

The Importance of the Master Schedule

Hawthorne Elementary School
MSD Warren Township
Phil Talbert - Principal
February 18, 2015

The Master Schedule...

- The *MOST* important thing you will do all year!
- Framework for everything that happens in your school.
- You should spend the most amount of time creating and revising the master schedule.
- Your success or lack of it, will be up to *YOU*, and the master schedule you give to your staff.

Purpose of the Master Schedule

- Drives Instruction
- Focuses on Learning
- Created by YOU (not others)
- Roadmap for Success
- Holds everyone accountable “All hands on deck.”
- Saves energy
- Drives other schedules - Assistants/I.A.

Components of the Master Schedule

- Common planning time for teachers (Time to talk) for Grade Level team planning.
- 90 minute reading block (Tier I)
- 60 minute math block (STEM)
- 30 minute lunch (Duty Free - Grade level teams eat together)
- 1 Recess (20 minutes per day)
- 30 minute Success Period everyday

Hawthorne's Master Schedule 2014-2015

	Kindergarten	First	Second	Third	Fourth
8:40-9:00	Classroom Meeting Time				
	Morning Work				
9:00	8:40-9:15	8:40-9:15	8:40-9:00	8:40-9:00	8:40-9:00
9:30	90-Minute Block	90-Minute Block	Writing	Success	Math/STEM Pt 1
	9:15-10:45	9:15-10:45	9:00-9:40	9:00-9:30	9:00-9:20
10:00			90-Minute Block	Writing	Specials
			9:40-11:10	9:30-10:10	9:25-10:05
10:30				Specials	90-Minute Block
				10:10-10:50	10:10-11:40
11:00	Lunch	Tier 2	Tier 2	90-Minute Block	
	10:50-11:20	10:50-11:20	11:15-11:45	11:00-12:30	
11:30	Restroom/Recess	Lunch			
	11:20-11:40	11:25-11:55			Tier 2
12:00	Math/STEM		Lunch		11:40-12:10
	11:50-12:40	Restroom/Recess	12:00-12:30		Math/STEM
12:30	Pt. 1	11:55-12:15			12:15-1:10
	Specials	Math/STEM	Math/STEM	Lunch	Pt. 2
1:00	12:45-1:25	12:20-1:25	12:35-1:45	12:35-1:05	Lunch
		Pt. 1		Recess	1:10-1:40
1:30	Math/STEM	Specials		1:05-1:25	
	Pt.2	1:30-2:10		Tier 2	Success
2:00	1:30-1:55		Recess	1:40-2:10	1:50-2:20
	Writing 2:00-2:20	Math/STEM	1:50-2:10	Math/STEM	Writing
2:30	Tier 2	2:15-2:25	Success	2:15-3:30	2:25-3:05
	2:25-2:55	Success Period	2:15-2:45		Recess
3:00	Writing	2:25-2:55	Specials		3:10-3:30
	2:55-3:30	Writing	2:50-3:30		
3:30		2:55-3:35			
	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:35-3:40					

Hawthorne's Instructional Assistant Schedule 2014-2015

Time	Marci	Trish	Gloria	Regina	Stephanie
8:30 – 9:00	Prep	Prep	XXXX	XXXX	
9:00-9:30	3 rd Success	3 rd Success	K Tier 1	STEM - Renihan	3 rd Success
9:30-9:50	1 st Tier 1	2 nd Tier 1		Henry 9:30-10:00	Williams
9:50-10:10					Ogles
10:10-10:30					Nash
10:30-10:50					Nash 10:05-10:45
10:50-11:20	K Café Duty	1 st Tier 2	K Café Duty	1 st Tier 2	K Café Duty 10:50-11:20
11:20-11:50	1 st Café Duty 11:20-11:50	2 nd Tier 2 11:15 – 11:45	1 st Café Duty 11:20-11:50	2 nd Tier 2 11:15 – 11:45	2 nd Tier 2 11:15 – 11:45
11:40-12:10		4 th Tier 2 11:40-12:10			4 th Tier 2 11:40-12:10
12:10-12:40	Lunch 12:00 – 12:30	Lunch 12:15 – 12:45	Lunch 12:00 -12:30	Lunch 12:00 – 12:30	Lunch 12:10-12:40
12:40-1:10	1 st STEM support	3 rd Café Duty 12:45 – 1:05	1 st STEM support	3 rd Café Duty 12:35-1:05	STEM - Collier
1:10-1:40		4 th Café Duty		4 th Café Duty	Prep
1:40-2:10	3 rd Tier 2 1:40-2:10		K Success 1:40-2:10	4 th Success 1:50-2:20	3 rd Tier 2 (1:40-2:10)
1:50-2:20		4 th Success 1:50-2:20			
2:25-2:55	1 st Success	K Tier 2	1 st Success	1 st Success	1 st Success
3:00 – 3:30	XXXX	XXXX	Prep	Prep	STEM Bradshaw

Stonybrook Intermediate Academy Master Schedule 2014-2015

	5-1 and 5-5 Hagen, Caldwell, Clarey, Kundert	5-2 and 5-3 Wyn, Hadler, Roberts, Byrd	Team 5-4 Baker and Blaylock	6-1 and 6-4 Witt, Lewis, Stamm, Neukam	6-2 and 6-3 Boone, Austin, Chappell, Flowers	Howerton, Pepper, Elliott
TIME	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:15-7:35	7:35-8:05 Focus	7:35-8:05 Focus	7:35-8:05 Focus	7:35-8:05 Focus	7:35-8:05 Focus	7:35-8:05 Focus (Excel separate)
8:10-8:15	8:10-9:00 Specials	8:05-10:05 120 Minute Block	8:05-10:05 120 Minute Block	8:05-10:05 120 Minute Block	8:10-10:10 120 Minute Block	8:05-9:00 Math Block
8:15-8:20					Restroom 8:30-8:45	
8:20-8:25						
8:25-8:30						
8:30-8:35						
8:35-8:40						
8:40-8:45						
8:45-8:50						
8:50-8:55						
8:55-9:00						
9:00-9:05	Restroom	8:05-10:05 120 Minute Block	120 Minute Block	8:10-10:10 120 Minute Block		9:00-9:50 Specials
9:05-9:10						
9:10-9:15						
9:15-9:20						
9:20-9:25						
9:25-9:30						
9:30-9:35						
9:35-9:40						
9:40-9:45						
9:45-9:50						
9:50-9:55	9:10-11:10 120 minute block	10:05-10:35 tier 2/3	10:20-11:10 Specials	10:10-12:10 120 Minute Block	9:55-11:55 105 Literacy Block	
9:55-10:00						
10:00-10:05						
10:05-10:10						
10:10-10:15						
10:15-10:20						
10:20-10:25						
10:25-10:30						
10:30-10:35						
10:35-10:40						
10:40-10:45	Restroom					
10:45-10:50						
10:50-10:55						
10:55-11:00						
11:00-11:05						
11:05-11:10						
11:10-11:15						
11:15-11:20						
11:20-11:25						
11:25-11:30						
11:30-11:35	Restroom					

**2014-2015
WARREN CENTRAL HIGH SCHOOL
WALKER CAREER CENTER
REGULAR SCHEDULE**

1	2	3	Success	4	5	6	7
7:20 to 8:15 (15)	8:20 to 9:10 (50)	9:15 to 10:05 (50)	10:05 to 10:35 (29)	10:40 to 11:30 (50)	11:35 to 1:00 (50- 55) + Lunch	1:05 to 1:55 (50)	2:00 to 2:50 (50)
		Lunch Schedule A and D		Time 11:30-12:00			

Passing Bells B and E	12:00-12:05 12:05-12:30
Passing Bells C and F	12:30-12:35 12:30-1:00

Reflective Thought

What have we learned:

- Master schedule is the cornerstone for supporting increased student achievement in your school.
- You are the MASTER of the MASTER schedule.
- Focus on time for instruction.
- Holds EVERYONE accountable.
- Quickest way to create change in your building.

Identifying and Minimizing Barriers

Hawthorne Elementary School
MSD Warren Township
Phil Talbert - Principal
February 18, 2015

Identifying the Barriers

1. School-wide procedures
 - Entering and exiting the building
 - Cafeteria procedures
 - Hallway procedures
 - Restroom procedures
 - Special Area classes' procedures
 - Recess procedures

Identifying Barriers

2. Does EVERYONE in the building know the procedures?

- Teacher Input?
- Procedures communicated to parents?
(Facebook, email, phone, twitter, handbooks, etc)
- Positive in nature?

Maximizing Transitions

1. Maximizing transitions between classes.
 - Adult supervision in the hallways.
 - When students are in the hall, no learning is occurring.
 - Too many students in one area - leads to problems.
Divide and Conquer!
 - Be proactive, think ahead, anticipate potential problems.
 - Staff members responsibility during duties (Late to post, socializing with others)

Maximizing Transitions

2. Maximizing transitions in the classroom

- Facilitated by grade level team to provide consistency.
- Have procedures listed and visual for students.
- Review procedures with the students.
- Model and practice procedures. (Don't wish in May what you should have done the 1st day!)
- Communicate with parents.

The Importance of Bell to Bell Instruction

Hawthorne Elementary School
MSD Warren Township
Phil Talbert - Principal
February 18, 2015

Staff Member Responsibility

- Meet and greet at the door.
- Setting high expectations for ALL students.
- Effective lesson plan design. (Short and long term planning)
 - standards identified, clear objectives and goals, activities listed with timeframe
- Start strong and finish strong.
- Be prepared by having materials ready to go.
- Monitor time on task.
- Engaging students at their point of need. (voice and choice, Tier II/III, small groups).

Name _____ School _____ Grade _____ Date _____

MSD of Warren Township – Effective Lesson Chart

Lesson Plan

Anticipatory Set

State the Objective

Teach Concepts and Skills

Check for Understanding

Provide Guided Practice

Assign Independent Practice

Lesson Closure

TEACHING STEPS TO AN EFFECTIVE LESSON

Madeline Hunter, Steven Zemelman, Charlotte Danielson, and Others

Lesson plan - know the objective and construct a plan for achieving.

Anticipatory set - emphasize to the students the learning task, its importance, and the learning (prior knowledge) that led to this objective.

State the objective to the students.

Identify and teach main concepts and skills, emphasizing clear expectations and active student participation. Strategies employed include frequent use of examples and diagrams, wait time, modeling, graphic organizers, questioning and discussion, proximity and building on prior knowledge.

Include **best practices** based on research: Student interest-centered; hands-on; teach to the 'big picture;' authentic; construct, express and interact about ideas; reflect on what is learned; collaborate; promote choice; teach to deeper cognitive understanding; assure developmental appropriateness; and challenge thinking. Use the writing process.

Check for understanding by observing and interpreting student reactions (active interest, boredom) and by frequent formative evaluations and **immediate feedback**. Adjust instruction as needed and **reteach** if necessary.

Provide guided practice following instruction by having students answer questions, demonstrate skills, or solve problems. Give **immediate feedback** and **reteach** if necessary.

Assign independent practice to solidify skills and knowledge when students have demonstrated understanding.

Lesson closure - recite the prior learnings, the objective, what was learned and what is next.

Data Driven Instruction

- Monitor data to identify point of need.
(Formative and Summative)
 - Learning Log Meetings (Curriculum calendar)
 - Data Meetings (Benchmark and progress monitoring)
- Personalize Instruction (IXL, MyOn, Lexia, Acuity, mClass TRC/DIBELS)
- Enrich, Maintain, and/or Remediate.

Q & A on Effective Use of Time

- Reflective thoughts and questions