

ETO Master Schedule Requirements

Elementary Schools

- Common planning by grade level
- Fully released reading, mathematics, and science coaches
- Departmentalize 2-5 grades and Self-Contained K-1 Grades (Highly Recommended)

Reading/Language Arts

- 90 minutes of uninterrupted reading instruction
- 30 minutes of Writing Instruction (Extension of the 90 Minute Reading Block if possible)
- 60 minutes of Writing Instruction for 4th Grade
- All reading teachers teach Language Arts/Writing block OR assign each teacher a subject area to concentrate on, one Writing teacher and one reading teacher
- Reading Intervention
 - 30 minutes of additional reading instruction for students working below grade level.
 - “Lowest 100” Schools – 1 hour of additional reading instruction for students working below grade level.
 - Interventions should be scheduled by grade level (Ex. 3rd grade interventions occur at the same time)
 - Schedule students to drive interventions (homogenously)
 - Include interventions into the master schedule. Once groups have been identified, develop separate intervention schedule for each group.

Mathematics

- 90 minutes of uninterrupted mathematics instruction
 - 45 Min Whole Group
 - 10 Bellringer
 - 35 Min Primary Lesson
 - 45 Math Differentiated Instruction
 - Primary and Secondary D.I remediation
 - 3 Data Driven Fluid Groups
 - Monday-Thursday DI group Rotations
 - For Example: Monday
 - Red Group Teacher Led Center 40 Min
 - Yellow and Green rotate 20 min at each center
 - Fridays
 - Mini Benchmark Assessment OPM
 - Debrief in whole group
 - Monday –Friday 5 Minute Closure

Science

- Grades K- 4 - Uninterrupted 30 minutes Science instruction and Science Lab 45 – 60 minutes one day a week
- 5th Grade – Uninterrupted 60 minutes of Science instruction
 - 5-10 min Secondary Benchmark/Bellringer
 - 50-55 min Primary Benchmark
- (Recommended) Identify a separate room for science lab and create a lab schedule

Pre-K

- 3 hours of uninterrupted instruction required for VPK programs
- Lunch should not be scheduled for VPK classrooms before 11:20am

ELL

- The time ELLs are required to participate in basic ESOL instruction must be equal to the time non-ELLs are required to participate in the regular English language arts/reading program.
- ESOL instruction and support should be scheduled during language arts/reading blocks in grades 2-5 at different times throughout the day to accommodate for pull-out model or push-in support (i.e. Interventionist, ESOL teacher).
- ELLs with less than two years in the ESOL program require Home Language Arts as the intervention. Therefore, schools with allocated bilingual teachers should provide HLA instruction.
- In elementary, resource teachers (6600) and self-contained (6601) must already have ESOL certification or endorsement. Teachers providing any portion of the Language Arts/ESOL instruction must have appropriate certification and required training, i.e., ESOL endorsement.

K-8 Center

- Common planning by subject area and grade level
- Fully released reading, mathematics, and science coaches (RTTT and SIG requirement)
- Recommended that 8th graders are placed in creative writing class and also include ELL's (ESOL level 1 and 2 in a separate section and Level 3 and 4 scheduled with non-ELL's)
- LIMIT subject area and grade level preparations for teachers.
- Homeroom scheduling should only be for 5-10 minutes.
- Reading teachers, including ESE, should be given only one reading program if possible.
- All students should be enrolled in grade-level appropriate Comprehensive Science Courses

Intensive Courses Considerations:

- Provide Intensive Reading OR Intensive Reading Plus based on student FCAT scores and placement.
- Intensive math courses should consist of ALL FCAT Math Level 1 students where priority is given to the students who have the lowest DSS Scores and including level 2's once all level 1's have been scheduled.
- Develop a "bubble" section for high level 2's at each grade level FIRST
- At each grade level, develop as many intensive sections as possible by using the lowest level 1 students (sort students by scale score) and working your way up to the level 2's

Teacher Considerations:

- Maximum two preps (i.e., Math 1 and Math 1 Advanced are two different preps)
- Upon completion of Master Schedule, ensure grade level teams can be established for common planning purposes
- Distribute Intensive course loads with core course loads within the same grade level (i.e., one teacher has intensive grade 6 and math 1 as their course load)
- If a teacher must have multiple preps they must be in the same grade level (8th grade Algebra teacher is the exception)
- Enroll FCAT Levels 1 & 2 students in regular/core and FCAT Levels 3-5 in advanced
- Teachers of Algebra I should also teach the grade 7 Algebra Readiness course (note: 2013-2014 Algebra Readiness cohort will be 1st Algebra cohort under common core)
- **The course Math 3 Advanced no longer exists**

IDEAL MIDDLE SCHOOL MATHEMATICS SCHEDULE (GIVEN THE RIGHT AMOUNT OF TEACHERS):

Grade 6	Teacher 1	Int. Math-6 th	Math 1	
	Teacher2	Math 1	Math 1-Advanced	
Grade 7	Teacher3	Int. Math 7 th	Math 2	
	Teacher4	Math 2	Math 2-Advanced	
Grade 8	Teacher5	Int. Math 8 th	Math 3	
	Teacher6	Math 3	Algebra Readiness	Algebra I Honors