

Stevenson Elementary: Spotlight on the schedule

Stevenson Elementary School is a Title I school located in Mesa, Arizona that takes a dynamic approach to serving about 700 students in pre-K through 6th grade. The school's Next Education Workforce model wraps teams of educators around students in Grades K-6 with the goal of providing deeper and personalized learning. Each core educator team includes certified teachers with expertise in a specific content area (e.g., English Language Arts, math, science, social studies), one of whom serves as the lead teacher for the team. Core educator teams are joined by special education teachers, a reading interventionist, special area teachers, specialized paraeducators and community educators. Read on to learn about their schedule.

Example schedule at a glance

	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:30 a.m.	Family meeting				
8:30-9 a.m.	Family meeting				
9-9:30 a.m.	Session 1		Session 1		Session 1
9:30-10 a.m.	Intervention & enrichment		Session 2		Intervention & enrichment
10-10:30 a.m.			Recess		
10:30-11 a.m.	Read aloud		Session 3		Read aloud
11-11:30 a.m.	Session 2		Session 4		Session 2
11:30 a.m.-Noon					
Noon-12:30 p.m.	Recess and lunch				
12:30-1 p.m.	Session 3		Early dismissal/ Educator co-planning time		Session 3
1-1:30 p.m.					
1:30-2 p.m.	Session 4				Session 4
2-2:30 p.m.					
2:30-3 p.m.	Specials				Specials

A closer look

Family meeting: Educators and students start each day gathered together as a house for family meeting—time that is dedicated to intentionally building a strong, close-knit community. Together, they engage in relationship-building activities, set goals, reflect on the health of their community and engage in celebrations.

Sessions 1, 2, 3 and 4: Each day, students engage with four content area sessions: reading, writing, math and innovation—an inquiry-based class rooted in science and social studies standards. Importantly, although Stevenson has a daily schedule, that schedule merely serves as the starting point for educator teams as they plan learning experiences. Within a given house, educators often extend class periods or pull several large groups of students together for “all hands on deck” work time, presentations and special events. Additionally, students’ learning needs drive regular changes in their individualized schedules. Content area class (reading, writing, math and innovation) rosters typically change on a quarterly basis, and intervention groups change more frequently, based on regular progress monitoring.

Intervention and enrichment: Intervention and enrichment occurs four days a week and is all-hands-on-deck: every core educator team member; all seven specialized paraeducators; and the reading interventionist lead small groups during this time. Groups change frequently and fluidly based on progress monitoring data in reading and math.

Specials: Special area teachers work across houses (and in some cases across multiple schools) to provide instruction in art, music, band/orchestra, media center and physical education.

Early dismissal/Educator co-planning time: Each Wednesday afternoon, following early dismissal, Stevenson’s teams have two hours to co-plan, analyze data, adjust student groupings, and trouble-shoot procedures and operations. Agendas for this time are typically set by each team’s lead teacher in collaboration with core educator team members and, when appropriate, extended educator team members. “Protecting time for teams to meet and trusting them to operate autonomously is a critical piece of the puzzle for whole-school team-based models,” school leader Krista Adams says.