



Achievement **First**

GREENFIELD

OVERVIEW

Spring 2017

KEY QUESTION:

What are the four pillars of the Greenfield Model?

Explain each at a high level.



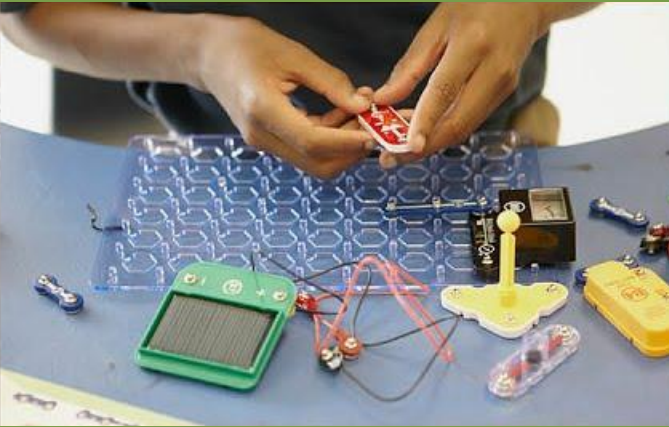
To best prepare our students, Greenfield aims to achieve four outcomes:



**Accelerated
Academics**



**Student
Investment &
Self-Direction**



**Excellence in
Enrichment**



**Awesomely
Powerful
Community**

TO BEST PREPARE OUR STUDENTS, GREENFIELD AIMS TO ACHIEVE FOUR OUTCOMES:



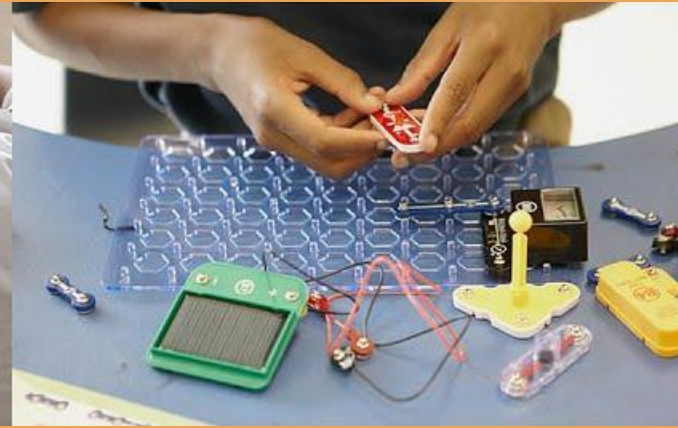
ACCELERATED ACADEMICS

Our students will achieve the highest levels of academic achievement, the kind of excellence that will result in students passing 6-10 AP classes by graduation, ranking with top students around the world on PISA, and performing at high levels in the country's top universities.



STUDENT INVESTMENT and SELF-DIRECTION

Students are deeply invested in success at school, setting and owning their goals, and developing the Life Habits that promote productive and joyful lives: personal growth, drive, empathy, gratitude, teamwork, and curiosity.



EXCELLENCE IN ENRICHMENT

We offer students a chance to experience the joy of passionately pursuing an area of enrichment beyond traditional academics. Students will attain showcase quality excellence Music or STEM Inventions and Dance or Martial Arts.



AWESOMELY POWERFUL COMMUNITY

Our students, staff, and families will exhibit an unstoppable level of shared commitment, joy, and drive — consistently celebrating each other and affirming the school's values and inspiring each other to push on in pursuit of their dreams.

YOUR TURN:

What are the four pillars of the Greenfield Model? Explain each at a high level.

What pillar most excites you?



MODEL DEVELOPMENT



KEY QUESTIONS:

Why did we develop the
Greenfield Model?

How did we develop the
Greenfield model?



MODEL DEVELOPMENT: WHY GREENFIELD?

As proud as we are of the achievement of our current students and schools, we think we can do even better ...

We set out on this design effort because we wanted to our students and staff to deeply love school, be fully ready for college in both with academic and social emotional skills, and to better leverage the power of technology. We also wanted to gather insights from our current students and parents, and leverage best practices across the country.



IDEO



MODEL DEVELOPMENT: THE PROCESS

• DREAM BIG

• SET DIRECTION

• GO DEEP

• MAKE IT AWESOME

MODEL DEVELOPMENT: SOURCES OF INPUT & INSPIRATION

35

STUDENTS & PARENTS

Home Stay Visits w/ Families

Parent & Student Panels

1st Generation College Students

AF Student Lunch Chats

School Tours Led by Students

30

TEACHERS & STAFF

Operations

Teachers

Principals

Deans

45

EXPERTS & ANALOGOUS

Education

Brain Science

Aerospace

Business

70+

ACHIEVEMENT FIRST

Deep Dive Sessions

One-on-One Interviews

Direction Team



MODEL DEVELOPMENT: LEARNING FROM THE BEST

SUMMIT

SDL
EXPEDITIONS
PLP

BASIS

CURRICULAR
PITCH
CONTENT
EXPERTISE

VALOR

SEL
CIRCLES

HIGH TECH HIGH

EXPEDITIONS
PROJECTS

SUCCESS

HIGH BAR
CLOSE READING

AF ENY

IR CULTURE

UNCOMMON

COACHING (SEE
IT – NAME IT –
DO IT)

EXCEL

BEHAVIOR
SYSTEM
EXPECTATIONS

MODEL DEVELOPMENT: THE PROCESS

- **Phase 1 (January-July 2014)**
Brainstorm, Research, Design Initial Blueprint (w/ IDEO)
- **Phase 2 (August 2014 -July 2015)**
Prototype, Small Pilots, Evolve and Build Model Components
- **Phase 3 (August 2015-July 2016)**
Large Scale Pilots and model iteration at K, 5th & 6th at Elm City
- **Phase 4 (August 2016-July 2017)**
Expand model at Elm City to K-6, continue to iterate
- **Phase 5 (August 2017-)**
Expand model to other AF schools, continue to iterate



YOUR TURN:

Why did we develop the
Greenfield model?

How did we develop the
Greenfield model?



LESSONS LEARNED



KEY QUESTIONS:

What lessons have we learned in executing Greenfield?

How are we adjusting 18-19 to learn from these mistakes?



Lesson	Mistake	Future Plan
Get the Core Culture foundation right: Common Picture, Scholar Habits, Week 1-6, Merit-Demerit, Attendance, Detention, Removal-Re-entry	Messaging and training gave the message that the Core was less important or that the enhancements were replacements v. enhancements. We focused more on the “new” rather than really winning on weeks 1-6.	Same training time / emphasis on week 1-6 and core culture core as AF classic schools. Win on this!
Build and cultivate a very strong adult culture: Clear norms, strong staff rituals (including circles),	Especially in “conversion” school, under-estimated the amount of adult culture work necessary. Change made it hard – and some cracks emerged. We also hired some folks from year 1 who probably shouldn’t have been there.	Prioritize adult culture work – norms, rituals (including circles). Hire for culture – including strong opt outs.
Win on Independent Reading. We got behind early. We didn’t focus on matching books to readers, motivation.	We thought of IR as the “easiest” to teach and put our weakest players there. We allowed kids to get way behind.	Make sure IR folks are jazzed about their role to match kids to books and MOTIVATE. Potentially move IR to goal coaches.
Close Reading. We took too long to master the basics.	We didn’t full align to the Kagan/Lavinia version at first, and that made it harder to row fast. We focused too much on the Q&A moments	Pacelines built around common mistakes ... Tightly aligned to core AF close reading

Lesson	Mistake	Future Plan
Define SDL excellence and go after it. Very few SDL classes approached excellence, and many were often off vision.	We thought of SDL as “basic” and did initial solid training. SDL teachers saw guidance as optional / didn’t fully “get” what great SDL was.	Strong training on beliefs / rationale and tactics – especially rapid feedback – of SDL. Use clear coaching guide to push towards excellence.
Prioritize goal teams. Many goal teams had low expectations for core behavior and a more “casual” feel. Few goal teams met vision.	The dean job didn’t match the dean skill. We didn’t give enough time for goal teams, and we didn’t fully learn from Valor (tried a bootleg version).	We are putting a strong dean against this, ensuring 50 minutes/day matching how other classes work, and deeply partnering with Valor.
Get on pace – stay on pace. In too many subjects, it became normalized to be behind pace.	We didn’t always set the paelines correctly to start the year, so then it made it harder to hold the line. Teachers didn’t have the mindsets or skills to drive to paelines, and coaches didn’t support / hold accountable.	Set paelines based on historical data – and with greater spread of adv, prof, appr. Intentional skill-build/moves around teacher skill in driving to goals. Math SDL & IR SDL Summer work.
GR & Fluency Interventions. Too many kids struggled with basic reading and didn’t move fast enough	Interventions weren’t as baked into the core program, and we didn’t coach and monitor them tightly enough.	Interventions clearly built into the model. Emphasis of principal & RS to ensure strong coaching.

KEY QUESTIONS:

What lessons have we learned in executing Greenfield?

How are we adjusting 17-18 to learn from these mistakes?



ACCELERATED ACADEMICS: Scopes & Sequences



KEY QUESTIONS:

- How did we build our S & S? What connections were we intentionally trying to build in?
- Explain the concept of paeline.
- What is happening on both sides of a classroom?





ACCELERATED ACADEMICS: KEY COMPONENTS

RIGOR PITCH → S&S CREATION FROM
CCSS, NGSS, CORE KNOWLEDGE

PACE-LINE CONCEPT

WORLD & WORD KNOWLEDGE

INDEPENDENT (SELF-DIRECTED)

ADVANCED: FURTHER & DEEPER

SMALL CLASS (16-18)

FEEDBACK FREQUENCY & REDO

ROBUST INTERVENTION BUILT IN – NOT “ADD ON”

SUMMER & BREAK LEARNING

ACCELERATED ACADEMICS: RATIONAL, RIGOR PITCH, S&S ALL CONTENT AREAS

- Accelerated Scopes & Sequences
- Floor is Common Core, NGSS, Core Knowledge
- Pitch for all students to pass 6-10 APs in high school

INTENTIONAL CONNECTIONS

- Humanities (Close Read, Seminar, Writing, Humanities SDL) all intentionally linked
- Science (Science, Science SDL) linked
- Math (Math, Math SDL) are linked with fluency, conceptual understanding, and problem-solving
- Word and World Knowledge
- Diversity and Relevance



ACCELERATED ACADEMICS: Class Structure & Pacing



ACCELERATED ACADEMICS: BLOCKS AND PAIRINGS

Class pairings

- Math w/ Math SDL
- Close Reading with IR
- Writing with Hum. SDL
- Science w/ Sci SDL

Lead Teacher working
with students on a
science lesson

Instructor coaching students as they work
on their science SDL.



ACCELERATED ACADEMICS: SMALLER CLASS SIZE

On average, a GF class size is 16- 18 students compared to closer to 28-32 across the rest of the AF Network

When students aren't working with a lead teacher in a small group of 18 (which are sometimes broken down even more), they are working independently or getting 1-on-1 support.



ACCELERATED ACADEMICS: DAILY SCHEDULE (STUDENT)

7:15 AM	7:40 AM	Breakfast & Morning Work
7:40 AM	8:20 AM	SCIENCE INVESTIGATION
8:20 AM	9:00 AM	SCIENCE SDL
9:00 AM	9:40 AM	Enrichment #1
9:40 AM	10:20 AM	WRITING
10:20 AM	11:00 AM	HUMANITIES SDL
11:00 AM	11:40 AM	CLOSE READING
11:40 AM	12:20 PM	INDEPENDENT READING / Grammar
12:20 PM	1:00 PM	Lunch / Recess
1:00 PM	1:55 PM	Goal Team/Compass Circle
1:55 PM	2:35 PM	MATH PROBLEM SOLVING
2:35 PM	3:15 PM	MATH SDL
3:15 PM	3:55 PM	Enrichment #2
3:55 PM	4:00 PM	<i>Pack & Dismissal</i>
4:00 PM	4:45 PM	Afterschool Intervention (Math)



ACCELERATED ACADEMICS: DAILY SCHEDULE (LEAD WRITING TEACHER)

7:15 AM	7:40 AM	Breakfast Duty
7:40 AM	8:20 AM	TEACH WRITING
8:20 AM	9:00 AM	
9:00 AM	9:40 AM	PLANNING
9:40 AM	10:20 AM	TEACH WRITING
10:20 AM	11:00 AM	
11:00 AM	11:40 AM	IPP/LASW
11:40 AM	12:20 PM	
12:20 PM	1:00 PM	PLANNING
1:00 PM	1:55 PM	Goal Team/Compass Circle
1:55 PM	2:35 PM	TEACH WRITING
2:35 PM	3:15 PM	
3:15 PM	3:55 PM	OFF SCHEDULE IS 7:15AM - 3:15PM)
3:55 PM	4:00 PM	
4:00 PM	4:45 PM	



ACCELERATED ACADEMICS: THE PACELINE

- A paceline shows how a scholar should be performing in each class at a given point in time (set in weekly intervals).
- Pacelines are set based on where a scholar should be at each grade level in order to succeed on EOY assessment and be fully college ready.
- Paceline targets increase over the course of the year as we push scholars to do their best work.



PACE LINES	CORE CLASS	SELF-DIRECTED LEARNING
MATH	<p>Standards Mastery: Pace line set on # of standards mastered so far in the year</p> <p>...</p> <p>Weekly quiz on 1-2 standards (mastery if 2/2 or $\frac{3}{4}$) ... teacher can give redo quizzes (from item bank) on any standard for mastery</p>	<p>Zearn Lesson Completion/Mastery: Pace line set on # of lessons finished. To be on pace. Students need to do five Zearn lessons/week. (Students also need to complete 20 Zearn lessons over the Summer to be on pace.)</p>
HUMANITIES	<p>Close Reading:</p> <p>Student mastery of keys on scope and sequence (ID genre/GBTJ, central idea, invest in prompt, complete and accurate answer, best evidence, explain evidence, clarity of thought) ... average of last three quizzes</p> <p>--</p> <p>Student overall score on MC + OE on the last three quizzes</p>	<p>Number of Words Read: Number of words read. School Year: Accelerated Reader: Student can take quiz after showing reading log & getting teacher approval. Summer: Lightsail: embedded quizzes monitor words read.</p> <p>+</p> <p>Wordly Wise: Number of Wordly Wise vocabulary lessons mastered.</p> <p>NOTE: in 5th grade we will pilot monthly vocab quizzes that are not part of paceline.</p>
WRITING / IND. READING	<p>Writing: Every other week, a PBA piece scored to a rubric, must meet key rubric goals over the year</p> <p>+</p> <p>Grammar and Sentence Fluency Skills Standards Mastery (all regions): Pace line set on # of standards mastered so far in the year.</p> <p>...</p> <p>Weekly quiz or unit assessment on 1-2 standards (mastery if 2/2 or $\frac{3}{4}$) ... teacher can give redo quizzes on any standard for mastery. <i>(Assessment frequency and format TBD)</i></p>	<p>Module Mastery: Pace line set on # of modules mastered/year. To master a module, S must complete playlist, get study guide quality checked, pass 3 question oral quiz, and score an 80 or above on SDL quiz. (Advanced requires doing “go deeper” modules as well.)</p>
SCIENCE	<p>Unit Assessment Average: Science mastery is more of a traditional assessment/average. To be “on pace” students must score a set % or higher on unit assessments (given every 3-4 weeks).</p>	<p>Module Mastery: Pace line set on # of modules mastered/year. To master a module, S must complete playlist, get study guide quality checked, pass 3 question oral quiz, and score an 80 or above on SDL quiz. (Advanced requires doing “go deeper” modules as well.)</p>

Accelerated Academics: Pace Line Reporting

Humanities SDL Pace Line



Select Grade

Select College

Select Goal Coach

Select Proficiency

Set Week for Thresholds

Proficiency Summary

	Advanced	Proficient	Approaching Proficient	Not Proficient
% of Students	32.3%	43.5%	22.6%	1.6%
# of Students	20	27	14	1

Thresholds

Advanced	Proficient	Approaching Proficiency	Not Proficient
9	7	5	

Student Summary (click student to display individual assignment grades below)

Sort By

Last Name	First Name	Grade	College	Goal Coach	Total Complete	Hum. Proficiency	+/- Proficiency Target	-----Weekly Lessons Completed-----							
								21	20	19	18	17	16	15	14
Hargrove	Tyshaun	5	Albertus	Morgan Evans	2	Not Proficient	-5	0	0	0	0	0	0	0	0
Jinks	Travis	5	Albertus	Tanesha Forman	6	Approaching Proficient	-1	0	0	0	0	0	0	0	2



Accelerated Academics: Example Paceline

Math SDL Pace Line

?

Select Grade

Select College

Select Goal Coach

Select Proficiency

Set Week for Thresholds

4

(All)

(All)

(All)

18 (12/19/16)

Proficiency Summary

	Advanced	Proficient	Approaching Proficient	Not Proficient
% of Students	62.5%	3.1%	6.3%	28.1%
# of Students	40	2	4	18

Thresholds

Advanced	Proficient	Approaching Proficiency	Not Proficient
70	66	62	
<div></div>	<div></div>	<div></div>	<div></div>

Student Summary (click student to see individual assigment grades below)

Sort By

Last Name

Student ID	Last Name	First Name	Grade	College	Goal Coach	Total Passed	+/- Proficiency Target	Math Proficiency
160210007	Achigasim	Jaikin	4	Macalester	Amelia Tatarian	135	69	Advanced
120210013	Alvarez	Ismael	4	ASU	Courtney Cayer	88	22	Advanced
120210014	Apanecatl	Melissa	4	ASU	Kellee Beachy	78	12	Advanced
120210017	Bordeaux	Au'mariah	4	Macalester	Tessa Malcarne	64	-2	Approaching Proficient
120210018	Brantley	Kalani	4	ASU	Donavan Tracey	66	0	Proficient
110210013	Brown	Makyla	4	ASU	Courtney Cayer	75	9	Advanced

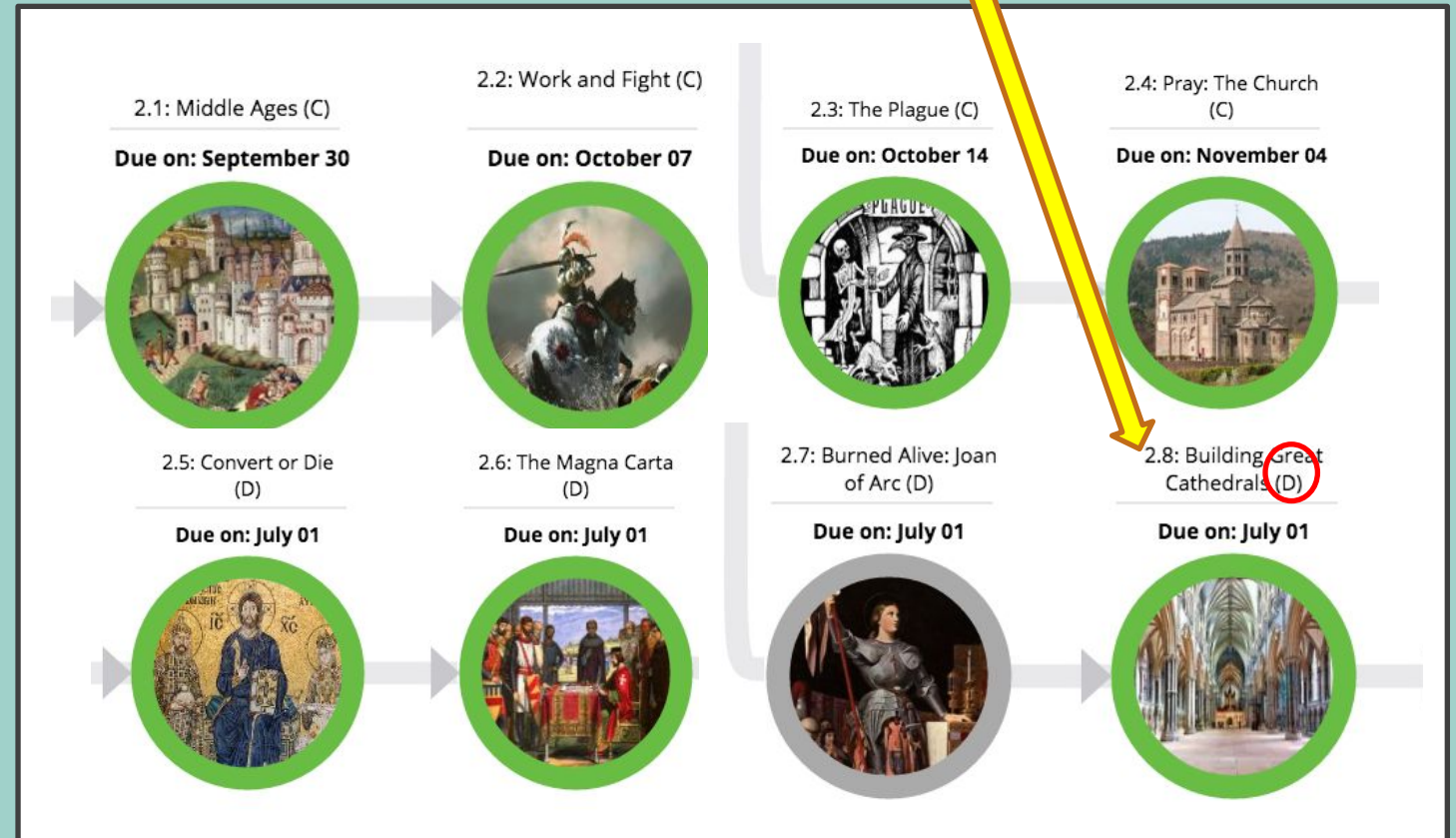
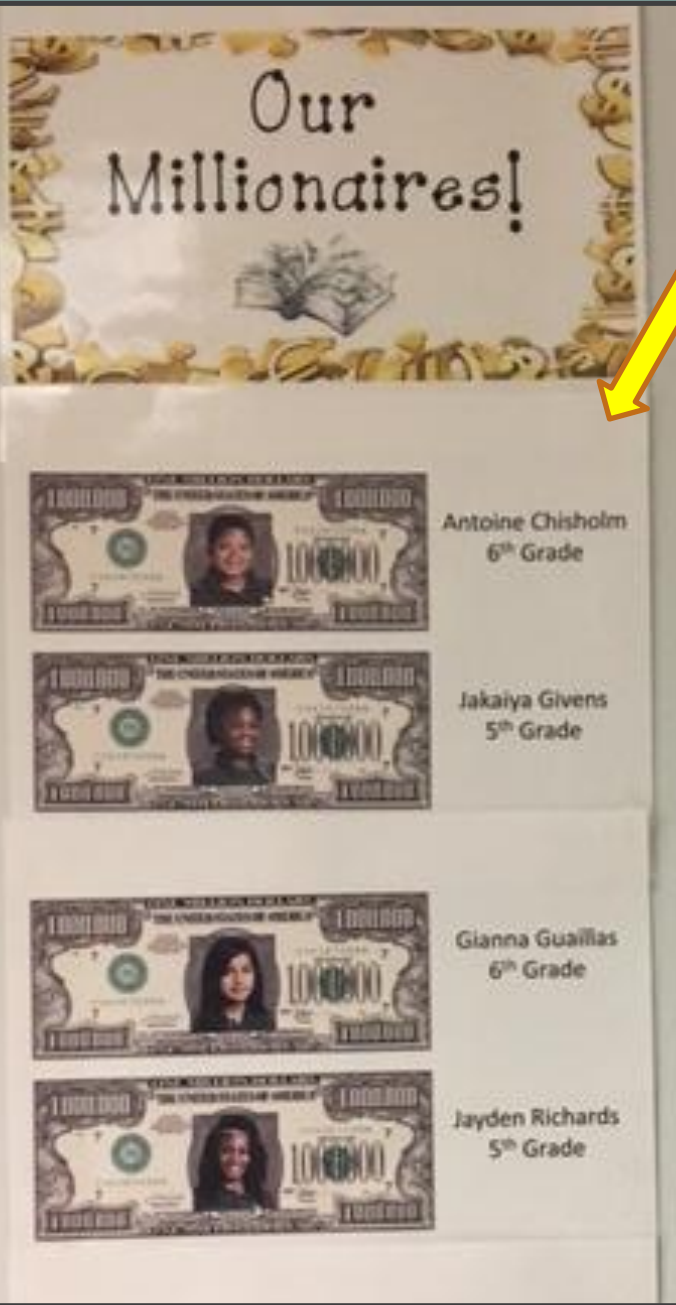
ACCELERATED ACADEMICS: ADVANCED PROFICIENCY

Faster:

Students can Race Ahead, doing more lessons in Math SDL or reading more words in IR.
Look at our millionaires!

Deeper:

Students have Core modules (C) that they must do
And Deeper modules (D) where they can choose
which ones to do. We are also working to make
many go deeper take the form of self-directed
projects / investigations.



YOUR TURN:

- How did we build our S & S? What connections were we intentionally trying to build in?
- Explain the concept of paeline.
- What is happening on both sides of a classroom?



ACCELERATED ACADEMICS: Self-Directed Learning (SDL)



KEY QUESTION:

- How does self-directed learning (SDL) work?



ACCELERATED ACADEMICS: SDL OVERVIEW

**Move
through a
playlist of
online
content**

**Take notes
with your
study guide**

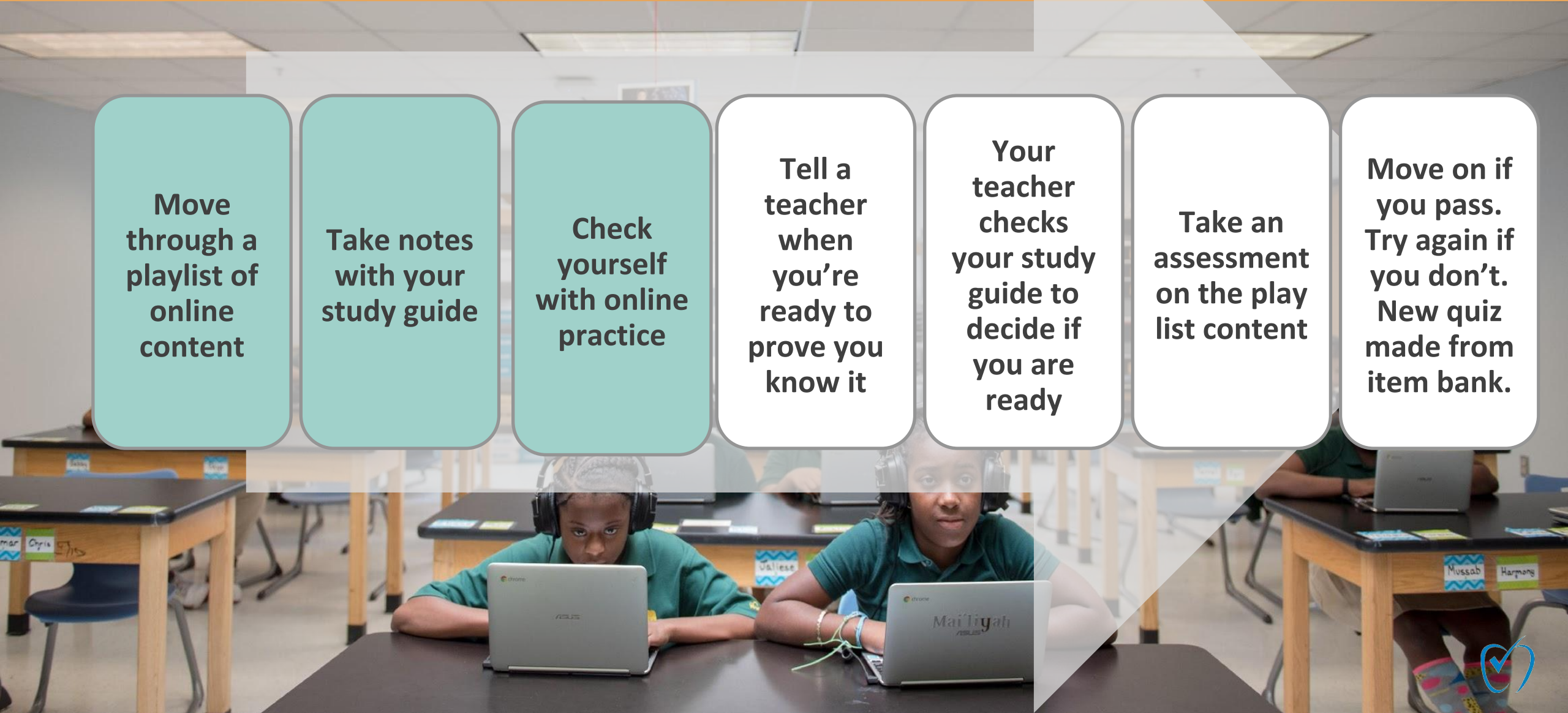
**Check
yourself
with online
practice**

**Tell a
teacher
when
you're
ready to
prove you
know it**

**Your
teacher
checks
your study
guide to
decide if
you are
ready**

**Take an
assessment
on the play
list content**

**Move on if
you pass.
Try again if
you don't.
New quiz
made from
item bank.**



ACCELERATED ACADEMICS: SDL LEARNER PLAN

Each circle leads students to a playlist comprised of readings, videos and more to assist them in mastering content.

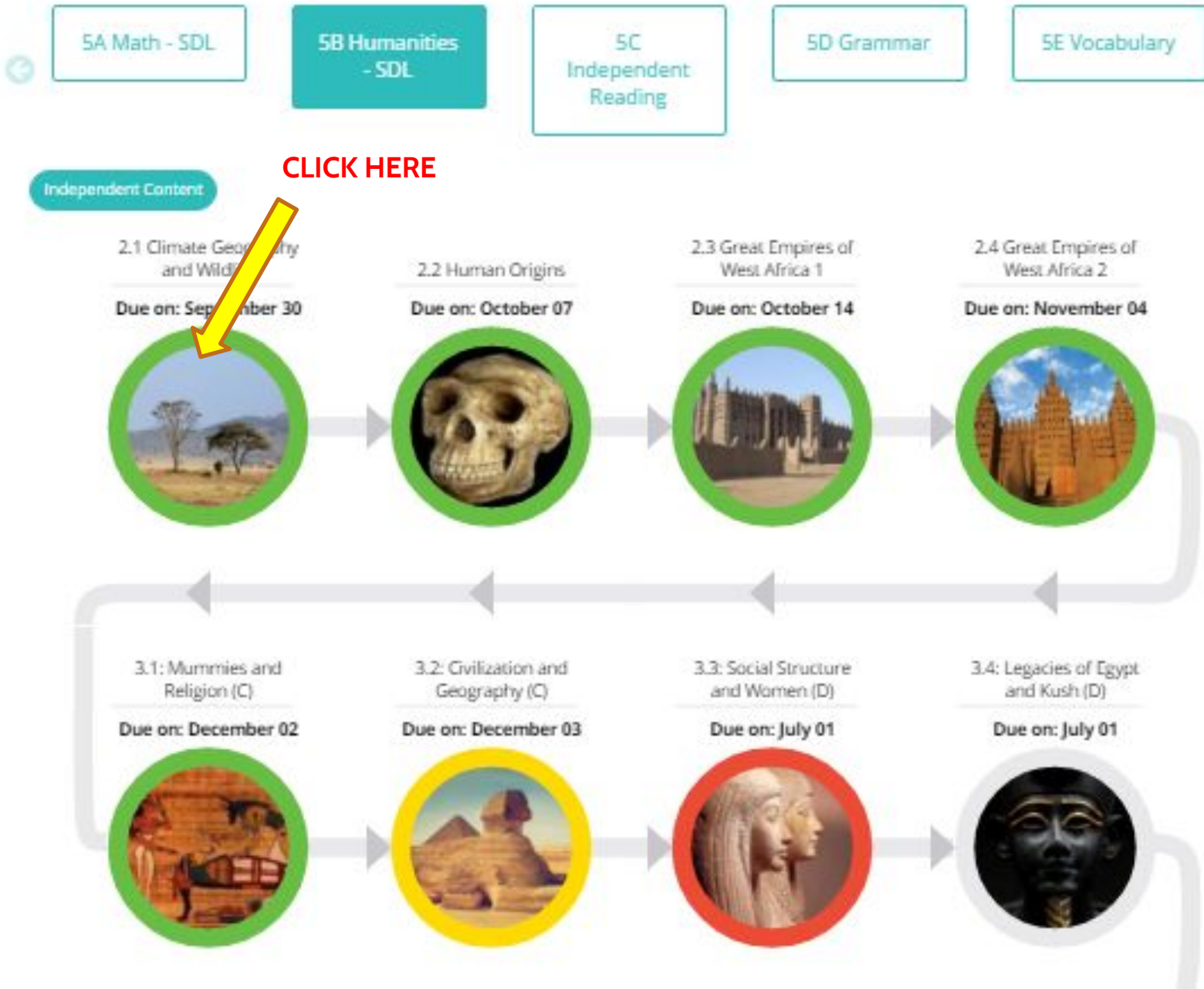
Green indicates the student has mastered the content

Yellow indicates the student is near mastery

Red indicates that the student has not mastered the content and that the playlist is past due.

Gray indicates the student has not started the content and it is not past due.

Mia Clint's Learner Plan





My 2.1 Climate Geography And Wildlife Playlist

Big Questions:

What are the four main climates of Africa like, and what animals survive in them?

What challenges and opportunities do Africa's climates present for humans?

Key Vocabulary:

tropical

equator

climate

arid

prey

CLICK HERE



INTRODUCTION

Text: Think About It

Why does Africa have animals that do not exist in any other parts of the world?



Text: Module Intro

Preview the topics we'll learn about in this module.



Key Vocabulary

Learn the key vocabulary you'll use in this module.



Vocabulary Practice

Practice the vocabulary you just learned.



PART 1- AFRICA'S CLIMATES AND GEOGRAPHY

Text and Map- Africa's Climate Zones and Geography

Africa is a huge continent with many different environments. Learn about four of the major ones.



ACCELERATED ACADEMICS: ONLINE SDL PLAYLIST

Playlist Features:

- Big Questions & Key Vocabulary
- Links to high quality texts, videos, simulations, games, and other materials for a particular topic



ACCELERATED ACADEMICS: PLAYLIST CONTENT & HARD COPY SPIRAL STUDY GUIDE

Africa's Climates and Geography: Text and Map

Think about some of the animals that exist in Africa. There are elephants, lions, giraffes, and apes. Our continent, North America, does not have these animals. Can you imagine what it would be like to look out the window right now and see a giraffe walking down the street?!

Some animals exist in some parts of the world, but nowhere else. They can only survive in certain places. Africa has many animals that cannot survive anywhere else.

A Huge Continent with Many Climate Zones

Africa is the second-largest continent in the world. (Asia is the largest.) It is big enough that you could put the United States, Europe, China, and most of India inside its borders. But Africa's size isn't the only remarkable thing about it.

Africa has many different climates. The word **climate** means the usual weather and environment in a place over the course of the year. Some people think Africa is all deserts or all rainforests. This is not true. Parts of it are close to the equator, where it is very hot. Parts of it are closer to the South Pole, where it is colder.



Africa has four major climate zones. They are deserts, the Sahel, Different types of plants and animals live in each area. These climate zones have unique environments. The environments in each one support the lives of different animals. Many of these animals cannot exist in other climate zones. Remember, humans are animals, too! Some of the climate zones support the lives of humans. Some of the climate zones are challenges for humans.

This module will teach you about the climate zones and how different animals (humans, too!) live there.

Climate Zone: Deserts

Africa has two deserts. The Sahara Desert is the



Early African Kingdoms 1: Climate, Geography, and Wildlife

Study Guide B

Name: _____

Date: _____

Introduction:

Question	Notes
Think About It: 1. Africa has many animals that are not found anywhere else in the world. Planet earth is such a big place! Why is it that these animals live only in Africa?	I think that there are many animals that only live in Africa because _____ _____ _____ _____ _____

2. This content module will focus on answering the following big questions. Rate your knowledge of this topic by checking the box that best describes how well you are already able to answer each question.

Big Question	This is totally new to me...	I've heard about this...	I know a lot about this...
What are the four main climates of Africa like, and what animals survive in them?			
What challenges and opportunities do Africa's climates present for humans?			

ACCELERATED ACADEMICS: TEACHER RAPID FEEDBACK

4th Grade Unit 5: Module 1 (B)

Summary (Directions: Read the question below. Answer the question with a claim. Find two pieces of evidence to support your claim and write the source where you found this evidence.)

Question: Which of Earth's systems include rivers and lakes?

Claim: Earth's system that includes
Rivers and lakes are ^{is the} hydrosphere.

Evidence 1: All of Earth's water on
earth's surface → Fragment. Say more here.
makes up the hydrosphere. (OK)

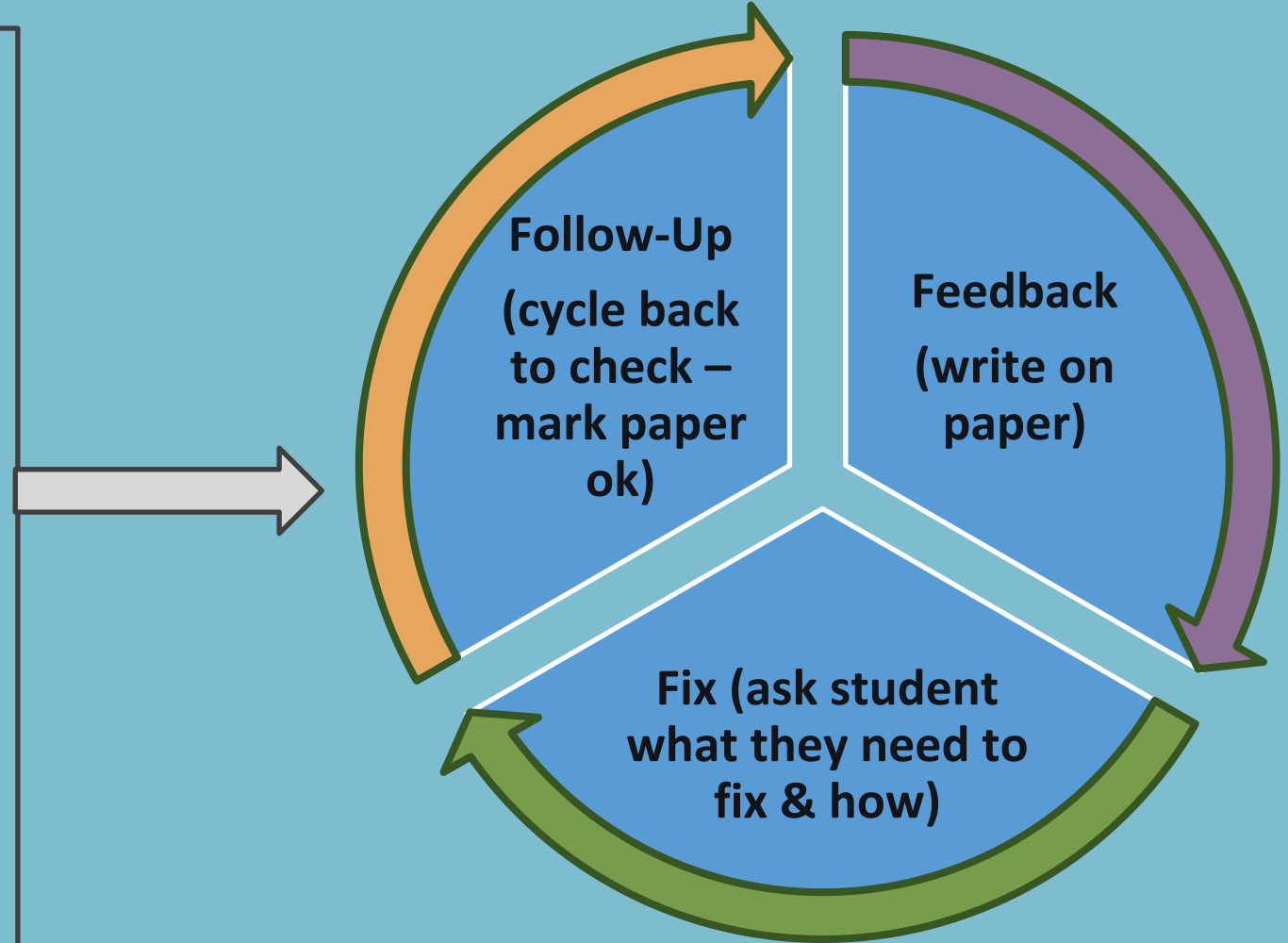
Source: Earth's Four Systems.

Evidence 2: The hydrosphere includes
all of the water on earth.

Source: Earth's 4 Systems.

Part 2: Interpreting Maps

Question	Notes
12. What are three parts of a map that help you interpret information?	<u>Three parts of the map that helps you interpret directions</u> ^{is the} <u>compass rose, map legend, and scale bar.</u>



ACCELERATED ACADEMICS: SDL OVERVIEW

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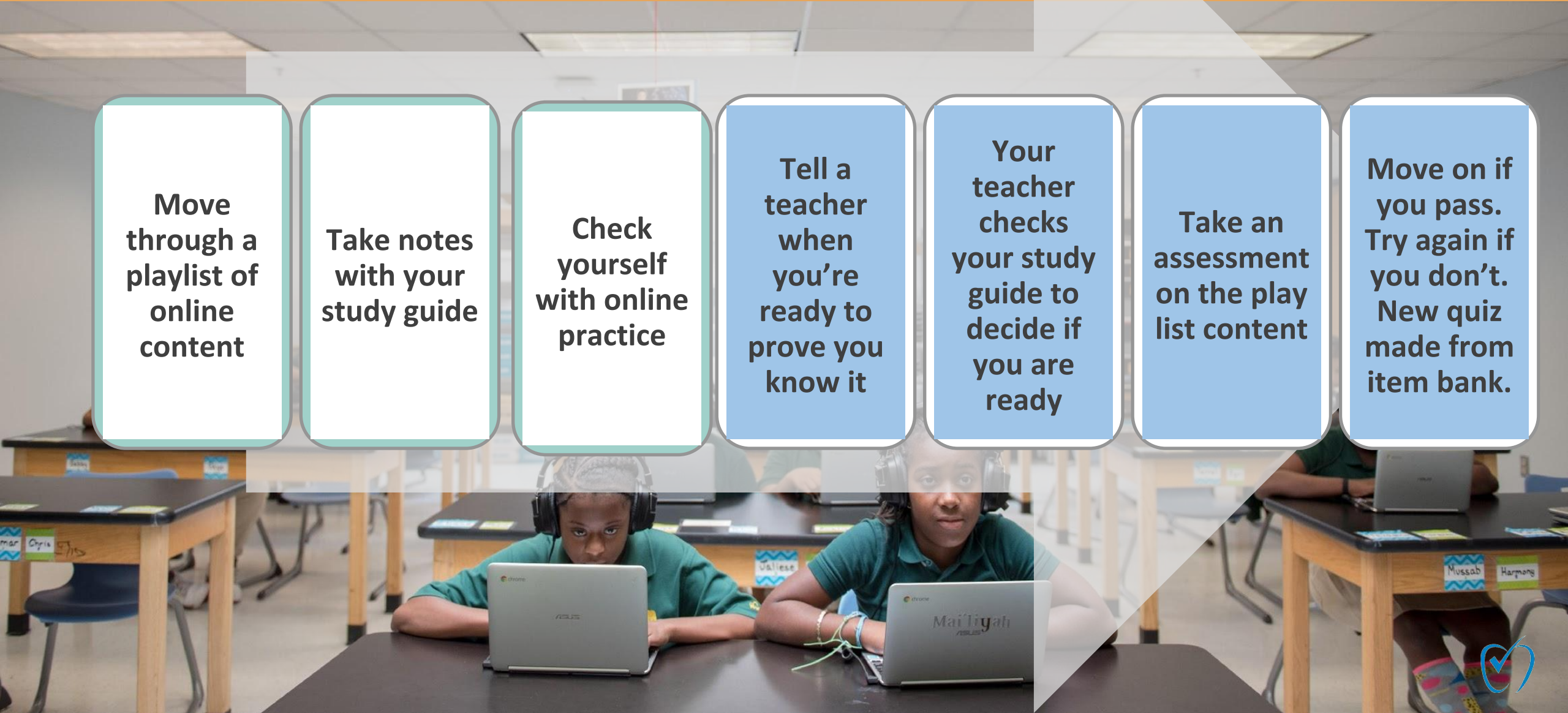
Check
yourself
with online
practice

Tell a
teacher
when
you're
ready to
prove you
know it

Your
teacher
checks
your study
guide to
decide if
you are
ready

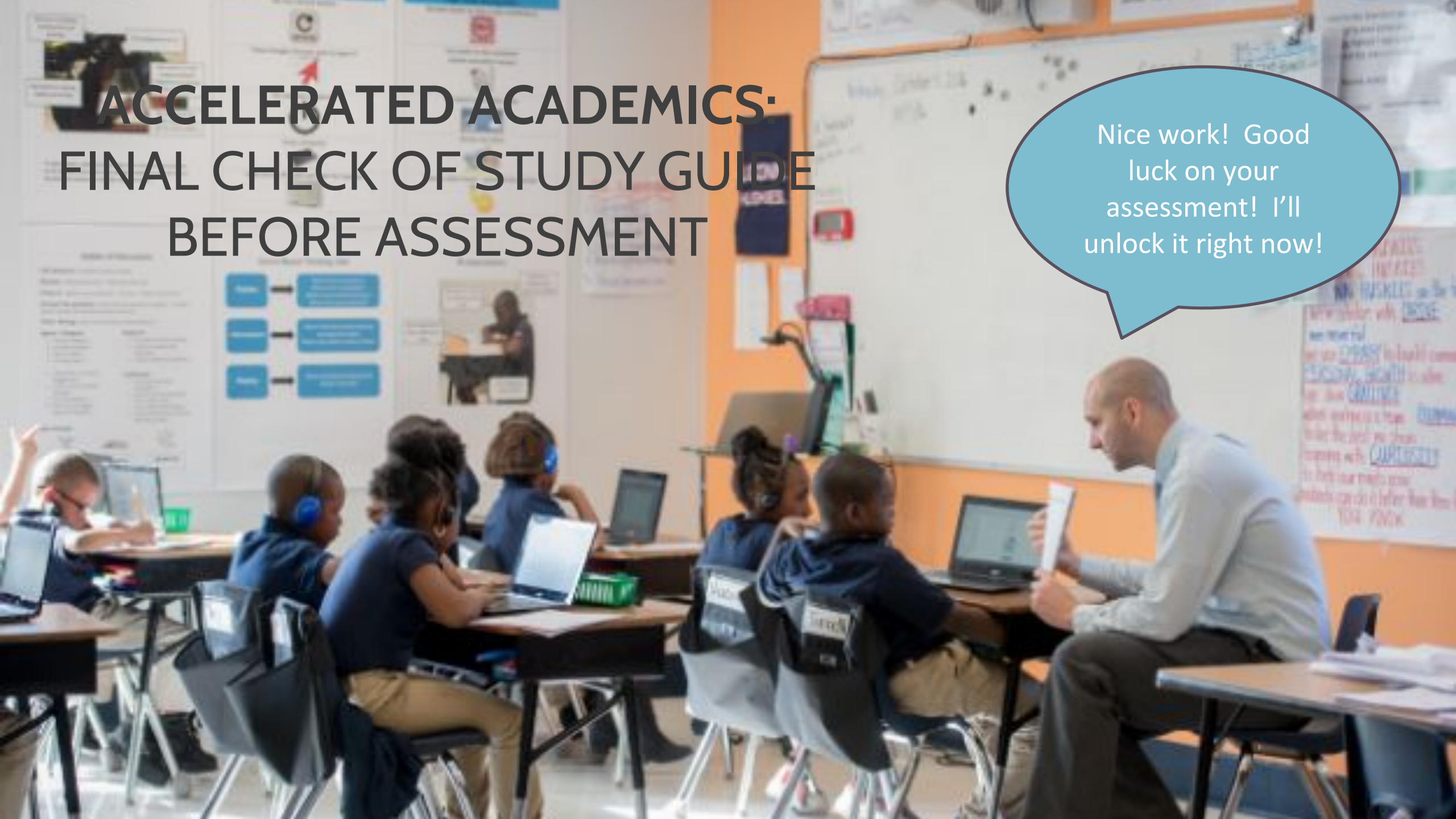
Take an
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on the play
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Move on if
you pass.
Try again if
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New quiz
made from
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ACCELERATED ACADEMICS: FINAL CHECK OF STUDY GUIDE BEFORE ASSESSMENT

Nice work! Good
luck on your
assessment! I'll
unlock it right now!



ACCELERATED ACADEMICS: SDL ASSESSMENT

UNIT ASSESSMENT: HUM:5:C:1.2 Civilization And Geography



Assessment Title

HUM:5:C:1.2 Civilization and Geography

Instructional Text

Enter your email address and This Access Code: 47R7CEX

Assignment Url

[HUM:5:C:1.2 Civilization and Geography](#)

Students click
here to access
the assessment

Due Date

Friday, August 26, 2016

Reporting Method

Percentile

Mastery: 80

Near Mastery: 70

Common Core Standards

Anchor Standards > College and Career Readiness Anchor Standards for Speaking and Listening > 1



Students login with a
code to take the
assessment

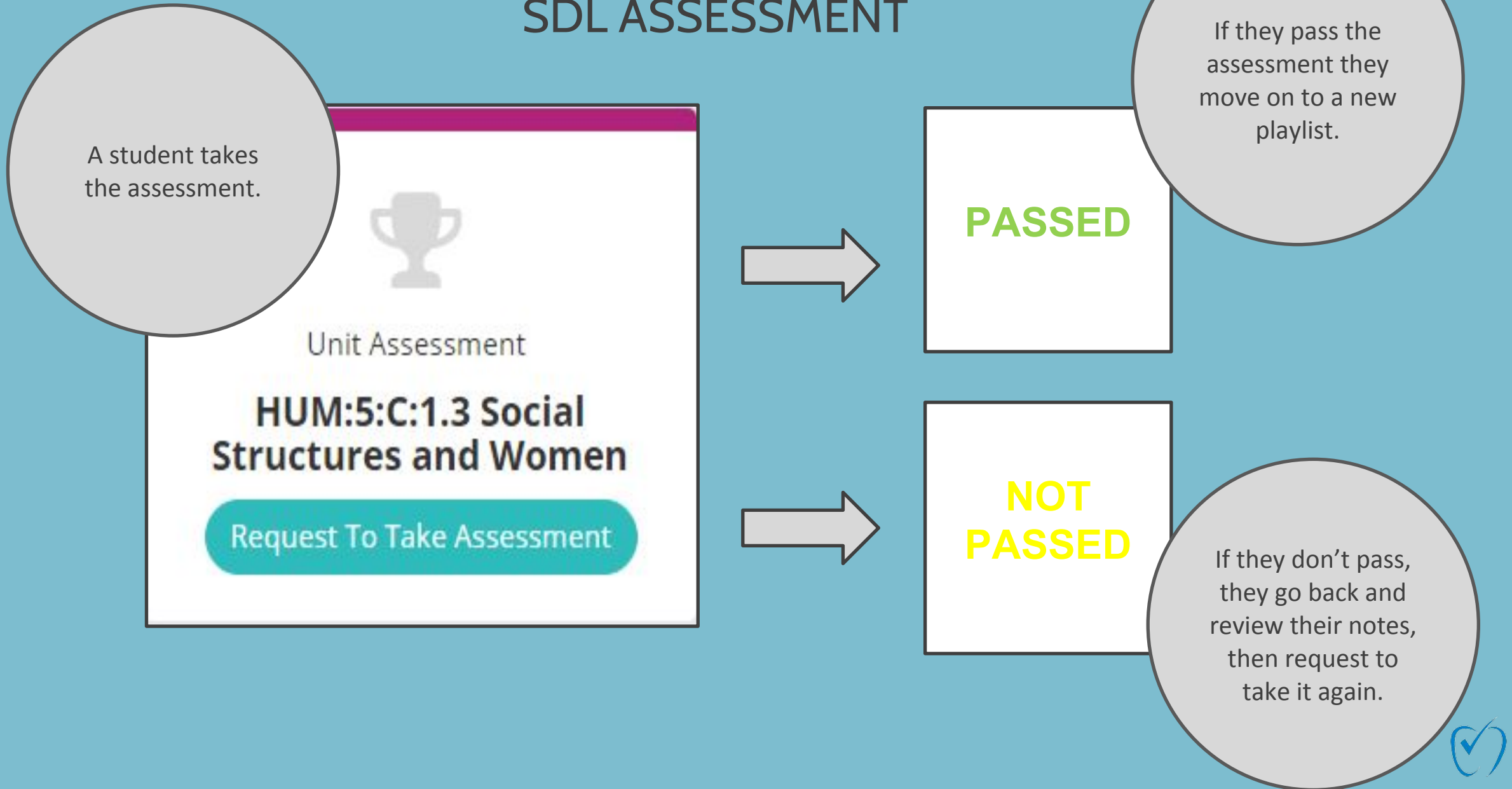
 Student Log In 

 Access Code 

Next



ACCELERATED ACADEMICS: SDL ASSESSMENT



ACCELERATED ACADEMICS: SDL LEARNER PLAN

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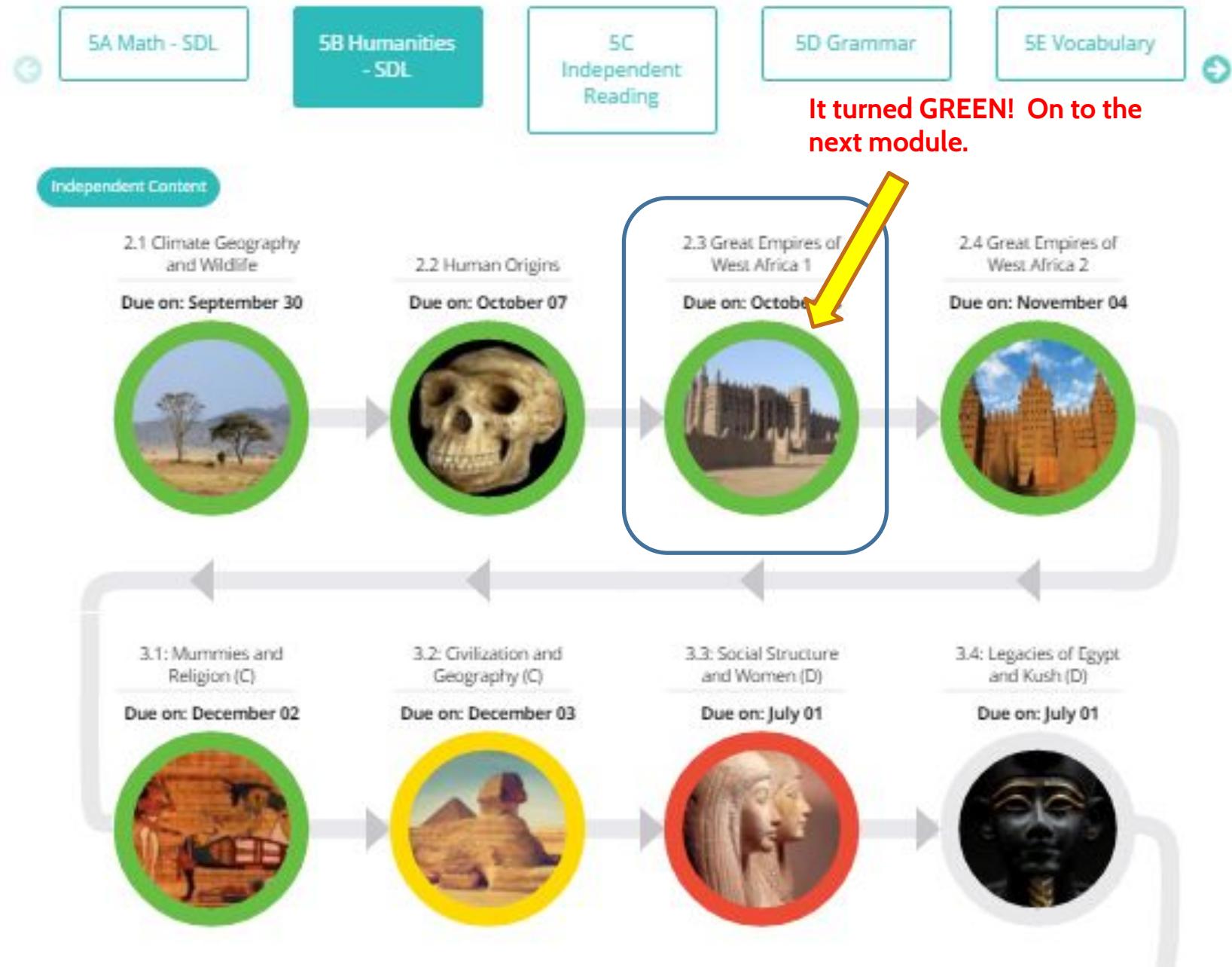
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Mia Clint's Learner Plan



YOUR TURN:

- How does self-directed learning (SDL) work?



KEY QUESTION:

What are the benefits of self-directed learning we are trying to maximize?



ACCELERATED ACADEMICS: SDL BENEFITS

STUDENTS WORKING

Greenfield focuses on students **working with feedback** rather than students sitting in class and listening. We accomplish this through two main modes:

Self-Directed (Independent)

- **Independent Reading**- read on-student-level books of student's choice (30 min)
- **Grammar/typing** - daily practice with core grammar skills using online programs (10 min)
- **Humanities SDL** - word and world knowledge through text, video and interactive features (40)
- **Science SDL** - science knowledge and key concepts through text, video and interactive features (40)
- **Math SDL** - introduction to new concepts and practice through strong, online math programs; focus on Low and Medium-level standards (40-80 minutes daily)

Lead Teacher Lead (Core Class)

- **Close Reading** - daily analysis of rich, rigorous, content aligned texts (40 min) or **Seminar** (rich discussion centered around meaty question)
- **Writing** - daily mini-lesson then writing time; bulk of class is writing + feedback (40 min)
- **Math** - problem solving with selective direct instruction; students tackle complex problems using a variety of strategies, deepen conceptual understanding and strengthen math practices; focus on Medium- and High-level standards (40 min)
- **Science** - daily investigations, close reading or culminating investigations that solidify concepts and build science practices. (40 min)

ACCELERATED ACADEMICS: SDL BENEFITS

FEEDBACK FREQUENCY

High-frequency cycles of feedback and an insistence on redoing work towards a quality bar are critical to student growth and success.

In SDL times, almost the entire class is devoted to one teacher giving rapid feedback to 16-18 students working. (Often, a teacher pulls a group of 3-6 students for even more intensive feedback.)

As time passes we are building self direction skills (see chart on next slide)


4th Grade Unit 5: Module 1 (B)

Part 1: Introduction to Earth's Systems

Question	Notes
6. What four major systems make up Earth?	The four major systems that make up earth ^{are} hydrosphere, biosphere, atmosphere, geosphere.
7. Why do all of Earth's systems include the root word "sphere?"	all of earth's system includes the root word "sphere" because the 4 major systems of earth all have the same shape.
8. What are three examples of the hydrosphere?	The three examples of hydrosphere ^{are} icebergs, the ocean, and the rain.
9. What are two examples of the atmosphere?	Two examples of atmosphere are ^{are} is the air we breath is also part of the atmosphere, and airplanes.
10. What are three examples of the geosphere?	Three examples of geosphere ^{are} are rock, soil, and grass.
11. What are three examples of the biosphere?	Three examples of biosphere ^{are} are ① plants ② animals ③ bacteria

OK
Go back to the text!

Self-Direction Continuum: We de-scaffold when it will Increase FOCUS

<div>Increasing Age, Decreasing Scaffolds</div> <div></div>	Where	Time	What	Content	Support
	In classroom with other class happening on other side of room <i>Usually K-7, with a transition starting to happen in 8th</i>	40 minutes	That subject only ... each subject has a specific time	Content supplemental to core class (very structured study guides)	Heavy teacher coaching and observation to build habits; low teacher-student ratios (18:1)
	In dedicated time and space (but larger room, not necessarily other class & teacher in room) <i>Usually 9th and 10th grade</i>	60-80 minute chunks	Students name in advance what they will work on at each time chunk (must follow what you named you'd do)	Content supplemental to core class (less structured study guides)	Support available in room coaching. Higher student-teacher ratios (24-36:1)
	At school in multiple potential spaces <i>Usually 11th and 12th grade</i>	90-120 minute pre-set chunks	You manage time within a larger chunk ... aligned to a plan	Most content outside of class, no structured guides	Support by regular appointment fairly easily
	Off-site <i>Usually college, with a start in 12th</i>	Manage your own time	You get it done, it's checked at the end of a project	100% online course	College-like - office hours available

YOUR TURN:

What are the benefits of self-directed learning we are trying to maximize?



ACCELERATED ACADEMICS: Intervention & Redo



KEY QUESTIONS:

How many math interventions are there?

When do they meet?

What triggers an intervention? (same for reading)



Accelerated Academics: Intervention & Redo

MATH INTERVENTION

- Interventions are **built into the core schedule**, not an “add on” afterthought
- **For any student NOT on PACE**, we hold daily, **mandatory after school intervention in math** for 50 minutes.
- **Math teacher schedules** are 9-5 and have fewer duties so that they can do daily small-group after-school interventions
- Additional small-group math interventions happen during **SDL time** (after the first 8 weeks of school)
- With after-school (two teachers) and six SDL sections, there are **EIGHT** official intervention slots/day for each grade. As necessary, we can squeeze in additional interventions.
- Students take **redo quizzes** on standards after intervention sessions
- We have a **weekly math intervention** meeting where the math dean assigns teachers (during SDL time + after-school) and lead teachers (after-school); teachers then report back on the % of their group who mastered the standard

Accelerated Academics: Math Intervention

Redo Standards

File Edit View Insert Format Data Tools Add-ons Help

Last edit was made 2 days ago by Allison Barkley

jeffrey.imrich@gmail.com

Comments Share

fx

Date of Redo

	A	B	C	D	E	F	G	H
1	Date of Redo	12/2	12/9	12/16	1/12	1/20	1/27	
2	Standard		OA.A.1	OA.A.2	3.NBT.A.1	NBT.A.2	OA.A.3	OA.A.4
3	Standard Overview		Interpret products of whole numbers	Interpret whole number quotients	Rounding to the nearest 10 or 100	Add/subtract within 1,000	Use multiplication/division to solve word problems	Determine the unknown number in multiplication/division equations
4	Name of Quiz		GF.Math.Redo.3.OA.A.1	GF.Math.Redo.3.OA.A.2	GF.Math.Redo.3.NBT.A.1	GF.Math.Redo.3.NBT.A.2	GF.Math.Redo.3.OA.A.3	GF.Math.Redo.3.OA.A.4
5			3DAU8WN	CF8Z2PE	82WRSXY	KAHV5HN	MX9MRU3	8F8YFM5
6								
7	BU Scholars to Redo		Aunee	Delilah	Stephanie	Delilah	Delilah	Delilah
8			Marcus	Stephanie	Aunee	Marcus	Marcus	Aunee
9			Willow	Aunee	Marcus	Willow	Tamia	Marcus
10			Yerik	Marcus	Willow	Tamia	Shar-Gadiwan	Willow
11			Daliansa	Tamia	Tamia	Shar-Gadiwan	J'Shaun	Tamia
12			Richard	Shar-Gadiwan	Shar-Gadiwan	Silas	Silas	J'shaun
				J'shaun	J'shaun	Mikayla	Mikayla	Silas
				Silas	Silas	Yerik	Yerik	Allison
				Yerik	Mikayla	Ani-yah	Jennifer	Ani-yah
				Jennifer	Yerik	Miguel	Allison	Cassidy
				Allison	Jennifer	Daliansa	Ani-yah	Elijah
				Ani-yah	Jose	Richard	Da'nasia	Daliansa
				Da'nasia	Allison	Kareem	Miguel	Allison
				Miguel	Ani-yah	Timilia	Richard	Richard
				Elijah	Cassidy	Lula	Synia	Daliansa
				Daliansa	Da'nasia	Camille	Camille	Kareem

This tracker is used to list any student who did not master a weekly quiz and requires more support and/or intervention after school.

1st Grade

3rd Grade

4th Grade

5th Grade

6th Grade

Explore

Accelerate Academics: Math Intervention

Weekly Math Intervention 1-Pager

File Edit View Insert Format Data Tools Add-ons Help Last edit was made yesterday at 4:42 PM by Samia Blups

Font: Arial, 12pt, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indentation, Paragraph, Styles, Table, Merge, Split, Freeze, Unfreeze, Print, Save, Undo, Redo, Find, Replace, Help

	A	B	C	D	E	F	G	H	I	J	K
1		2.27-3.2 - 5.NF.1.Whole & NF.1.CommonDenom									
2		Students	Standard(s)	Example Question	Student Misconception(s)	Time	Days	Materials	Assessment	Which students received the intervention? How did they do?	What worked this week? What is not there yet?
3		Lanish, Alexis, Ma'Leiah, Allen (Marquez left early)	5.NF.1.Whole	3 - 1 1/4 (taking from a whole) 2 1/4 + 4 3/4 (sum is a whole number)	Scholars struggle to convert whole numbers or mixed numbers to fractions greater than one. Scholars first need to identify what the denominator should be (same for both numbers), and then use models or multiplication to convert. When the answer is a whole number (i.e. 6 4/4), scholars don't convert 4/4 back to a whole to make 7 wholes.	Afterschool	Tuesday	AB will send	5.NF.1.Whole Redo Quiz on 3/3	Lanish needs to use her strategies. After I had her represent the whole number and then subtract the fraction, she was able to get it right. Alexis is sloppy, she races through without showing her work which causes her to get multiple problems wrong. When she rechecks her work, she is able to see her errors and get it right. Allen takes a long time but shows all work and gets the answers right. He also double checks before he moves on to another problem. Ma'Leiah likes to guess when she does not understand. Have to tell her to show her work. She likes to speed through and gets distracted easily, even with one on one.	
4		Matthew, Travis, Ma'Leiah, Lanish, Fatima	5.NF.1.CommonDenom	-Add 3/8 + 1/5 -Which expressions are equivalent to 3/10 + 2/5?	Scholars have to be able to find multiple common denominators for a set of denominators, but also recognize which of those are the least common denominator. Scholars need to be able to represent their work using multiplication (i.e. 3/10 x 3/3 = 9/30)	Afterschool	Wednesday	AB will send	5.NF.1.Common Denom Redo Quiz on 3/	Matthew understands does not down tends to miss	
5		None - Unless clean-up from earlier in the week				Afterschool	Thursday	AB will send	5.NF.1.Common Denom Redo Quiz on 3/		
6											
7											

This tracker is used by math teachers to track the work students need to do during afterschool math intervention.

Accelerated Academics: Intervention & Redo

ELA INTERVENTION

- Interventions are **built into the core schedule**, not an “add on” afterthought
- **We assess every student at the start of the year and at mid-year** in core reading using the STAR reading assessment and a simple oral reading fluency test; in addition, we get the STEP (or F & P) level of every student
- **K-3: All students have Guided Reading** as part of the regular schedule, and we use the assessment data to determine groupings.
- **4-8: Any student falling below the assessment trigger gets Guided Reading instead of Science SDL**; these students are then assessed monthly and stay in intervention until they meet the trigger
- **K-2: All students have daily phonics** instruction (though advanced 2nd graders can place out) as part of the core schedule.
- **3-8: Any student falling below oral reading fluency triggers gets fluency intervention instead of the 2nd enrichment block**; these students are formally assessed monthly and stay in intervention until they meet triggers.

Accelerated Academics: Intervention & Redo

REDO

- Students scoring <80% on daily math cumulative review must redo their work; this HW is graded daily by the SDL teacher and returned @ the end of SDL time with either a “nice job” & check/sticker ... or the redo problems clearly marked. The SDL teacher keeps a Google doc of all redo assignments needed.
- Students must redo SDL work until it meets standard before taking a quiz
- If students do not pass a quiz, they study and re-take (redo) it, using their study guide.
- Close reading teachers support strong student writing through show calling exemplary student work ... and giving time for students to redo their writing during class. If students are not showing effort in Close Reading, they must redo the work.

YOUR TURN:

How many math interventions are there?

When do they meet?

What triggers an intervention? (same for reading)



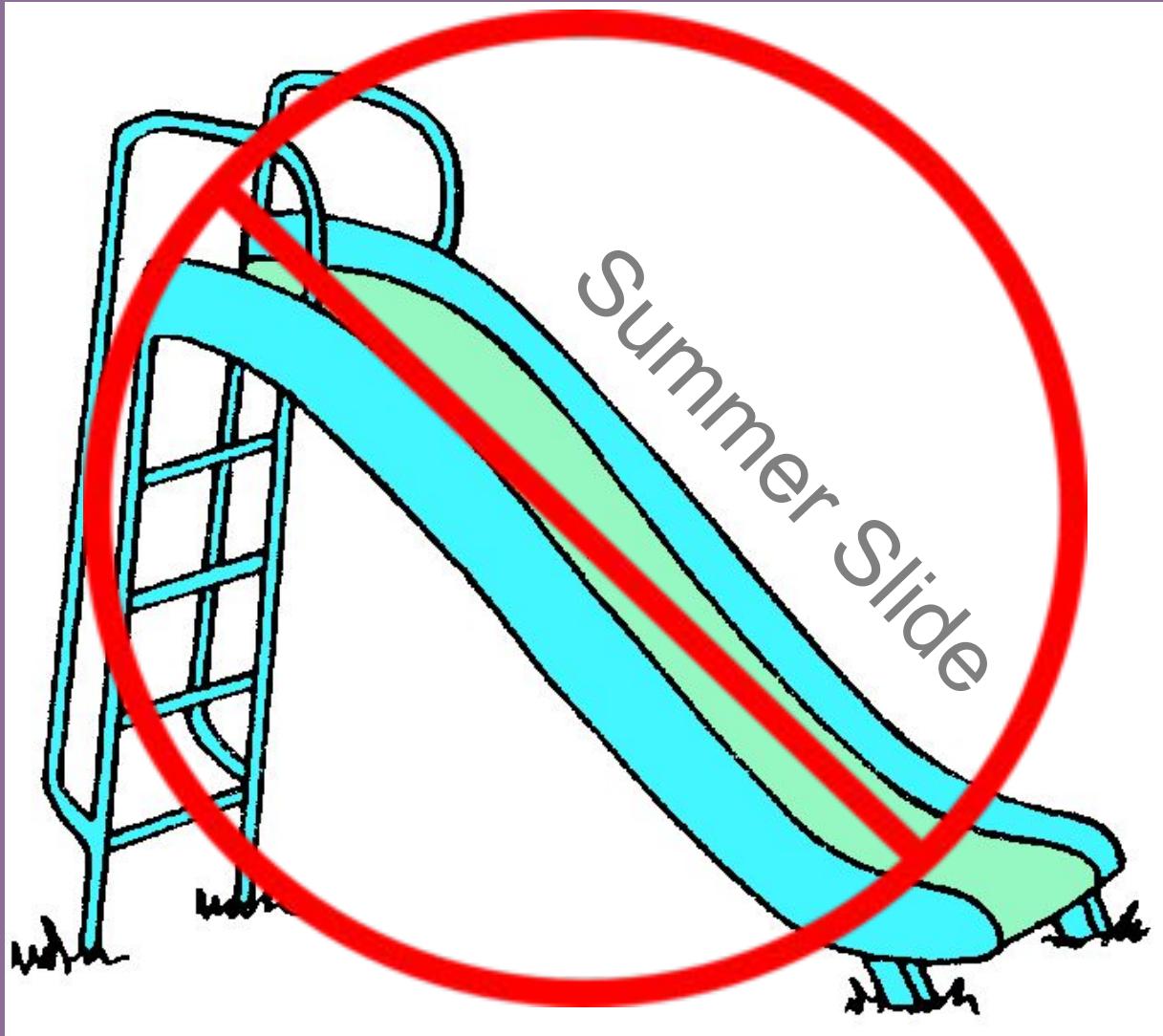
ACCELERATED ACADEMICS:

More Detail about Each Subject



	CORE CLASS	SELF-DIRECTED	NOTES
MATH	Problem Solving leveraging the CGI model ... and aligned to mid/high level SBAC. Give question, grapple ... share 2 student strategies, stamp key learnings, rapid feedback on mixed practice problem solving.	Zearn EngageNY / Eureka Math online curriculum. Built-in “tower of power” assessments (digital exit ticket) after each lesson	In addition to the core class + SDL, nightly cumulative review HW is in the style of SBAC – and must be redone if <80%. Intensive math interventions during SDL and after-school, Saturday, and other during-school times
SCIENCE	Investigation (Mini-Lab)	Self-directed learning (texts + videos) aligned to NGSS / Core Knowledge content Guided Reading interventions for students < triggers	** Some weeks have a 1 day/week mega-lab for entire 80 minutes with lead teacher + teacher
HUMANITIES	Close Reading (4X) Seminar (1X)	Independent Reading: 30 minutes/day with Accelerated Reader for accountability Wordly Wise Vocabulary: 10 minutes/day with Wordly Wise quiz for accountability.	** During novel study, students may choose to read their whole class novel during the novel unit.
WRITING / IND. READING	Writing (30) Fast mini-lesson, tons of writing + feedback aligned to AF rubric. PBA every 2 weeks ... focused on PARCC-like longer essays + <i>SBAC Grammar Plus: Grammar, writing skills and sentence fluency do now and/or mini-lesson</i>	Self-directed humanities (texts + videos) aligned to Common Core/ Core Knowledge content +	** During novel study , SDL is reading novel & answering questions ... class is seminar or deeper study / close reading of sections
ENRICH / INTERV.	Dance or Martial Arts (40/day) & Band or STEM / Inventions (40/day)		Students needing additinoal Phonics intervention do 40 minutes/day instead of one of the two enrichment classes:

ACCELERATED ACADEMICS: SUMMER BREAK



SDL in Independent Reading (Lightsail) & Math (Zearn) Continues For All Students

Students who are not on pace in SDL modules must make them up to be promoted

Strong parent & student communication BEFORE and DURING the Summer. Celebration for Summer work early in year.

Select Student Summer Intensives

Summer Expeditions*



STUDENT INVESTMENT & HABITS



KEY QUESTION:

What elements of school culture are the same as classic AF?

What are the enhancements?

Explain.



STUDENT INVESTMENT & LIFE HABITS: CLASSIC AF CORE BASE

Scholar Habits

**Core Teacher
Taxonomy
Moves**

**Common
Picture**

**Attendance
System**



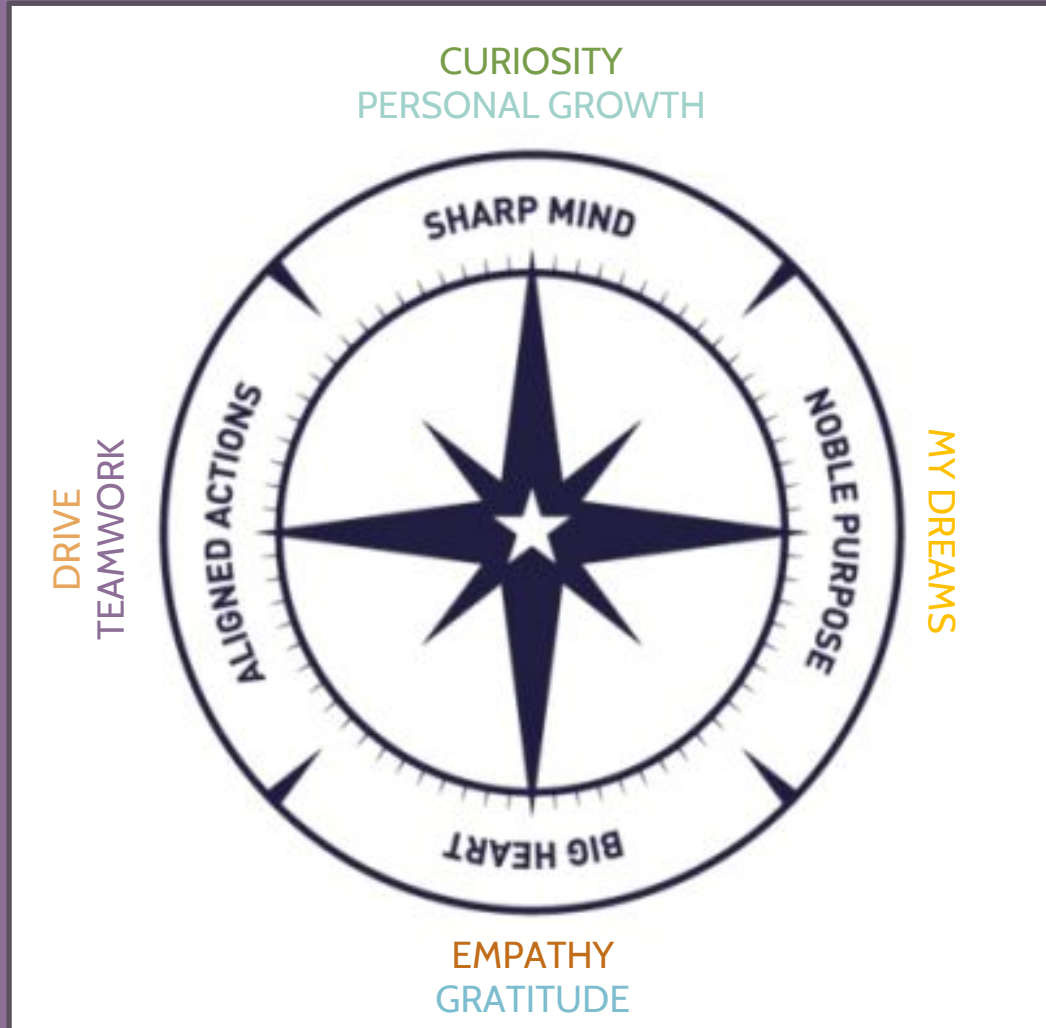
**Behavior
Systems**

**Removal &
Re-entry**

**Tier 2 & 3
Interventions**

Week 1-6

STUDENT INVESTMENT & LIFE HABITS: GREENFIELD COMPASS / HABITS



The compass model is a human development model that is grounded in the foundational elements of what it means to be human. “Working the Compass” means growing in body, heart, mind, and spirit in pursuit of excellence in every dimension .

*We are in the process of aligning the existing Life Habits to the Compass

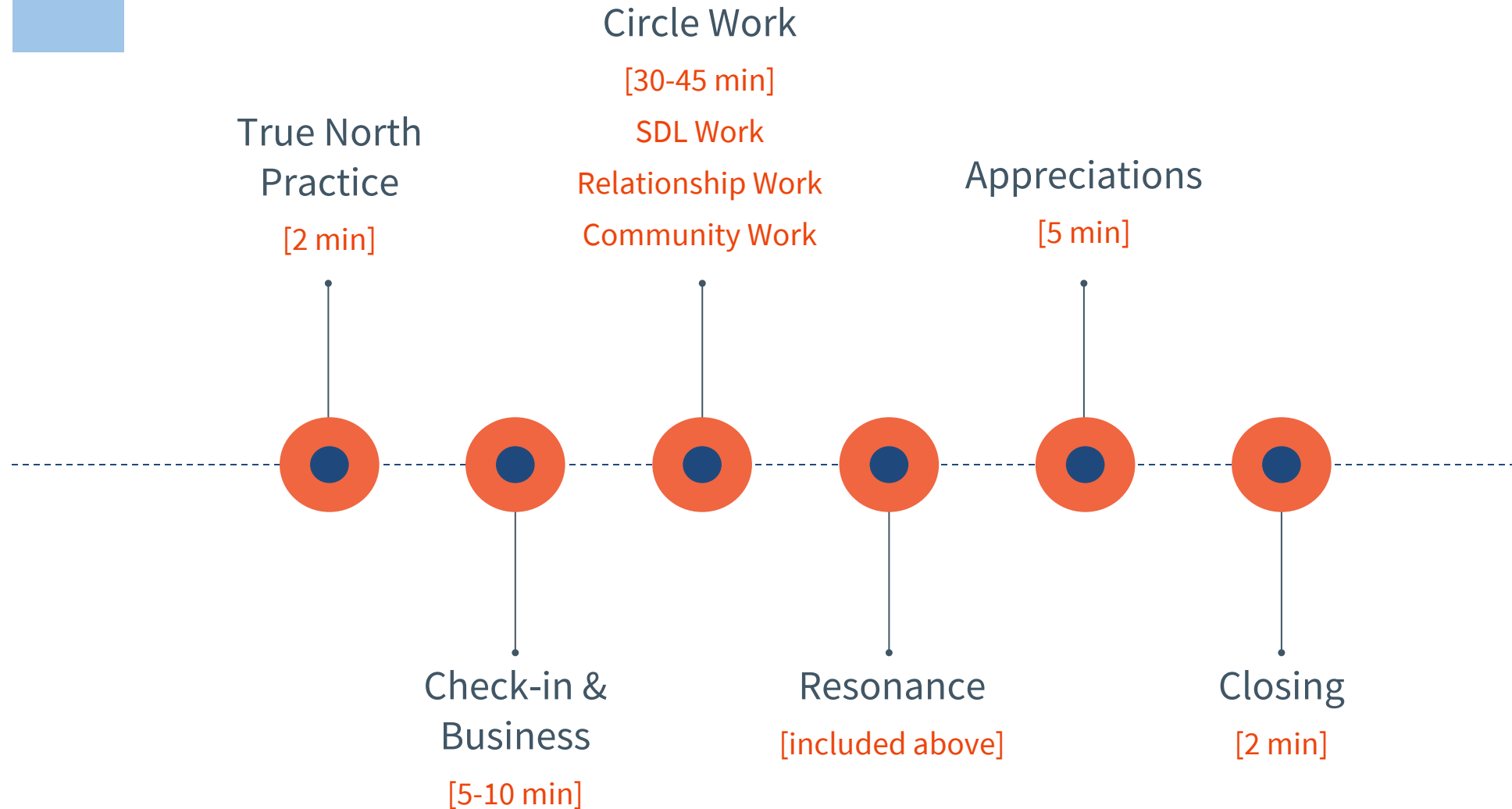
Putting the Compass in Action

COMPASS SDL SYSTEM + CIRCLE PROCESS



CIRCLE is the public
enactment of
organizational and school
culture

CIRCLE COMPONENTS



Faculty Circle - Relationship Work



Scholar Circle - Phase Work (Life Story)



Goal Team Time Logistics

Goal Team is a CLASS like any other with SDL on one side and class (in this case goal circle) on the other side. The expectations are the same as any other class. There is also a paceline (SDL / Circle expectations).

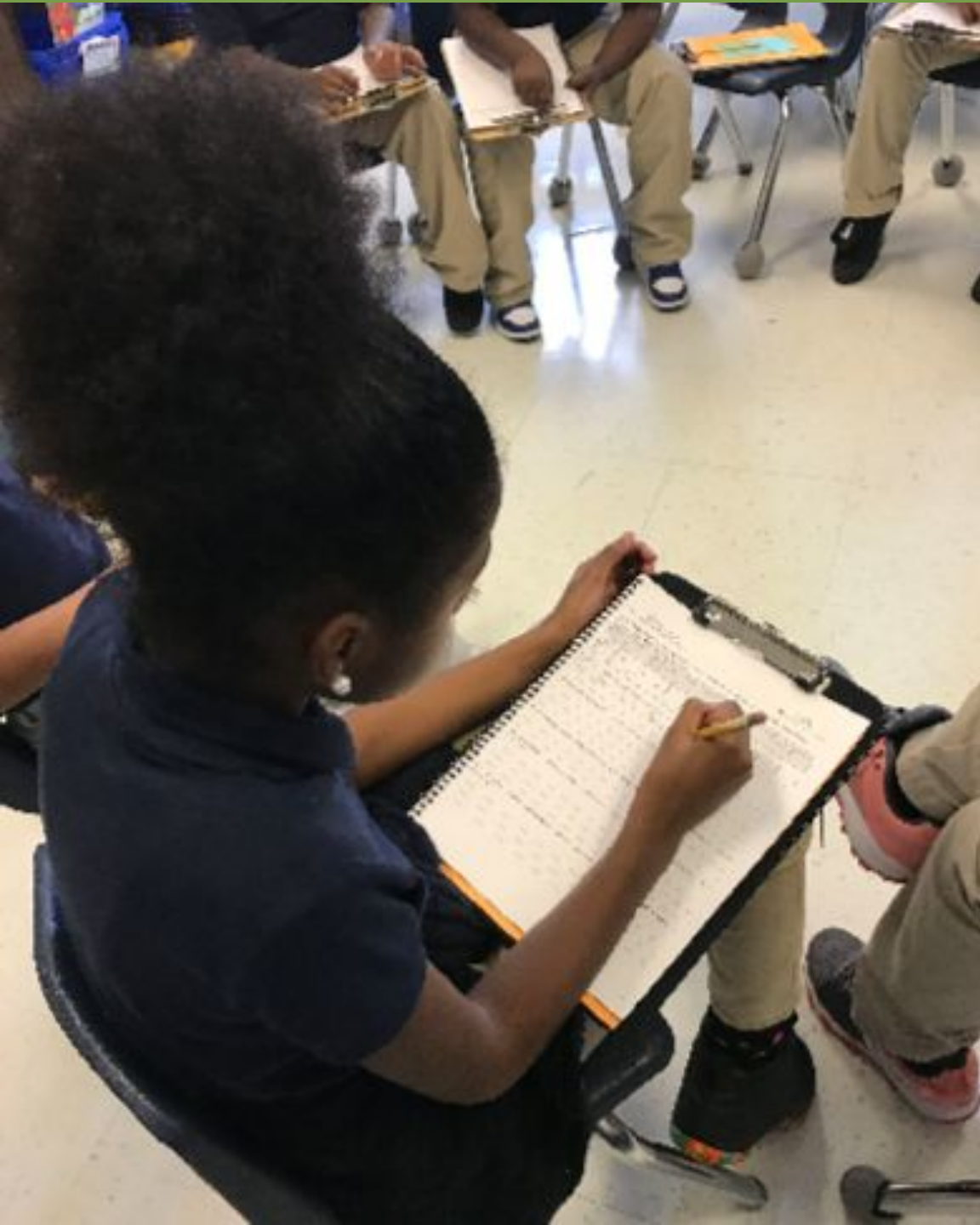
Students transition to Goal team (girls & boys move to be single gender). One side of the room does Circle while the other has SDL (headphones on, etc.)

Two Days a Week → Circle (50 minutes)

Single-gender (grades 5 and up) Goal Teams meet in Circle for 50 minutes. The other gender has Goal Team SDL.

Two Days a Week → Goal Team SDL (50 minutes)

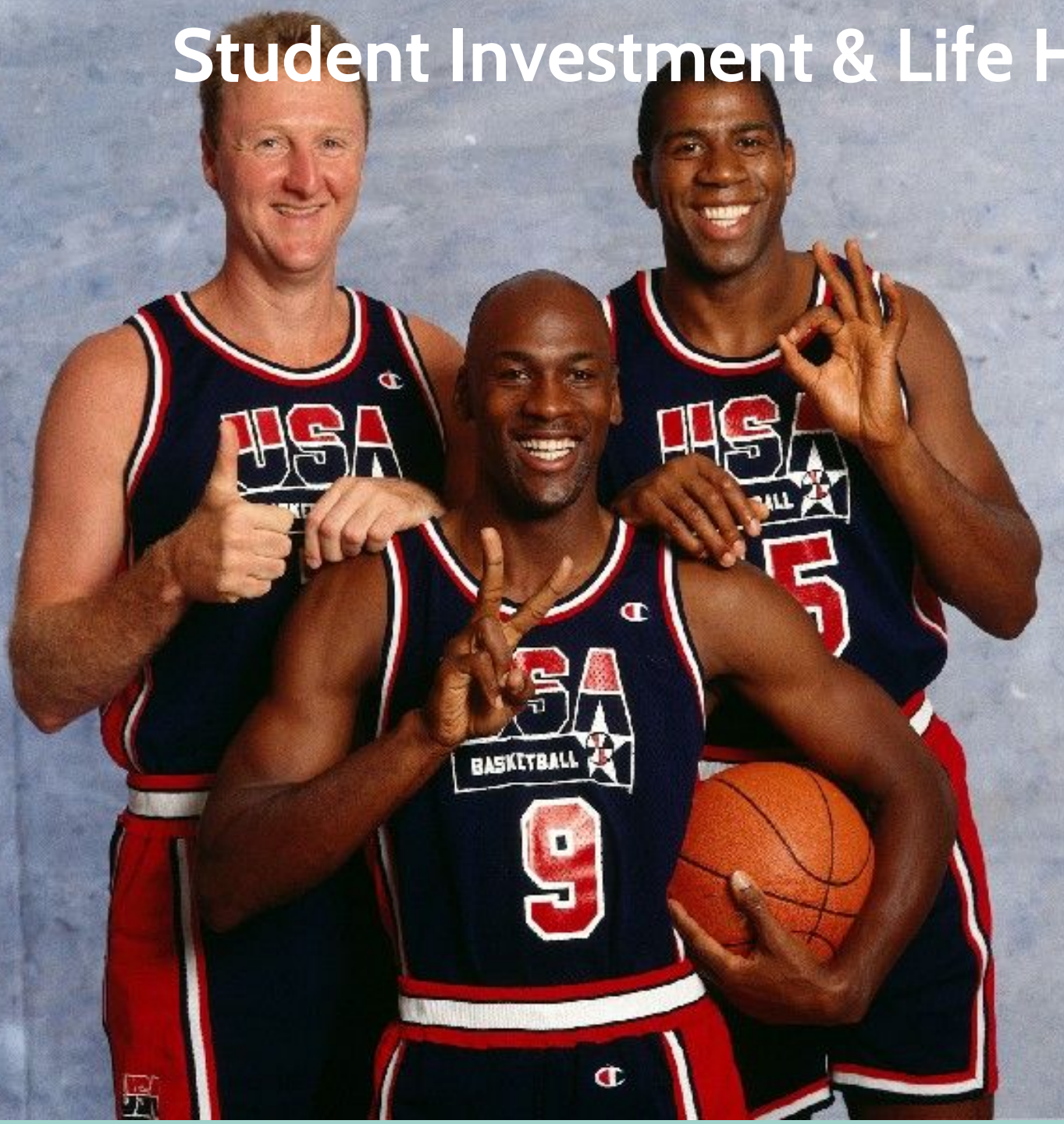
Students do SDL work (1 day Compass Work, 1 day Math SDL) while the other gender has circle ... and teacher has goal conferences with students (about 3-4 minutes/student or about 12 students / day).



Student Investment & Life Habits: Goal Setting & Reflection

- Students analyze their progress reports every week to assess progress toward paeline
- Using this data students set and plan toward a weekly level academic goal to get specific and concrete about the short term actions they need to take
- Mid-week students stop and reflect on how they are doing toward the weekly goal and adjust course
- Goal Coach conferences with student about goals (about 3-4 minutes/week)

Student Investment & Life Habits: Dream Teams



Dream Teams are groups consisting of Goal Coach, family and other meaningful mentors (meet 3-4X a year) for an hour during specifically scheduled times.

Students take charge of showcasing their goals sharing their progress and connecting their schoolwork to long-term dreams

Dream Team members offer mentorship and encouragement to help the student stretch even further



The collage features a purple header with the 'adams' logo and '90 Sheets Families Hojas' text. The name 'Jana' is written in large pink letters. A black and white photo shows a student in a graduation cap and gown, wearing a shirt with 'ECCP' and a mountain logo. To the right is a yellow 'My Personal Mantra' card with the text: 'I am Jana, I am caring, unique, kind, and adventurous. I want to be a doctor, a singer, or the next president.' Below this is a 'Scholar has incredible Potential!' banner. A 'All About Me' form includes a photo of the student, her name 'Jana Evans', age '9', favorite color 'turquoise', favorite food 'Pasta', and unique traits 'I don't like photos - Ouch' and 'I want to be President'. A family diagram shows 'dad', 'mom', and 'brother (Jill)'. Handwritten notes include 'Zearn Completion is improving tremendously!', 'A leader in the classroom!', and 'Off to a great start in band!'.

adams®

90 Sheets Families Hojas

Jana

My Personal Mantra

I am Jana
I am caring,
unique, kind, and
adventurous. I want
to be a doctor, a singer,
or the next president

"Scholar has incredible Potential!"

Zearn Completion is improving tremendously!

A leader in the classroom!

Off to a great start in band!

All About Jana Evans

I am 9 years old

My favorite color is turquoise

I love Pasta

I was that describes me as unique

One thing I don't like is photos - Ouch

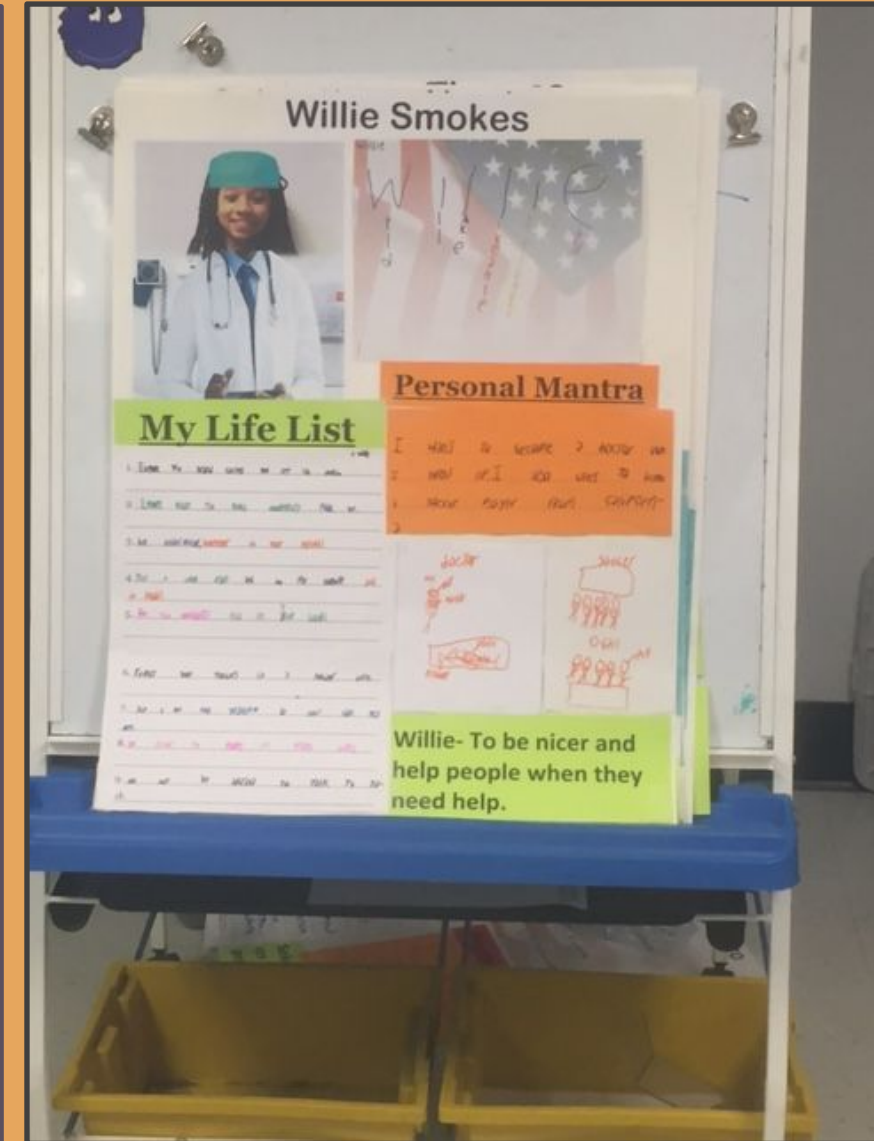
I want to be President

This is my Family

dad mom brother (Jill)

- Personal Mantra
- Progress Check (using data to reflect against last quarter's goals and understand the overall picture of student progress)
- Set new goals (academic, passion/enrichment, and life habits)
- Opening or closing ritual to gird student up with praise and love

- A new personal narrative artifact



STUDENT INVESTMENT & LIFE HABITS: GOAL TEAM & DREAM TEAM SHOWCASE



STUDENT INVESTMENT & LIFE HABITS: HABITS MOVES

PUNCH IT

"I just noticed James doing
_____. This shows
_____. Nicely done,
James."



TEE IT UP

We are about to
_____.
This is going to especially
require _____.
What would that look
like?"



SHOWSTOPPER

"Everyone stop what you are doing. I just
noticed something that is so awesome, so
important, so cool that I HAD to stop the hard
work. I noticed _____ doing
_____. First, what habit
does that show?
_____.
Why is that so important?. Thank you,
_____. And now, back to
work!"

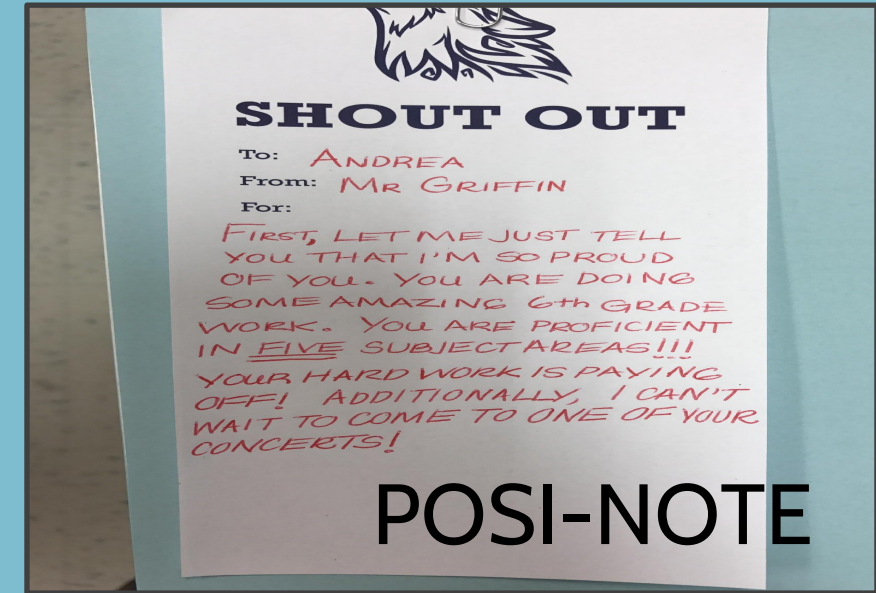
**SHOW
STOPPER**

TEXT or CALL

"James, you were on fire today.
You _____, and
this showed
_____. I
am going to text your mom right
now. Read the text I wrote to her.
Will you hit send for me?"



Student Investment & Life Habits: Relationship Moves



STAMP +
STICKER



PUBLIC
SHOUT
OUT

Student Investment & Life Habits: Impact of the Levers

Inputs

Compass / Habits
Compass SDL
Circles
Goal Setting & Reflection
Relationship Moves
Habit Moves
Dream Teams
Physical Space



Impact

Habits Stay Alive
Student Investment
Student Motivation
Strong Community



KEY QUESTION:

What elements of school culture are the same as classic AF?

What are the enhancements?

Explain.



EXCELLENCE IN ENRICHMENT & EXPEDITIONS



KEY QUESTION:

What are the two main “wow” outcome goals for enrichment & expeditions? How does the design work to maximize those?



EXCELLENCE IN ENRICHMENT & EXPEDITIONS: DOUBLE WOW PHILOSOPHY

WOW!

This is
really cool!

Look what
I can do!



WOW!

EXCELLENCE IN ENRICHMENT:

WHAT

4-6 OFFERINGS

BAND
DANCE
MARTIAL ARTS
SPORTS
VISUAL ARTS
CODING / ROBOTICS

WHEN

2 BLOCKS EACH DAY
+
EXPEDITIONS:
Enrichment Intensives
as Offerings (students
usually do 1 of 3
expeditions a year in an
enrichment area)
+
SATURDAY STUDIO

WHY

WOW (I can do that) &
WOW (this is awesome)
+
DEEP STUDENT LEARNING
TOWARDS TRUE
EXCELLENCE

ALIGNED OPTIONS FOR
NETWORK WIDE EXPERTISE

EXCELLENCE IN ENRICHMENT: LONG-TERM IMPACT

In Greenfield students will be able to BOTH rapidly improve their skills (increased time + frequency) and achieve mastery in their enrichments through continued focus on them over 6-10 years.

Visual Arts → High scores on AP Studio Art + winning art competitions

Coding / Robotics → High scores on AP Computer Science + winning robotics competitions

Band → High scores on AP Music Theory + winning band competitions

Sports → Very competitive athletic teams, top students winning college scholarships

Tae Kwon Do → Students earning blackbelts

Dance → Performance-caliber dance teams invited to prestigious dance competitions and



6 – 10 Years



ex·pe·di·tion

/ˌɛkspəˈdiʃ(ə)n/

noun

Experiential learning that drives towards a meaningful product and culminates in a showcase event where students share their learning with their families, peers and community.

EXPEDITIONS BASICS

- 3 times a year
- 2 weeks in length
- Students choose which expedition they want to do
- 3 hours, 15 minutes/day
- No science, science SDL, or enrichment classes during expeditions weeks; those teachers plus dedicated cross-school expeditions team help run expeditions.
- Math, Math SDL, Humanities, Humanities SDL, IR, Writing, and Goal Teams meet (close to regular) during expeditions weeks

EXCELLENCE IN EXPEDITIONS: EXPEDITIONS – KEY PRINCIPLES



DOUBLE “WOW” MOMENTS –
INSPIRATIONAL & TRANSFORMATIONAL

STUDENT CHOICE

REAL WORLD RIGOR &
COMMUNITY CONNECTIONS

COLLEGE & CAREER EXPOSURE

CRITIQUE & REVISION

LIFE HABITS in PRACTICE, reinforces
AWESOMELY POWERFUL COMMUNITY

EXCELLENCE IN ENRICHMENT: SAMPLE EXPEDITIONS

Expedition	Driving Question	Showcase or Product
Change Makers	<p>How can we as young people and elders at Tower One/Tower East collaborate to address an issue facing our community?</p> <p>What is gentrification and how does it impact people in our community?</p>	Students created a “Day of Action” (an interactive art project and march) to educate the general public and protest the gentrification of the Church Street South housing complex.
CSI: Elm City	How can the collection and analysis of evidence lead to justice?	Scholars took on the roles of expert forensic science witnesses and lawyers during a mock trial based on the “Case of the Missing Elm City Wolf.”
Playmakers	Why do Shakespeare’s plays matter in today’s world? Why is this story important to me and my audience?	Scholars performed an abbreviated version of Much Ado About Nothing and engaged in a scholarly talk-back after the performance.
Wilderness Workshop	How does spending time in and learning about the natural world impact my personal growth?	Scholars developed, revised, and shared personal “Heartsong Statements” which incorporated their evolved understanding of their relationship to nature and their identities.

EXCELLENCE IN ENRICHMENT: DEEP DIVE

Dramatic Writing: Make Your Stories Come to Life

Question(s)	We all have a story to tell, but few of us know how to bring it to life for an audience. <i>How can a dramatic story influence the way we see the world and ourselves in it? What makes a story dramatic and engaging?</i>
Summary	<p>Scholars will produce 3-7 page scenes/short plays to be performed by experienced actors. The scripts will focus on character motivations, clear sense of place, clear and present conflicts, tactics, and escalation to create a full arc ending with a change, non-resolution, or question.</p> <p>In developing the scripts, scholars will practice and build life skills of collaboration, negotiation, decision-making, feedback and reflection. Scholars will learn the elements of craft for story in the context of dramatic storytelling. They will learn dramatic story structure through basic acting skills, improvisation, Augusto Boal techniques, collaborative story-telling, and scene analysis on page and screen.</p>
Off-Campus Work	Scholars will venture off-campus to get a behind the scenes tour Long Wharf Theatre , and work with students at the University of New Haven and Yale School of Drama to workshop their scripts.
Showcase	Experienced actors will do a dramatic reading of Following the presentations of their scripts by experienced actors, scholars will host an audience “talk-back” during which they answer questions about their process, final products, and plans for future pursuit of playwriting.

EXCELLENCE IN ENRICHMENT: EXPEDITION SCHEDULE

Start	End	Grades 5 & 6 Afternoon Expedition	Grades 7 & 8 Morning Expedition
7:15 AM	7:35 AM	Breakfast & Morning Work	Breakfast & Morning Work
7:35 AM	7:45 AM	Message / Cmty Time	Message / Cmty Time
7:45 AM	8:20 AM	Math Problem-Solve	EXPEDITIONS
8:20 AM	8:55 AM	Math SDL	
8:55 AM	9:30 AM	Writing	
9:30 AM	10:05 AM	Humanities SDL	
10:05 AM	10:15 AM	Break	
10:15 AM	10:50 AM	Close Reading	
10:50 AM	11:25 AM	Ind. Reading + Grammar/Typing	
11:25 AM	11:50 AM	Compass Team (Circle or SDL)	Compass Team (Circle or SDL)
11:50 AM	12:15 PM	Lunch	Lunch
12:15 PM	12:50 PM	EXPEDITIONS	Math Problem-Solve
12:50 PM	1:25 PM		Math SDL
1:25 PM	2:00 PM		Writing
2:00 PM	2:35 PM		Humanities SDL
2:35 PM	2:45 PM		Break
2:45 PM	3:20 PM		Close Reading
3:20 PM	3:55 PM		Ind. Reading + Grammar/Typing



YOUR TURN:

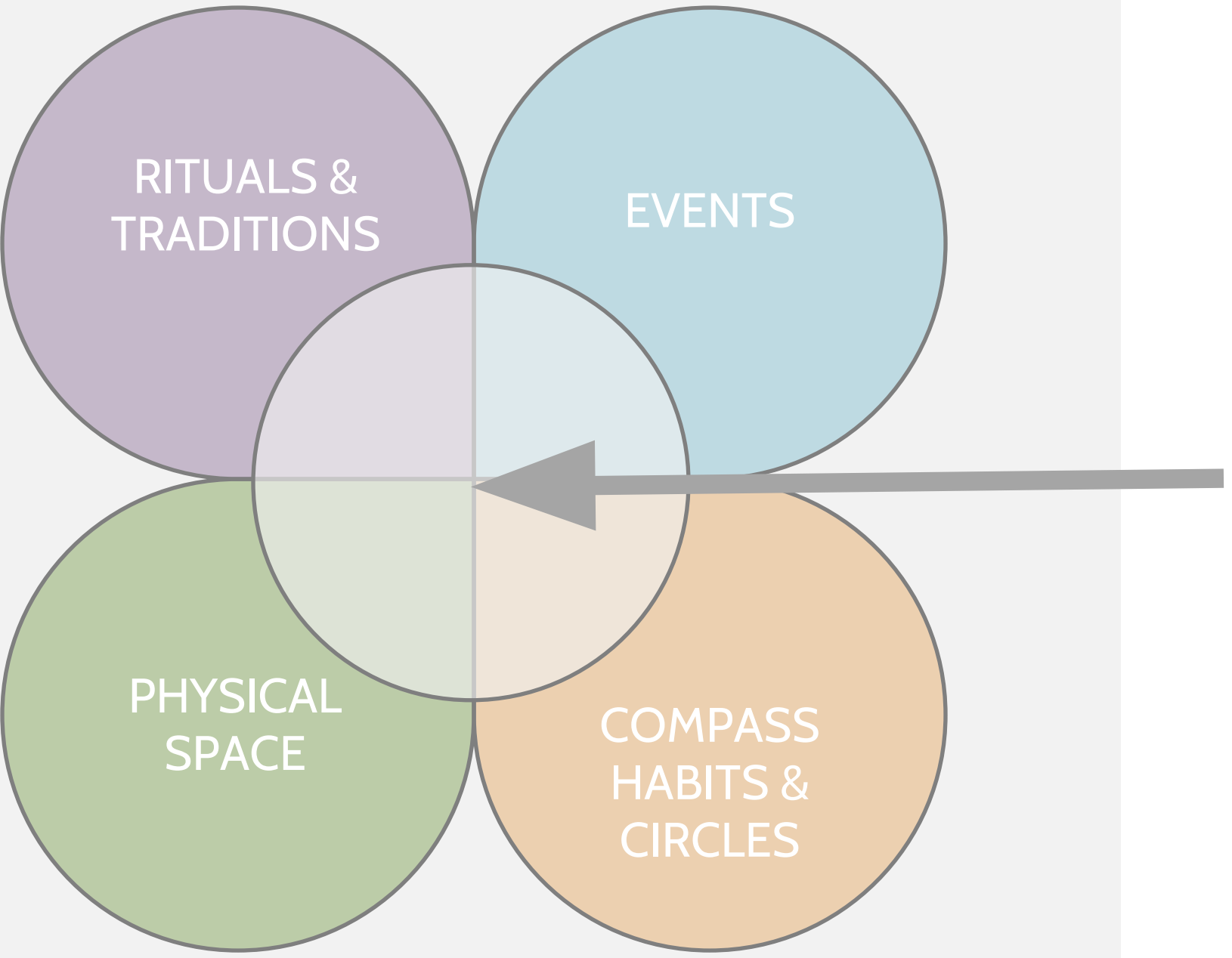
What are the two main “wow” outcome goals for enrichment & expeditions? How does the design work to maximize those?



**AWESOMELY
POWERFUL
COMMUNITY**



AWESOMELY POWERFUL COMMUNITY



STUDENT & STAFF CIRCLES





PHYSICAL SPACE



Zaniya Boykin

Academic Goal	I will improve in math problems starting when I use all the steps and take my time.
Health Goal	I will enjoy being active each day when I take time to register the importance of being "Thank You" and doing team things for others.
Character Goal	I will improve in myself when I stop being on my own.

Jeron Byam

Academic Goal	I will improve in math problems when I use a 2 or 3 step math problem on the number line.
Health Goal	I will share ideas when I take 2-3 minutes to help me reflect on my work.
Character Goal	I will improve in my 2-3 minutes when I do the shared math problems.

Dominic Dawson

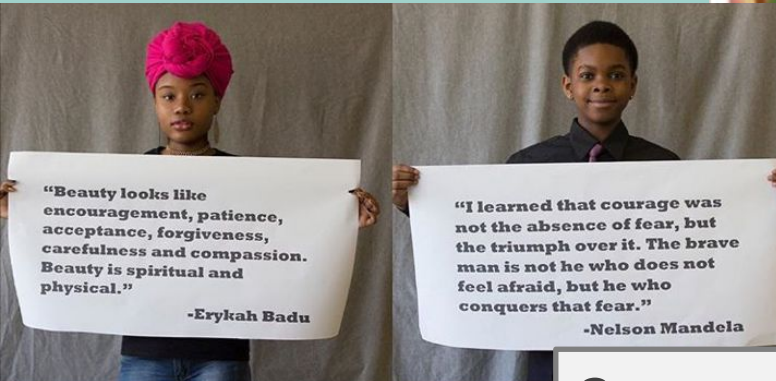
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Health Goal	I will share ideas when I take 2-3 minutes to help me reflect on my work.
Character Goal	I will improve in my 2-3 minutes when I do the shared math problems.

STUDENT & FAMILY INVESTMENT CALENDAR

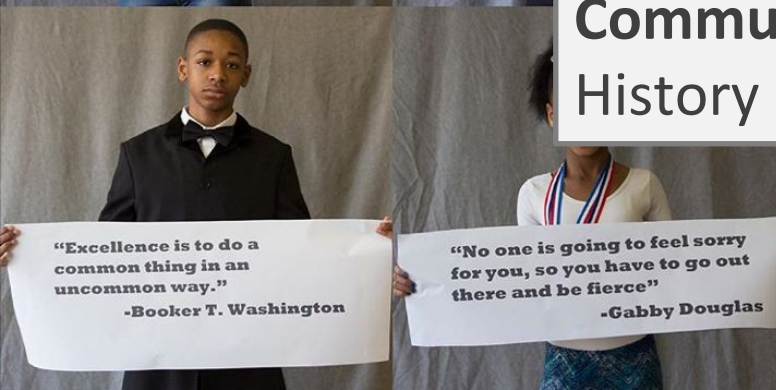


RITUALS & TRADITIONS

Theme Days – Dress up as your favorite book character



Community Celebrations – Black History Month Program



Celebrating Accomplishments – Perfect Score on an Ancient Egypt Essay!



OTHER BENEFITS



OTHER BENEFITS: NEW TEACHER ONBOARDING

Development designed to as an on-ramp to the teaching profession

Co-teaching with a Veteran Teacher for first two years of your career

Responsible for a paceline → build skills of driving toward a clear goal

Relay School of Education

- Intentional Practice
- Observation and evaluation
- Pathway to certification

Strong Curriculum Provided to Teachers

Designed as a pipeline to Lead Teacher



OTHER BENEFITS: TEACHING FOR THE LONG-TERM

**Teacher development connected to values,
life and own personal growth**

Small classes, deep content focus

**Deep relationships with Goal Team – and the
time to build them**

Veteran Teacher Pathways

- Curriculum development ... develop new, go deeper or core modules
- Design & run an expedition (an instructor covers your class during that time)
- Deeper student relationships
- Coach & mentor teachers

Work-life Priority

- Staggered schedules for Lead Teachers
- Strong core curriculum
- Daily dedicated IPP/LASW
- Time to focus on student relationships



**FITTING IT ALL
TOGETHER**



FITTING IT ALL TOGETHER: DAILY SCHEDULE (STUDENT)

7:15 AM	7:40 AM	Breakfast & Morning Work
7:40 AM	8:20 AM	SCIENCE INVESTIGATION
8:20 AM	9:00 AM	SCIENCE SDL
9:00 AM	9:40 AM	Enrichment #1
9:40 AM	10:20 AM	WRITING
10:20 AM	11:00 AM	HUMANITIES SDL
11:00 AM	11:40 AM	CLOSE READING
11:40 AM	12:20 PM	INDEPENDENT READING / Grammar
12:20 PM	1:00 PM	Lunch / Recess
1:00 PM	1:55 PM	Goal Team/Compass Circle
1:55 PM	2:35 PM	MATH PROBLEM SOLVING
2:35 PM	3:15 PM	MATH SDL
3:15 PM	3:55 PM	Enrichment #2
3:55 PM	4:00 PM	<i>Pack & Dismissal</i>
4:00 PM	4:45 PM	Afterschool Intervention (Math)



FITTING IT ALL TOGETHER: DAILY SCHEDULE (LEAD WRITING TEACHER)

7:15 AM	7:40 AM	Breakfast Duty
7:40 AM	8:20 AM	TEACH WRITING
8:20 AM	9:00 AM	
9:00 AM	9:40 AM	PLANNING
9:40 AM	10:20 AM	TEACH WRITING
10:20 AM	11:00 AM	
11:00 AM	11:40 AM	IPP/LASW
11:40 AM	12:20 PM	
12:20 PM	1:00 PM	PLANNING
1:00 PM	1:55 PM	Goal Team/Compass Circle
1:55 PM	2:35 PM	TEACH WRITING
2:35 PM	3:15 PM	
3:15 PM	3:55 PM	OFF SCHEDULE IS 7:15AM - 3:15PM)
3:55 PM	4:00 PM	
4:00 PM	4:45 PM	



FITTING IT ALL TOGETHER: YEARLY SCHEDULE

School Starts – Mid August

School Ends – Mid June

New Teachers Start – Mid July

Returning Teachers Start – 1st week of August

Number of Expedition Days – 27 (3 cycles)

Number of Vacation Days - ~55 (including 6 weeks in Summer)

Number of School Days - ~185



FITTING IT ALL TOGETHER: SAME AS AF CLASSIC

KPI / AF RC



AF
Essentials
Rubric

ELA/Writing IAs
State Tests



Common
Picture



NS Survey
Org Health
360s



FITTING IT ALL TOGETHER:
DIFFERENCES PER SUBJECT

	FOI	Curriculum	Role of the lead teacher
Math	<p>Similar: Problem Solving FOI is similar to classic story problem. Focus on procedural fluency and problem solving skill.</p> <p>New: Using Zearn daily for SDL</p>	<p>Similar: Focus on daily practice and cumulative review.</p> <p>New: Problem solving scope & sequence largely follows Zearn (1st-5th grade), iReady (6th)</p>	<p>Ensure standards mastery and problem solving skill development through daily problem solving class and daily intervention.</p>
Science	<p>Similar: Investigations FOI similar to classic</p> <p>New: Close reading FOI is the same as the ELA/HUM CR but new to the model. Culminating investigations FOI is new.</p>	<p>Similar: NGSS Aligned</p> <p>New: Increased breadth of topics to include core knowledge, units pair with aligned Self-directed learning.</p>	<p>Ensure mastery of science standards and development of science practices by leading daily investigations, close reading and culminating investigations.</p>
ELA	<p>Similar: Close Reading FOI very similar to core AF classic close reading FOI</p> <p>Seminar (a part of close reading) FOI similar to MS/HS Seminar FOI</p>	<p>Similar: Two day close reading structure with stand-alone or paired texts.</p> <p>New: Close reading texts are 50%-75% aligned with the</p>	<p>Ensure strong, transferable close reading skill and the ability to analyze any text.</p> <p>Seminar: Lead strong discussion /in class</p>

FITTING IT ALL TOGETHER: DIFFERENCES PER SUBJECT

	FOI	Curriculum	Role of the lead teacher
Writing / SDL	Similar: Writing FOI as Network. Even more focus on small group and 1-on-1 conferencing. New: SDL FOI.	Similar: Use of AF writing rubric. Similar mix and progression of genres. New: Different assignments that are topically aligned to ELA/HUM units.	Ensure development of writing skills on the PBA rubric and mastery of writing standards on ongoing quizzes. Teach daily writing mini-lesson, provide daily 1-1 and small group writing coaching and support.
Enrich / Intervention	Dance, Martial Arts, Sports (40/day) & Band, Coding or Visual Arts (40/day) Each Enrichment will have it's own FOI.	Curriculum drives towards competency based performance assessments 3x per year	Students needing ELA intervention do 40 minutes/day instead of one of the two enrichment classes
Goal Team	Goal Team	Time for students to do extra SDL, usually Zearn ... with goal coach supporting	Goal Team is 20 minutes, Goal Team SDL is 20 minute