

# It's About Time:

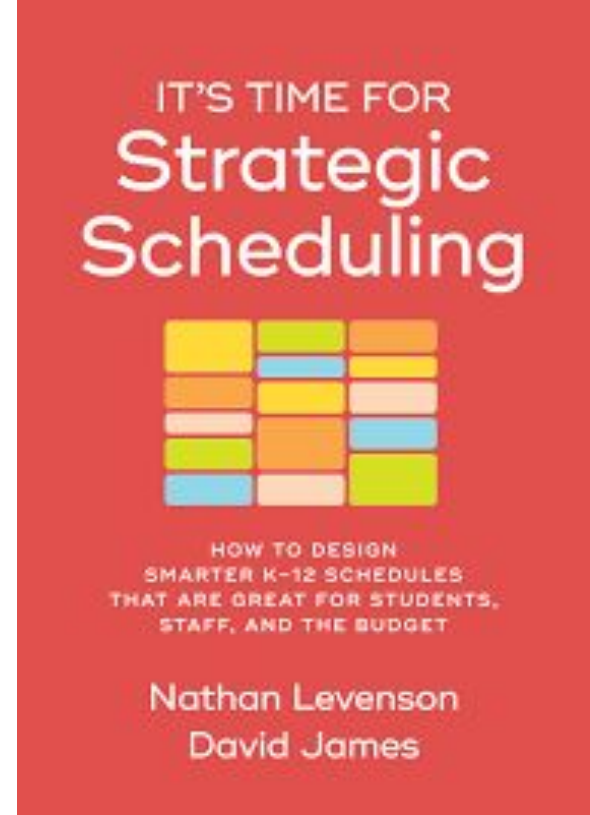
Understanding the importance of *master scheduling* in improving literacy outcomes

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Kentucky Department of Education  
Division of Early Literacy



## Learning intentions:

1. Identify key components of effective scheduling.
2. Understand the impact of strategic scheduling.
3. Develop actionable plans for scheduling improvements.



Levenson, N., & James, D. (2023). *It's time for strategic scheduling: How to design smarter K–12 schedules that are great for students, staff, and the budget.* ASCD.



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# The Importance of Strategic Scheduling

What is strategic scheduling?

- *Organizing school resources—time, staff and funds—in alignment with priorities.*

Shifting from technical to adaptive scheduling

- *Technical schedules focus on making everything fit, like a Tetris block.*
- *Adaptive schedules drive achievement, engagement, equity and efficiency.*



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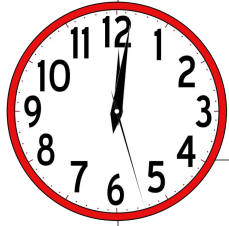


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# Key components of effective scheduling

## Instructional Time

Dedicate and protect uninterrupted blocks for literacy instruction.



## Resource Efficiency

Utilize teachers, support staff and money to maximize coverage and expertise.



## Flexibility

Adapt schedules to meet diverse student needs.



## Collaboration

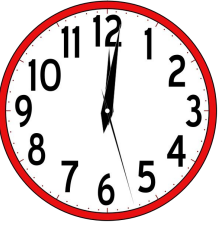
Create shared planning time for teams.



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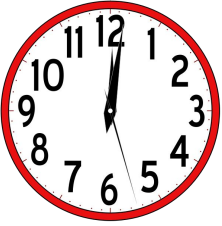


# Instructional Time

Dedicate uninterrupted blocks for literacy instruction.



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# Time:

- Protect core instructional time.
- Maximize flexibility.
- Plan for efficiency.

## Questions to ask:

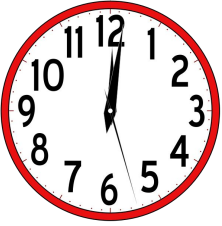
- Is dedicated intervention time represented?
- Are core blocks uninterrupted?
- When/how are ARCs, assemblies, etc. scheduled?
- When/how are students with unique needs scheduled?



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# Instructional Time:

Student instructional year:

$$1,062 \text{ hours} / 170 \text{ days}^* = 6.25 \text{ hrs/day}$$

Questions to ask:

How long is each daily reading lesson?

Does the resource lend itself to micro-scheduling?

Does our schedule prioritize tier 1 literacy instruction?

Does our schedule allow time for tier 2 & 3 interventions?



\*KRS 158.070 "Student instructional year" means at least one thousand sixty-two (1,062) hours of instructional time for students delivered on not less than one hundred seventy (170) student attendance days



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# Money & Staff Resource Efficiency

Utilize teachers and support staff to maximize coverage and expertise. Put money toward high-impact strategies.



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# Money:

- Invest in resources that support your instructional goals.
- Share resources across classrooms or grade levels.
- Seek grants or partnerships.



## Questions to ask:

- Do we have a common literacy HQIR in place?
- Do we have tier 2 & 3 resources to use in intervention blocks?
- Do all teachers have the professional learning needed to effectively implement the HQIR?



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One study found that the average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction ([Koedel, C., & Polikoff, M., 2017](#)).

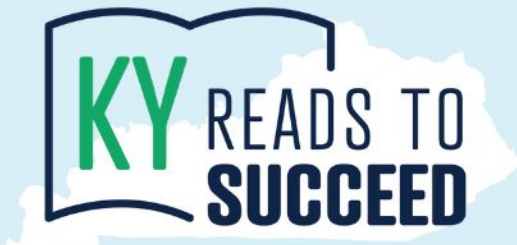
# Staffulty:

- Identify staff strengths and roles.
- Leverage support staff strategically.
- Create collaboration opportunities.



## Questions to ask:

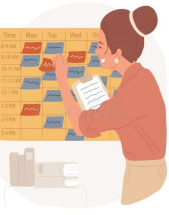
- Do teachers with strong literacy instruction skills serve in key roles for foundational grades (K-2)?
- Are support staff utilized for progress monitoring and/or targeted interventions?
- Does the master schedule reflect a commitment to literacy by leveraging staff strengths?



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# Flexibility

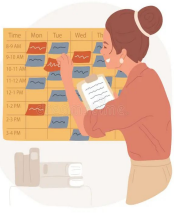
Adapt schedules to meet diverse student needs.



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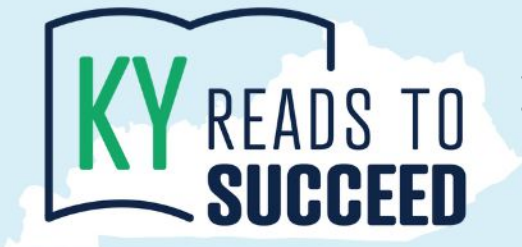
# Flexibility

- Student-centered scheduling
- Schedule regular data review sessions where teachers and administrators analyze assessment data.
- Job-embedded professional learning



## Questions to ask:

- Does the schedule allow for adjustments throughout the year to address emerging literacy needs?
- How often is the schedule reviewed and adjusted based on literacy assessment data?



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# Collaboration

Create shared planning time for teams.



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# Collaboration:

- Common planning (unit & lesson internalization, data analysis)
- Job-embedded professional learning



## Questions to ask:

- Does the schedule prioritize collaborative time focusing on student outcomes such as assessments, data and interventions?
- Is there time built into the schedule for teachers to work with literacy coaches or instructional specialists to improve their teaching practices?
- Are interventionists involved in team discussions to align their interventions with classroom instruction?



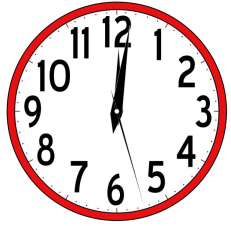
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# Scheduling for Literacy Success



**Instructional time**

**Staff/Money Resources**



**Flexibility**

**Collaboration**



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# Okay, but where do we start?

1. Form a scheduling squad.
  - a. Representation from all stakeholder groups.
2. Complete current master schedule audit.
  - a. Have the scheduling squad ask questions around the current schedule.
3. Form a goal for early literacy instruction.
  - a. What do you want to see reflected in the schedule to address the goal?
4. Draft a new schedule focused on literacy instructional goal.

1st Grade		2nd Grade	
7:40-7:50	Morning Meeting	7:40-7:50	Morning Meeting
7:50-8:00	Calendar	7:50-8:00	Calendar
8:00-9:00	Super Block (MTSS)	8:00-9:30	Core 1
9:00-10:30	Core 1	9:30-10:30	Super Block (MTSS)
10:30-10:40	Core 2	10:35-11:40	Related Arts
10:42-11:08	Lunch- Cox/York	11:40-12:05	Lunch- Jordan/Sams
10:45-11:10	Lunch- Willis/Eppers	11:42-12:07	Lunch- ATaylor
10:48-11:13	Lunch- White/Powell	11:47-12:12	Lunch- Foley/Curry
10:52-11:17	Lunch- Botner/Nantz	11:50-12:15	Lunch- K Botner/M To
11:20-12:15	Core 2 (cont)	12:20-12:50	Recess
12:15-1:20	Related Arts	12:50-2:30	Core 2/Amplify/Zearn
1:20-1:50	Recess	2:00-2:30	Recess (Foley/Curry)
1:50-2:40	Core 2/Small groups	2:35-2:40	Dismissal

First Grade			Second Grade		
7:45-8:00	Morning Meeting	15 mins	7:45-8:00	Morning Meeting	15 mins
8:00-8:15	Calendar	15 mins	8:00-9:10	Block 1	70 mins
8:15-9:15	Super Block	60 mins	9:10-10:15	Related Arts	65 mins
9:15-10:40	Block 1	85 mins	10:15-11:25	Block 2	70 mins
10:40-11:05	Lunch	25 mins	11:25-11:45	Writing	20 mins
11:05-11:15	PBIS/Review	10 mins	11:45-12:10	Lunch	25 mins
11:15-12:20	Related Arts	65 mins	12:10-12:20	PBIS/Review	10 mins
12:20-1:40	Block 2	80 mins	12:20-12:50	Outdoor Explorati	30 mins
1:40-2:10	Knowledge	30 mins	12:50-1:30	Knowledge	40 mins
2:10-2:40	Outdoor Explorati	30 mins	1:30-2:30	Super Block	60 mins
2:40-2:50	SEL/Review	10 mins	2:30-2:50	SEL/Review	20 mins
TOTAL INSTRUCTIONAL MINS:		400	TOTAL INSTRUCTIONAL MINS:		400

# From the Field: Master Schedule Audit

## What we found:

- Insufficient time for literacy instruction
- Limited collaboration opportunities
- Interventions occurring during tier 1
- Mismanagement of transitions
- Little effort to protect instructional time

## What we needed:

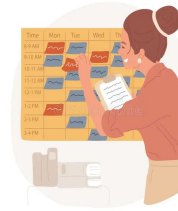
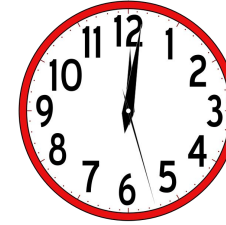
- Longer literacy block
- No student pulled from tier 1
- Collaborative planning time

## Our goal became:

Every student receives high-quality, evidence-based Tier 1 core literacy instruction.

# Strategic scheduling impact potential

1. Improved student outcomes.
2. Enhanced teacher effectiveness.
3. Optimized use of resources.
4. Increased stakeholder confidence.
5. Long-term organization benefits.



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# Division of Early Literacy (DEL) Virtual Office Hours

9:30 a.m. - 11:00 a.m. ET



**24-25 Dates**  
**2nd Tuesday of every month**

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~~October 8th~~  
~~November 12th~~  
~~December 10th~~  
~~January 14th~~  
February 11th  
March 11th  
April 15th (3rd Tuesday)  
May 13th  
June 10th

## **Breakout Room Topics**

**Early Literacy Resources**  
**Timely Topics**  
**HQIR Implementation**  
**Structures & Systems**  
**LETRS Professional Learning Updates**  
**and Questions**  
**Problems of Practice Think Tank**



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***SAVE THE DATE***

***June 13, 2025***

**FREE for all K-12 Kentucky  
Public Educators to attend**



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# **SUMMER READING CONFERENCE**

Presented by: **The Office of Teaching and Learning, Division of Early Literacy**



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**The Galt House, Louisville, KY**

*Thank you!*



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Primary Resource:  
[https://files.ascd.org/pdfs/publications/books/Its-Time-For-Strategic-Scheduling\\_sample-chapters.pdf](https://files.ascd.org/pdfs/publications/books/Its-Time-For-Strategic-Scheduling_sample-chapters.pdf)

