




Master Schedule: *How does it all work?*



October 19, 2023



Strategic Plan Goals

INCREASE ACADEMIC ACHIEVEMENT

Goals

- 1** All CCS learners will graduate **equipped with a plan for the future.**
- 2** All CCS learners will have access to **rigorous, inclusive, and relevant learning experiences.**
- 3** All CCS learners will demonstrate mastery in reading and math, leading to the **elimination of achievement and opportunity gaps.**

Target 7: Annually increase students' access to rigor, including critical and creative thinking, as well as offering relevant professional supports for staff.

Strategy 4: Use unlevleed courses to create scaffolded rigor and peer to peer relationships that will result in well-prepared, diverse Dual Enrollment and Advanced Placement classes.

Strategy 5: Implement an equitable master schedule that includes appropriate class scheduling options for special populations of students such as special education and English learners.



Why this Matters?

Disrupting the tried-and-true schedule is complicated and intimidating, Chenoweth concedes. But when scheduling is used as a response to what data tells us that students need—and when it properly aligns the human and fiscal resources necessary to ensure that happens—then it not only will support teaching and learning, but also begin to unravel some of the instructional inequities that cause societal inequities.

- Karin Chenoweth



Scheduling Considerations

- Does the schedule align with the school's values and priorities?
- Are class sizes balanced throughout the master scheduled?
- Do all students have access to advanced classes?
- Do students that participate in specialized programming have the appropriate course requests?
- Are key student needs being met? (ie: graduation requirements, IEPs, ELL)



What has happened historically?

January

- Teacher Recommendations Submitted
- Curriculum Fair (Lunches & After School)

February - March

- Program Planning - Students make Course Requests

April

- Administration reviews course requests and determines which courses do not have enough requests to be offered
- Course Request Tallies provided to Department Chairs for determine teaching lines (this includes out of district students)
- Administrators review teaching lines and adjust as needed

May

- Administration inputs teaching lines into PowerSchool
- Adjustments made based upon student need

June

- Identify constraints to Master Schedule that prevent students from not getting most of their requests
- End of June - Commit Master Schedule.

July

- Staff review student schedules for accuracy

August

- Student Schedules released to students and families



Program of Studies



Charlottesville City Schools Program of Studies 2023-2024

Approved January 5, 2023

The Charlottesville City School Board is an equal opportunity employer, committed to nondiscrimination with regard to sex, gender, race, color, national origin, disability, religion, ancestry, age, marital or veteran's status, physical or mental genetic information, sexual orientation, gender identity or expression, or any classification protected under applicable law. This commitment will prevail in all its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business. The Director of Student Services shall act as the Compliance Officer for discrimination issues under Title IX and Section 504 of Rehabilitative Act of 1973. The Compliance officer may be contacted at the Administrative Offices of Charlottesville City Schools, 1562 Dairy Road, Charlottesville, VA 22903. The phone number is 434-245-2400.

- Provides an overview of Charlottesville City Schools' academic offerings.
- Placement of students in most academic courses is based on individual achievement in prerequisite classes, needs, and interests.
- The student, parent, school counselor, and teacher decide placement in a subject area or level of a subject cooperatively.
- This decision includes a thorough review of student progress, results of standardized test scores, passing necessary prerequisite classes and teacher evaluation of student performance on formative and summative assessments.



Student Course Requests

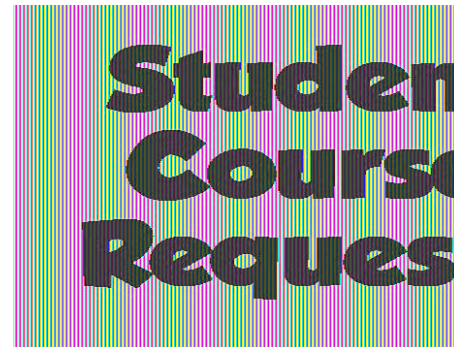
Barriers to Courses with High Requests

- Prioritization of Graduation Requirements
- Classroom Size
- Highly Qualified Staff

2023-2024 Master Schedule Data

- 75% of students had schedules with all of their requests
- 91% of student requests were filled

Low course requests are forwarded to the school administration for further discussion.



Staffing/Licensure



When assessing the feasibility of fulfilling student course requests, staffing considerations must be taken into account.

Those factors include:

- The number of staff
- Teacher qualifications and licensure

There are currently —

- 97 full-time licensed personnel
- 05 part-time licensed personnel



CHS Bell Schedule

CHS – WEEKLY SCHEDULE 2023–24			
Singleton			
Monday, Thursday, Friday			
Early Morning	8:00-8:50		
1	9:05-9:53		
2	9:59-10:47		
3	10:53-11:41		
4a	Lunch	Class	
	11:47-12:09	12:14-1:13	
4B	Class	Lunch	Class
	11:47-12:14	12:14-12:38	12:43-1:13
4C	Class		Lunch
	11:47-12:45		12:45-1:13
5	1:19-2:07		
6	2:13-3:01		
7	3:07-3:55		

CHS – WEEKLY SCHEDULE 2023–24			
BLOCK DAYS			
Tuesday= ODD , Wednesday=EVEN			
Early Morning	8:00-8:50		
1/2	9:05 - 10:35		
3a/4a	Lunch	Class	
	10:41-11:08	11:13-12:43	
3B/4B	Class	Lunch	Class
	10:41-11:26	11:26-11:53	11:58-12:43
3C/4C	Class		Lunch
	10:41-12:11		12:16-12:43
5/BKT	12:49-2:19		
7/6	2:25-3:55		



Leading Forward

- Process Improvement
- Honoring Student Interest
- Increase Diverse Course Offerings
- Equity Considerations for scheduling

LEAD FORWARD



Questions

