



Delivery Methods	Session Description
Virtual	We host virtual sessions to support master scheduling teams to think divergently and/or strategically about overcoming scheduling challenges and/or implementing innovative programming. Current master schedules and/or bell schedules would have to be provided by the district during this strategy session.
The scheduling sessions below can be tailored to meet the specific needs of interested districts. Sessions can be delivered in a series or as individual experiences.	
In person and virtual	<p>Essential Question for this Session: How do we think creatively and financially about master schedule design under post-COVID regulations?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none">1. Define schooling parameters provided by your local, state and/or national legislators2. Connect learner data to scheduling goals and priorities to support equity and access3. Discuss potential scheduling frames including staggered schedules and/or blended assignments4. Discuss strategic use of dual coursework and alternative means5. Determine roles, responsibilities and next steps for scheduling teams <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none">• Master schedules are a powerful lever to address the impacts of new post-COVID regulations• With limited and changing resources, equity must be a priority in planning schedules• Bell schedules and master schedule frames should reinforce goals not impede them• Scheduling teams must lead with a growth mindset

In person and virtual	<p>Essential Question for this Session: How do we use student data to design, build and load equity-driven master schedules?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none"> 1. Understand how to use the master schedule as a powerful lever for instructional change 2. Examine your school's current master schedule to identify gaps and priorities 3. Discuss current articulation processes/tools for strategic schedule design 4. Connect learner data to scheduling goals and priorities to support equity and access 5. Determine roles, responsibilities and next steps for scheduling teams <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none"> • Master schedules are a powerful lever to move the dial on learning. • The building of the master schedule can ensure equity or reinforce inequity. • Schoolwide articulation and scheduling strategies must be aligned to student needs and interests. • Scheduling teams must lead with a growth mindset
In person and virtual	<p>Essential Question for this Session: How do we ensure that systemwide and site scheduling protocols, human resource efforts and budgeting process are aligned with equity goals?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none"> 1. Understand the importance of the master schedule frame in the budgeting and staffing process 2. Examine current alignment between scheduling, budgeting and staffing 3. Introduce a master schedule timeline template <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none"> • Master schedule frames should be developed based on student need • Master schedules can ensure equity or reinforce inequality. • Scheduling, budgeting and staffing practices must facilitate student outcome acceleration • Scheduling teams must lead with a growth mindset

In person and virtual	<p>Essential Question for this Session: How do we create bell schedules that are aligned to support a variety of academic programs and unique learner needs?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none"> 1. Understand the impact of a variety of bell schedules on special programs 2. Examine your site's current bell schedule and the impacts on English Learners, Special Education, Dual Enrollment, Athletics, CTE courses and Work-Based Learning 3. Uncover the strategic ways bell schedules can be used to support equity and improvement 4. Introduce flex scheduling strategies and tools <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none"> • Bell schedules should expand, not limit, strategic scheduling design • Bell schedules can impact or accelerate the yearly growth of special populations • Bell schedules should support teachers to accelerate student outcomes • Scheduling teams must lead with a growth mindset
In person and virtual	<p>Essential Question for this Session: How do we design equity-achieving master schedule and articulation processes that are responsive to student need?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none"> 1. Understand the relationship between your articulation processes and building of the master schedule 2. Examine current articulation processes 3. Introduce data as a way to support an equitable balance between choice and structured choice 4. Use schoolwide data to determine master schedule priorities and strategies <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none"> • Articulation processes must communicate the site vision for change • Master schedules should be vehicles to support not sort students • Articulation and scheduling strategies must be aligned to student needs • Scheduling teams must lead with a growth mindset

In person and virtual	<p>Essential Question for this Session: How do we design transparent and impactful scheduling processes for site scheduling teams and school stakeholder groups?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none"> 1. Introduce Margaret Wheatly's Six Circle Model 2. Examine the current process used by scheduling teams to design and build the master schedule 3. Examine the current process for stakeholder engagement through the scheduling process 4. Develop a template to revise and/or expand current scheduling practices <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none"> • Master schedule development must balance attention on adaptive and technical challenges • Collaborative master schedule development should start yearly in the school year • Scheduling teams and school stakeholders must authentically engage in scheduling processes • Scheduling teams must lead with a growth mindset
In person and virtual	<p>Essential Question for this Session: How do we use trend and transcript data to conduct a site equity audit in order to develop wildly important master scheduling expectations?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none"> 1. Examine trend data over at least three years 2. Review current transcript data 3. Develop master schedule expectations 4. Introduce a scheduling template to monitor master schedule outcomes <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none"> • Equity audits are a roadmap for strategic priorities in scheduling. • Transcript evaluation should be a frequent and collaborative learning process • Transcripts reveal alignment or misalignment between vision and action • Scheduling teams must lead with a growth mindset

In person and virtual	<p>Essential Question for this Session: How can we schedule interdisciplinary teams, small schools, pathways and student cohorts within the school day?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none"> 1. Identify current scheduling challenges with the existing master schedule and bell schedule 2. Clarify “the why” behind your strategies for change 3. Determine non-negotiables around the master scheduling process 4. Examine cohorting and scheduling tools <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none"> • Non negotiables aligned with vision should drive scheduling processes • Changing the relationship between students, teachers and content can be reinforced by strategic scheduling • Scheduling teams and/or pathways requires priority in the master schedule • Scheduling teams must lead with a growth mindset
In person and virtual	<p>Essential Question for this Session: How do counselors and scheduling teams think legally and divergently about the courses of study, course approvals, course sequencing and alternative means in pursuit of equity in scheduling?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none"> 1. Examine current courses of study, course approval processes and course sequencing 2. Introduce structured choice and the equitable core 3. Define and describe strategic alternative means to broaden options for students 4. Examine your site/district course entry and prerequisite rules <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none"> • Counselors are essential members of the strategic scheduling team • Student data must help determine whether choice or structured choice drives scheduling • Ensuring an equitable core through course sequencing is essential • Scheduling teams must lead with a growth mindset

<p>In person and virtual</p>	<p>Essential Question for this Session: How do we develop an evidence-based plan to accelerate student learning around wildly important scheduling goals?</p> <p>Participant Outcomes/Deliverables</p> <ol style="list-style-type: none"> 1. Use data to determine site priority goals to improve master scheduling processes 2. Identify the difference between lead and lag measures 3. Develop a visible scoreboard 4. Develop a roadmap to move from plan to execution <p>Key Take-Aways from this Session</p> <ul style="list-style-type: none"> • Student data must drive the design of the schedule each year • Master schedules must be designed to support lead measures • Equity-achieving master schedules are built to accelerate student achievement for all • Scheduling teams must frequently and regularly hold themselves accountable to success metrics
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