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.
MODEL DEVELOPMENT: THE PROCESS

- DREAM BIG
- SET DIRECTION
- GO DEEP
- MAKE IT AWESOME
## Model Development: Sources of Input & Inspiration

<table>
<thead>
<tr>
<th>35</th>
<th>30</th>
<th>45</th>
<th>70+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students &amp; Parents</strong></td>
<td><strong>Teachers &amp; Staff</strong></td>
<td><strong>Experts &amp; Analogous</strong></td>
<td><strong>Achievement First</strong></td>
</tr>
<tr>
<td>Home Stay Visits w/ Families</td>
<td>Operations</td>
<td>Education</td>
<td>Deep Dive Sessions</td>
</tr>
<tr>
<td>Parent &amp; Student Panels</td>
<td>Teachers</td>
<td>Brain Science</td>
<td>One-on-One Interviews</td>
</tr>
<tr>
<td>1st Generation College Students</td>
<td>Principals</td>
<td>Aerospace</td>
<td>Direction Team</td>
</tr>
<tr>
<td>AF Student Lunch Chats</td>
<td>Deans</td>
<td>Business</td>
<td></td>
</tr>
</tbody>
</table>
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, 5\textsuperscript{th} & 6\textsuperscript{th} 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?
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Mistake</th>
<th>Future Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Get the Core Culture foundation right:</strong> Common Picture, Scholar</td>
<td>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.</td>
<td>Same training time / emphasis on week 1-6 and core culture core as AF classic schools. Win on this!</td>
</tr>
<tr>
<td>Habits, Week 1-6, Merit-Demerit, Attendance, Detention, Removal-Re-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>entry</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Build and cultivate a very strong adult culture:</strong> Clear norms, strong</td>
<td>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.</td>
<td>Prioritize adult culture work – norms, rituals (including circles). Hire for culture – including strong opt outs.</td>
</tr>
<tr>
<td>staff rituals (including circles),</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Win on Independent Reading.</strong> We got behind early. We didn’t focus</td>
<td>We thought of IR as the “easiest” to teach and put our weakest players there. We allowed kids to get way behind.</td>
<td>Make sure IR folks are jazzed about their role to match kids to books and MOTIVATE. Potentially move IR to goal coaches.</td>
</tr>
<tr>
<td>on matching books to readers, motivation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Close Reading.</strong> We took too long to master the basics.</td>
<td>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 OE response.</td>
<td>Pacelines built around common mistakes … Tightly aligned to core AF close reading.</td>
</tr>
<tr>
<td>Lesson</td>
<td>Mistake</td>
<td>Future Plan</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Define SDL excellence and go after it.</strong></td>
<td>Very few SDL classes approached excellence, and many were often off vision. 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.</td>
<td>Strong training on beliefs / rationale and tactics – especially rapid feedback – of SDL. Use clear coaching guide to push towards excellence.</td>
</tr>
<tr>
<td><strong>Prioritize goal teams.</strong></td>
<td>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).</td>
<td>We are putting a strong dean against this, ensuring 50 minutes/day matching how other classes work, and deeply partnering with Valor.</td>
</tr>
<tr>
<td><strong>Get on pace – stay on pace.</strong></td>
<td>In too many subjects, it became normalized to be behind pace. We didn’t always set the pacelines 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 pacelines, and coaches didn’t support / hold accountable.</td>
<td>Set pacelines 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 &amp; IR SDL Summer work.</td>
</tr>
<tr>
<td><strong>GR &amp; Fluency Interventions.</strong></td>
<td>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.</td>
<td>Interventions clearly built into the model. Emphasis of principal &amp; RS to ensure strong coaching.</td>
</tr>
</tbody>
</table>
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 paceline.
- 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 & Paceline
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.
<table>
<thead>
<tr>
<th>Time</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 AM</td>
<td>7:40 AM</td>
<td>Breakfast &amp; Morning Work</td>
</tr>
<tr>
<td>7:40 AM</td>
<td>8:20 AM</td>
<td><strong>SCIENCE INVESTIGATION</strong></td>
</tr>
<tr>
<td>8:20 AM</td>
<td>9:00 AM</td>
<td><strong>SCIENCE SDL</strong></td>
</tr>
<tr>
<td>9:00 AM</td>
<td>9:40 AM</td>
<td><strong>Enrichment #1</strong></td>
</tr>
<tr>
<td>9:40 AM</td>
<td>10:20 AM</td>
<td><strong>WRITING</strong></td>
</tr>
<tr>
<td>10:20 AM</td>
<td>11:00 AM</td>
<td><strong>HUMANITIES SDL</strong></td>
</tr>
<tr>
<td>11:00 AM</td>
<td>11:40 AM</td>
<td><strong>CLOSE READING</strong></td>
</tr>
<tr>
<td>11:40 AM</td>
<td>12:20 PM</td>
<td><strong>INDEPENDENT READING / Grammar</strong></td>
</tr>
<tr>
<td>12:20 PM</td>
<td>1:00 PM</td>
<td>Lunch / Recess</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>1:55 PM</td>
<td><strong>Goal Team/Compass Circle</strong></td>
</tr>
<tr>
<td>1:55 PM</td>
<td>2:35 PM</td>
<td><strong>MATH PROBLEM SOLVING</strong></td>
</tr>
<tr>
<td>2:35 PM</td>
<td>3:15 PM</td>
<td><strong>MATH SDL</strong></td>
</tr>
<tr>
<td>3:15 PM</td>
<td>3:55 PM</td>
<td><strong>Enrichment #2</strong></td>
</tr>
<tr>
<td>3:55 PM</td>
<td>4:00 PM</td>
<td>Pack &amp; Dismissal</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>4:45 PM</td>
<td><strong>Afterschool Intervention (Math)</strong></td>
</tr>
<tr>
<td>Time</td>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>7:15 AM</td>
<td>7:40 AM</td>
<td>Breakfast Duty</td>
</tr>
<tr>
<td>7:40 AM</td>
<td>8:20 AM</td>
<td>TEACH WRITING</td>
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<tr>
<td>8:20 AM</td>
<td>9:00 AM</td>
<td></td>
</tr>
<tr>
<td>9:00 AM</td>
<td>9:40 AM</td>
<td>PLANNING</td>
</tr>
<tr>
<td>9:40 AM</td>
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<td>TEACH WRITING</td>
</tr>
<tr>
<td>10:20 AM</td>
<td>11:00 AM</td>
<td></td>
</tr>
<tr>
<td>11:00 AM</td>
<td>11:40 AM</td>
<td>IPP/LASW</td>
</tr>
<tr>
<td>11:40 AM</td>
<td>12:20 PM</td>
<td></td>
</tr>
<tr>
<td>12:20 PM</td>
<td>1:00 PM</td>
<td>PLANNING</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>1:55 PM</td>
<td>Goal Team/Compass Circle</td>
</tr>
<tr>
<td>1:55 PM</td>
<td>2:35 PM</td>
<td>TEACH WRITING</td>
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<td>3:15 PM</td>
<td></td>
</tr>
<tr>
<td>3:15 PM</td>
<td>3:55 PM</td>
<td></td>
</tr>
<tr>
<td>3:55 PM</td>
<td>4:00 PM</td>
<td>OFF</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>4:45 PM</td>
<td>SCHEDULE IS 7:15AM - 3:15PM)</td>
</tr>
</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>PACE LINES</th>
<th>CORE CLASS</th>
<th>SELF-DIRECTED LEARNING</th>
</tr>
</thead>
</table>
| **MATH**   | **Standards Mastery:** Pace line set on # of standards mastered so far in the year  
...  
Weekly quiz on 1-2 standards (mastery if 2/2 or ¾) ... teacher can give redo quizzes (from item bank) on any standard for mastery  | **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.) |
| **HUMANITIES** | **Close Reading:**  
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  
--  
Student overall score on MC + OE on the last three quizzes  | **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. +  
**Wordly Wise:** Number of Wordly Wise vocabulary lessons mastered. NOTE: in 5th grade we will pilot monthly vocab quizzes that are not part of paceline. |
| **WRITING / IND. READING** | **Writing:** Every other week, a PBA piece scored to a rubric, must meet key rubric goals over the year  
+  
**Grammar and Sentence Fluency Skills Standards Mastery (all regions):** Pace line set on # of standards mastered so far in the year.  
...  
Weekly quiz or unit assessment on 1-2 standards (mastery if 2/2 or ¾) ... teacher can give redo quizzes on any standard for mastery.  
(Assessment frequency and format TBD) | **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.) |
| **SCIENCE** | **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).  | **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.) |
## Math SDL Pace Line

### Proficiency Summary

<table>
<thead>
<tr>
<th>% of Students</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Approaching Proficient</th>
<th>Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62.5%</td>
<td>3.1%</td>
<td>6.3%</td>
<td>28.1%</td>
</tr>
<tr>
<td># of Students</td>
<td>40</td>
<td>2</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>

### Thresholds

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Approaching Proficiency</th>
<th>Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>66</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

### Student Summary (click student to see individual assignment grades below)

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
<th>College</th>
<th>Goal Coach</th>
<th>Total Passed</th>
<th>+/- Proficiency Target</th>
<th>Math Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>100210007</td>
<td>Aghasemi</td>
<td>Jakey</td>
<td>4</td>
<td>Macalester</td>
<td>Amelia Tatarian</td>
<td>135</td>
<td>69</td>
<td>Advanced</td>
</tr>
<tr>
<td>100210013</td>
<td>Alvarez</td>
<td>Ismael</td>
<td>4</td>
<td>ASU</td>
<td>Courtney Cayler</td>
<td>88</td>
<td>22</td>
<td>Advanced</td>
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<tr>
<td>100210014</td>
<td>Anvarat</td>
<td>Melissa</td>
<td>4</td>
<td>ASU</td>
<td>Kelise Beachy</td>
<td>78</td>
<td>12</td>
<td>Advanced</td>
</tr>
<tr>
<td>100210017</td>
<td>Bordaux</td>
<td>Al/mariah</td>
<td>4</td>
<td>Macalester</td>
<td>Teresa Marcarme</td>
<td>64</td>
<td>-2</td>
<td>Approaching Proficient</td>
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<tr>
<td>100210018</td>
<td>Bentley</td>
<td>Koren</td>
<td>4</td>
<td>ASU</td>
<td>Donaven Timmsy</td>
<td>66</td>
<td>0</td>
<td>Proficient</td>
</tr>
<tr>
<td>110210013</td>
<td>Brown</td>
<td>Makyle</td>
<td>4</td>
<td>ASU</td>
<td>Courtney Cayler</td>
<td>75</td>
<td>9</td>
<td>Advanced</td>
</tr>
</tbody>
</table>
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 deepers 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 paceline.
- 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.

CLICK HERE
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
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 largest desert in the world. It is the hottest and driest part of the world. Some parts of the Sahara are hot and dry, while other parts have more water than others.
ACCELERATED ACADEMICS: TEACHER RAPID FEEDBACK

**Feedback (write on paper)**

- Fix (ask student what they need to fix & how)
- Follow-Up (cycle back to check – mark paper ok)

**Example:**

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

**Claim:** Earth's system that includes rivers and lakes is the hydrosphere.

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

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

**Source:** Earth's 4 Systems.

**Follow-Up:** (Check mark paper okay.)
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: 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

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 click here to access the assessment

Students login with a code to take the assessment
ACCELERATED ACADEMICS: SDL ASSESSMENT

A student takes the assessment.

If they pass the assessment they move on to a new playlist.

If they don’t pass, they go back and review their notes, then request to take it again.

PASSED

NOT PASSED
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.

It turned GREEN! On to the next module.
YOUR TURN:

- How does self-directed learning (SDL) work?
KEY QUESTION:

What are the benefits of self-directed learning we are trying to maximize?
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)
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)
## Self-Direction Continuum: We de-scaffold when it will Increase FOCUS

<table>
<thead>
<tr>
<th>Increasing Age, Decreasing Scaffolds</th>
<th>Where</th>
<th>Time</th>
<th>What</th>
<th>Content</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>In classroom with other class happening on other side of room (usually K-7, with a transition starting to happen in 8th)</td>
<td>40 minutes</td>
<td>That subject only … each subject has a specific time</td>
<td>Content supplemental to core class (very structured study guides)</td>
<td>Heavy teacher coaching and observation to build habits; low teacher-student ratios (18:1)</td>
<td></td>
</tr>
<tr>
<td>In dedicated time and space (but larger room, not necessarily other class &amp; teacher in room) (usually 9th and 10th grade)</td>
<td>60-80 minute chunks</td>
<td>Students name in advance what they will work on at each time chunk (must follow what you named you’d do)</td>
<td>Content supplemental to core class (less structured study guides)</td>
<td>Support available in room coaching. Higher student-teacher ratios (24-36:1)</td>
<td></td>
</tr>
<tr>
<td>At school in multiple potential spaces (usually 11th and 12th grade)</td>
<td>90-120 minute pre-set chunks</td>
<td>You manage time within a larger chunk … aligned to a plan</td>
<td>Most content outside of class, no structured guides</td>
<td>Support by regular appointment fairly easily</td>
<td></td>
</tr>
<tr>
<td>Off-site (usually college, with a start in 12th)</td>
<td>Manage your own time</td>
<td>You get it done, it’s checked at the end of a project</td>
<td>100% online course</td>
<td>College-like - office hours available</td>
<td></td>
</tr>
</tbody>
</table>
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
This tracker is used to list any student who did not master a weekly quiz and requires more support and/or intervention after school.
This tracker is used by math teachers to track the work students need to do during afterschool math 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.
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
<table>
<thead>
<tr>
<th>CORE CLASS</th>
<th>SELF-DIRECTED</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Zearn EngageNY / Eureka Math online curriculum. Built-in “tower of power” assessments (digital exit ticket) after each lesson</td>
<td>In addition to the core class + SDL, <strong>nightly cumulative review HW</strong> is in the style of SBAC – and must be redone if &lt;80%. <strong>Intensive math interventions</strong> during SDL and after-school, Saturday, and other during-school times</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigation (Mini-Lab)</td>
<td>Self-directed learning (texts + videos) aligned to NGSS / Core Knowledge content <strong>Guided Reading interventions</strong> for students &lt; triggers</td>
<td>** Some weeks have a 1 day/week mega-lab for entire 80 minutes with lead teacher + teacher</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Reading (4X) Seminar (1X)</td>
<td>Independent Reading: 30 minutes/day with Accelerated Reader for accountability</td>
<td>** During novel study, students may choose to read their whole class novel during the novel unit.</td>
</tr>
<tr>
<td>Writing (30) Fast mini-lesson, tons of writing + feedback aligned to AF rubric. PBA every 2 weeks … focused on PARCC-like longer essays</td>
<td>Self-directed humanities (texts + videos) aligned to Common Core/ Core Knowledge content +</td>
<td>** During novel study, SDL is reading novel &amp; answering questions … class is seminar or deeper study / close reading of sections</td>
</tr>
<tr>
<td><strong>WRITING / IND. READING</strong></td>
<td></td>
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<tr>
<td><strong>ENRICH / INTERV.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>DANCE or MARTIAL ARTS</strong> (40/day) &amp; <strong>BAND or STEM / INVENTIONS</strong> (40/day)</td>
<td><strong>Students needing additional Phonic intervention do 40 minutes/day instead of one of the two enrichment classes:</strong></td>
<td></td>
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</tbody>
</table>
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*

*7th/8th grade and into High School
STUDENT INVESTMENT & HABITS
KEY QUESTION:
What elements of school culture are the same as classic AF?
What are the enhancements?
Explain.
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

- True North Practice [2 min]
- Check-in & Business [5-10 min]
- Circle Work [30-45 min]
  - SDL Work
  - Relationship Work
  - Community Work
- Resonance [included above]
- Appreciations [5 min]
- Closing [2 min]
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 paceline.
- 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 students about goals (about 3-4 minutes/week).
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.
Every Meeting Repeat:
• 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

New Every Meeting:
• 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!”

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?”
Hello! I’ve got some good news about your child . . .

To: Andrea
From: Mr. Griffin
For:
First, let me just tell you that I’m so proud of you. You are doing some amazing 6th grade work. You are proficient in five subject areas!!! Your hard work is paying off! Additionally, I can’t wait to come to one of your concerts!

Your hard work is really paying off!
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

This is really cool!

Look what I can do!
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
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
<table>
<thead>
<tr>
<th>Expedition</th>
<th>Driving Question</th>
<th>Showcase or Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Makers</td>
<td>How can we as young people and elders at Tower One/Tower East collaborate to address an issue facing our community?</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>What is gentrification and how does it impact people in our community?</td>
<td></td>
</tr>
<tr>
<td>CSI: Elm City</td>
<td>How can the collection and analysis of evidence lead to justice?</td>
<td>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.”</td>
</tr>
<tr>
<td>Playmakers</td>
<td>Why do Shakespeare’s plays matter in today’s world? Why is this story important to me and my audience?</td>
<td>Scholars performed an abbreviated version of Much Ado About Nothing and engaged in a scholarly talk-back after the performance.</td>
</tr>
<tr>
<td>Wilderness Workshop</td>
<td>How does spending time in and learning about the natural world impact my personal growth?</td>
<td>Scholars developed, revised, and shared personal “Heartsong Statements” which incorporated their evolved understanding of their relationship to nature and their identities.</td>
</tr>
</tbody>
</table>
### Dramatic Writing: Make Your Stories Come to Life

<table>
<thead>
<tr>
<th><strong>Question(s)</strong></th>
<th>We all have a story to tell, but few of us know how to bring it to life for an audience. How can a dramatic story influence the way we see the world and ourselves in it? What makes a story dramatic and engaging?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary</strong></td>
<td>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. 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.</td>
</tr>
<tr>
<td><strong>Off-Campus Work</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Showcase</strong></td>
<td>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.</td>
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<tr>
<td>Start</td>
<td>End</td>
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<td>3:20 PM</td>
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<td>3:20 PM</td>
<td>3:55 PM</td>
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</tbody>
</table>
YOUR TURN:
What are the two main “wow” outcome goals for enrichment & expeditions? How does the design work to maximize those?
AWESOMELY POWERFUL COMMUNITY
STUDENT & STAFF CIRCLES
PHYSICAL SPACE
STUDENT & FAMILY INVESTMENT CALENDAR
RITUALS & TRADITIONS

Theme Days – Dress up as your favorite book character

Celebrating Accomplishments – Perfect Score on an Ancient Egypt Essay!

Community Celebrations – Black History Month Program
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
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

OTHER BENEFITS: TEACHING FOR THE LONG-TERM
FITTING IT ALL TOGETHER
<table>
<thead>
<tr>
<th>Time</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 AM</td>
<td>7:40 AM</td>
<td>Breakfast &amp; Morning Work</td>
</tr>
<tr>
<td>7:40 AM</td>
<td>8:20 AM</td>
<td><strong>SCIENCE INVESTIGATION</strong></td>
</tr>
<tr>
<td>8:20 AM</td>
<td>9:00 AM</td>
<td><strong>SCIENCE SDL</strong></td>
</tr>
<tr>
<td>9:00 AM</td>
<td>9:40 AM</td>
<td><strong>Enrichment #1</strong></td>
</tr>
<tr>
<td>9:40 AM</td>
<td>10:20 AM</td>
<td><strong>WRITING</strong></td>
</tr>
<tr>
<td>10:20 AM</td>
<td>11:00 AM</td>
<td><strong>HUMANITIES SDL</strong></td>
</tr>
<tr>
<td>11:00 AM</td>
<td>11:40 AM</td>
<td><strong>CLOSE READING</strong></td>
</tr>
<tr>
<td>11:40 AM</td>
<td>12:20 PM</td>
<td><strong>INDEPENDENT READING / Grammar</strong></td>
</tr>
<tr>
<td>12:20 PM</td>
<td>1:00 PM</td>
<td>Lunch / Recess</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>1:55 PM</td>
<td>Goal Team/Compass Circle</td>
</tr>
<tr>
<td>1:55 PM</td>
<td>2:35 PM</td>
<td><strong>MATH PROBLEM SOLVING</strong></td>
</tr>
<tr>
<td>2:35 PM</td>
<td>3:15 PM</td>
<td><strong>MATH SDL</strong></td>
</tr>
<tr>
<td>3:15 PM</td>
<td>3:55 PM</td>
<td><strong>Enrichment #2</strong></td>
</tr>
<tr>
<td>3:55 PM</td>
<td>4:00 PM</td>
<td>Pack &amp; Dismissal</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>4:45 PM</td>
<td><strong>Afterschool Intervention (Math)</strong></td>
</tr>
</tbody>
</table>
## Fitting It All Together:
### Daily Schedule (Lead Writing Teacher)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 AM</td>
<td>Breakfast Duty</td>
</tr>
<tr>
<td>7:40 AM</td>
<td></td>
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<tr>
<td>7:40 AM</td>
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</tr>
<tr>
<td>8:20 AM</td>
<td>TEACH WRITING</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>PLANNING</td>
</tr>
<tr>
<td>9:40 AM</td>
<td>TEACH WRITING</td>
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<tr>
<td>10:20 AM</td>
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<tr>
<td>11:00 AM</td>
<td>IPP/LASW</td>
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<td>11:00 AM</td>
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<tr>
<td>11:40 AM</td>
<td>PLANNING</td>
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<td>12:20 PM</td>
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<td>TEACH WRITING</td>
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<tr>
<td>4:00 PM</td>
<td>OFF</td>
</tr>
</tbody>
</table>

*SCHEDULE IS 7:15AM - 3:15PM*
Fitting it all together:
YEARLY SCHEDULE

School Starts – Mid August
School Ends – Mid June
New Teachers Start – Mid July
Returning Teachers Start – 1<sup>st</sup> 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
- NS Survey
- Org Health
- 360s

Common Picture

Salary St
Benefits Blvd

360s
## FITTING IT ALL TOGETHER: DIFFERENCES PER SUBJECT

<table>
<thead>
<tr>
<th>Subject</th>
<th>FOI</th>
<th>Curriculum</th>
<th>Role of the lead teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science</strong></td>
<td>Similar: Investigations FOI similar to classic New: Close reading FOI is the same as the ELA/HUM CR but new to the model. Culminating investigations FOI is new.</td>
<td>Similar: NGSS Aligned New: Increased breadth of topics to include core knowledge, units pair with aligned Self-directed learning.</td>
<td>Ensure mastery of science standards and development of science practices by leading daily investigations, close reading and culminating investigations.</td>
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<tr>
<td><strong>Close</strong></td>
<td>Similar: Close Reading FOI very similar to core AF classic close reading FOI Seminar (a part of close reading) FOI similar to MS/HS Seminar FOI</td>
<td>Similar: Two day close reading structure with stand-alone or paired texts. New: Close reading texts are 50%-75% aligned with the network 25% of novels align with Network</td>
<td>Ensure strong, transferable close reading skill and the ability to analyze any text. Seminar: Lead strong discussion (in class and seminar), deep thinking about text, and the ability to write strong short responses are the focus.</td>
</tr>
</tbody>
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## Fitting It All Together: Differences Per Subject

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<td><strong>Writing / SDL</strong></td>
<td>Similar: Writing FOI as Network. Even more focus on small group and 1-on-1 conferencing. New: SDL FOI.</td>
<td>Similar: Use of AF writing rubric. Similar mix and progression of genres. New: Different assignments that are topically aligned to ELA/HUM units.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Enrich / Intervention</strong></td>
<td><strong>Dance, Martial Arts, Sports (40/day) &amp; Band, Coding or Visual Arts (40/day)</strong></td>
<td>Curriculum drives towards competency based performance assessments 3x per year</td>
<td>Students needing ELA intervention do 40 minutes/day instead of one of the two enrichment classes</td>
</tr>
<tr>
<td><strong>Goal Team</strong></td>
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<td>Time for students to do extra SDL, usually Zearn … with goal coach supporting</td>
<td>Goal Team is 20 minutes, Goal Team SDL is 20 minute</td>
</tr>
</tbody>
</table>