**AF Course of Study Guidance**

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| Course | Credits |
| Literature (9-12; to terminate in AP Lang) | 4 |
| Composition (9-12) | 4 |
| Mathematics (to terminate in AP - Calc or Stat) | 4 |
| Science (to include Biology, Chemistry, Physics with at least one AP offered) | 4 |
| History (to include US, Global and Econ/Gov't with at least two APs offered) | 4 |
| College Readiness Seminar | 2.5 |
| Physical Education | 1 (CT), 2 (NY) |
| Health | 0.5 |
| SAT Prep | 0.5 |
| Foreign Language | 1 |
| Art/Music | 1 |

**Staffing & Schedule Guidance**

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| **Science Assumptions** | | | |
|  | Required Minimums: | “Best Case” Recommendation | Strength of “Best Case” Recommendation |
| **Courses & Scheduling** | Minimum of 52 per day or block scheduling of 275 minutes a week is also fine\*  A minimum of one science AP per school must be offered; we are moving to two per school pathway. | Recommended 60 minutes a day + additional lab period once a week. | Highly recommended to have at least one additional lab period for AP classes |
| **Staffing** | Teachers should teach courses where they have deep content expertise; it is generally preferable for the same person to teach Bio & AP Bio and not AP Bio and Physics | Preferable for the lab teacher to be the regular teacher as well so that time can be used flexibly if necessary. | Moderate |

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| **Reading/Lit Assumptions** | | | |
|  | Required to make this happen: | “Best Case” Recommendation | Strength of “Best Case” Recommendation |
| **Scheduling** | All scholars should take AP Lang in grade 12. AP Lang is the capstone course for our high schools. If schools are not hitting a % at or close to 100%, they should be in strong communication with RS to make a significant increase from last year (exact increase needs to be approved by RS).  52 minutes per day | 60 minutes a day | Moderate. |
| **Staffing** |  |  |  |

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| **Math** | | | |
|  | Required to make this happen: | “Best Case” Recommendation | Strength of “Best Case” Recommendation |
| **Scheduling** | All seniors should take an AP math course, either AP Statistics or AP Calculus.  52 minutes per day  For intervention, ideally only 5-10% of students should be using Agile Minds. Right now, it’s at about 20%. | 60 minutes a day | Moderate  . |
| **Staffing** |  | A person should not teach both AP Calc and AP Stat. The ideal is that an AP teacher is only prepping for that class. If the ideal is not possible, the second course they teach should be one they have experience in so that their planning time is manageable. | Strong |

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| **Writing Assumptions** | | | |
|  | Required to make this happen: | “Best Case” Recommendation | Strength of “Best Case” Recommendation |
| **Scheduling** | 52 minutes per day, 4 days/week | 60 minutes a day | Very strong |
| **Staffing** |  | All teachers should have one sacred day a week off for grading with no duties for a minimum of four consecutive hours. |  |

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| **Special Education Assumptions** | | | |
|  | Required to make this happen: | “Best Case” Recommendation | Strength of “Best Case” Recommendation |
| **Scheduling** | If a student has co-teaching on their IEP and needs co-teaching, they need 1,050 minutes per week of co-teaching.  \*\* Note: In CT, the number of minutes/week depends on what is written on a student’s IEP.  It may be more or less than what is outlined above.  1,050 is likely an O.K. marker as “average support” for students who have co-teaching/push-in supports for Math, ELA, and writing.  During the school day, 30 min ELA intervention per day in grade 9 and 10; 30 min Math intervention per day in grade 9 and 10 | Beyond the 60 min of interventions per day in the schedule, schools may need to get creative about using other time to provide additional supports to struggling scholars and still meet graduation and course of study minimums. | Strong |
| **Staffing** |  | In years 1 and 2, the academic dean will have Special Education Leadership responsibilities (i.e. managing the IEP process, etc.).  The number of special education teachers required depends on the student need in the school.  At a *minimum*, schools should have 4 special education teachers who co-teach content and provide intervention and SETSS/resource room support. | Strong |

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| **Vocabulary Assumptions** | | | |
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| **Vocabulary Assumptions** | | | |
|  | Required to make this happen: | “Best Case” Recommendation | Strength of “Best Case” Recommendation |
| **Scheduling** | Recommended, but not required for 2015-2016. | Minimum of 64 minutes per week of vocabulary instructional time (8 minutes per word).  Vocabulary block cannot precede or follow the core block taught by the same teacher with the same students (e.g., Mr. X cannot teach a vocabulary block followed by his literature block in the same room with the same students).  One, 16-20 minute block of vocabulary instruction per day, 4x per week with vocab a separate 15 minutes not right before or after reading and/or not taught by the same person.  12th gd does not have enough room for vocab as a separate class; in this grade vocab could occur in Advisory | Moderate  (With this best case recommendation, words taught in vocabulary that day should align to the reading in literature class that day; however, this may be a “nice to have.”) |
| **Staffing** |  | Minimum of strong TIR to teach all 8 words for the grade; prefer humanities teacher.  In VERY rare cases, the college readiness teacher may step in. | Moderate |

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| **CRS Assumptions** | | | |
|  | Required to make this happen: | “Best Case” Recommendation | Strength of “Best Case” Recommendation |
| **Scheduling** | CRS 9 – 11: 52 min per class; two days per week  CRS 12: 52 min per class; four days per week | 60 min per class  CRS 9 and 10 are scheduled at times when CRS 11 and 12 are not being taught; CRS 11 is not scheduled when CRS 12 is being taught. With this best case recommendation, CRS 9 – 11 teachers have designated space in schedule to push in or pull students out of CRS 12 to assist with college essays and personal statements. CRS 9 and 10 teachers are able to push in or pull out of CRS 11 also for the same reason. CRS teachers still qualify for TCP. | Moderate - Strong |
| **Scheduling** | CRS 9 – 11 is taught two days per week for the entire school year. | Because of time sensitive processes built into the CRS curriculum, the course cannot be condensed into four days per week, two quarters per year. Additionally, this schedule allows CRS 9, 10 and 11 teachers to push into or pull students out of CRS 11 and 12 as designed to ensure long-term sustainability of our teams to support increasingly more competitive scholars to matriculate to more selective colleges where they will receive the best academic, social and financial support. | Very Strong |

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| **Other Area** | **Description of Guidance** | **Recommended or Required?** | **Additional Explanation** |
| TIRs | The staffing guidance for a school with four sections per grade is for four TIRs who focus on grading and feedback support for Humanities classes (with a special focus on Composition) along with all vocab instruction for one grade, 9-11. TIRs will need specific PD in both of these areas to be successful in these roles. | Recommended | Composition teachers need additional grading support if they have cohorts of more than 80 scholars. For schools with cohorts of less than 80 scholars, TIRs should be repurposed in order to build a Science teacher pipeline as this is an area that is consistently hard to staff for our schools.  Ideally, vocab words per grade need to be taught by the same person, but schools have flex about exactly how to get there. |
| PD Time | If schools want to use a consistent 5-day a week schedule, they must schedule PD time after school that ensures the same amount of time for PD than an early dismissal schedule would (current guidance is 60 min grade level/department meetings and 90 min whole school). This needs to be in addition to any during the school day meetings that happen with grade teams and department teams and it needs to happen *after-school*. | Required | If schools use this kind of schedule, they also need to make sure detention and Friday extension (or similar structure) can be scheduled without impacting teacher attendance at PD sessions. |
| Intervention (or other) pull outs | Pulling scholars out of class for additional intervention cannot happen during any class tagged to an AF or state graduation requirement (this includes core classes, most electives, and College Readiness Seminar). This may mean that schools need to get creative about having some intervention teachers come in early/leave late/run Saturday support so that struggling scholars get the minutes of intervention they need to be successful. | Required | Unless they are on an explicit 5 year plan, if we pull scholars out of these courses, they cannot meet AF and/or state graduation requirements and graduate on time. |
| Elective Credits | Fine Arts   * Scholars need to take 1 credit of Art/Music in NY and 1 credit of Fine Arts in CT.  This is most easily filled opposite the intervention blocks in grades 9 and 10; any scholar who had interventions during both years may need to take a Health/Elective rotation in junior and senior years in order to fulfill all credit requirements for graduation.  Schools can also use time during vacation weeks, summers, weekends and before/after school to get to needed 108 credit hours in NY and 120 needed hours in CT.  This credit accumulation needs to be very carefully monitored. Scholars without intervention needs would be able to do other things (e.g.: more electives, labs, AP study blocks, etc.)   Other Credit Info   * In NY, Composition counts for all 3.5 years of needed general electives; in CT, Composition counts for 1 year of needed Humanities electives and any additional general elective requirements. * In CT, scholars will fulfill 2 years of Career and Life Skills credits with their College Readiness Seminar course (0.5 credits in grades 9-11; 1 credit in grade 12) | Required |  |

\*all instructional minute recommendations assume scholars working bell-to-bell and do not count transitions in this guidance