars transition in 3 mins or less.  The best schedules will minimize the distance that scholars need to travel for any given transition and contain traffic flows (Ex: Avoid having 400 scholars criss-crossing on the same stairwell). | 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)  HIGH SCHOOL  Scholars transition in 3 mins or less. |  |
| **Intervention Time** | In grades 3-8:  There are at least 4 opportunities for GR interventions during the core GR / IR / BC block per grade  There are at least four additional ELA intervention blocks per grade (including remedial phonics)  There are two math intervention blocks per grade  In grades K-2:  The core DI and GR blocks are broken into at least 12 sections across the grade, allowing for more intensive work with the lowest scholars. Likewise, math is broken into at least 8 sections across the grade.  There are at least two phonics/fluency intervention blocks in addition to this structure.  Other than what is listed above, interventions do not take place during reading, writing, math, history, or science classes  HIGH SCHOOL  Current policies do not stipulate minimums for interventions. The strongest schedules will allow for 90 mins for intensified algebra as well as at least 30 mins/day of systematic interventions for EITEHR math or reading in 9th and 10th grades. | In grades 3-8:  There are at least 4 opportunities for GR interventions during the core GR / IR / BC block per grade  There are at least four additional ELA intervention blocks per grade (including remedial phonics)  There is at least one math intervention block per grade  In grades K-2:  The core DI and GR blocks are broken into at least 10 sections across the grade, allowing for more intensive work with the lowest scholars. Likewise, math is broken into at least 8 sections across the grade.  There is at least one phonics/fluency intervention blocks in addition to this structure.  HIGH SCHOOL  Current policies do not stipulate minimums for interventions. The strongest schedules will allow for 90 mins for intensified algebra as well as at least 30 mins of systematic interventions for EITEHR math or reading in 9th and 10th grades. |  |
| **Special Education** | There is at least one special education certified teacher/grade.  In one section/grade, a CTT class is established, and a special ed-certified teacher is one of the two teachers for all reading and writing classes. For other classes, a second teacher or resident is in the class.  In one section/grade, two teachers (or a teacher and a resident) are doing a CTT model for all core classes: reading, writing, math, science, and history  HIGH SCHOOL  There is at least 1 special ed teacher per grade plus a coordinator or dean of special services.  CTT is prioritized over small group, specialized pull out classes. | In one section/grade, two teachers (or a teacher and a resident) are doing a CTT model for all core classes: reading, writing, math, science, and history  HIGH SCHOOL  There are at least 3 special ed teachers plus a coordinator or dean of special services. |  |
| **Intervention times meet all IEPs** | As much intervention time is scheduled to serve as SETSS/Resource Room time as is needed. (ALL intervention time can also serve as SETSS/Resource Room time so long as the group is taught by a teacher who is highly qualified to teach special education and it meets group size requirements.  Scholars with IEPs who require Resources Room/SETSS time should be prioritized in these groups, and empty spots can be filled by non-IEP scholars needing that same intervention.). | As much intervention time is scheduled to serve as SETSS/Resource Room time as is needed. (ALL intervention time can also serve as SETSS/Resource Room time so long as the group is taught by a teacher who is highly qualified to teach special education and it meets group size requirements.  Scholars with IEPs who require Resources Room/SETSS time should be prioritized in these groups, and empty spots can be filled by non-IEP scholars needing that same intervention.). |  |
| **“Whatever it takes” times** | The times that each teacher will use for “whatever it takes” (tier 1) interventions and redo times are clearly listed in the schedule.  HIGH SCHOOL  This is not applicable. However, we do expect teachers to be able to “scoop” scholars for interventions during study hall, enrichment and possible advisory. | General guidance for when teachers can use “whatever it takes”(tier 1) time is listed.  HIGH SCHOOL  This is not applicable. However, we do expect teachers to be able to “scoop” scholars for interventions during study hall, enrichment and possible advisory. |  |
| **Talent Distribution** | When names of teachers are assigned to the schedule, the talent is distributed to where there are no grades with disproportionate numbers of weaker teachers, new teachers, or new-to-AF teachers.  The entry grades (K, 5, 9) and exit/capstone grades (4, 8, 12) have especially strong teams.  HIGH SCHOOL  In addition to the above, the 9th grade is staffed with strong managers.  In general, the strongest teachers are assigned to high priority courses: APs, SAT. | When names of teachers are assigned to the schedule, the talent is distributed to where there are no grades with disproportionate numbers of weaker teachers, new teachers, or new-to-AF teachers.  HIGH SCHOOL  In addition to the above, the 9th grade is staffed with strong managers. |  |
| **Detention and Homework** | Clear times for detention and homework redo are built into the schedule. These are staffed well. Detention happens after school.  HIGH SCHOOL  Clear time for detention is built into the schedule. These are staffed well. Detention happens after school. | Clear times for detention and homework redo are built into the schedule. These are staffed well. Detention happens during school.  HIGH SCHOOL  Clear time for detention is built into the schedule. These are staffed well |  |
| **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.  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.  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. |  |
| **AM transition** | There is a clearly named person to greet busses, great students at the door, and mark all tardy students.  HIGH SCHOOL  In addition to the above, other roles are clearly defined: (1) uniform checkers, (2) Teachers posted at strategic points in the halls, (3) Every hallway has at least 1 strong manager that can clear the hall, (4) Every advisory is covered, and (5) There is a point person to circulate and score the procedure. | There are at least two people designated for morning duty.  HIGH SCHOOL  In addition to the above, other roles are clearly defined: (1) uniform checkers, (2) Teachers posted at strategic points in the halls, (3) Every hallway has at least 1 strong manager that can clear the hall, (4) Every advisory is covered, and (5) There is a point person to circulate and score the procedure. |  |
| **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).  HIGH SCHOOL  -Advisory: 20 mins/day, ideally occurs in the morning.  -Community Meeting/Grade Level Assemblies – for 30-60 mins 1x/month | |  |
| **Early Release Day Schedule** | The Early Release 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.  HIGH SCHOOL  The Early Release schedule maximizes core instructional time.  The school has a strong plan to “roll off” different subject teachers on a rotation basis for intensive PD and planning. | The Early Release schedule maximizes core instructional time. Specials classes do not meet on Friday.  HIGH SCHOOL  The Early Release schedule maximizes core instructional time. |  |
| **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. | Connecticut & Rhode Island schools have clear 1-hour delay, 2-hour delay, and early dismissal schedules. |  |
| **IA Testing Schedule** | The school does not alter their schedule for IA testing. IAs simply occur during the class. Reading IAs rotate between core reading and BC/GR/IR 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.  HIGH SCHOOL  IA testing occurs in 3 ½ days according to the suggested network schedule. | The school alters the schedule slightly for IAs, but it does not significantly impact instructional time.  HIGH SCHOOL  IA testing occurs in 3 ½ days according to the suggested network schedule. |  |

**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?**