Strategic Master Scheduling: Planning for Student Cohorts

A Linked Learning Alliance Learning Series

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Welcome

Dan Storz
Senior Director, K–12 Engagement, Linked Learning Alliance

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Introductions

Betsy McKinstry, Antelope Valley UHSD

Jeff Thomas, San Diego USD

Cheryl Hibbeln, IlluminatED Collective

Agenda

Recognizing the **challenges** in the field

Discussing the importance of the **pre-planning process** in master schedule development

Discussing the role of **non-negotiables** in the master scheduling process

Solving scenarios from the field

Interactive Opportunities in the Chat

Questions

Build on presented ideas

Share links to district examples of master scheduling strategies for cohorting and course sequencing

Challenges in the Field

Maintaining **pathway purity/student cohorts** in the context of transient populations, failed coursework, remediation, etc.

Scheduling **special populations**

Offering 3–4 years of **CTE courses**

Supporting PBL in smaller pathways including CPAs

Scheduling of highly **transient populations**

Scheduling **common planning time**

Challenges in the Field

Building space for dual college courses, WBL opportunities, athletics, credit recovery, etc.

Managing **choice vs. need** (students and teachers)

Choosing the right **bell schedule** for your needs/context: The pros and cons of 6-7-8, 4x4 period day

Collaborating with stakeholder groups throughout the master schedule process

Developing **timelines** for master scheduling that are aligned to goals

Strategic Scheduling

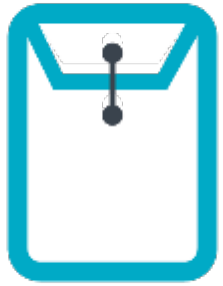
A multi-layered collaborative process that **ensures equity**.

Operational

The human resource and finance processes support site strategic planning

Technical

Strategic use of structures, operations, and processes



Adaptive

Strategic planning for information, relationships, and identity

Visioning

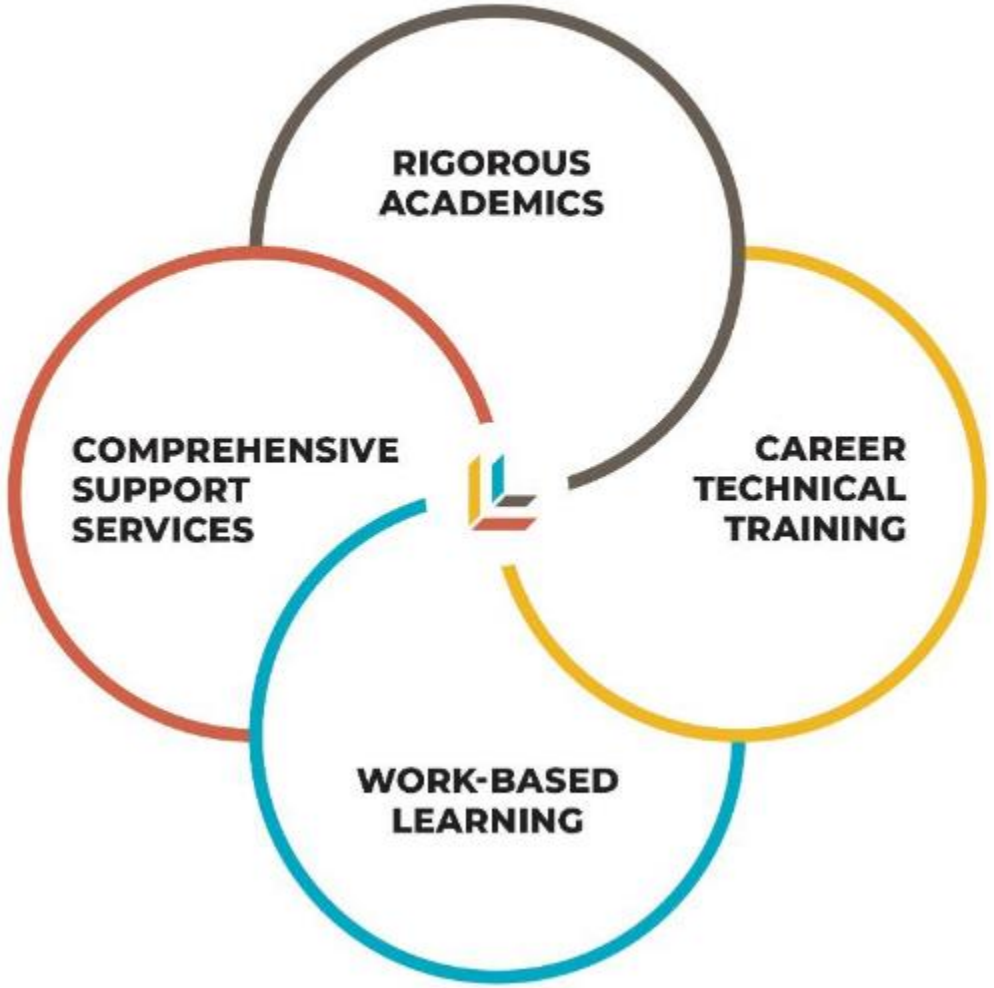
Developing an urgent and evidence-based vision for student achievement

Visioning

What does our ongoing data tell us kids need to know and be able to do this year?

Context → **Vision** → **Strategy** → **Results**

Linked Learning Lives in Strategic Scheduling



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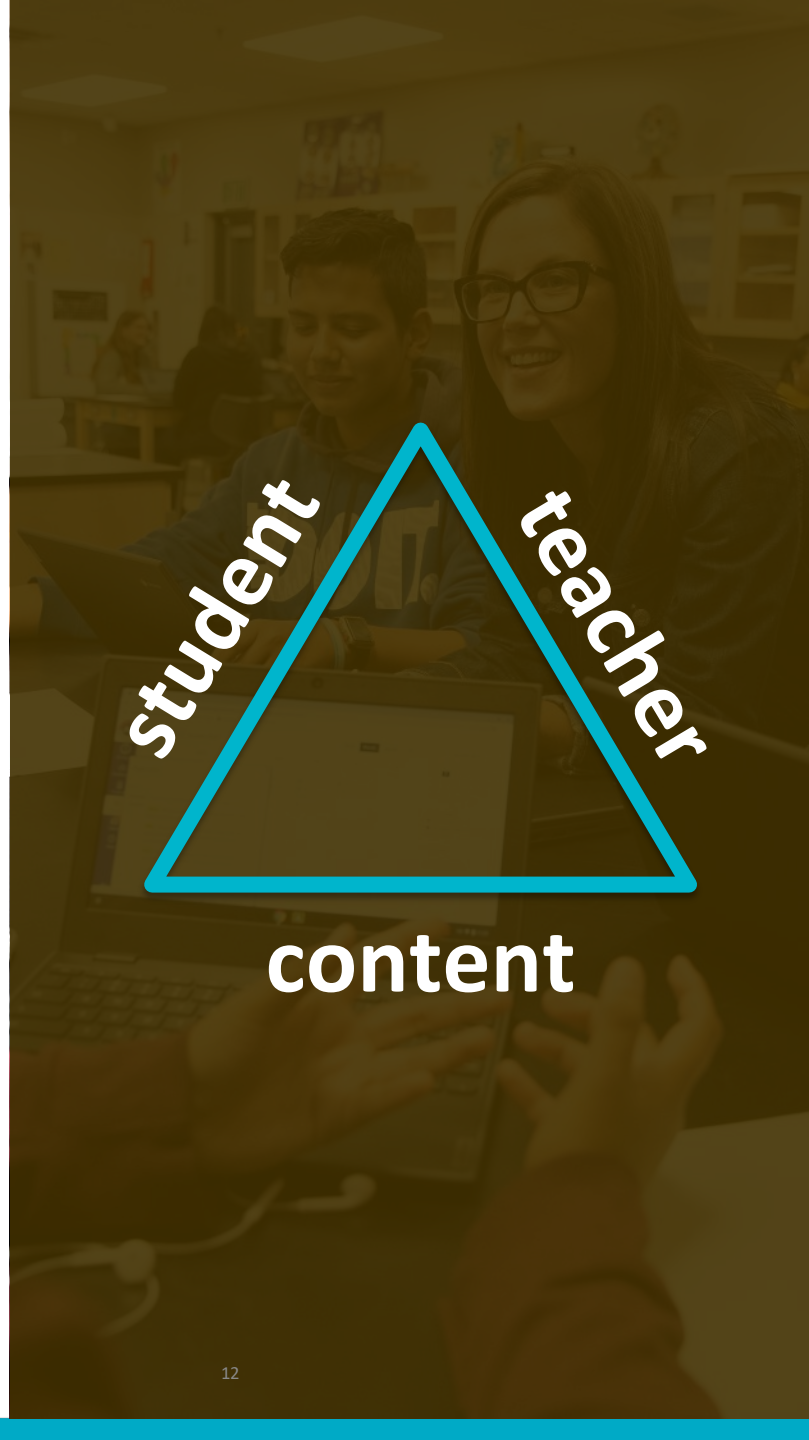
College AND Career Readiness

Ensuring that students are **college- AND career-ready** is at the center of this work.

Ultimately this means that students need to graduate with a college qualifying GPA, coursework, SAT/ACT score, *and* an industry-recognized certification of skills to enter the workforce.

To achieve this goal, we must influence the *student-teacher-content interaction* in meaningful ways.



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Teaching Teams

Teaching teams must be **designed strategically** and **empowered** to own the outcomes of their students.

Being empowered means that teachers **work with administration** to make recommendations about how the scheduling of their dedicated cohorts of students is enacted in the schedule.

The role of the administrator is to carry the vision and **move the boulders** for these teaching teams.

This requires a clear line of communication between admin and teachers so that there is **trust in the scheduling process**.

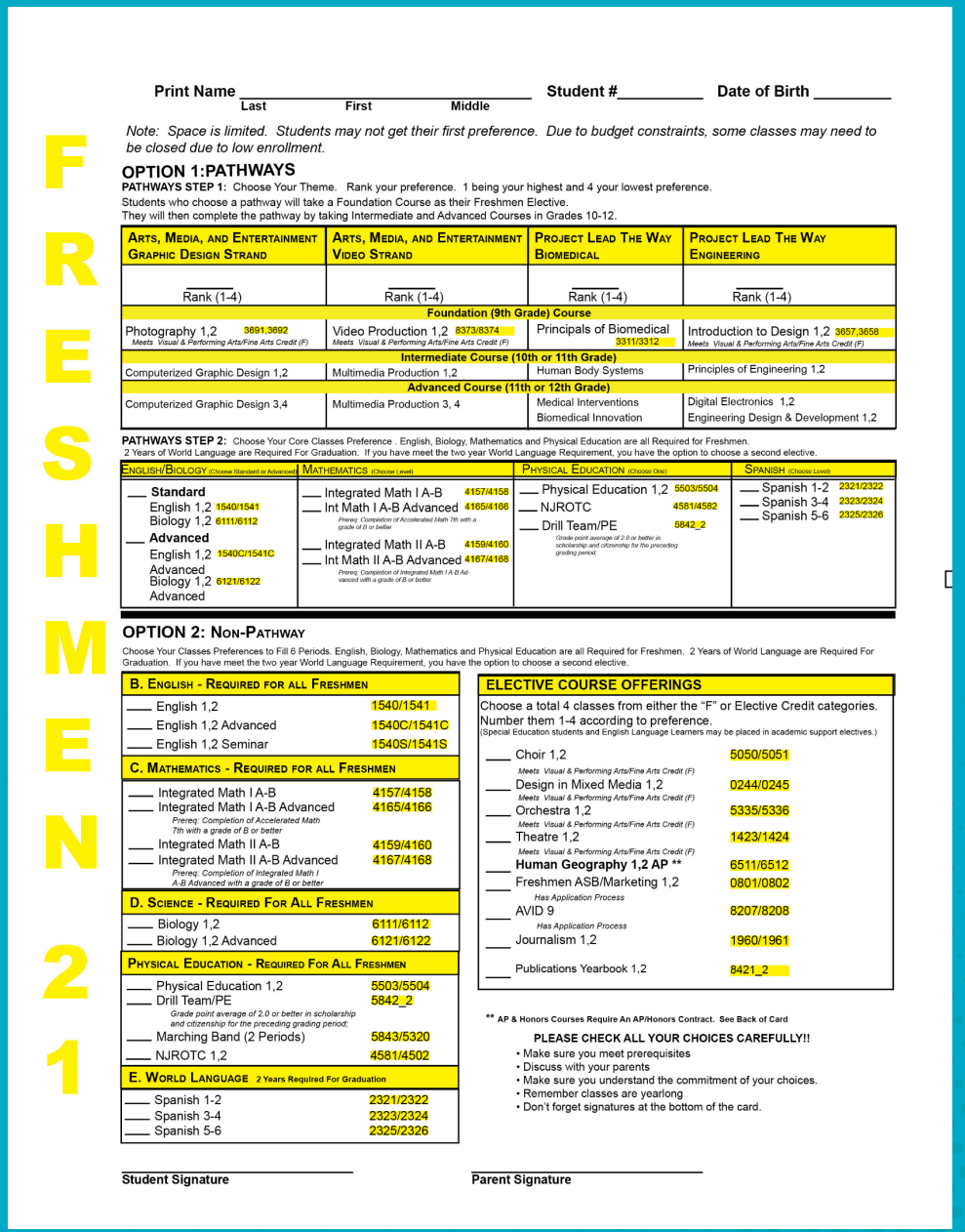
Choice vs. Structured Choice

Schools where larger numbers of students are entering high school behind in literacy and numeracy must be more strategic about how college and career readiness is assured. This is where **choice** and **structured choice** are at a crossroads.

- If we believe that engagement and mastery live in the ability for **students to choose** between a variety of courses on an articulation card, we build schedules and processes grounded in choice. Choice **places certain demands** on a schedule.

- If we believe that engagement and mastery live in the ability of **grade-level teaching teams** to make decisions about the structure and scheduling of students based on need, we build schedules and processes grounded in structured choice. Structured choice requires clear course pathways that **remove demands** on a schedule.

Articulation processes must align to vision



FRESHMEN 21

Print Name _____ Student #_____ Date of Birth _____
Last First Middle

Note: Space is limited. Students may not get their first preference. Due to budget constraints, some classes may need to be closed due to low enrollment.

OPTION 1:PATHWAYS

PATHWAYS STEP 1: Choose Your Theme. Rank your preference. 1 being your highest and 4 your lowest preference.
Students who choose a pathway will take a Foundation Course as their Freshmen Elective.
They will then complete the pathway by taking Intermediate and Advanced Courses in Grades 10-12.

Arts, Media, and Entertainment Graphic Design Strand	Arts, Media, and Entertainment Video Strand	Project Lead The Way Biomedical	Project Lead The Way Engineering
Rank (1-4)	Rank (1-4)	Rank (1-4)	Rank (1-4)
Foundation (9th Grade) Course			
Photography 1,2 3691/3692 *Meets Visual & Performing Arts/Fine Arts Credit (F)*	Video Production 1,2 8373/8374 *Meets Visual & Performing Arts/Fine Arts Credit (F)*	Principals of Biomedical 3311/3312	Introduction to Design 1,2 3657/3658 *Meets Visual & Performing Arts/Fine Arts Credit (F)*
Intermediate Course (10th or 11th Grade)			
Computerized Graphic Design 1,2	Multimedia Production 1,2	Human Body Systems	Principles of Engineering 1,2
Advanced Course (11th or 12th Grade)			
Computerized Graphic Design 3,4	Multimedia Production 3, 4	Medical Interventions Biomedical Innovation	Digital Electronics 1,2 Engineering Design & Development 1,2

PATHWAYS STEP 2: Choose Your Core Classes Preference . English, Biology, Mathematics and Physical Education are all Required for Freshmen.
2 Years of World Language are Required For Graduation. If you have meet the two year World Language Requirement, you have the option to choose a second elective.

English/Biology (Choose Standard or Advanced)	Mathematics (Choose Level)	Physical Education (Choose One)	Spanish (Choose Level)
___ **Standard** English 1,2 1540/1541 Biology 1,2 6111/6112 ___ **Advanced** English 1,2 1540C/1541C Advanced Biology 1,2 6121/6122 Advanced	___ Integrated Math I A-B 4157/4158 ___ Int Math I A-B Advanced 4165/4166 *Prereq: Completion of Accelerated Math 7th with a grade of B or better* ___ Integrated Math II A-B 4159/4160 ___ Int Math II A-B Advanced 4167/4168 *Prereq: Completion of Integrated Math I A-B Advanced with a grade of B or better*	___ Physical Education 1,2 5503/5504 ___ NJROTC 4581/4582 ___ Drill Team/PE 5842_2 *Grade point average of 2.0 or better in scholarship and citizenship for the preceding grading period;*	___ Spanish 1-2 2321/2322 ___ Spanish 3-4 2323/2324 ___ Spanish 5-6 2325/2326

OPTION 2: Non-Pathway

Choose Your Classes Preferences to Fill 6 Periods. English, Biology, Mathematics and Physical Education are all Required for Freshmen. 2 Years of World Language are Required For Graduation. If you have meet the two year World Language Requirement, you have the option to choose a second elective.

B. English - Required for all Freshmen
___ English 1,2 1540/1541
___ English 1,2 Advanced 1540C/1541C
___ English 1,2 Seminar 1540S/1541S

C. Mathematics - Required for all Freshmen
___ Integrated Math I A-B 4157/4158
___ Integrated Math I A-B Advanced 4165/4166
Prereq: Completion of Accelerated Math 7th with a grade of B or better
___ Integrated Math II A-B 4159/4160
___ Integrated Math II A-B Advanced 4167/4168
Prereq: Completion of Integrated Math I A-B Advanced with a grade of B or better

D. Science - Required For All Freshmen
___ Biology 1,2 6111/6112
___ Biology 1,2 Advanced 6121/6122

Physical Education - Required For All Freshmen
___ Physical Education 1,2 5503/5504
___ Drill Team/PE 5842_2
Grade point average of 2.0 or better in scholarship and citizenship for the preceding grading period;
___ Marching Band (2 Periods) 5843/5320
___ NJROTC 1,2 4581/4502

E. World Language 2 Years Required For Graduation
___ Spanish 1-2 2321/2322
___ Spanish 3-4 2323/2324
___ Spanish 5-6 2325/2326

ELECTIVE COURSE OFFERINGS
Choose a total 4 classes from either the "F" or Elective Credit categories. Number them 1-4 according to preference.
(Special Education students and English Language Learners may be placed in academic support electives.)

___ Choir 1,2 5050/5051
Meets Visual & Performing Arts/Fine Arts Credit (F)
___ Design in Mixed Media 1,2 0244/0245
Meets Visual & Performing Arts/Fine Arts Credit (F)
___ Orchestra 1,2 5335/5336
Meets Visual & Performing Arts/Fine Arts Credit (F)
___ Theatre 1,2 1423/1424
Meets Visual & Performing Arts/Fine Arts Credit (F)
___ **Human Geography 1,2 AP **** 6511/6512
___ Freshmen ASB/Marketing 1,2 0801/0802
Has Application Process
___ AVID 9 8207/8208
Has Application Process
___ Journalism 1,2 1960/1961
___ Publications Yearbook 1,2 8421_2

** AP & Honors Courses Require An AP/Honors Contract. See Back of Card

PLEASE CHECK ALL YOUR CHOICES CAREFULLY!!
- Make sure you meet prerequisites
- Discuss with your parents
- Make sure you understand the commitment of your choices.
- Remember classes are yearlong
- Don't forget signatures at the bottom of the card.

Student Signature _____ Parent Signature _____

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FRESHMEN

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Prereq: Completion of Accelerated Math 7th with a grade of B or better
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___ Theatre 1,2 1423/1424
Meets Visual & Performing Arts/Fine Arts Credit (F)

School of Digital Media and Design/Kearny Complex
My High School Plan

Grade 9	Grade 10	Grade 11	Grade 12
Sem. or Adv. English 1-2 or English 1-2 (P)	Sem. or Adv. English 3-4 (P) or English 3-4 (P)	Honors American Lit. (HP) or American Literature (P)	Cont. Voices 1-2 (P), AP English, English 101 or 105 Mesa College
Geometry 1-2 (P), Adv. Geo, Algebra 1-2 (P), or Int. Alg. 1-2	Geometry 1-2, Intermediate Algebra 1-2 (P), or Precalculus	Intermediate Algebra 1-2 (P), Precalculus 1-2 (P)	Precalculus (P) or Math Course at Mesa College
Advanced or Regular Earth Science	Advanced or Regular Biology	AP Environmental Science, or Marine Biology 1-2	Chemistry or Honors Chemistry
Adv World History or Gloped	AP European History or World History (P)	AP U.S. History 1-2 (P), US History 1-2 (P) or U.S. History 110 Mesa College	Government 1(P) and Economics 1 (P) or Political Science 101/102 Mesa College
Physical Education or ROTC	Physical Education or ROTC	Physical Education (no pass on fitnessgram)	Physical Education (no pass on fitnessgram)
Design in Mixed Media 1-2	Digital Art and Mixed Media	Computerized Graphic Design 1-2 and Multimedia 1-2	Multimedia 3-4 (Senior Exhibition)/ Computerized Graphic Design 3-4
Spanish, AVID	Spanish, AVID	Spanish, AVID, Mesa Fast Track, IHigh, Psych, or CR	Spanish, AVID, Mesa Fast Track, IHigh, Psych, Video or CR

San Diego Unified School District Graduation Requirements

English (4 years required)
Mathematics (3 years required)
Science (3 years required)
Social Studies (3 years required)
Physical Education (2 years required)
Fine Art: 1 year
World Language: 1 year or LOTE
11 elective credits
44 credits required for a diploma

Note: All students must maintain an overall 2.0 grade point average

Student:_____

Parent:_____

Counselor:_____

Date:_____

Non-Negotiables

- ✓ **Grade-level teaching teams** anchored by a common prep
- ✓ Dedicated **grade-level student cohorts** anchored by a teaching team
- ✓ Access to the **core**: ELA, math, history, science, pathway courses
- ✓ Access to **data-driven student supports** connected to students needs

On your mind?

Scenario 1

The site has **30% transiency** and students often enroll not having taken the prerequisite CTE course.

How do you keep **pathway sequence purity** by grade level to ensure students are able to work on projects together while maintaining high concentrator rates?

NON-NEGOTIABLES

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Antelope Valley

- In the Antelope Valley Union High School District, both the **grade level teaching teams** and **cohort purity** are essential elements to positive student outcomes.
- If a student enters a pathway at grade level (10th or 11th) and **has not taken** the foundational prerequisite courses in the pathway sequence, the student is **still enrolled** in the cohort core and CTE grade level courses.
- For example, if a student in the Eastside High School Biomedical Academy enters in **10th grade**, they are placed in the **second course** in the PLTW sequence, Human Body Systems and not the 9th grade Principles of Biomedical Science.
- Thus, they become part of the cohort of three sophomore **core classes** and one **CTE course**.

10th Grade Biomed Academy Student

- The teachers reviewed his freshman grades, which were **below average** for the academy; he had also struggled in his 9th grade classes.
- The coordinator met with him and discussed the rigor and expectations for academy students. He still had a **strong interest** in being part of the academy.
- Although hesitant, the teachers felt the foundation of the LL approach was to serve students with similar challenges and that with the **right support** he would be successful.
- Although he did not take the introductory course, he was able to **catch up** with the CTE content. He will complete his sophomore year at grade level and with an **improved GPA** from his freshman year.
- Per the academy coordinator, this was due in large part to the **cohort model**. Since the student was placed in the core classes with the same group of students, it created an environment of **additional support** amongst his peers and teachers.

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11th Grade Engineering Academy Student

- She had been part of a middle school summer engineering program several years before, and had **transferred** in from SOAR High School—our early college high school—to our academy.
- As a junior, she had **not taken the two prerequisite** engineering courses, but was still placed in the Digital Electronics course as **part of the academy cohort** and had not taken any engineering classes at SOAR.
- This meant she missed two prerequisite CTE courses, but the small learning community cohort of teachers and peers allowed her to **level up**. The student has been **very successful** in both her core and CTE classes.

Considerations for CALPADS

- Placement decisions have an effect on **CALPADS reporting**.
- If the 11th grade student in my example was not placed in Digital Electronics and instead placed in Introductory Engineering Design—she would be placed in a course that **did not count** towards completion.
- This would not accurately reflect **student success data** for pathway completion.

Proactive Measures:
Supporting Grades, Attendance, and Discipline

- ✓ Academy teachers share a **common prep** and meet regularly.
- ✓ **Contractual planning time** such as teacher space (collaborative time for teacher choice), student free days, and half-day Wednesdays are offered.
- ✓ **Summer team planning** to discuss student progress and align expectations vertically is offered.
- ✓ **Saturday school** is used to cohort academy teachers and students for makeup attendance and classwork.
- ✓ Academy **tutors are deployed** to support students' academic and technical work.
- ✓ CTE Pupil Services Technicians work with coordinators to **identify and help** the students who are falling behind.

The Support System Begins in 9th Grade

- ✓ Freshmen are assigned a **mentor teacher** who stays with them for four years.
- ✓ Data on freshmen students is regularly pulled to allow mentor teachers to **follow up** on students who are not progressing before they get behind.
- ✓ To address math cohort purity, a summer math/algebra **pilot program** using the UCCI course *Functional Design Through Algebra* is offered for incoming freshmen.
- ✓ The CTE and core classes are scheduled back-to-back so that teachers can **team-teach core** within context of CTE.
- ✓ Academy cohorts are **scheduled first** in the master schedule and then the other courses are built around them.
- ✓ The cap across the cohort **stays constant**.

On your mind?

Scenario 2

Site has an increase of EL 1–2 in one grade level. They are on a 6-period day and the EL students all have to take district mandated additional EL course. How do you ensure **equity and access** to pathway classes and projects for this subgroup?

Similar: Special education students are not enrolled in CTE class because of additional study skills class

Similar: The need for additional dual enrollment, credit recovery, WBL, and athletics sections

NON-NEGOTIABLES

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- ✓ Dedicated **grade-level student cohorts** anchored by a teaching team
- ✓ Access to the **core**: ELA, math, history, science, pathway courses
- ✓ Access to **data-driven student** supports connected to students needs

Six-Period System

9th Grade	10th Grade	11th Grade	12th Grade
1. English	1. English	1. English	1. English
2. Math	2. Math	2. Math	2. Math
3. Science	3. Science	3. Science	3. Science
4. Pathway	4. Pathway	4. Pathway	4. Pathway
5. PE	5. PE	5. History	5. History
6. OPEN	6. History	6. OPEN	6. OPEN

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Six-Period System

9th Grade	10th Grade	11th Grade	12th Grade
1. English	1. English	1. English	1. English
2. Math	2. Math	2. Math	2. Math
3. Science	3. Science	3. Science	3. Science
4. Pathway	4. Pathway	4. Pathway	4. Pathway
5. PE	5. PE	5. History	5. History
6. EL 1-2	6. History	6. EL	6. EL

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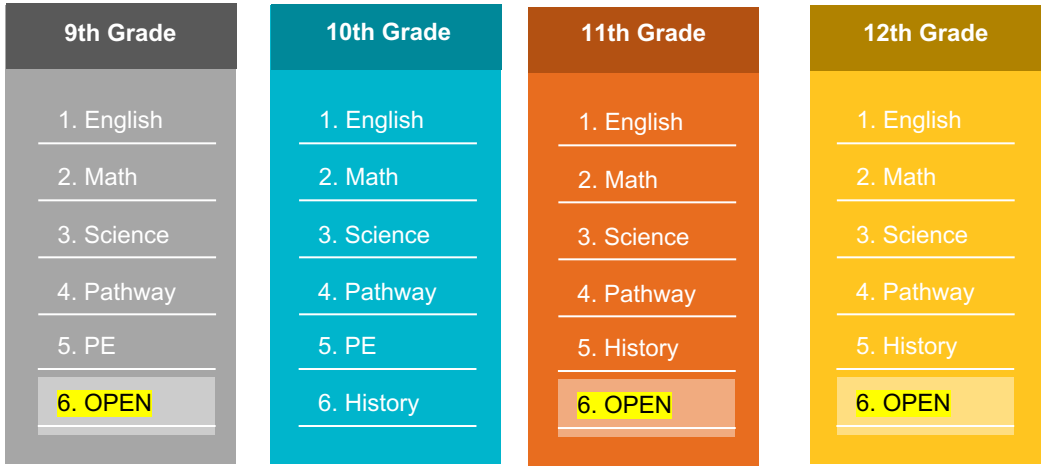
Technical Solutions When Space Is Limited

- In 10th grade, the English Learner would have to take **seven periods** of coursework.
- If world language credits had not been met, I would support the student to **pass a LOTE**.
- One of the student's pathway courses would have to meet the VAPA credit; basically, two courses have to **count as one**.
- **No electives** beyond the pathway course could be taken over the four years.



Six Pathways for Meeting the World Language Graduation Requirement

1. Completion of two years of district **world language courses**
2. Completion of two years of district-approved **IWLS Courses**
3. Passing an **SAT II**, **AP**, or **IB exam**
4. Formal schooling in a **language other than English** (LOTE)
5. Passing a **LOTE Alternative Assessment** with Principal Certification
6. Assessment by a **college or university**

UCCI Courses

UNIVERSITY OF CALIFORNIA

CURRICULUM INTEGRATION

C - Mathematics

Course Title	Grade	CTE Industry Sectors	Career Pathway
Abstract to Visual: Algebra 1 with Programming	9 - 10	Information and Communication Technologies	Software and Systems Development
Ag + Math = Calculated Sustainable Agriculture: Integrated Math 3 in Agriculture	10 - 12	Agriculture and Natural Resources	Agricultural Business
Algebra 2 for the 21st Century	9 - 12	Information and Communication Technologies	Software and Systems Development
Applied Math and Engineering: Algebra 2 and Trig for Engineers	9 - 12	Engineering and Architecture	Engineering Design
Constructing Algebra 2	9 - 12	Building and Construction Trades	Residential and Commercial Construction

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Six-Period System

9th Grade	10th Grade	11th Grade	12th Grade
1. English	1. English	1. English	1. English
2. Math	2. Math	2. Math	2. Math
3. Science	3. Science	3. Science	3. Science
4. Pathway	4. Pathway	4. Pathway	4. Pathway
5. PE	5. PE	5. History	5. History
6. Study Skills	6. History	6. Study Skills	6. Study Skills

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Six-Period System

9th Grade	10th Grade	11th Grade	12th Grade
1. English	1. English	1. English	1. English
2. Math	2. Math	2. Math	2. Math
3. Science	3. Science	3. Science	3. Science
4. Pathway	4. Pathway	4. Pathway	4. Pathway
5. PE	5. PE	5. History	5. History
6. WL	6. History	6. Dual	6. Dual

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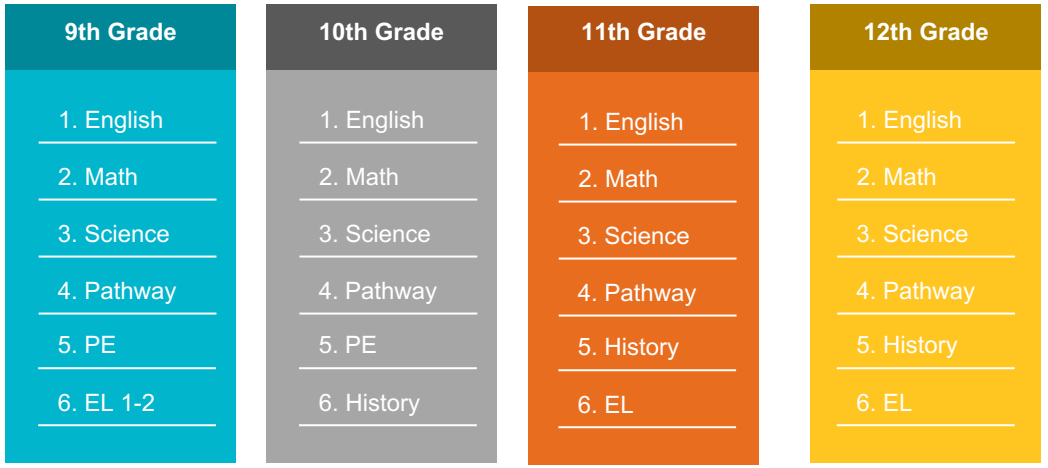
Was this Solution Fair, Equitable, and Just?

We solved the English Learner problem technically, but did we solve it **equitably**?

Reasons my solutions were not equitable:

- Students day is longer
- Students can't take any additional electives
- Students can't play sports or join clubs
- There is no room for any failure
- There is no room for any support beyond the mandated class

Six-Period System



In my opinion, **this schedule will never provide equity for ALL**.

10th Grade: 4 x 4 Period System

10th Grade Fall	
OPEN	OPEN
Science 1	Science 2
Pathway 1	Pathway 2
PE 1	PE 2

10th Grade Spring	
ELA 1	ELA 2
Math 1	Math 2
SS 1	SS 2
OPEN	OPEN

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10th Grade: 4 x 4 Period System

10th Grade Fall	
EL 1	EL 2
Science 1	Science 2
Pathway 1	Pathway 2
PE 1	PE 2

10th Grade Spring	
ELA 1	ELA 2
Math 1	Math 2
SS 1	SS 2
OPEN	OPEN

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10th Grade: 4 x 4 Period System (A/B)

10th Grade Fall		10th Grade Spring	
EL 1/ELA 1		EL2/ ELA 2	
Science 1/Math 1		Science 2/Math 2	
Pathway 1/SS 1		Pathway 2/SS 2	
PE 1	PE 2	OPEN	OPEN

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On your mind?

Scenario 3

Comprehensive high school with one Linked Learning pathway creates a master schedule **without cohorting**.

All students are grouped together in the same class but with different ELA teachers, making it impossible to plan together. IE ELA 9 1 section-Smith 1-section Moth 2-section Sanchez 1-section Michaels

NON-NEGOTIABLES

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Schedule Pathway Student First

Non-Pathway Student 1	Pathway Student A	Pathway Student B	Non-Pathway Student 1	Non-Pathway Student 1

Schedule Pathway Student First

Non-Pathway Student 1	Pathway Student A	Pathway Student B	Non-Pathway Student 1	Non-Pathway Student 1
	English (Smith)	English(Smith)		
	SS (Jones)	SS (Jones)		
	CCTE (Corlett)	CCTE (Corlett)		
	Science (Lucas)	Science (Lucas)		

Schedule Pathway Student First

Non-Pathway Student 1	Pathway Student A	Pathway Student B	Non-Pathway Student 1	Non-Pathway Student 1
	English (Smith)	English(Smith)		
	SS (Jones)	SS (Jones)		
	CCTE (Corlett)	CCTE (Corlett)		
	Science (Lucas)	Science (Lucas)		

Schedule Pathway Student First

Non-Pathway Student 1	Pathway Student A	Pathway Student B	Non-Pathway Student 1	Non-Pathway Student 1
Math (Grey)	English (Smith)	English(Smith)	PE (Webber)	SS (Short)
PE (Spencer)	SS (Jones)	SS (Jones)	Math (Grey)	Spanish (Mora)
Spanish (Mora)	CCTE (Corlett)	CCTE (Corlett)	English (Ladd)	Math (Grey)
Science (Dodd)	Science (Lucas)	Science (Lucas)	Science (Dodd)	Science (Dodd)
English (Ladd)	PE (Spencer)	Math (Ridley)	Spanish (Mora)	English (Ladd)
SS (Short)	Math (Grey)	PE (Webber)	SS (Short)	PE (Webber)

Schedule Pathway Student First

Non-Pathway Student 1	Pathway Student A	Pathway Student B	Non-Pathway Student 1	Non-Pathway Student 1
PE (Spencer)	English (Smith)	English(Smith)	PE (Webber)	Science (Dodd)
Spanish (Mora)	SS (Jones)	SS (Jones)	SS (Short)	Spanish (Mora)
Math (Grey)	CCTE (Corlett)	CCTE (Corlett)	English (Ladd)	Math (Grey)
Science (Dodd)	Science (Lucas)	Science (Lucas)	Science (Dodd)	SS (Short)
English (Ladd)	PE (Webber)	Math (Ridley)	Spanish (Mora)	PE (Webber)
SS (Short)	Math (Grey)	PE (Spencer)	Math (Grey)	English (Ladd)

Protecting the Pathway

Student 1	Student 2
English (Smith) 1541.903	English (Ladd) 1541.07
SS (Jones) 3417.920	SS (Short) 3417.10
CCTE (Corlett) 5182.901	Spanish (Mora) 6171.02
Science (Lucas) 6111.901	PE (Webber) 4151.09
PE (Webber) 4151.100	Science (Dodd) 6111.14
Math (Grey) 2131.102	Math (Grey) 2131.102

Protecting the Pathway

Student 1		Student 2	
English (Smith)	**1541.903**	English (Ladd)	1541.07
SS (Jones)	**3417.920**	SS (Short)	3417.10
CCTE (Corlett)	**5182.901**	Spanish (Mora)	6171.02
Science (Lucas)	**6111.901**	PE (Webber)	4151.09
PE (Webber)	4151.100	Science (Dodd)	6111.14
Math (Grey)	2131.102	Math (Grey)	2131.102

Protecting the Pathway

Student 1		Student 2	
English (Smith)	**1541.903**	English (Ladd)	1541.07
SS (Jones)	**3417.920**	SS (Short)	3417.10
CCTE (Corlett)	**5182.901**	Spanish (Mora)	6171.02
Science (Lucas)	**6111.901**	PE (Webber)	4151.09
PE (Webber)	4151.100	Science (Dodd)	6111.14
Math (Grey)	2131.102	Math (Grey)	2131.102

On your mind?

Additional Questions

Who should be included in **scheduling team**?

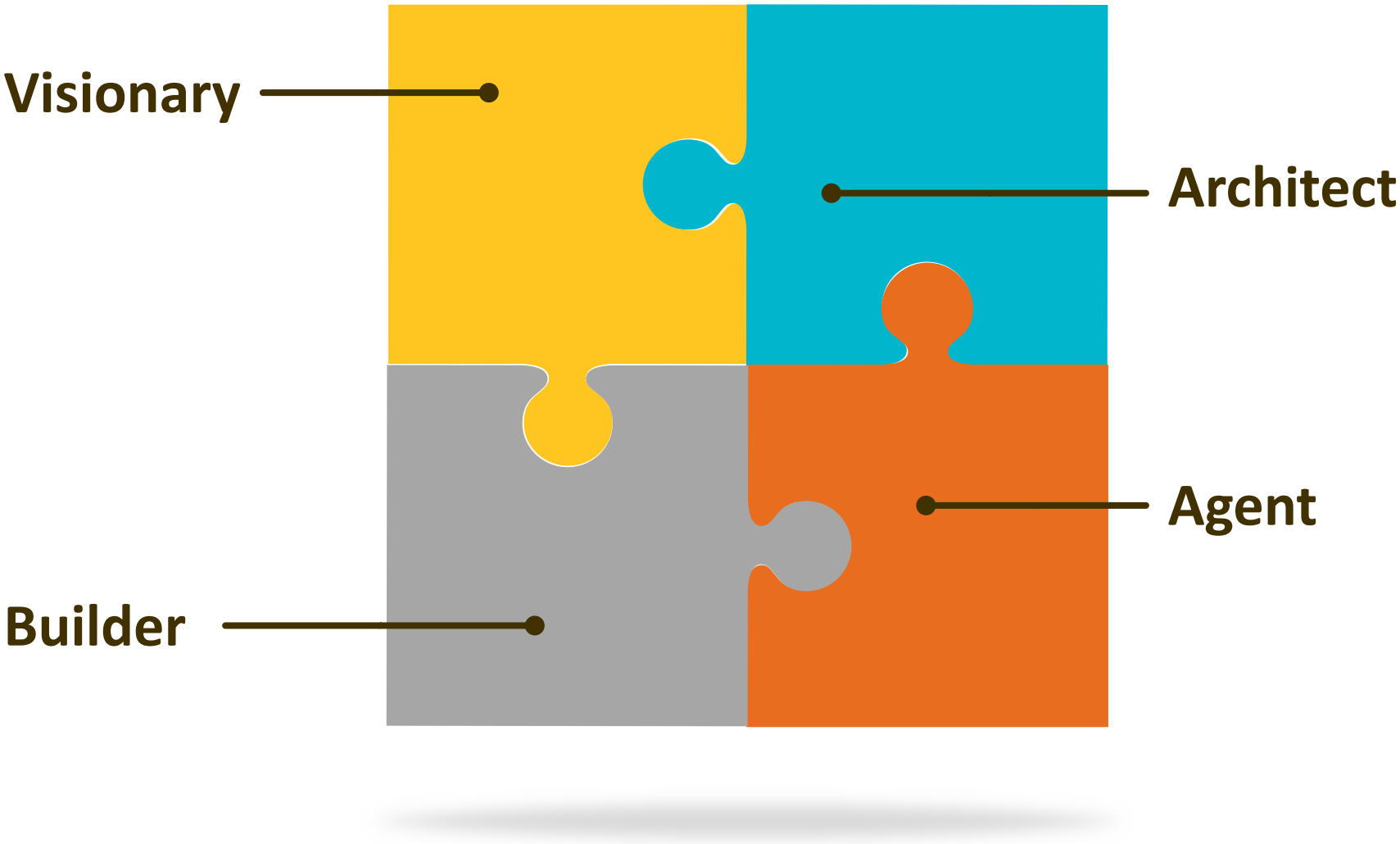
How are school sites effectively collaborating with **stakeholder groups** throughout the master schedule process?

How are sites developing **timelines** for master scheduling that are aligned to goals?

NON-NEGOTIABLES

- ✓ **Grade-level teaching teams** anchored by a common prep
- ✓ Dedicated **grade-level student cohorts** anchored by a teaching team
- ✓ Access to the **core**: ELA, math, history, science, pathway courses
- ✓ Access to **data-driven student** supports connected to students needs

Scheduling Teams



Engaging Stakeholders

- Start early (September)
- Frame the process with the non-negotiables
- Be transparent, honest, and inclusive
- Build the master schedule frame without teacher names
- Use a structured timeline

Potential stakeholders:
Union representatives, department chairs, grade level teams, teaching staff (including special education and ELL supports), parents, guardians, and students

LINKED LEARNING

Master Schedule Development Timeline for Site Managers building their 2019 - 2020 SY Master Schedule

October-November 2018	December 2018	December - January 2018-19	January 2019	February 2019	March 2019	March 2019	March - April 2019	April 2019
10/1/18-11/13/18 Enrollment Options Applications 	**12/10** 2019 - 2020 school year initialized by IT. Sites can begin to Input course requests at all grade levels **December 2018** Master Schedule Information to Secondary Principals.	Development of articulation resources and outreach visits to all feeder schools Master Schedule Team builds a draft of their sites Master Schedule with equity, access and supports for all students. Articulation and input of course requests into PowerSchool.	**1/9 (am)** **1/15 (pm)** Course Request Management Training Register in ERO **1/11, 1/16** Open Labs to support course request management/entry Register in ERO **1/28** Site Based Budget (SBB) released by Budget Office 	**2/14** Open Labs to support course request entry Register in ERO **2/20(am), 21(pm), 26(am), 28(pm)** **Introduction of PowerSchool Master Schedule Build** For anyone who is new or needs refresher to build master schedule inside PowerSchool Register in ERO School CHOICE lists for schools available (including Magnet, VEEP, Choice and PISC) **2/9** Principal submits SBB and confirms tentative staffing plan (Area Supt. may request earlier.) Principal submits Master Schedule Draft to Area Superintendent.	**3/6** **Introduction of PowerSchool Master Schedule Build** For anyone who is new or needs refresher to build master schedule inside PowerSchool Register in ERO **3/6** Open Labs to support course request entry (morning or afternoon) Register in ERO HR collects "excess" and vacancy data to meet SDEA tentative agreement deadline All Course Request must be completed before their PowerSchool Master Schedule Building Workshop.	**Hosted at IMC:** **3/4 with 3/5** **3/7 with 3/8** **3/11 with 3/12** **3/14 with 3/15** **Open to all Secondary Schools** **PowerSchool Master Schedule Building Workshop** 2 day workshops at IMC for Administrators, Counselors & Site Tech's. Day 1: instruction with hands-on Day 2: Open Lab with support Only Principal registers in ERO for the team.	Site Tech builds schedule according to specifications provided by site Master Schedule Team. In Partnership with Admin, Counselors adjust course request changes and enroll new students. Counselors verify correct placement by reviewing transcripts, receiving teacher input and resolving conflicts	**4/3, 4/11, 4/18, 4/25** Open Labs available for building and troubleshooting master schedule. Scheduler runs and revisions are made to increase percentage of students with complete schedules. Register in ERO 

May 2019	June 2019	August 2019	August 2019	August 2019	August 2019	KEY ITEMS:
5/2, 5/8, 5/14, 5/22, 5/30 Open Labs available for building and troubleshooting master schedule. Register in ERO In Partnership with Admin, Counselors continue to verify correct placement by reviewing transcripts, receiving teacher input and resolving conflicts. Students are consulted regarding any alternate courses. **End of May** All Sites must hold a Student Schedules Preview Day	**6/3** Master Schedule Early "committing" of schedule with IT Support. **6/5, 6/20, 6/26** Open Labs for building & troubleshooting master schedule Register in ERO Revisions to master schedule and student placement based upon semester grades.	**8/1** Preferred deadline for early "committing" of schedule. **8/21** Credentialed staff return. **8/21** Final day to "commit" schedule; hand balancing and enrollment from this point forward.	**8/21** Final balancing of all classes. Counseling Office closed to new enrollees; schedules printed for distribution on Monday. Help Desk on alert for individual assistance 	**8/24, 8/25** Weekend "buffer" for schools with delayed process. No services provided by district. Plan ahead.	**Monday, August 26** School begins. Class schedule distribution. Help Desk support as needed. 	• **The "PowerSchool Master Schedule Workshops" calendared in March, will cover the pros and cons of "copying" a school's 18-19 Master Schedule. If you plan to choose this option for the 19-20 scheduling year, you must meet with IT Staff for guidance through this process.** • **Reference "Master Schedule Fact Sheet for Principals" for important deadlines and action items to be completed before the March PD.** • **Verification of Course Requests: Counselors should verify that ALL students have ACCURATE and FULL courses requests prior to last day of school (TR: June 11, YR: July 19). This includes new students that pre-registered.** • **Preview Day: Sites must host a course request preview day. Students receive their complete course requests (end of May) and have opportunity to see a Counselor to make adjustments prior to June 1.** • **Last Day of School: All students in PowerSchool should have complete and verified course requests. PowerSchool Reports can be run to see if student requests are complete.** **August 2019: Minor changes to a student's course requests. Changes to a student's course request should only be due to summer school grades or new students adding. This should be completed prior to your school's "commit" day to give time to fix master schedule and move students (if necessary).**

On your mind?

Linked Learning Alliance Next Steps

LINKED LEARNING