

## High-Impact Tutoring Schedule Types

**Purpose:** This document provides examples and considerations to help schools and districts select and adapt creative scheduling strategies that maximize student participation, instructional time, and program sustainability. Use it to successfully embed high-impact tutoring into the school day by balancing core instruction, intervention, and enrichment. This content comes from [Unlocking Time](#), which offers additional creative ideas for reworking your school schedule.

<b>Extension Periods/Parallel Blocks</b>	
<p><b>Description:</b> Instruction in targeted classes is divided into two blocks of time. All students receive whole-group instruction during the first block in their original classes. During the second block, students are regrouped into homogenous small groups led by other teachers of the same grade or content and tutors. Additionally, some groups may be independent and use personalized learning software.</p> <p><b>Suggested Setting(s):</b> Elementary School</p>	
Pros	Cons
<ul style="list-style-type: none"> <li>● Balances inclusive grade-level instruction with mastery-based learning, ensuring all students receive additional instruction at their zone of proximal development.</li> <li>● Eliminates logistical concerns and perceived stigma of pull-out supports.</li> <li>● Ensures student attendance by including tutoring within class time.</li> <li>● <u>For Elementary School:</u> Uses a grade team of teachers to meet student needs flexibly.</li> </ul>	<ul style="list-style-type: none"> <li>● Requires teachers to coordinate a time to plan student groupings.</li> <li>● <u>For Middle/High School</u> <ul style="list-style-type: none"> <li>○ Requires additional tutors to push in for the second block of general education classes.</li> <li>○ Functions best with consistent full-time tutors, though enrichment teachers or specialists may also provide support.</li> <li>○ Allows special education or ELL teachers to assist with additional groupings in co-taught classes.</li> </ul> </li> </ul>

<b>Intervention Periods/Flex Blocks</b>	
<p><b>Description:</b> A new period is added to the school day where teachers assign students or students self-select into the provided tutoring options, college advisory sessions, or social-emotional learning blocks for that day.</p> <p><b>Suggested Setting(s):</b> High School</p>	
Pros	Cons
<ul style="list-style-type: none"> <li>● Ensures student attendance and prevents conflicts with after-school extracurricular activities.</li> <li>● Incorporates stretch activities (e.g., honors projects) for students mastering</li> </ul>	<ul style="list-style-type: none"> <li>● Requires a significant adjustment to the school schedule.</li> <li>● Creates logistical challenges in managing student sign-ups, attendance, and room capacities.</li> <li>● Requires schools to navigate scheduling conflicts</li> </ul>

<p>above-grade-level material.</p> <ul style="list-style-type: none"> <li>• Responds to students' needs daily.</li> <li>• For High School: Empower students to manage their learning by self-selecting the best option daily.</li> </ul>	<p>with student clubs and extracurriculars when repurposing lunch or advisory periods.</p> <ul style="list-style-type: none"> <li>• Demands special attention to educator buy-in, compensation, and union contracts if additional time is added to the school day.</li> <li>• <u>For Middle/Elementary School:</u> Provides daily teacher-assigned groupings, though this may introduce additional logistical challenges.</li> </ul>
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**Variations/Examples** (SOURCE: [EdEfficiency](#))

- From a Texas high school: This school has two Flex Periods called Tutorials in a 90-minute block schedule. One Flex Period is a default lunch period, and the other is used for tutoring, giving additional flexibility in scheduling for teachers planning their tutoring and students: students could choose to swap their lunch and Tutorial or bring their lunch and join an additional Tutorial.

PERIOD	START	END	# MIN.
1 / 2	8:30	10:00	90
3 / 4	10:05	11:35	90
A Lunch / Tutorial A	11:35	12:05	30
B Lunch / Tutorial B	12:10	12:40	30
5 / 6	12:45	2:15	90
7 / 8	2:20	3:50	90

- From a New Hampshire high school: This school has a six-day rotating schedule (A-F cycle, while maintaining a five-day school week) where each day has an Advisory Period. Each student meets with their advisor at the start of a cycle to develop a schedule for when the student will spend their tutoring time.

Monday (A)	Tuesday (B)	Wednesday (C)	Thursday (D)	Friday (E)	Monday (F)
Advisees meet 1:1 with advisors	Whole group advisory instruction	Individualized advisory instruction via tutoring	Individualized advisory instruction via tutoring	Individualized advisory instruction via tutoring	Whole group advisory instruction
Tuesday (A)	Wednesday (B)	Thursday ©	Friday (D)	Monday (E)	Tuesday (F)
Advisees meet	Whole group	Individualized	Individualized	Individualized	Whole group



1:1 with advisors	advisory instruction	advisory instruction via tutoring	advisory instruction via tutoring	advisory instruction via tutoring	advisory instruction
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- From an elementary school: This school uses a staggered schedule by grade level to rotate through intervention periods, enrichment ('CAMP'), and physical spaces for lunch and recess throughout the day.

GRADE	CAMP (60)	RECESS (30)	Lunch (30)	Interventions (45)
Pre-K	12:00-1:00	10:30-11:00	10:00-10:30	N/A
Kinder	1:05-2:05	10:05-10:35	10:35-11:05	2:05-2:55
1st	9:35-10:35	10:35-11:05	11:05-11:35	8:35-9:20
2nd	12:05-1:05	11:05-11:35	11:35-12:05	2:55-3:40