**High School Master Schedule Questions? Wait, what?**

Q1. What’s new and different with this schedule?

* **GOAL: Increase student achievement**
* Why the changes?
	+ To minimize the number of courses on student schedules
	+ To reduce scheduling conflicts
	+ To allow teacher innovation and customization based on course and student need
	+ To allow students to access teachers easily on a regular basis
	+ To provide designated time for elective courses
* What does this schedule allow?
	+ Flexibility: Use your creativity and skill to decide how and when core sessions and small groups are taught. If you need to change this during the semester, you can.
	+ “One size doesn’t fit all”: no expectation on prescribed amount of time for small group sessions each day and/or for the week
* Not new:
	+ Core course times
* New:
	+ Designated time for elective classes
	+ Lynx Power Hour
	+ Some electives are taught 2 days/week (green on schedule)
* Rationale: you know what is best for your content and your students. We hope that this format will allow you to apply your professional expertise to set up your course for maximum success.

Q2. What are we calling our class sessions?

* The core session is the name of the class. Example: Biology
* Basic students are in [Course] Small Group A. Example: Biology Small Group A
* Below Basic students are in [Course] Small Group B. Example: Biology Small Group B
* Rationale: keep it simple, make it easy for students, use course names that don’t imply skill level, have consistency throughout the high school.

Q3. What is Lynx Power Hour?

* Lynx Power Hour is a BBC room for high school students to access all of their teachers from Tuesday through Friday from 3:30-4:30. Breakout rooms will be set up for each teacher so students can access any teacher for questions, homework help, etc. Teachers are expected to attend and be available to help students. There is **no prep** required for teachers.
* When the student enters Lynx Power Hour, there will be weekly updates, calendar items, announcements, shout-outs, etc. These slides will change every Tuesday.
* Students will be able to move between teacher break-out rooms as needed for support.
* Lynx Power Hour can also be used for clubs, outings, enrichment, fun activities, STEM, social opportunities.
* Credit can be awarded for attendance: 45 hours logged = 0.25 elective credit
* Rationale: we need to reduce the number of BBC sessions that students are invited to each day while still providing time for homework help, general questions, time to talk to teachers, etc. This will allow all students to access every teacher on a consistent basis, and will also allow teachers to give support to students outside of the Small Groups A and B.

Q4. What do I do in an hour/block when I’m not teaching?

* You can use time for prep, dive into data, working with your Instructional Coach, DDI meetings, making calls to students, setting up auto-dial messages, completing homeroom tasks, pull students into small groups for remediation, etc.
* Rationale: we want to make sure that you are able to let some things go, free up your schedule, focus on important things to increase student achievement

Q5. When do I make calls to student? When do I plan?

* Thoughtfully consider your daily schedule outside of your core teaching block, and set time for your Small Group A and B sessions, planning, homeroom duties, student calls, etc.
* Rationale: We want you to have the flexibility to run your classes and Small Groups A and B how you feel is best for your program. One size doesn’t fit all.

Q6. What am I required to have in my weekly schedule?

* Core, Small Group A, Small Group B, Lynx Power Hour
* See Q4 and Q5
* Don’t worry about making sure your schedule documents 15 hours of instructional time per week.
* Rationale: If you have time to dig into the data in meaningful ways to better understand your students’ gaps in understanding, and strategically address those gaps by using data to inform your instruction, [wait for it], your students will excel, they will have higher SAGE scores, and it won’t make a bit of a difference if you spent 10 hours or 15 hours getting to that result!

Q7. What am I teaching in Small Groups A and B?

* Reteach content from the core session, preteach upcoming concepts, reinforce SAGE-specific skills, small group presentations, targeted skills based on interim assessments, whatever your students need!

Q8. How will students make up a previous core class while taking the grade level class?

* It depends on how the teachers have set up the courses, so it will require a department discussion to determine how to reduce conflicts.
* Example, using the proposed schedule: The student will attend the current core course on Mondays and Thursdays. The student will attend the make-up course on Tuesdays, Wednesdays, and Fridays during the Small Group A and B sessions. Attendance in the make-up course is determined by the teacher based on individual needs.
* Rationale: the student will attend the small group sessions because he/she has been exposed to the core content of the failed course, but needs remediation or review.

Q9. Does a student need to attend every elective class session if they are passing?

* If a student is passing, he/she will not need to attend the elective class. If the grade drops below 60%, attendance is required.
* Rationale: the student is clearly able to meet mastery for the elective class. This can be an incentive to maintain a passing grade in elective courses

Q10. What would some example schedules look like?

* See examples from Mason and Jeni
* Sample suggestion: modify the core schedule by requiring all students to attend five days a week for the first 30-40 minutes; keep small groups for the remaining 20 minutes based on student needs.