



**New Jersey Partnership for Student Success:  
Maximizing Schedules to  
Support Learning Acceleration**



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

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## Introduction

Schools that align their mission, vision and core values with a precise focus on student learning many times strategically align structures, policies, and practices to do the same. With the aim of supporting schools and districts as they work to meet the diverse needs of students, the New Jersey Department of Education (the Department) recommends adjusting school schedules as one strategy in supporting the principles of learning acceleration.

This resource is intended for local education agencies (LEAs) who are interested in maximizing schedules to meet their students' needs, as well as support those which currently have implemented flexible scheduling. Contained within this resource you will find:

1. Details for building schedules designed to include time for learning acceleration.
2. Strategies in which LEAs can implement these practices with both minimal (see [Micro-scheduling](#)) and full changes to school schedules.
3. Sample schedules\* from both research as well as New Jersey schools. These include time set aside in the school day for intervention, acceleration, and enrichment while honoring time for high-quality core instruction.

\*The schedules provided within this document are for sample purposes only.

The Department is grateful for the input from various educational leaders throughout the state of New Jersey. Those educational leaders with the most experience in designing and implementing flexible scheduling have been doing this work for quite some time and their lessons learned are valuable resources for others looking to address this work. Included in the appendices are sample flexible bell schedules from districts highlighted in this resource. Their willingness to share their experiences and expertise is greatly appreciated.

## Three Key Ideas

As you explore the strategies contained within this resource, it is important to keep in mind the following three key ideas:

### **Maximizing Bell Schedules to Support Accelerated Learning is an Achievable Goal**

Many districts across the state have followed the same traditional school bell schedule which was implemented a long time ago. Master schedule development and the reallocation of instructional time can provide opportunities for accelerated learning that would not otherwise exist. This should be considered as students with unfinished learning may need access to extra time for acceleration and this time can be built into students' daily schedules.

“Our goal was to raise student achievement and success, and the data shows, suspensions are down, and you know what, we went from a 76% graduation rate to over 90%...I credit that to our schedule.”

Dr. James Flynn, Director of Research, Planning, Evaluation, Operations, and State and Federal Programs, Burlington City School District

To ensure a master schedule incorporates time for accelerated learning, school leaders can follow the approach taken by many schools and create a flexible period for such activities. A flexible period, also referred to as a flex block, WIN (What I Need) period, activity period and more, is essentially a dedicated time schools use to meet students' individualized and/or small group needs.

Schools that already have flexible periods can use this time for multiple purposes and provide students with accelerated instruction in the form of intensive, small group tutoring, enrichment, or additional activities to support students' social, emotional, and academic needs. Through regular monitoring of student progress, along with data-based decision making by problem-solving teams, a school can provide a continuum of supports and interventions based on student performance during a flexible period. In alignment with 6A:16-8.1, Intervention and Referral Services, NJTSS offers a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. The tiered system involves the systematic development of nine essential components in schools for the effective implementation of the framework with fidelity and sustainability. For additional strategies to use during a flexible period see [Appendix A](#).

“We wanted to maximize our schedule to close gaps. The flexible period allows for both intervention and enrichment, students can receive additional support in ELA or math or enrichment opportunities in science and social studies.”  
Allison Pessolano, Curriculum Coordinator, Woodstown-Pilesgrove Regional School District

To create a flexible period used for learning acceleration, schools can take a few minutes off each existing period and/or hallway passing time, creating an additional time frame of at least thirty minutes. For more information on creating a flexible period which could be used for learning acceleration activities, see [Scheduling Examples](#).<sup>1</sup>

Lastly, when addressing student scheduling needs, it is important to determine staff scheduling needs, such as availability of educational providers to engage in meaningful educational experiences with students during the scheduled flexible period.

### **Ensure Adequate Time for High-Quality Core Instruction is Maintained**

High-quality, core instruction is critical to addressing unfinished learning and the needs of diverse learners. It requires that all students have equitable access to rigorous grade-level

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<sup>1</sup> Hanover Research. (2014). Scheduling examples and figure contents have been adapted from: “[Optimal Scheduling for Secondary School Students](#).” Retrieved from [https://www.mansfieldisd.org/uploaded/main/departments/CIA/assets/MasterScheduleStudy/Research-OptimalScheduling\\_Secondary.pdf](https://www.mansfieldisd.org/uploaded/main/departments/CIA/assets/MasterScheduleStudy/Research-OptimalScheduling_Secondary.pdf)

content and high-quality resources and materials.<sup>2</sup> A strategic schedule which protects Tier 1 instructional blocks, has a place for students to receive intervention and enrichment support (I/E) without missing new instruction in core subject areas is one that facilitates learning.<sup>3</sup>

The idea behind a multi-tiered approach is that the vast majority of students will respond to school-wide strategies (known as Tier 1 supports) but that these strategies will not be sufficient for all students: some students require more personalized support (Tier 2) and an even smaller number may need more intensive measures (Tier 3) taken on their behalf.

“We really wanted to eliminate children being pulled out of classes, one of the worst things for me to know is that a child is not getting the opportunity to experience the same learning opportunities as their peers.” Dr. Nicole Santora, Superintendent of Schools, Manalapan-Englishtown Regional School District

The [second principle of learning acceleration](#) reminds us that educators must remain focused on improving equitable access to grade level content and high-quality resources for each student. If students become relegated to remediation without the opportunity to engage with grade-level content (using scaffolds), they will likely fall even further below grade-level expectations the following year and are increasingly less likely to have access to grade-level work in future grades.<sup>4</sup> This is why it is crucial to protect time for core instruction for all learners.

### **The Process Will Take Time, but it Will be Time Well Spent**

Building a master schedule requires thoughtful decision making, stakeholder engagement and consultation with local collective bargaining units. Districts we have spoken with all say the same thing, this takes time. For many this was a multi-year project, with the results being an overall positive experience, which met their goals and was time well spent. From determining the length of instructional blocks to designing the most effective method to deliver intervention and enrichment, decisions that are driven by both qualitative and quantitative data take time to implement.

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<sup>2</sup> New Jersey Department of Education. (2021). Learning Acceleration Guide: A Compilation of Learning Acceleration Principles and Practices in New Jersey. Retrieved from: <https://www.nj.gov/education/acceleration/docs/LearningAccelerationGuide.pdf>.

<sup>3</sup> Dougherty, B. (1998). “[Policy Briefing: Block Scheduling in Secondary Schools](#)”. Pacific Resources for Education and Learning. Retrieved from: <https://files.eric.ed.gov/fulltext/ED415587.pdf>

<sup>4</sup> New Jersey Department of Education. (2021). [Learning Acceleration Guide: A Compilation of Learning Acceleration Principles and Practices in New Jersey](#). Retrieved from: <https://www.nj.gov/education/acceleration/docs/LearningAccelerationGuide.pdf>

“It is not easy to change a district student schedule, but if you take your time and do it right, make your schedule fit within your school community’s culture, the benefits are many.”  
Dr. Carol L. Birnbohm, Superintendent of Schools, Lenape Regional High School District

Tapping into a bell schedule, aligned with the vision and goals for learning can provide numerous benefits such as:<sup>5</sup>

- Resulting in a more effective use of time, space, and resources
- An improved Instructional climate
- Solving problems related to the delivery of instruction
- Assisting in establishing desired programs and instructional practices

As was stated earlier, this work takes time. But the benefits for those who undertake it seem to be clear.

“Our students who return from college, say they felt more prepared because they had already learned [from their flex period experience] how to manage their time.”  
Patricia Calandro, Assistant Superintendent, Kingsway Regional School District

## **Scheduling Examples to Support Learning Acceleration**

### **Traditional or Period Schedule**

In a traditional bell schedule, typically between five to eight class periods are divided evenly across the day, each generally ranging from 40 to 60 minutes. Class periods are equal in length (except for in cases of multiple lunches) and students attend each of their classes every day. The main advantage of a traditional bell schedule is predictability.

Traditional bell schedules can be adjusted to incorporate time for learning acceleration activities. In Figure 1 below, the day is divided into seven class periods of generally equal length with a shorter lunch period. By taking five minutes from each period, schools can create a flexible period in which learning acceleration activities can occur. This acceleration period is included directly after lunch. In this sample, no time has been taken from lunch but can also be done to create a longer acceleration period.

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<sup>5</sup> Canady, Robert.L., and Michael Rettigg. (1995). [The Power of Innovative Scheduling](https://www.ascd.org/el/articles/the-power-of-innovative-scheduling). Retrieved from: ASCD <https://www.ascd.org/el/articles/the-power-of-innovative-scheduling>

Figure 1. PK–12 Sample Traditional Schedule with an Acceleration Period Comparison

**Without an Acceleration Period**

Period 1	50 minutes
Period 2	50 minutes
Period 3	50 minutes
Period 4	50 minutes
Lunch	36 minutes
Period 5	50 minutes
Period 6	50 minutes
Period 7	50 minutes

**With an Acceleration Period**

Period 1	45 minutes
Period 2	45 minutes
Period 3	45 minutes
Period 4	45 minutes
Lunch	36 minutes
Acceleration Period	35 minutes
Period 5	45 minutes
Period 6	45 minutes
Period 7	45 minutes

**4x4 Block Schedule**

In a 4x4 block schedule, students take four courses per semester with each course covering a full year’s curriculum. Each semester, students enroll in a new set of four courses, taking up to a total of eight per year. Each block typically lasts between 80-100 minutes, giving teachers more time to cover material during a single class period. Teachers are generally assigned three blocks with a fourth dedicated to planning. The advantages of a 4x4 schedule are as follows:

- Teachers see fewer students per day
- Students have the opportunity to take more elective classes during a school year
- Teachers have time to vary the activities they plan for each class period

Figure 2 below is an example of a schedule which supports dedicated time for learning acceleration. Here, blocks are divided into two in the morning and two in the afternoon, with eight minutes taken from each block to create a 32-minute acceleration period.

Figure 2. Secondary Sample 4x4 Block Schedule with an Acceleration Period Comparison

**Without an Acceleration/Flex Period**

Block 1	90 minutes
Block 2	90 minutes
Lunch	40 minutes
Block 3	90 minutes
Block 4	90 minutes

**With an Acceleration/Flex Period**

Block 1	82 minutes
Block 2	82 minutes
Lunch	40 minutes
Acceleration period	32 minutes
Block 3	82 minutes
Block 4	82 minutes

### Rotating Schedule

A rotating schedule provides students with many options and increased flexibility. Shown in Figure 3, an acceleration block may be held on different days, alternating with advisory or another block with a specified purpose. In this schedule, additional minutes are added to the first period to accommodate student arrival, breakfast, etc. This can be especially useful for schools that have a large student population.

*Figure 3. Secondary Sample of a Rotating Schedule with Acceleration Period*

Minutes	A Day	B Day	C Day	D Day	E Day	F Day
80	1	2	1	2	1	2
40	Acceleration period	Acceleration period	Acceleration period	Acceleration period	Acceleration period	Acceleration period
60	3	4	3	3	4	3
60	4	5	5	4	5	5
26	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
60	6	7	7	6	7	6
60	7	8	8	7	8	8

### Rotating Drop Schedule

A rotating drop schedule typically involves a seven or eight period class rotation. In this way it is similar to the rotating schedule mentioned above. Each day the rotation of classes differs. But with a rotating drop schedule, students typically only attend five or six of the eight total available classes each day.

Figure 4 below presents an acceleration period occurring at the same time every day within this rotation. However, some schools may choose to rotate the acceleration period.

Additionally, some schools drop a period from the morning, and one or two from the afternoon each day. For example, in an eight-period rotation they may drop period three and period eight on 'Day One,' add those back to Day Two, dropping periods two and six on 'Day Two'.



Figure 4. Secondary Sample of a Rotating Schedule with Acceleration Period

Total Classes	Time	Day 1	Time	Day 2
Period 1	7:50 – 8:30	Period 1	7:50–8:30	Period 7
Period 2	8:35 – 9:27	Period 2	8:35–9:27	Period 8
Period 3	9:32 – 10:24	Period 3	9:32–10:24	Period 1
Acceleration Period	10:28–11:21	Acceleration Period	10:28–1:21	Acceleration Period
Lunch	11:26–12:20	Lunch	11:26–2:20	Lunch
Period 4	12:25–1:17	Period 4	12:25–1:17	Period 2
Period 5	1:22–2:14	Period 5	1:22–2:14	Period 3
Period 6	2:19–3:00	Period 6	2:19–3:00	Period 4
Period 7		Period 7 and 8 Dropped		Periods 5 and 6 Dropped
Period 8				

### A/B Block Schedule

An A/B block schedule is similar to a rotating schedule, except that classes may occur at a different time each day. In an A/B block, courses are offered every other day and the course is completed in a full year, rather than over one semester. Classes may be longer or shorter, which dictates how many occur each day. Students may have blocks that last between 80-100 minutes. Each block typically lasts between 80-100 minutes and not every class meets every day. As there are only five days in a school week, an A/B schedule often runs on a two-week rotation with week one being A, B, A, B, A, and week two being B, A, B, A, B.

Figure 5. Secondary Sample of an A/B Block Schedule

A Day

Block 1	80 minutes
Block 2	80 minutes
Lunch	40 minutes
Block 3	80 minutes
Block 7	45 minutes
Block 8	45 minutes

B Day

Block 4	80 minutes
Block 5	80 minutes
Lunch	40 minutes
Block 6	80 minutes
Block 7	45 minutes
Block 8	45 minutes

Figure 6 below compares the A-day schedule, with five minutes taken from each block and ten minutes taken from lunch. This creates an acceleration period of 35 minutes to support student learning.

*Figure 6. Secondary Sample of an A-day Block Schedule with an Acceleration Period Comparison*

A Day

Block 1	80 minutes
Block 2	80 minutes
Lunch	40 minutes
Block 3	80 minutes
Block 7	45 minutes
Block 8	45 minutes

A-Day **with** an Acceleration Period

Block 1	75 minutes
Block 2	75 minutes
Lunch	30 minutes
Acceleration period	35 minutes
Block 3	75 minutes
Block 7	40 minutes
Block 8	40 minutes

### Strategies to Support Acceleration with Minimal Changes to Existing Schedules

Below is a strategy LEAs can use to create time for acceleration without adding a flexible block to an existing schedule.

#### Micro-Scheduling

Micro-scheduling or crafting core content instructional blocks with a fine amount of detail, is an approach to finding time for learning acceleration that can be achieved without major adjustments to an existing master schedule.

Figure 7 compares how micro-scheduling can be used to create acceleration time within a traditional math or ELA block. In this example, core instructional time is prioritized and protected.

- *In ELA:*
  - Ensuring 90 minutes of core instructional time
  - Reserving 30 minutes for learning acceleration
- *In Math:*
  - Ensuring 60 minutes of core instructional time
  - Reserving 30 minutes for learning acceleration

Figure 7. Elementary Sample of Micro-scheduling with an Acceleration Comparison (Traditional Schedule)

**Without Acceleration**

ELA	120 minutes
Math	90 minutes
Lunch and Recess	60 minutes
Science	45 minutes
Social Studies	45 minutes

Micro-scheduling **with** Acceleration

ELA	90 minutes
Acceleration	30 minutes
Math	60 minutes
Acceleration	30 minutes
Lunch and Recess	60 minutes
Science	45 minutes
Social Studies	45 minutes

Similarly, Figure 8 provides an example of a 4x4 block schedule, often used at the secondary level, where an acceleration period is established by reserving 30 minutes of the 90-minute block to accelerate learning. In this example, the dedicated time for acceleration would be offered to the entire student population. Please keep in mind that at the secondary level, with credit requirements in mind, it is recommended not to allow for less than 60 minutes of core-instruction when applying micro-scheduling to the 4x4 Block scheduling model.

Figure 8. Secondary Sample of Micro-scheduling with an Acceleration Comparison (4 X 4 Block Schedule Example)

**Without Acceleration**

Block 1	90 minutes
Block 2	90 minutes
Lunch	40 minutes
Block 3	90 minutes
Block 4	90 minutes

Micro-Scheduling **with** an Acceleration Period

Block 1	90 minutes
Block 2	60 minutes
Acceleration	30 minutes
Lunch	40 minutes
Block 3	90 minutes
Block 4	90 minutes

## Appendix A: Approaching Time for Learning Acceleration

In augmenting schedules to dedicate time to learning acceleration, the aim is to ensure all students with unfinished learning receive increased time built into their daily schedules to improve students' access to and mastery of grade-level standards. Grounded by the four learning acceleration principles identified in the [2021 Learning Acceleration Guide](#), solidifying time for learning acceleration will energize students' academic and socio-emotional recovery. As LEAs move to provide opportunities, those periods may encompass the following:

Table 1. Strategies to Support Learning Acceleration

Strategy	Implementation
<b>Employ Multi-Tiered Systems of Support Utilizing New Jersey Tiered Systems of Support (NJTSS)</b>	<p>To further support students, Multi-Tiered Systems of Support (MTSS) can be employed during intervention/acceleration blocks through small-group and individualized intervention. Please note, if a majority of students need Tier II interventions, the Tier I core instruction may need to be reassessed to determine appropriate alignment to present educational goals.</p> <p>Foundational to the effective implementation of NJTSS and Learning Acceleration is the need for effective school leadership that creates an environment where data-driven instruction can occur; a positive school climate and culture, where students feel supported, engaged, and nurtured so they are ready to learn; and effective family engagement, where parents can be active partners in their students' learning.</p> <p>For more information about implementing NJTSS, please see the <a href="#">New Jersey Tiered System of Supports Implementation Guidelines</a></p>

Strategy	Implementation
<p><b>Engage Families and Other Stakeholders in the Acceleration Process</b></p>	<p>To promote family and stakeholder engagement, which plays a critical role in student success, consider finding meaningful ways to involve families/guardians and stakeholders.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>• Schedule intervention planning meetings as necessary to facilitate meaningful parent participation and review of student progress data.</li> <li>• Use multiple means and methods of culturally responsive, ongoing communication, which could include providing communications in multiple languages and offering communications using different modalities (text messaging, emails, flyers, etc.) to discuss or describe student performance data.</li> <li>• Offer support (parent workshops, online webinars) to parents that may be averse to or uncomfortable with conversations related to data and performance.</li> </ul>
<p><b>Ensure Space for Student Voice to Promote Critical Thinking</b></p>	<p>Time for learning acceleration can continue to promote and require critical thinking by providing learning experiences that activate student interest and prior knowledge. Project-based learning opportunities can drive acceleration time and create rigorous learning opportunities for various learners.</p>
<p><b>Develop Community-Based Partnerships</b></p>	<p>Building relationships with local partnerships is a useful strategy to support learning acceleration while offsetting the burden on staff. LEAs can increase their capacity to meet students' needs by utilizing community partnerships to, for example, provide High Impact Tutoring, during intervention/acceleration blocks.</p>

Strategy	Implementation
<p><b>Integrate Social, Emotional, and Cultural Competency and Awareness</b></p>	<p>A <a href="#">meta-analysis from the Collaborative for Academic, Social, and Emotional Learning (CASEL)</a>, found that increasing students’ social and emotional capital has a positive impact on student learning outcomes. Indicators of providing a school culture and climate that optimizes conditions for learning include:</p> <ul style="list-style-type: none"> <li>• Utilizing valid and reliable instruments like the New Jersey School Climate Survey, to discover and address vulnerabilities by implementing evidence-based strategies.</li> <li>• Having clearly defined expectations, routines and regular instruction regarding social norms, relationship building, and behavioral expectations.</li> <li>• School-based teams regularly review and respond to data that indicate the quality of a school’s climate such as attendance, disciplinary referrals, suspension rate, teacher attendance rate, and student performance.</li> </ul>
<p><b>Invest in High-Quality Materials and Resources</b></p>	<p>A necessary step to ensure students are continuously engaged with grade-level, high quality materials is to invest in resources that are thoroughly vetted. Utilizing ESSER funds, LEAs are encouraged to maximize their teachers' impact by increasing their access to and usage of high-quality enriching materials and resources.</p>
<p><b>Provide “Just-in-time” Instruction</b></p>	<p>Guided by evidence, teachers can select activities that address the skills necessary to access upcoming content and aid in laying the foundation for continued academic growth. These activities should be aligned with the curriculum students are currently engaging in to enhance relevance and relatability and support the acquisition of anticipated content.</p>

<b>Strategy</b>	<b>Implementation</b>
<b>Utilize Ongoing Formative Assessments</b>	Formative assessment should drive instructional practices in acceleration periods. To effectively engage in the learning acceleration framework, regular formative assessment that captures students' needs and growth will supply the data necessary to inform just-in-time instruction.

## Appendix B: Example Elementary Schedules from New Jersey Schools

Table 2. Sample Elementary Schedule (Third Grade)

7:55–8:10	Teacher Arrival
8:10–8:18	Student Arrival
8:18–8:30	Homeroom
8:30–9:30	Mathematics
9:30–10:05	WIN Period
10:05–11:05	Reading
11:05–11:25	Word Work/Spelling/Language Arts
11:30–12:00	Lunch (25 minutes lunch and 5 minutes recess)
12:00–12:15	Recess
12:20–12:50	Science/Social Studies
12:50–1:30	Specials (Art, Music, Gym, etc.)
1:35–2:15	Writing
2:20–2:35	Dismissal

**Source: Manalapan-Englishtown Regional School District**

At the elementary level students participate in a WIN period. This period, of 25 minutes, is for students to receive various academic enrichment and interventions utilizing a Multi-Tiered Systems of Supports (MTSS).



Table 3. Sample Elementary Schedule (Fourth Grade)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30–7:50	Student Arrival	Student Arrival	Student Arrival	Student Arrival	Student Arrival
7:50–8:20	Morning Meeting/SEL	Morning Meeting/SEL	Morning Meeting/SEL	Morning Meeting/SEL	Morning Meeting/SEL
8:20–9:00	ELA	ELA	ELA	Stellar (Library)	ELA
9:05–9:45	WIN/ Intervention/ Enrichment/ Math/ELA	WIN/ Intervention/ Enrichment/ Math/ELA	WIN/ Intervention/ Enrichment/ Math/ELA	WIN/ Intervention/ Enrichment/ Math/ELA	WIN/ Intervention/ Enrichment/ Math/ELA
9:50–10:30	ELA	ELA	ELA	ELA	ELA
10:35–11:30	Math	Math	Math	Math	Math
11:30–12:15	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:15–12:45	Math Centers/ Small Groups	Math Centers/ Small Groups	Math Centers/ Small Groups	Math Centers/ Small Groups	Math Centers/ Small Groups
12:50–1:30	Art	Health	Music	Physical Education	Spanish
1:35–2:30	Science/SS Cross Curricular Integration	Science/SS Cross Curricular Integration	Science/SS Cross Curricular Integration	Science/SS Cross Curricular Integration	Science/SS Cross Curricular Integration
2:30–2:35	Closing Meeting	Closing Meeting	Closing Meeting	Closing Meeting	Closing Meeting
2:35–2:55	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal

**Source: Woodstown-Pilesgrove Regional School District**

In Woodstown, during the WIN period students have additional time to receive interventions and academic support, specifically in ELA and Math. Over this 40-minute period, Achieve (Interventionist) teachers as well as special education teachers provide push-in support. Woodstown also incorporates a morning meeting time for students to engage in social-emotional learning and a closing meeting for final announcements.

## Appendix C: Example Middle School Schedules from New Jersey Schools

Table 4. Middle School Schedule

Period	Delta/Sigma	Gamma/ Lambda	Beta/Theta	Alpha/Omega
Homeroom	7:30–7:35	7:30–7:35	7:30–7:35	7:30–7:35
1	7:37–8:37 Class	7:37–8:17 WL/WIN/Cycle	7:35–8:35 Class	7:35–8:40 Class
2	8:39–9:42 Class	8:19–9:19 Class	8:37–9:37 Class	8:42–9:42 PE/Class
3	9:44–10:47 Class	9:21–10:21 Class	9:39–10:19 Cycle	9:44–10:52 Class
4	10:50–11:30 Cycle	10:23–10:53 Lunch	10:21–11:01 WL/WIN	10:54–11:24 Lunch
5	11:33–12:03 Lunch	10:55–12:06 Class	11:03–12:03 PE/Class	11:26–12:06 WL/WIN
6	12:07–12:47 WL/WIN	12:08–1:08 PE/Class	12:05–12:35 Lunch	12:08–12:48 Cycle
7	12:50–1:50 Class	1:10–1:50 WL/WIN/Cycle	12:37–1:50 Class	12:50–1:50 Class

**Source: Manalapan-Englishtown Regional School District**

At the middle school level in Manalapan-Englishtown, the building runs on a six-day rotation (A–F). WIN and WL (World Language) are on alternating days (either ACE or BDF) allowing for communities to split between the two offerings. WIN is an individualized intervention period where students receive Response to Intervention (RTI), Special Education and/or English Language Learning (ELL) services. Students may move between any teacher in the community for intervention, extra help, or enrichment.

Table 5. Middle School Schedule

Period	Time	6th	7th	8th
1	7:40–7:47	Homeroom	Homeroom	Homeroom
2	7:47–8:20	IR/House	IR/House	IR/House
3	8:22–9:22	Specials	AC1	AC1
4	9:24–10:24	AC1	Specials	AC2
5	10:26–11:26	AC2	AC2	Specials
6	11:28–12:28	AC3	AC3	AC3
7	12:30–1:00	Lunch	Lunch	Lunch
8	1:02–1:32	EEE/Intervention	EEE/Intervention	EEE/Intervention
9	1:34–2:35	AC4	AC4	AC4

**Source: Woodstown-Pilesgrove Regional School District**

At Woodstown, the EEE (or triple E) period, is designed for students to receive enrichment, extra help and have extra time for attending to various needs. Immediately after lunch students enter EEE and engage in their individual intervention and enrichment opportunities.

## Appendix D: Example High School Schedules from New Jersey Schools

Table 6. High School Schedule

Period	Day 1	Day 2	Day 3	Day 4
(1)	1	2	3	4
(2)	2	3	4	1
(3)	3	4	1	2
Lunch/Community Lunch & Learn	Community Lunch & Learn	Community Lunch & Learn	Community Lunch & Learn	Community Lunch & Learn
(4)	5	6	7	8
(5)	6	7	8	5
(6)	7	8	5	6
Dropped Classes	4&8	1&5	2&6	3&7

**Source: Lenape Regional High School District**

Across all four high schools, Lenape Regional High School District implemented 57-minute instructional periods and a 50-minute Community Lunch and Learn to meet the needs of their students. During this time, students can receive tutoring through a community partnership. Students can also engage in wellness opportunities, meet with staff for additional support and participate in extracurricular sports or clubs.

Table 7. High School Schedule

Time	Period
7:35	First Bell
7:40–7:45	Announcements
7:45–8:32	Period 1
8:35–9:22	Period 2
9:25–10:12	Period 3
10:15–11:02	Period 4
11:04–12:06	SCORE (Flex Period)
12:08–12:55	Period 6
12:58–1:45	Period 7
1:48–2:35	Period 8

**Source: Woodstown-Pilesgrove Regional School District**

At Woodstown High School students have a flex period over lunch known as SCORE. SCORE stands for: School-wide Collaborative Opportunities and Resources for Enrichment. On Tuesday, Wednesday and Thursday, students choose which lunch they want to attend and then must report to office hours for the other time. On Mondays and Fridays, students are assigned to a classroom for SCORE, and to a lunch period. On Mondays, there are town hall meetings for grade levels (i.e., one Monday might be a freshman town hall, then sophomore the next week, etc.) Fridays during SCORE students engage in a Character Strong program, which is character education and social-emotional learning.