

# Howard's Master Schedule Survey

## May 2015



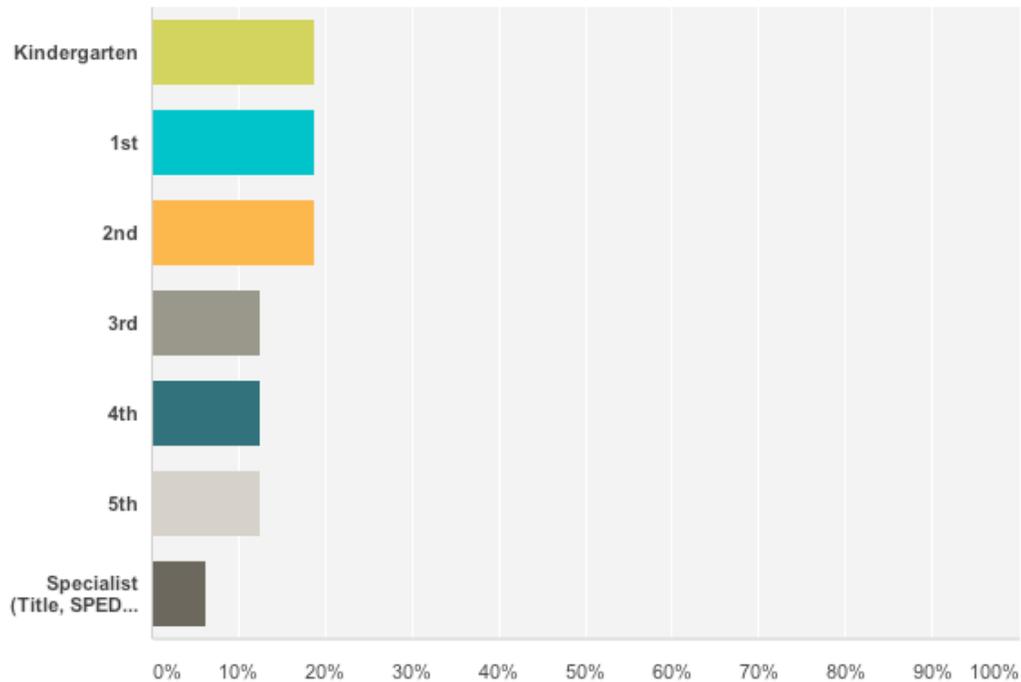
**Suzy Rock**  
**Site Council Project**

**Special Note--I have separated this document into two sections, one that shows the overall data collected for the entire building, and the second will be separated out by grade level responses.**

## Part One: Building Data

**What grade level will you teach next year?**

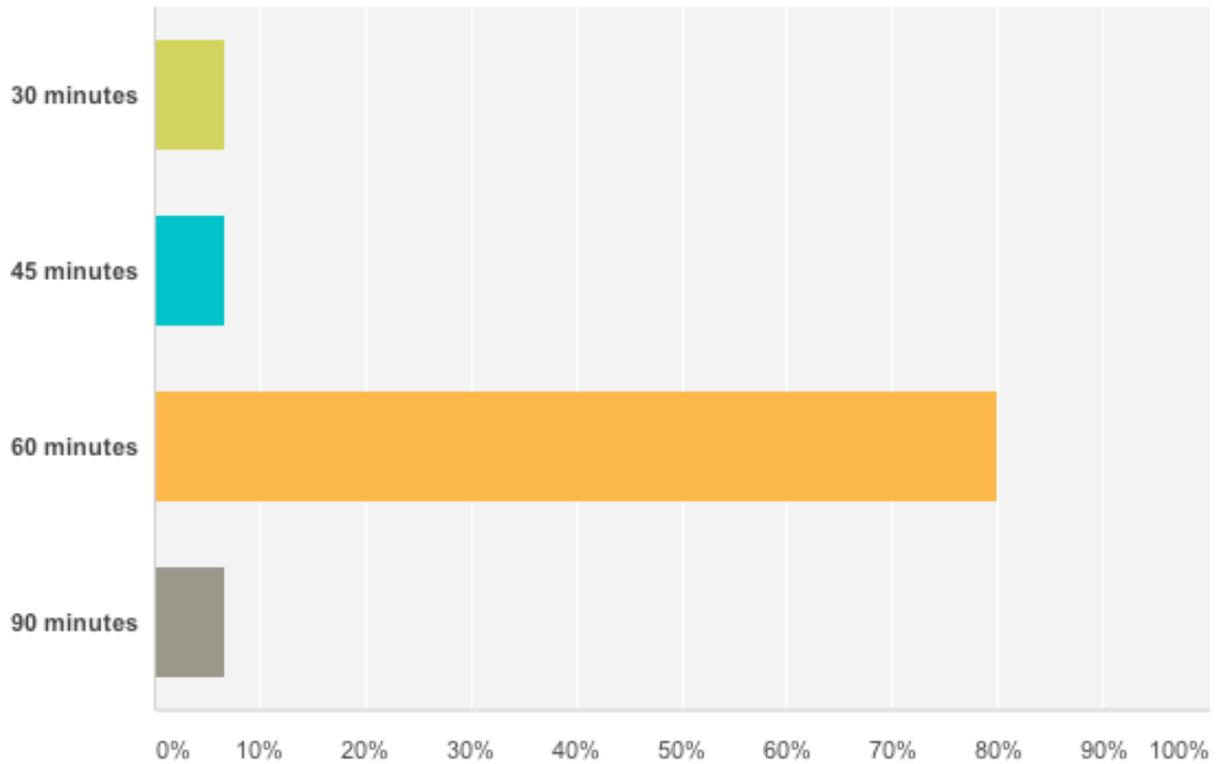
Answered: 16 Skipped: 0



Answer Choices	Responses
Kindergarten	18.75% 3
1st	18.75% 3
2nd	18.75% 3
3rd	12.50% 2
4th	12.50% 2
5th	12.50% 2
Specialist (Title, SPED, etc.)	6.25% 1
Total	16

## How much time would you prefer for whole group (core) math?

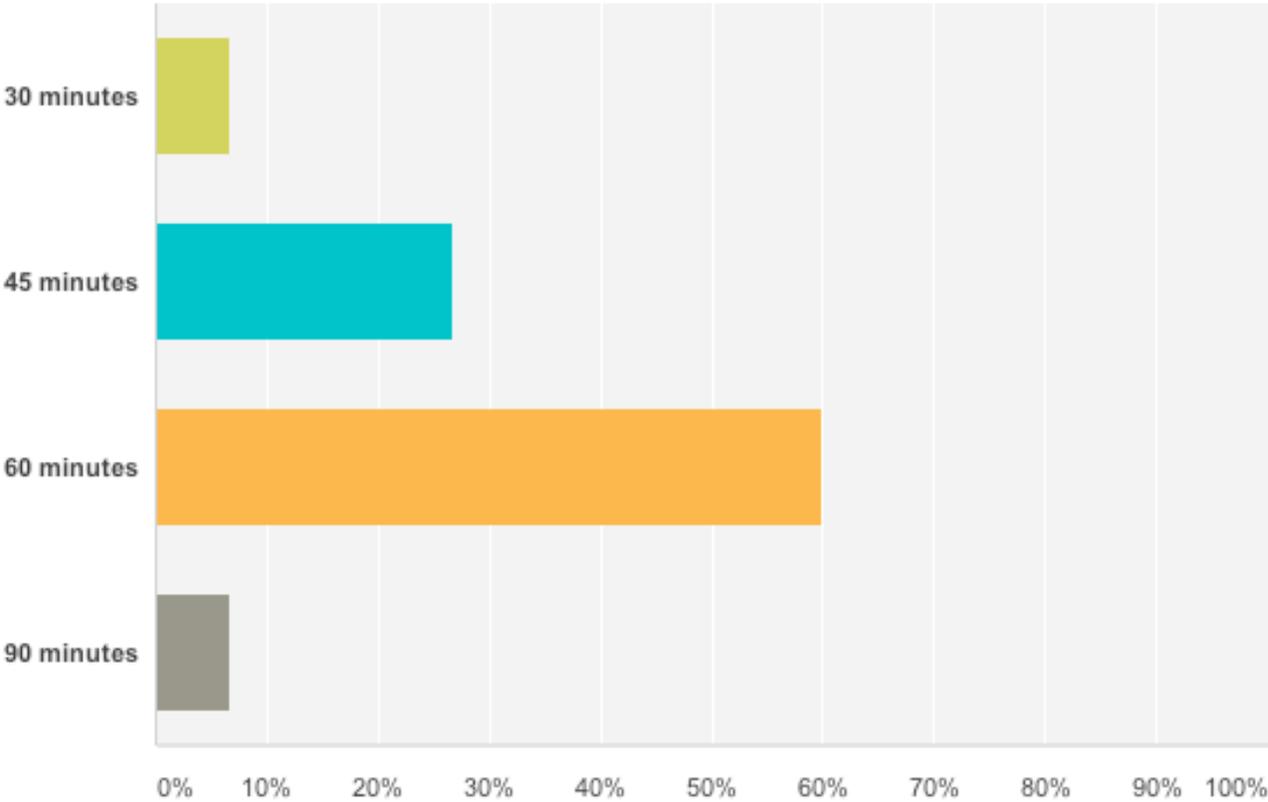
Answered: 15 Skipped: 1



Answer Choices	Responses
30 minutes	6.67% 1
45 minutes	6.67% 1
60 minutes	80.00% 12
90 minutes	6.67% 1
Total	15

# How much time would you prefer for whole group (core) reading?

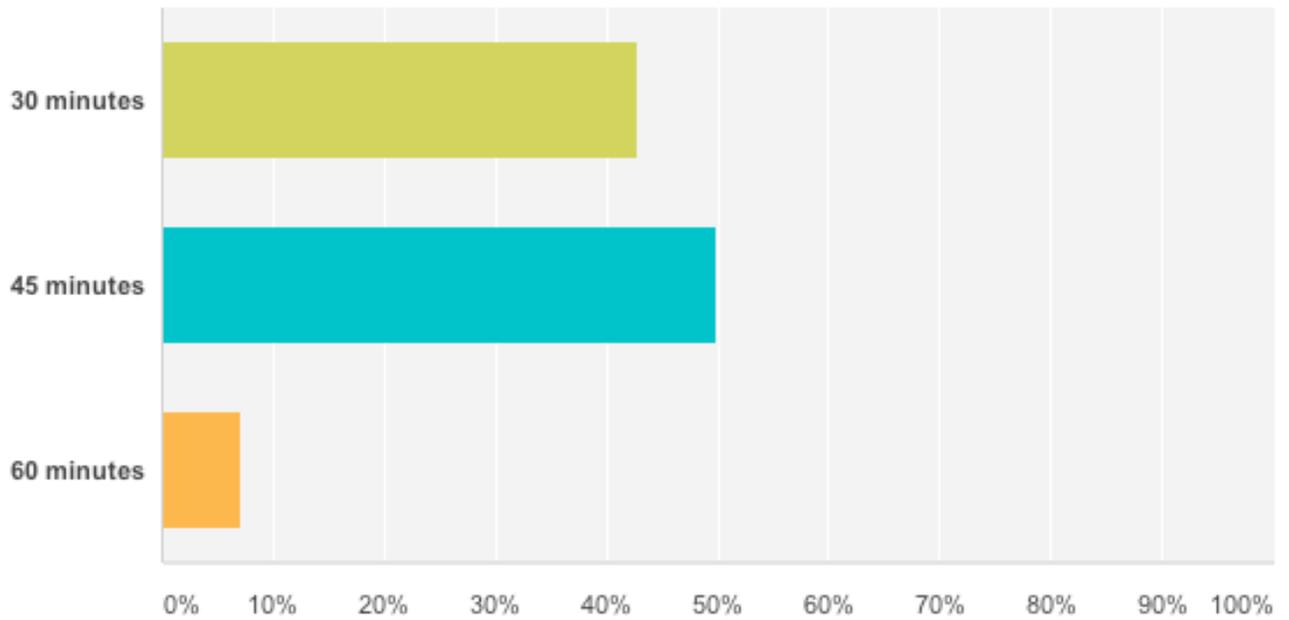
Answered: 15 Skipped: 1



Answer Choices	Responses
30 minutes	6.67% 1
45 minutes	26.67% 4
60 minutes	60.00% 9
90 minutes	6.67% 1
Total	15

# How much time would you prefer for writing?

Answered: 14 Skipped: 2



Answer Choices	Responses
30 minutes	42.86% 6
45 minutes	50.00% 7
60 minutes	7.14% 1
Total	14

**5. Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

1. Yes
2. Yes, but it would be better for the EA's (especially in 5th grade) to be in the room the entire time. The fifth grade topics were very challenging for my EA this year and she was not able to help and support my students much of the time because she didn't understand the content they were learning. If she were in my room the entire time she would understand the math concepts being taught and learned.
3. Yes, I did like push in math support. I would prefer for push in math support during core time rather than pull out for math booster. This way, there is more of a continuum of the instruction that is being taught that disjointed and disconnected instruction.
4. I don't really care one way or the other.
5. I haven't worked this out with my team yet and I'm not sure of how math will work with all-day kinder.
6. No
7. I wasn't at Howard this year so I have no opinion.
8. The math push in have been very helpful with first graders.
9. I don't know if it worked because I didn't have it. I think the only way it can work is if the help is there for the whole math block. They need to see the lesson in order to help the kids.
10. Yes
11. Yes...I found the push in support helpful and my low kids made great progress this year with this added support.

12. Yes, math push-in allowed for kids to get Extra small group support on what we were learning IN Class. The kids that did pull out even said how that didn't help as much since they were only there under 1/2 hr for pull out on things that didn't help with what we spent a full hr on in class.

**6. If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

1. The end of math.
2. In 5th grade we need them in the entire time or maybe not at all. Although if I have the same EA I had this year, she may do better if she were only in my class at the second half since she learned them this year.
3. Please see previous question and during the end of math time.
4. If I have one, I would prefer that they come in towards the end portion.
5. end of class
6. If there is push in I would prefer an EA at the beginning.
7. The EA works well arriving for the last 30 minutes of instruction to help supervise the hands on activities/games.
8. Yes, for the last 30 minutes.
9. I would prefer the push in support at the end of core math.
10. Yes, I prefer a push in EA for the last 1/2hr. Even though 45 or 60 min would be better, they at least could help support kids that needed more corrective support than others.

## 7. Do you have any other suggestions or comments in regards to the 2015-16 master schedule?

1. The less choppy the better.
2. a) Group both workshop and third dose together (if possible). b) Have 5th grade PE and music specialists at the last time slot of the day. This has helped my students to work hard in PE and not have to come back and sit in the classroom smelly and sweaty. They can just go right home. c) Core reading needs to be 60 minutes! d) 5th Grade lunch time can be the latest in the day. e) 5th Grade--reading and math blocks in the AM.
3. This year my SPED writing group for 1st grade was scheduled at the same time as my PE/Music because I had the "odd" schedule that was made for the 3rd first grade class. This meant that my two kids who needed additional writing support had to miss one day of PE and one day of music. With the addition of extra classrooms this next year, I hope this can be looked at so that kids don't have to miss PE and music.
4. I'd like an EA in my room if they can always live in my room, like a permanent resident. I don't think that's possible because I don't have my reading endorsement. Push in seems effective, until one or more grade levels doesn't receive push in support because the schedule doesn't allow it. In talking to the EAs, I don't think they feel very effective pushing in. In the new building, I'd like EAs to have groups (as possible) in the common areas of each pod. I'd rather have adults travel than kids. Kids would still get small group instruction, but maximize seat time.
5. This year's schedule worked well for me, although I was not excited about it in the beginning.
6. Having Workshop and 3rd Dose connected into 2 half hour chunks that are back to back or everything could be in one for a larger chunk of 45 min. Having kids leave for 30 min then come back for 30 then leave for another 30 is so hard on them and the teaching that is going on.
7. No, it seems confusing to me. 30 minutes of writing this year was definitely not enough.
8. I would prefer to have intervention time be a dedicated hour long block instead of split into two 30 minute blocks for tier 2 and tier 3 reading. I would prefer everything to be push in to allow me to teach groups with IA support. Otherwise, I'd like a 40 minute tier 2 time to allow me to teach at

least 2 groups in that time period. I worry about kids only receiving their individualized reading instruction from EAs, when I believe the Title rules say that's not allowed. I'd also like Wednesdays to be free of all pull-out groups to allow for projects and to allow the EAs to do progress monitoring and meet with Robin to discuss their groups.

9. Second grade would like to have our 3rd dose and workshop time back to back so that we can support our students better in reading. As long as we have at least 45 minutes of push in support (this includes both 3rd dose and workshop), then we can implement our reading interventions with the highest level of support for our students.
10. Try to cluster 2nd/3rd dose reading times so classroom can have 1hr to do more small groups in...since they serve the Most kids : )
11. I will be starting my day at Howard this next year and leaving for Y.G. by 1:15 at the latest, as of current data, meaning that I'll need lunch and prep. before that. Being more realistic and allowing passing time between groups would be more sane and group instruction wouldn't be shorted so much. ELD kids will likely have to go out to the quad. In a week I'll have ELPA scores and can better judge how many groups will be needed and their composition.

## Part Two: Data Grouped By Grade Level

### **KINDERGARTEN**

#### **Teacher #1**

**Q2: How much time would you prefer for writing?**

45 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

30 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading**

**groups.**

I haven't worked this out with my team yet and I'm not sure of how math will work with all-day kinder.

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

*Respondent skipped this question*

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

*Respondent skipped this question*

## **Teacher #2**

**Q2: How much time would you prefer for writing?**

Other (please specify) 45-60 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

90 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

*Respondent skipped this question*

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

*Respondent skipped this question*

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

*Respondent skipped this question*

### **Teacher #3**

**Q2: How much time would you prefer for writing?**

30 minutes

**Q3: How much time would you prefer for whole group (core) math?**

30 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

60 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

*Respondent skipped this question*

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

*Respondent skipped this question*

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

*Respondent skipped this question*

## **FIRST GRADE**

### **Teacher #1**

**Q2: How much time would you prefer for writing?**

30 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

60 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading**

**groups.**

The math push in have been very helpful with first graders.

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

The EA works well arriving for the last 30 minutes of instruction to help supervise the hands on activities/games.

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

This year's schedule worked well for me, although I was not excited about it in the beginning.

## **Teacher #2**

**Q2: How much time would you prefer for writing?**

30 minutes

**Q3: How much time would you prefer for whole group (core) math?**

45 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

60 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

I wasn't at Howard this year so I have no opinion.

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

If there is push in I would prefer an EA at the beginning.

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

No

### **Teacher #3**

**Q2: How much time would you prefer for writing?**

45 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

60 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

I don't really care one way or the other.

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

If I have one, I would prefer that they come in towards the end portion.

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

This year my SPED writing group for 1st grade was scheduled at the same time as my PE/Music because I had the "odd" schedule that was made for the 3rd first grade class. This meant that my two kids who needed additional writing support had to miss one day of PE and one day of music. With the addition of extra classrooms this next year, I hope this can be looked at so that kids don't have to miss PE and music.

## **SECOND GRADE**

### **Teacher #1**

**Q2: How much time would you prefer for writing?**

45 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

45 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

Yes...I found the push in support helpful and my low kids made great progress this year with this added support.

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

I would prefer the push in support at the end of core math.

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

Second grade would like to have our 3rd dose and workshop time back to back so that we can support our students better in reading. As long as we have at least 45 minutes of push in support (this includes both 3rd dose and workshop), then we can implement our reading interventions with the highest level of support for our students.

## **Teacher #2**

**Q2: How much time would you prefer for writing?**

30 minutes

**Q3: How much time would you prefer for whole group (core) math?**

90 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

60 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

Yes

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an**

**EA in your room during this time, just respond with N/A (not applicable).**

Yes, for the last 30 minutes.

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

I would prefer to have intervention time be a dedicated hour long block instead of split into two 30 minute blocks for tier 2 and tier 3 reading. I would prefer everything to be push in to allow me to teach groups with IA support. Otherwise, I'd like a 40 minute tier 2 time to allow me to teach at least 2 groups in that time period. I worry about kids only receiving their individualized reading instruction from EAs, when I believe the Title rules say that's not allowed. I'd also like Wednesdays to be free of all pull-out groups to allow for projects and to allow the EAs to do progress monitoring and meet with Robin to discuss their groups.

### **Teacher #3**

**Q2: How much time would you prefer for writing?**

30 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

45 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

*Respondent skipped this question*

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

*Respondent skipped this question*

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

Having Workshop and 3rd Dose connected into 2 half hour chunks that are back to back or everything could be in one for a larger chunk of 45 min. Having kids leave for 30 min then come back for 30 then leave for another 30 is so hard on them and the teaching that is going on.

## **THIRD GRADE**

### **Teacher #1**

**Q2: How much time would you prefer for writing?**

30 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

60 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

Yes, I did like push in math support. I would prefer for push in math support during core time rather than pull out for math booster. This way, there is more of a continuum of the instruction that is being taught that disjointed and disconnected instruction.

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

Please see previous question and during the end of math time.

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

*Respondent skipped this question*

### **Teacher #2**

**Q2: How much time would you prefer for writing?**

45 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

60 minutes

**Q5: Do you want to continue math push-in during core math? Keep**

two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.

Yes

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

The end of math.

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

The less choppy the better.

## **FOURTH GRADE**

### **Teacher #1**

**Q2: How much time would you prefer for writing?**

60 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

45 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

I don't know if it worked because I didn't have it. I think the only way it can work is if the help is there for the whole math block. They need to see the lesson in order to help the kids.

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

N/A

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

No, it seems confusing to me. 30 minutes of writing this year was definitely not enough.

## **Teacher #2**

**Q2: How much time would you prefer for writing?**

45 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

60 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

No

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

end of class

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

I'd like an EA in my room if they can always live in my room, like a permanent resident. I don't think that's possible because I don't have my reading endorsement. Push in seems effective, until one or more grade levels doesn't receive push in support because the schedule doesn't allow it. In talking to the EAs, I don't think they feel very effective pushing in. In the new building, I'd like EAs to have groups (as possible) in the common areas of each pod. I'd rather have adults travel than kids. Kids would still get small group instruction, but maximize seat time.

## **FIFTH GRADE**

## **Teacher #1**

**Q2: How much time would you prefer for writing?**

45 minutes

**Q3: How much time would you prefer for whole group (core) math?**

60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**

60 minutes

**Q5: Do you want to continue math push-in during core math? Keep two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

Yes, but it would be better for the EA's (especially in 5th grade) to be in the room the entire time. The fifth grade topics were very challenging for my EA this year and she was not able to help and support my students much of the time because she didn't understand the content they were learning. If she were in my room the entire time she would understand the math concepts being taught and learned.

**Q6: If you do have math push-in in your class, would you prefer an EA in your classroom during core math (math push-in)? If yes, would you prefer them at the beginning of class or end? If you don't want an EA in your room during this time, just respond with N/A (not applicable).**

In 5th grade we need them in the entire time or maybe not at all. Although if I have the same EA I had this year, she may do better if she were only in my class at the second half since she learned them this year.

**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

1. Group both workshop and third dose together (if possible).
2. Have 5th grade PE and music specialists at the last time slot of the day. This has helped my students to work hard in PE and not have to come back and sit in the classroom smelly and sweaty. They can just go right home.
3. Core reading needs to be 60 minutes!
4. 5th Grade lunch time can be the latest in the day.
5. 5th Grade--reading and math blocks in the AM.

## **Teacher #2**

**Q2: How much time would you prefer for writing?**

45 minutes

**Q3: How much time would you prefer for whole group (core) math?**  
60 minutes

**Q4: How much time would you prefer for whole group (core) reading?**  
45 minutes

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**Q7: Do you have any other suggestions or comments in regards to the 2015-16 master schedule?**

Try to cluster 2nd/3rd dose reading times so classroom can have 1hr to do more small groups in...since they serve the Most kids : )

## **SPECIALISTS**

### **Teacher #1**

**Q2: How much time would you prefer for writing?**

**Other (please specify)** Wish I could teach ELD writing again; the kids really need it!

**Q3: How much time would you prefer for whole group (core) math?**

**Other (please specify)** Don't teach math.

**Q4: How much time would you prefer for whole group (core) reading?**

**Other (please specify)** Don't teach core reading.

**Q5: Do you want to continue math push-in during core math? Keep**

**two things in mind, 1) this year not all grade levels received this support, and your grade level may not receive it next year depending on scheduling, and 2) by continuing math push-in we lose reading groups.**

*Respondent skipped this question*

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