# Minute by Minute

# School Strategies for Optimizing Time

NYC
Department of Education
Carmen Fariña, Chancellor

# Case Studies of Promising Practices

# ACKNOWLEDGEMENTS

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# MESSAGE FROM VANDA BELUSIC-VOLLOR

In its basic form, Academic Programming serves as the infrastructure for the look and feel of the school day; however, a school's academic program is, more importantly, an incubator for probability. Students' likelihood of graduating college and being career ready is directly related to the opportunities provided to them in four years of high school.

This report provides insight into an often under-utilized piece of school life: Academic Programming. Time during the school day is a fundamental asset accessible to all schools. School time creates the conditions that maximize student access to key academic courses that are predictive of college and career readiness. Done right, Academic Programming can lead to better prepared teachers to teach advanced courses and better prepared students to take those advanced courses.

Academic Programming involves creating a schedule that supports a school's vision and goals for their students. Academic Programming serves as a catalyst to drive an actionable strategy to enact a school leader's vision, establish common goals, make a team commitment to achieving those goals, and to align budget and resources accordingly.

In a comprehensive vision of Academic Programming, as it pertains to college and career readiness, there are key components that need to work together in order to maximize the use of time. The interlocking pieces—of finding the time, determining how to best use the time, and supporting teachers within that structure—all work together to effectively impact student performance.

The more that a school leader and staff invest in Academic Programming, the more they have created opportunities for students to meet or surpass the goals set for them. In that sense, by looking at a school schedule, you will be able to see what the school's goals are for their students.

We invite you to review this document with your staff and investigate some of these promising practices as a starting point for finding ways to leverage the precious time you have with your students.


Sincerely,

Vanda Belusic-Vollor
Executive Director, Office of Postsecondary Readiness
New York City Department of Education
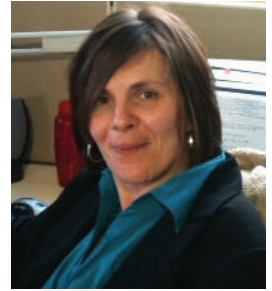
# EXECUTIVE SUMMARY

In the last decade, there have been significant increases in the New York City high school graduation rates. Nevertheless, far too many students are graduating high school without the knowledge and skills they will need for college and career, and far too many continue to require remediation once they arrive at college. A central priority of the New York City Department of Education (NYC DOE) is to ensure that New York City schools provide all students with the academic coursework and developmental experiences they need to graduate ready for college and career.

The Office of Postsecondary Readiness (OPSR) established a set of benchmarks to define the qualities and achievements that students need to complete in order to be ready to enroll, persist, and succeed in college or other postsecondary training, and gain entry into meaningful careers. These College and Career Readiness Benchmarks fall into four domains: Common Core Learning Standards, Academic and Personal Behaviors, Academic Programming , and College and Career Access. The focus of this report is on configuring academic programs that not only enable more students to meet the state graduation requirements but that also lead to college and career readiness. To maximize access to courses and opportunities that are predictive of college and career readiness, schools must optimize a fundamental resource – time during the regular school day.

School Time Lab (STL) is a two-year New York City initiative funded by the Michael & Susan Dell Foundation, implemented by OPSR, and evaluated by the Research and Policy Support Group (RPSG) to study and bolster how school leaders use this fundamental asset to provide opportunities for all students to enroll in the higher-level coursework and developmental experiences necessary for college and career.

STL consists of two complementary projects:

**PROJECT** (1) **Case Studies of Promising Practices.** The purpose of this project is to identify and document effective scheduling models and strategies from schools that are successfully graduating students prepared for college and career. Ten model high schools were selected for study. Key programming and scheduling strategies were identified across the schools and are described in detail through case studies.

**PROJECT** (2) **School Reprogramming Pilot.** Ten high schools looking to improve how they use time to increase postsecondary readiness were selected to participate in one and a half years of professional learning and on-site coaching from the STL team. Resources, materials and findings from Project 2 will be released in Fall 2014.

The following report describes findings from Project 1. Ten model schools were selected based on demographic characteristics and indicators of college and career preparedness. These schools were also strategically chosen to reflect the city's diverse school system and vary by size, focus, age, and demographics. The STL team conducted interviews with these schools via site visits and follow-up phone meetings to understand their scheduling structures and processes and how programming contributes to their students' postsecondary readiness.

While every school operates under a different schedule with distinct priorities, common themes and strategies emerged across the ten schools. Some of these relate directly to scheduling and others are important factors that influence course sequencing and offerings. The following is a list of **FIVE KEY THEMES** that surfaced related to Academic Programming for college and career readiness:

## Academic Programming:
## Designing Course Offerings and Sequences

Schools provide rigorous and differentiated sequences in core courses based on proficiency and/or the school's philosophy, require supplemental courses in core academic areas, and use strategies like parallel scheduling to meet students' needs across all subjects. These strategies enable students to both meet and exceed graduation requirements.

## Staff Learning and Collaboration Time

Model schools prioritize adult learning and allocate time during the day for teachers to meet regularly and collaborate. Principals often use School-Based Option (SBO) votes to restructure the day and create additional time for teacher collaboration.

## Extra Time for Student Learning

All schools acknowledge that there is not enough time during the regular school day to meet the needs of their students. Schools use time before and after the school day as well as on weekends to provide extra courses, tutoring, and support for both struggling and on-track students. Schools devote their own resources to pay for teachers to work outside the regular school day or take advantage of partner organizations to supply staff and activities.

## Allocating Time for Youth Development

Finding time during the school day for advisory classes, culture-building rituals and celebrations, and student engagement plays an important role in college and career readiness at model schools. Prioritizing these types of activities and skills helps students develop strong academic and personal behaviors and creates a strong college-going school culture.

## Allocating Time for College and
## Career Learning Opportunities

All schools offer opportunities for students to take advanced courses and some help students earn college credits while still in high school. Students also learn career skills through internship opportunities.

All ten schools included in Project 1 incorporate these five themes into their scheduling and programming decision-making. While the case studies only highlight certain strategies within two or three of these themes, it is important to note that all five are integral for their college and career-readiness philosophy.

The following report summarizes findings from across the ten model schools, highlights key themes and strategies, and provides individual case studies on each school. The Guide to Key Themes and Case studies presents overall lessons learned as well as background information about model schools. Within this chapter, Table 2. Model School Program Structures and Priorities and Table 3. Balancing Priorities and Tradeoffs offer easy reference of model school priorities and tradeoffs. Table 4. Road Map to Case Studies provides a helpful guide to navigating the case studies. The case studies that follow provide detailed descriptions of how schools make decisions about time. The objective is for educators to learn from their peers and find lessons that can be applied to their own school settings.

# GUIDE TO KEY THEMES AND CASE STUDIES



In the last decade, there have been significant increases in the New York City high school graduation rates. Nevertheless, far too many students are graduating high school without the knowledge and skills they will need for college and career, and far too many continue to require remediation once they arrive at college. A central priority of the New York City Department of Education (NYC DOE) is to ensure that New York City schools provide all students with the academic coursework and developmental experiences they need to graduate ready for college and career.
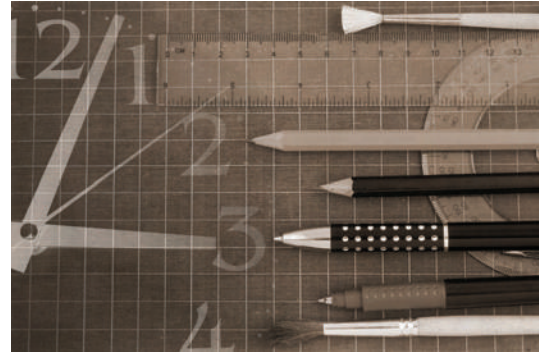
One critical piece in this equation is understanding how schools use time, a fundamental asset, to prepare students for life beyond high school. Effective programming and use of school time translate into actionable strategies that create access to key academic courses and experiences that are predictive of postsecondary readiness.

The purpose of this report is to highlight effective scheduling models and strategies from schools that are successfully preparing students for college and career. Ten model New York City public high schools were selected for study. The findings provide insight into how successful schools leverage time to focus on their priorities. Additionally, it describes the difficult choices school leaders must make when balancing the tradeoffs inherent in allocating this precious resource.

This chapter provides information on how model schools were selected and background information about their context, schedule, and priorities; describes key tradeoffs; and highlights common themes and strategies. Following this chapter, detailed case studies on the ten model schools showcase their key programming strategies and describe the tradeoffs they have made to effectively prepare their students. The objective is for educators to learn from their peers and find lessons that can be applied to their own school settings.

## IDENTIFYING MODEL SCHOOLS

In order to find schools that were both high performing and representative of New York City, the STL team conducted a thorough and strategic school selection process. To begin, the STL team generated a list of all high schools in the city. After removing specialized, screened, and selective high schools, the pool was limited to schools that reflect the demographic makeup of the city (see Demographic Criteria below). Next, 2011-12 college and career readiness data were used to narrow the sample to high-performing high schools (see College and Career Readiness Indicators below). Using these quantitative measures, the evaluation team generated rankings for each College and Career Readiness indicator. Schools that fell into the top ten in at least two categories were considered for inclusion. In order to create the final set of schools, the STL team reviewed the list of schools to ensure diversity of focus, size, age, and student population. In a couple instances, demographic criteria were expanded to ensure a representative sample of schools.

## DEMOGRAPHIC CRITERIA

- At least 40% Black and Latino Students
- At least 60% Students Receiving Free or Reduced Price Lunch
- Average Incoming 8th Grade ELA and Math Proficiency Levels of 3.0 or Below

## COLLEGE AND CAREER READINESS INDICATORS

- Four-Year Graduation Rate
- Postsecondary Enrollment Rate
- Percent of Students taking Algebra 2/Trigonometry, Chemistry, Physics, and Language Other Than English (LOTE) Regents Exams
- Percent of Students Passing Global History and US History Regents Exams
- Percent of Students Scoring College Ready (75+) on English Regents Exams
- Percent of Students Taking College and Career Preparatory Courses

Ten schools were selected to be included in the project. The STL team conducted interviews with these schools via site visits and follow-up phone meetings over the course of six months. The goal of the interviews was to understand the structure of the schedule, course sequences, scheduling process, and how programming contributes to postsecondary readiness. Evaluators interviewed the principal, programmer, and other staff involved in scheduling, as well as collected copies of master and sample schedules. Not all case studies focus on the initial area of strength identified through the school selection process; rather, case studies were written based on the content of these interviews.

## WHO ARE THE MODEL SCHOOLS?

The model schools are representative of the city's diverse school system and vary by size, age, focus, and demographics. Discussions with the selected schools revealed the unique strengths and challenges associated with programming a large vs. small or new vs. established school. Career and Technical Education (CTE) schools and themed schools face additional tradeoffs in order to bring unique offerings to their students. The following table summarizes key demographic and performance information about each school.

| | Areas of Strength from Selection Process | Year Founded | Borough and District | Total Students | Admissions Policy | Co-located | % Black or Hispanic |
|---|---|---|---|---|---|---|---|
| **Academy for Careers in Television & Film** | Grad Rate, US History | 2008 | Queens District 30 | 437 | Limited Unscreened | Yes | 74% |
| **Channel View School for Research** | Grad Rate, Global History | 2004 | Queens District 27 | 436 | Limited Unscreened | Yes | 80% |
| **Edward R. Murrow High School** | College Enrollment, Golbal History | 1974 | Brooklyn District 21 | 4,031 | Educational Option with screened programs | No | 42% |
| **High School of Telecommunication Arts and Technology** | Algebra 2, LOTE, English | 1985 | Brooklyn District 20 | 1,292 | Educational Option | No | 63% |
| **Manhattan Bridges High School** | Algebra 2, Chemistry, Physics, LOTE | 2003 | Manhattan District 2 | 561 | Screened: Language and Academics | Yes | 100% |
| **PACE High School** | Algebra 2, College Enrollment, English, US History | 2004 | Manhattan District 2 | 426 | Limited Unscreened | Yes | 76% |
| **Pelham Preparatory Academy** | Grad Rate, LOTE, College Enrollment, English | 2002 | Bronx District 11 | 504 | Limited Unscreened | Yes | 90% |
| **The Urban Assembly School for Applied Math and Science** | Grad Rate, College Enrollment, English, US History | 2004 | Bronx District 9 | 339 | Limited Unscreened | Yes | 95% |
| **The Urban Assembly School for Law and Justice** | Grad Rate, College Enrollment, English, Global History | 2004 | Brooklyn District 13 | 440 | Limited Unscreened | Yes | 96% |
| **Williamsburg Preparatory High School** | Chemistry, LOTE, College Enrollment | 2004 | Brooklyn District 14 | 636 | Limited Unscreened | Yes | 86% |

| | % Receiving Free or Reduced-Price Lunch | % English Language Learners | % Special Education | Average Incoming 8th Grade ELA & Math Proficiency Level | Four-Year Grad Rate | % College and Career Ready* | Post-secondary Enrollment Rate |
|---|---|---|---|---|---|---|---|
| **Academy for Careers in Television & Film** | 67% | 3% | 20% | 2.93 | 97% | NA** | 80% |
| **Channel View School for Research** | 73% | 1% | 15% | 2.99 | 86% | 65% | 61% |
| **Edward R. Murrow High School** | 50% | 9% | 17% | 3.12 | 78% | 69% | 76% |
| **High School of Telecommunication Arts and Technology** | 80% | 6% | 24% | 3.00 | 83% | 68% | 79% |
| **Manhattan Bridges High School** | 100% | 68% | 4% | 2.57 | 82% | 50% | 70% |
| **PACE High School** | 73% | 2% | 16% | 3.01 | 89% | 73% | 69% |
| **Pelham Preparatory Academy** | 72% | 2% | 21% | 2.90 | 95% | 81% | 83% |
| **The Urban Assembly School for Applied Math and Science** | 90%*** | 7% | 22% | 2.90 | 89% | 79% | 92% |
| **The Urban Assembly School for Law and Justice** | 73% | 1% | 15% | 2.94 | 89% | 69% | 82% |
| **Williamsburg Preparatory High School** | 82% | 3% | 15% | 2.93 | 89% | 62% | 67% |

\* College Readiness Index is defined as the percentage of students in the school's four-year cohort who have graduated with a Regents Diploma and met CUNY's standards for college readiness in English and math. This measure also includes three semesters of persistence in college.

\*\* Data not available yet since school opened in 2008 and the measure includes three semesters of persistence in college.

\*\*\*Percentage includes students in grades 6-12.

## TABLE 2. MODEL SCHOOL PROGRAM STRUCTURES AND PRIORITIES

All schools share the ultimate goal of postsecondary readiness, but schools prioritize and allocate resources in various ways to achieve that goal. The table below summarizes schedule structures and highlights one key programming priority at each of the schools.

| | |
|---|---|
| **Academy for Careers in Television & Film (ACTvF)** <br> 4 academic blocks of 75 minutes | **WELL-DEVELOPED ADVISORY**  ACTvF runs an intensive advisory program that meets four times a week and is highly structured. Specific days are designated for certain activities and advisors are expected to commit substantial amounts of time to developing curriculum and monitoring student progress. A non-traditional program allows for more flexible teacher capacity, which is essential to implementing advisory. |
| **Channel View School for Research** <br> 8 periods of 45 minutes | **FLEXIBLE PROGRAMMING**  Channel View prioritizes the ability to adapt programming based on student need. Dual-licensed teachers and parallel scheduling help maximize flexibility. |
| **Edward R. Murrow High School** <br> 9 "Bands" of 45, 55, or 60 minutes | **STUDENT CHOICE**  The program and programming process at Murrow are designed to mimic college, where students have high levels of choice and must take greater responsibility for their education. |
| **High School of Telecommunication Arts and Technology (HSTAT)** <br> 8 periods of 43 minutes | **MAXIMIZING TEACHER TIME**  HSTAT prioritizes giving teachers time to meet and collaborate. Grade teams have the opportunity to meet daily during coordinated free periods and students are released early on Wednesdays to allow for time when the entire faculty can meet as a whole or break up into teams. |
| **Manhattan Bridges High School (MBHS)** <br> 5 academic blocks of 74 minutes | **ESL**  MBHS is a Spanish language bilingual school that prioritizes longer periods and differentiated ELA instruction, which they believe are particularly important for language acquisition. |
| **PACE High School** <br> 8 periods of 47 minutes | **EXTRA SUPPORT FOR STRUGGLING STUDENTS**  PACE High School designs academic interventions targeting struggling students that require large amounts of time outside the regular school day. |
| **Pelham Preparatory Academy** <br> 8 periods of 45 minutes | **TAKING ADVANTAGE OF PARTNERSHIPS**  Pelham Prep builds relationships with co-located schools and external organizations to increase course offerings and academic support to students and to minimize internal costs. |
| **The Urban Assembly School for Applied Math and Science (AMS)** <br> 6 day cycle schedule: 60 minute periods | **UNIQUE MATH AND SCIENCE SEQUENCES**  AMS is strategic about sequencing science and math to provide more depth over breadth. For example, geometry is dropped from the core math sequence in order to provide additional mastery in algebra topics. |
| **The Urban Assembly School for Law and Justice (SLJ)** <br> 8 periods of 50 minutes | **HISTORY AND ELA COURSE SEQUENCING**  SLJ's law and justice theme guides course sequencing and offerings. Required supplemental courses in research and law are added to the core curriculum. |
| **Williamsburg Preparatory High School** <br> 8 periods of 50 minutes | **STUDENT FEEDBACK**  Williamsburg Prep conducts regular focus groups to determine student needs and tailors course dosage and offerings based on feedback. |

## WORKING WITHIN CONSTRAINTS

Schools face similar challenges: operating within the constraints of a regular school day, meeting graduation requirements, and tackling the unique circumstances of working in New York City. The constraints below surfaced across all model schools and provide context for how schools make decisions and prioritize their time with students and teachers.

### State Graduation Requirements

Schools make strategic decisions about time allocation to maximize students passing and meeting the college-ready benchmarks on New York State required exams. For example, one school focuses on preparing all 10th-grade students for the Global History Regents exam by providing double periods over one school year, rather than offering the traditional two-year sequence. This means that retaking the Algebra 1 exam may be delayed until 11th grade for those who fail in 9th grade. Other schools provide a supplemental course in a particular core academic subject to maximize the number of students who pass and reach college-ready benchmarks on Regents exams. Many pay teachers per session to provide tutoring and additional support after school hours and on weekends.

### Sharing Space

Many schools in New York City share their building with other schools. Co-location can be limiting because schools must coordinate the cafeteria, gym, labs, and other shared spaces. Often in these schools, programming begins with allocating these shared resources and all other scheduling must revolve around these fixed periods. That said, schools respond differently to the challenge of co-location. Some choose to program students for very early or very late lunch periods to avoid sharing the cafeteria in order to maintain separate school cultures. Other schools mix students within shared spaces and pool resources. For example, a couple of the model schools work collaboratively within their respective campuses to allow students to enroll in AP classes across schools.

### Contractual Limits on Time

One important contractual consideration that greatly influences programming is operating within the rules of United Federation of Teachers (UFT) contracts. In order to make certain schedule changes, staff must approve the change via School-Based Options (SBOs). Examples of changes that require SBO approval include changing the configuration of extended time, using extended time for inquiry work, creating a block program, and starting the school day before 8:00 am or ending after 3:45 pm. Some schools included in this report used SBOs to carve out time one day per week for all-staff meetings when students are released early or come in late. Another school used an SBO to reconfigure how they were using their extended time. For more information about SBOs, please refer to the NYC DOE Office of Labor Relations Frequently Asked Questions and the UFT SBOs webpage.

### Balancing Tradeoffs

With every decision schools make to better prepare their students for college and career, there are tradeoffs to consider. Schools must be strategic about resource allocation, course sequencing, and dosage in order to meet the needs of their students and be true to the priorities of the school. The examples in the table below demonstrate some of the strategic decisions the model schools have made. While there are no right or wrong decisions, each school must weigh their priorities and consider tradeoffs to make the best choice for their students.

TABLE 3. BALANCING PRIORITIES AND TRADEOFFS

| IF YOU PRIORITIZE… | YOU MIGHT CONSIDER… | BUT, YOU MAY NEED TO GIVE UP… |
|---|---|---|
| **Course Depth** | Block scheduling or longer class periods | • **Course breadth.** Longer class periods reduce the number of classes students can take per day, which in turn may impact credit accumulation.<br>• **Consistency.** Students and teachers may no longer have a consistent schedule where classes meet every day. |
| **Tailored Course Sequences Starting in 9th Grade** | Pre-assessing students' skill levels and starting them on differentiated pathways | • **Heterogeneous classes or sections.** Classes are determined by proficiency and students move with those with similar skills.<br>• **Flexibility to move students based on performance.** If tracks are predetermined, it can be difficult for students to move to a more advanced section. Parallel scheduling, meaning subject area classes meet simultaneously, may be required in order to accommodate movement. |
| **Youth Development** | Advisory | • **Resources and time.** Resources and time allocated to other parts of the school will need to be used to program teachers for advisory and provide professional development to train teachers as effective advisors. Students also need to reallocate time spent on other courses or activities to be programmed for advisory. |
| **Mastery of Core Academic Areas** | Required supplemental courses in core academic areas | • **Student choice.** Requiring students to take an additional writing or research course takes time out of the schedule that could be used for elective classes.<br>• **Advanced Language Other Than English (LOTE) or non-core subjects.** Offering supplemental literacy or math courses can take time away from LOTE, which in turn prevents students from graduating with an Advanced Regents Diploma, or experiences in non-core subjects. |
| **Large Teaching Staff/Smaller Caseloads** | Hiring more teachers and less administrative staff | • **Administrative support.** If the administration is kept small in order to devote more resources to additional teachers or to pay per session for extra responsibilities, teachers must help fulfill administrative duties. |
| **More Adult Learning or Common Planning Time** | Late start or early dismissal one day a week for PD or meetings | • **Time with students one day per week.** Time that might be used for classes or tutoring may need to be sacrificed to allow for all-staff meetings or professional development. |
| **Offering Students a Wider Array of Courses and Experiences** | Sharing teachers, classes, or space with co-located schools | • **Separate school cultures.** If students or teachers are interacting with students or staff from other schools, school cultures may influence one another. |

While every school operates under a different schedule with distinct priorities, common strategies are used across the model schools. Some of these relate directly to scheduling and others are important factors that influence course sequencing and offerings. Below is a list of five key themes that surfaced related to Academic Programming for college and career readiness.

Note that all ten schools included in Project 1 incorporate these five themes into their scheduling and programming decision-making. While the case studies only highlight certain strategies within two or three of these themes, it is important to note that all five are integral for college and career readiness.

## Academic Programming: Designing Course Offerings and Sequences

Schools offer different types of courses and multiple pathways for incoming and continuing students. These schools focus on designing rigorous courses and course sequences in order to graduate their students ready for college and career. Students enter high school with varying proficiency and schools face the challenge of addressing the distinct needs of under-prepared, on-track, and accelerated students. Tailoring courses based on proficiency level influences programming since students will be progressing at different rates. Many schools program students for additional courses in core academic areas to increase mastery and skill development. Common examples include literacy or research classes that allow students to practice writing and analysis.

## Staff Learning and Collaboration Time

All schools design schedules to provide structured time for adult learning and collaboration. Schools strategically schedule to ensure that grade-level or departmental teachers have coinciding non-teaching periods when they can meet. Some schools release students early or start late once a week to allow for the entire staff to receive professional development or meet in various groupings. As one principal mentioned, the implementation of **Common Core** may not directly affect scheduling; however, it will increase the amount of time teachers need to meet and co-plan.

## Extra Time for Student Learning

Most schools agree that there is often not enough time during the school day to provide all the necessary supports to students who need or want extra help. All schools use some combination of before and after-school hours and Saturday time to provide extra tutoring, support, and in some cases, classes for their students. Most fund this by offering teachers per session to work extra hours and some take advantage of partnerships to supply staff and programs. For example, some schools maintain small administrations in order to devote more resources to paying teachers per session. Lower-achieving students are encouraged or sometimes "prescribed" to attend tutoring, while on-track students may use the extra time for Regents exam or SAT prep. Advanced students may use the time to take higher-level coursework, or pursue non-core academic interests. Schools sometimes message this extra time as part of the regular school day to encourage attendance.

## Allocating Time for Youth Development

Finding time during the school day for youth development through advisory classes, culture-building rituals and celebrations, and student engagement plays an important role in college and career readiness. Advisory is designated time to address academic and personal behaviors as well as college preparation and socio-emotional skills. Valuing student voice empowers students to be more responsible and play a more active role in their education. Their feedback can influence course offerings and sequences. Prioritizing these types of activities and skills helps students develop strong academic and personal behaviors and creates a pervasive college-going culture that is responsive to student needs.

## Allocating Time for College and Career Learning Opportunities

All ten schools offer opportunities for students to take advanced courses and some even help students earn college credits. Schools offer college-level classes through various providers, including **College Now**, as well as Advanced Placement or "**college-certified**" classes. Some schools encourage or require students to complete internships in order to learn on-the-job skills. These internships may or may not be credit-bearing and often include a classroom component.

### ROAD MAP TO CASE STUDIES

The following table provides a road map to guide readers through the model school case studies. It outlines the key themes and specific strategies described in depth in each model school's case study.

Each case study provides an overview as well as a detailed description of the school's approach to using time, including a discussion of their priorities and tradeoffs. The case studies also include a sample bell schedule and a table showing the core course offerings and sequences to give readers a complete and detailed picture of each schedule.

# TABLE 4. ROAD MAP TO CASE STUDIES

| SCHOOL | THEMES & STRATEGIES |
| --- | --- |
| **Case Study 1: Academy for Careers in Television & Film**<br>Small Career and Technical Education (CTE) school that values advisory and data-driven decision-making | **ACADEMIC PROGRAMMING:** Course Dosage; Parallel Scheduling<br>**YOUTH DEVELOPMENT:** Advisory<br>**COLLEGE LEARNING:** Internships |
| **Case Study 2: Channel View School for Research**<br>Grade 6-12 Outward Bound school that prioritizes flexible programming and takes advantages of partnerships | **ACADEMIC PROGRAMMING:** Student Grouping; Course Dosage<br>**EXTRA TIME:** Saturday School<br>**COLLEGE LEARNING:** College Now and Partner Programs |
| **Case Study 3: Edward R. Murrow High School**<br>Large school with huge course offerings that lets students take ownership of their education | **ACADEMIC PROGRAMMING:** Math and Science Sequences<br>**EXTRA TIME:** Supporting Struggling Students<br>**YOUTH DEVELOPMENT:** College Culture |
| **Case Study 4: High School of Telecommunication Arts and Technology**<br>Large school that believes supporting teachers supports students | **ACADEMIC PROGRAMMING:** Supplemental Courses<br>**STAFF TIME:** Teacher Collaboration<br>**YOUTH DEVELOPMENT:** 9th Grade Structure; College Culture |
| **Case Study 5: Manhattan Bridges High School**<br>Medium Spanish-language bilingual school with engineering and IT themes | **ACADEMIC PROGRAMMING:** ELA Dosage and Differentiation<br>**YOUTH DEVELOPMENT:** College and Career Readiness Seminar<br>**COLLEGE LEARNING:** Internships and Job Shadowing; College Now |
| **Case Study 6: PACE High School**<br>Small school created as a partner for Pace University with strong academic supports for students | **STAFF TIME:** Teacher Meeting Time; Teacher Looping<br>**EXTRA TIME:** Support for Struggling Students<br>**COLLEGE LEARNING:** College Partnership |
| **Case Study 7: Pelham Preparatory Academy**<br>Small school on a large campus that takes advantage of partnerships to meet student needs | **ACADEMIC PROGRAMMING:** Supplemental Courses<br>**EXTRA TIME:** Partner Programs<br>**COLLEGE LEARNING:** College Preparatory Certified Courses; Sharing AP Resources |
| **Case Study 8: The Urban Assembly School for Applied Math and Science**<br>Small grade 6-12 school with unique programming sequences | **ACADEMIC PROGRAMMING:** Math and Science Sequences<br>**STAFF TIME:** Teacher Development<br>**YOUTH DEVELOPMENT:** Advisory |
| **Case Study 9: The Urban Assembly School for Law and Justice**<br>Small school that designs its program to align with its law and justice theme | **ACADEMIC PROGRAMMING:** Supplemental Courses; Course Sequences<br>**EXTRA TIME:** Partner Programs<br>**YOUTH DEVELOPMENT:** Advisory |
| **Case Study 10: Williamsburg Preparatory High School**<br>Small school driven by student feedback | **ACADEMIC PROGRAMMING:** Math Sequences, Supplemental Courses<br>**YOUTH DEVELOPMENT:** Student Engagement; Advisory |

Please refer to glossary on pg. 72 for definitions of terms and abbreviations. After the model school case studies, several appendices address time-use topics that, while not discussed by model schools, may be valuable for school professionals.

- **Appendix A** includes examples of student and teacher schedules from various schools to help readers understand how the schedule works on an individual student or teacher level.

- **Appendix B** is a description of Brooklyn Frontiers High School, a new school using a trimester schedule to address the unique needs of their overage student population.

- **Appendix C** is a description of the Senior Seminar used at Susan E. Wagner High School for 12th graders who have completed all core academic requirements.
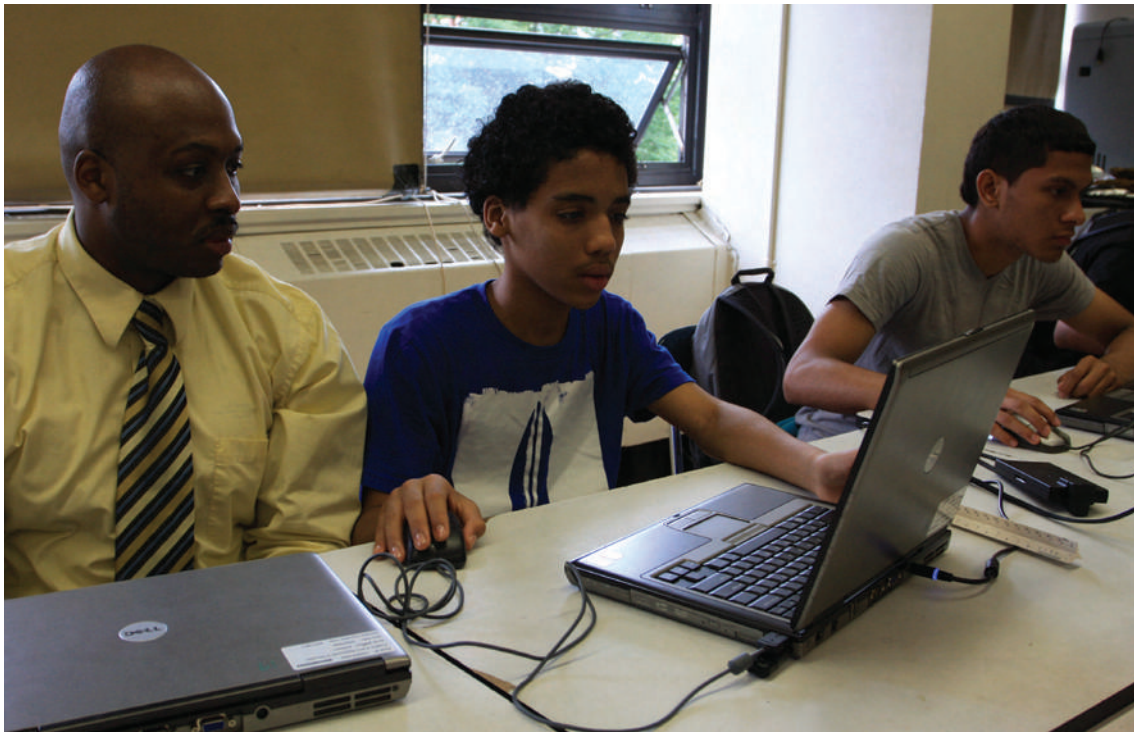


▶ **For questions or additional information, please email: OPSR@schools.nyc.gov or refer to the OPSR webpage http://schools.nyc.gov/Offices/OPSR**

Academic Programming

Youth Development

College Learning

# ACADEMY FOR CAREERS IN TELEVISION & FILM

**IN THEIR OWN WORDS** ▶ The Academy for Careers in Television and Film (ACTvF) exists to provide a bridge to higher education and meaningful preparation for careers in television and film production. Through customized academic programs and personalized instruction, students at ACTvF acquire the prerequisite skills and knowledge to successfully transition into competitive four-year colleges. Industry internships and hands-on experiences allow ACTvF students to develop the technical skills and work habits necessary to successfully pursue careers in production.

The Academy for Careers in Television and Film (ACTvF) was founded in 2008 as a small Career and Technical Education (CTE) school in Queens with a focus on television and film production. At inception, ACTvF founders strategically chose to implement a block schedule with 75 minute periods to provide sufficient instructional time for academic and production-related classes. The school also prioritizes allocating time for advisory and opportunities to build career skills.



### ACTvF AT A GLANCE

Founded
**2008**

Borough and District
**Queens, District 30**

Total Students
**437**

Admissions Policy
**Limited Unscreened**

Co-located
**Yes**

Black or Hispanic
**74%**

Free or Reduced Price Lunch
**67%**

English Language Learners
**3%**

Special Education
**20%**

Average Incoming 8th Grade
ELA & Math Proficiency Level
**2.93**

Graduation Rate
**97%**

College and Career Ready
**N/A***

Postsecondary Enrollment Rate
**80%**

* Data not available yet.

## SCHEDULE

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Period 1**<br>9:00-10:15<br>(75 mins) | Academic Course | Academic Course | Academic Course | Academic Course | Academic Course |
| **Period 2**<br>10:17-11:32<br>(75 mins) | Academic Course | Academic Course | Academic Course | Academic Course | Academic Course |
| **Period 3**<br>11:34-12:49<br>(75 mins) | Academic Course | Academic Course | Academic Course | Academic Course | Academic Course |
| **Period 4**<br>12:52-1:30<br>(38 mins) | Lunch/ Advisory | Lunch/ Advisory | Lunch | Lunch/ Advisory | Lunch/ Advisory |
| **Period 5**<br>1:33-2:12<br>(39 mins) | Lunch/ Advisory | Lunch/ Advisory | Academic Course 1:35-2:50 | Lunch/ Advisory | Lunch/ Advisory |
| **Period 6**<br>2:15-3:30<br>(75 mins) | Academic Course | Academic Course | Early Release at 2:50 | Academic Course | Academic Course |
| **After School**<br>3:30-4:30<br>(60 mins) | Tutoring/ Production Activities | Tutoring/ Production Activities | | Tutoring/ Production Activities | Tutoring/ Production Activities |

> "Everything we do goes through the (teacher) advisor … (so) we see the role of the teachers is really beyond just the classes they teach."
>
> – *School Social Worker*

## NOTES ON SCHEDULE

- ACTvF makes a large teaching staff a priority, which means they must have a leaner administration in order to accommodate a higher number of teachers. Thus, teachers at ACTvF have less than the full load equivalent of a traditional program, and have at least a full 75 minute period to prep and plan each day. Once a week, the expectation is for that period to be dedicated to team meeting and planning.

- The schedule is driven in part by the Production classes that meet for the same or more time as academic courses (75 minutes, often four times per week). In the 11th grade, all Production classes meet during 4th period, including eight two-day cycles a year where every student stays for extended day until 4:15 pm. To make this work, the school implemented specific accommodations including:

  - College Now programming was moved from after school to before school because it conflicted with production shoots.

  - Academic teachers sometimes delay tutoring until 4:15 pm to accommodate students who are participating in extended day film shoots.

- In addition to after school, tutoring is offered on Saturdays for Regents exam prep.

Academic Programming

Youth Development

College Learning

## FOUR-YEAR PROGRAM PLAN

| | ELA | Social Studies | Math | | Science | LOTE | CTE |
|---|---|---|---|---|---|---|---|
| | | | **Option A** | **Option B** | | | |
| 9 | **Double Dose** ELA 9 | None | Geometry | Algebra 1 | Living Environment (some take Earth Science if already passed Living Environment) | Spanish | Production: Documentaries; Introduction to Narrative |
| 10 | ELA 10 | **Double Dose** Global History | Algebra 2/ Trig | Geometry (small group pulled out for Math Foundations) | Earth Science or Chemistry | None | Production: Narrative for specific class skills |
| 11 | ELA 11 or AP English Composition | **Double Dose** US History or AP US History (Includes Govt/ Econ curriculum) | None | Algebra 2/ Trig | Chemistry or no science (those not taking science are often Production TAs) | None | Production: Students choose specialization |
| 12 | English Literature and Research or AP Literature | AP Psychology | AP Calculus | Senior Math* | Trying to add an AP Science for next year | None | Production: Students choose specialization, work as a production TA or participate in an internship off-site |

\* Senior Math is divided into three sections that are differentiated based on student need. One section might be focused on retaking the Algebra 1 Regents exam in order to achieve college readiness, while another section may be focused on passing the Algebra 2/Trig Regents exam. All Senior Math classes include SAT prep during the first semester and preparing for the CUNY placement exams in the second semester.

## KEY THEMES & STRATEGIES

## Academic Programming: Designing Course Offerings and Sequences

### Tailoring Course Dosage and Sequences

To bolster performance, ACTvF strategically increases instruction time in certain courses resulting in high Regents exam pass rates. Most core courses meet three times per week, however:

- ELA is offered five times a week for all 9th graders. Since class periods are longer and typically do not meet every day, this amounts to a double dose of ELA in 9th grade. By providing additional time in 9th grade, students finish the traditional four-year ELA sequence in three years, which allows students to take advanced or AP courses in 12th grade.

- Global History meets five times a week and is offered over one year in 10th grade, rather than completed over two years in 9th and 10th grades. Staff prefer offering Global History in one year to avoid challenges related to the gap in learning over summer vacation and having a different teacher from one year to the next. This also opens up time in the 9th grade schedule for students to fulfill their Language Other Than English (LOTE) requirement. Because ACTvF is a CTE school, students are required to complete only one year of LOTE courses to achieve an [Advanced Regents Diploma](#).

- Dosage for US History for 11th graders was also changed from meeting three times a week to five times a week because the school recognized the large amount of content to cover. The additional time also allows teachers to incorporate the Participation in Government/Economics curriculum into the 11th grade.

- Production meets four times per week in 9th-11th grades. Twelfth graders are not required to take a Production course. Many act as TAs for Production classes in lower grades or participate in internships instead.

### Parallel Scheduling and Pulling Out Students

ACTvF runs parallel courses, meaning offering sections of the same content area class simultaneously, and pulling out struggling students to offer further supports and reduce class sizes.

- In 10th grade, a small selection of students from two math blocks are pulled out to receive a Math Foundations class. Approximately 12 students who have Individualized Education Programs (IEPs) and/or lack fundamental skills are taken out of these two classes. This allows for more tailored attention to build basic math skills and decreases the number of students in the original two blocks.

- The Math Foundations course is credit-bearing and covers Algebra 1 skills and prepares students for Algebra 2/Trig concepts. Students are re-evaluated midyear; a few may move back to Geometry, but most stay in the foundational class. Students then move immediately to Algebra 2/Trig in 11th grade rather than taking Geometry.

ACTvF also uses parallel scheduling with math and science across grade levels so that students coming in with IEPs or at different proficiency levels can be placed in the appropriate classes. For example, if an incoming 9th grade student has already passed Algebra 1, he or she can be put into Geometry but remains with the designated 9th grade block for the rest of the day.

> ACTvF runs parallel courses to offer further supports and reduce class sizes.

Academic
Programming

Youth
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# Allocating Time for Youth Development

## Advisory

Advisory meets four times a week for 38 minutes. Students are placed in a small group of 12-18 students with an advisor, both of which remain consistent all four years. Advisory is part of a teacher's program like any other academic class and every teacher, with the exception of the college advisor, teaches an advisory. Students earn a half credit per semester.



Advisory is highly structured and each of the four days during the week is devoted to a different type of activity according to grade level, including independent reading, college and career preparation, study hall, financial literacy (required for CTE certification), and "Advisory Circle". Initially, the Social Worker designed grade-specific curricula with some input from teachers. However, in recent years, ACTvF has established a structure of grade-specific advisory teams, where every teacher in the team has input to further develop and adjust the curriculum as needed. For example, 11th and 12th grade advisory teams work closely with the college office; similarly, teachers offer Regents prep during advisory, leveraging the expertise of teachers within the team who can design and distribute lesson plans. Grade-level teams meet monthly during Wednesday staff meetings to plan advisory for the following month.



**College culture and awareness-building also happens through advisory.**
In 9th grade, students are introduced to the school's expectations and graduation requirements. In 11th grade, students learn about the application process, take three college trips, and complete college research projects. Starting in school year 2012-13, 12th graders take a college planning class once a week (in addition to advisory), where they work on their college applications and Free Application for Federal Student Aid (FAFSA). Over time, ACTvF wants advisors to play more of a role in facilitating the college planning process. The school also requires that every student apply to at least one CUNY and one SUNY school.

**In addition to developing the curriculum, advisors are expected to play an active role in monitoring the progress and behavior of their students.** Advisors are the primary contact for parents. During quarterly parent-teacher conferences, the advisor receives narrative reports from each teacher, which are used as the basis of discussion with parents. Parents may meet directly with teachers if requested, but the primary communication is always via the advisor. Any incident or interaction is logged into a system that automatically emails the advisor of the student involved. There are no deans, therefore the advisor is responsible for handling disciplinary issues. This structure helps ACTvF maintain a small and effective administration.

**While advisory duties and responsibilities take up a significant portion of their daily workload, the faculty is very supportive of the school's approach.** ACTvF begins the process early by explaining their approach to advisory during the interview process. The administration is very upfront about the expectation for teachers to have a large role in monitoring student progress. New teachers receive training on advisory during orientation. ACTvF also stresses the importance of teacher input in the advisory planning process to facilitate buy-in from faculty.

## Allocating Time for College and Career Learning Opportunities

### Internships

ACTvF offers internship opportunities to help students learn real-world production skills and general workplace skills.

- Production staff members use both personal networks and active outreach to build relationships with potential employers.

- The application process mimics the production industry – opportunities are posted on a board in the hallway and students apply through an online form.

- 12th grade students participate in internships in 8-week cycles, working 2-4 days per week for at least 4 hours a day. They finish coursework in the mornings and can leave to go to their internships as early as 12:45 pm.

- On the first day, a staff member travels with the individual students to the workplace and introduces the student to the employer to ensure a clear understanding of the responsibilities. This process helps minimize students' anxiety for their first day of work and their challenges related to transportation and directions.

> Internship opportunities help students learn real-world production skills and general workplace skills.
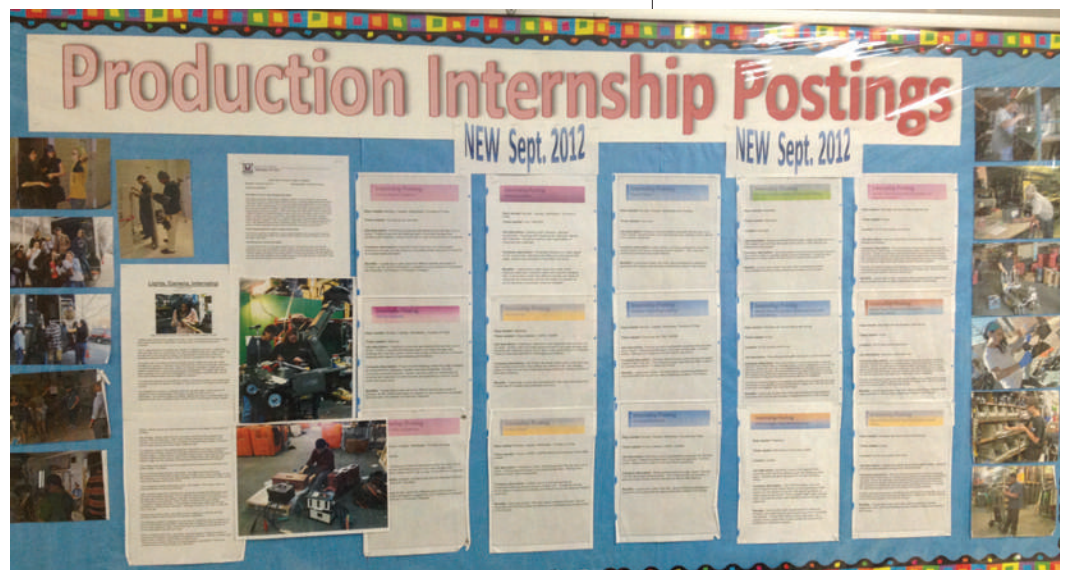
Academic
Programming

Extra
Time

College
Learning

# CHANNEL VIEW SCHOOL FOR RESEARCH

**IN THEIR OWN WORDS** All Channel View School for Research students will graduate as well-educated, involved citizens who have a love for learning that will enable them to embrace their future with confidence, community, tolerance and competence, using the lifelong strategies they acquire in our school.

Channel View School for Research is an NYC Outward Bound school located on Rockaway Beach that serves students in grades 6-12. Channel View emphasizes flexibility in their schedule and makes an effort to hire teachers who are dual-certified. Students are able to increase mastery and access to college-related opportunities because Channel View has created partnerships that provide funding for both instruction and programming.

## CHANNEL VIEW AT A GLANCE

Founded
**2004**

Borough and District
**Queens, District 27**

Total Students
**436**

Admissions Policy
**Limited Unscreened**

Co-located
**Yes**

Black or Hispanic
**80%**

Free or Reduced Price Lunch
**73%**

English Language Learners
**1%**

Special Education
**15%**

Average Incoming 8th Grade
ELA & Math Proficiency Level
**2.99**

Graduation Rate
**86%**

College and Career Ready
**65%**

Postsecondary Enrollment Rate
**61%**

## SCHEDULE

| | Monday – Friday |
|---|---|
| Period 1 | 8:15 – 9:03   (48 mins) |
| Period 2 | 9:05 – 9:50   (45 mins) |
| Period 3 | 9:52 – 10:37 (45 mins) |
| Period 4 | 10:39 – 11:24 (45 mins) |
| Period 5 | 11:26 – 12:11 (45 mins) Crew advisory group |
| | 12:13 – 12:43 (30 mins) Crew advisory group |
| Period 6 | 12:45 – 1:30   (45 mins) |
| Period 7 | 1:32 – 2:17   (45 mins) |
| Period 8 | 2:19 – 3:04   (45 mins) |

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Programming

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Time

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Learning

## NOTES ON SCHEDULE

- Channel View was able to bring their extended day (37.5 minutes) into their school day. They used the additional time to introduce a 30 minute advisory period that meets every day for students in all grades.

- Students who participate in Instrumental Music classes attend music class after school and start their day with Period 2.

- On Thursdays, all core subject and special education teachers finish teaching by 12:50 pm in order to meet together from 12:50-3:04 pm. During this time, students attend PE, Language Other Than English (LOTE) courses, and work at their internships.

- Courses meet at different times on different days, meaning a 9th grade ELA class may meet during Period 1 on one day and Period 4 on another day. Switching up the timing of each course helps students who may not be as productive at certain times in the day. However, there is a tradeoff for those students who prefer a more structured routine.

> "We're a school that takes advantage of all opportunities."
>
> – Principal



## FOUR-YEAR PROGRAM PLAN

| | ELA | | Social Studies | | Math | | Science | | LOTE | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Option A | Option B | Option A | Option B | Option A | Option B | Option A | Option B | Option A | Option B |
| 9 | ELA 9 | **Double Block** ELA 9 | Global History | Global History | **Double Block** Geometry | **Double Block** Algebra 1 | Earth Science | Living Environment | Spanish I | None |
| 10 | ELA 10 | ELA 10 | Global History | Global History | Algebra 2 | Geometry (2 or 3 semesters) | Chemistry | Earth Science | Spanish II | Spanish I |
| 11 | ELA 11 and/or College Now | ELA 11 and/or College Now | AP US History | US History or AP US History | Pre-Calculus or College Now | Algebra 2 or College Now | AP Environmental Science or Biology and/or College Now | Chemistry and/or College Now | Spanish III | Spanish II |
| 12 | ELA 12 and/or College Now | ELA 12 and/or College Now (optional) | Govt/ Econ and College Now (optional) | Govt/ Econ | Calculus, AP Calculus or College Now | Pre-Calculus or College Now | AP Biology, AP Environmental and/or College Now | Forensics, AP Environmental Science and/or College Now | None | None |

Channel View School for Research

Academic
Programming

Extra
Time

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Learning

## Academic Programming:
## Designing Course Offerings and Sequences

### Student Grouping and Honors Course

In 9th grade, students are placed into either one of two heterogeneous classes or into the Honors class based on their Regents scores and middle school performance. Students move through their classes as a group and stay together throughout high school. Individual students may be moved between groups if their academic performance indicates that they would benefit from a change. Those on the Honors track take accelerated courses in all subjects.

Channel View uses parallel scheduling to maximize flexibility. This allows students who may have failed a course to shift to the appropriate class during that period but stay with their group for other classes.

### Double English and Math

All 9th graders take double periods of math, and students not in the Honors section take a double period of ELA. The periods can be blocked or two non-consecutive periods. To accommodate the extra time in these courses, Spanish is delayed until 10th grade for those not in the Honors group. However, Honors students take Spanish in 9th grade so that they can complete the three required years of Language Other Than English (LOTE) to obtain an Advanced Regents Diploma.

> Channel View uses parallel scheduling to maximize flexibility.

## Extra Time for Student Learning

### Saturday School

Channel View holds weekly Saturday school from 9:00 am-1:00 pm. Teachers are paid per session through the Mayor's Fund, which was allocated to schools affected by Hurricane Sandy. Saturday courses include tutoring for struggling students, blended learning courses through iLearn and Achieve 3000, credit recovery, and a College Now course entitled "English Through the Arts," which includes museum visits. Saturday School greatly increases the number of courses they can offer students and allows for individualization that cannot always happen during the school day.

# Allocating Time for College and Career Learning Opportunities

## College Now

College Now courses are offered before school and on the weekends both on-site and at Kingsborough Community College. Some teachers at Channel View are certified to teach these courses and the majority of 11th and 12th grade students take advantage of them. Classes at Channel View are offered from 7:00-8:00 am four or five times per week or for two hour sessions on weekends. Kingsborough Community College provides funding to pay teachers to teach outside of their regular school day.

Students begin participation in College Now with the remedial math and English courses and then they can move on to more advanced courses on-site (including Humanities, English Through the Arts, and Behavioral Social Science) or to off-site classes at the Kingsborough campus. Students are able to attend classes off-site in the evenings, on Saturdays and/or on Thursday afternoons.

## Funding and Support Through Outside Partnerships

In addition to Saturday school, Channel View utilizes outside funding sources and leverages partnerships to support a number of programs and opportunities.

- Channel View is an Outward Bound school, which means they offer an advisory course called Crew. Crew topics include literacy, community service and student-led conferences. Channel View uses the College Access Research and Action (CARA) curriculum for 11th and 12th grade Crew.

- Channel View works together with other schools on campus to coordinate some course offerings, after school sports programs, band and homecoming. Students who are ready for an additional AP course not offered by Channel View are able to take an AP course at another school on campus.

- Funds from Autism Spectrum Disorders (ASD) provide per session funding for teachers who work with the school's autistic students to meet and collaborate after school.

- A grant from the Collaboratory for Adolescent Literacy Leaders (CALL) supports after school time for teachers to plan how to incorporate literacy throughout content areas.

- The school has a partnership with Jet Blue, which provides free flights for students to visit colleges and for staff to attend conferences across the country. The collaboration between Channel View and Jet Blue stems from PENCIL's partnership program.

- Through grant funding, Channel View has a college advisor who meets with students and helps with college applications.

- Channel View also has a number of partnerships that provide extracurricular and community service opportunities for students, including International Youth Leadership Institute, the Rockaway Waterfront Alliance, and Rockaway Youth Task. All students are expected to complete 100 hours of community service.

Channel View leverages partnerships to support a number of programs and opportunities.

Academic
Programming

Extra
Time

Youth
Development

# EDWARD R. MURROW HIGH SCHOOL

**IN THEIR OWN WORDS**

Preparing students to be college ready, career ready and life ready. To **C**hallenge students, to **A**chieve academic excellence, to **R**espect others, and to **E**ngage all students in the learning process (CARE).

The Edward R. Murrow High School was founded in 1974 in Brooklyn. Murrow is a very large school that serves over 4,000 students and employs approximately 200 teachers. The school is well known for its theater program and reputation for granting students high levels of academic choice and freedom. Students must learn to adapt to the school culture of independence and become accountable for their education.

**Examples of courses students can take at Murrow:**

Black Literature

Russian

Creative Writing

Food Science

Magical Realism

Astronomy

Yoga/Pilates

Playwriting





## MURROW AT A GLANCE

Founded
**1974**

Borough and District
**Brooklyn, District 21**

Total Students
**4,031**

Admissions Policy
**Ed Opt with
screened programs**

Co-located
**No**

Black or Hispanic
**42%**

Free or Reduced Price Lunch
**50%**

English Language Learners
**9%**

Special Education
**17%**

Average Incoming 8th Grade
ELA & Math Proficiency Level
**3.12**

Graduation Rate
**78%**

College and Career Ready
**69%**

Postsecondary Enrollment Rate
**76%**

Academic Programming | Extra Time | Youth Development

Students can get tutoring, take some non-core academic classes (PE, dance, etc.) or take College Now courses during zero period.

9th graders start with B Band given research on low teenage productivity in the mornings.

## SCHEDULE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| | 7:10 am O | 7:10 am O | Does not Meet | 7:10 am O | 7:10 am O |

The normal school day is 8:05 to 2:45, except for classes meeting "O" and "K" bands

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| 8:05 am A | 8:05 am A | 8:05 am PD Students report at 9:10 am | 8:05 am A | 8:05 am A |
| 9:00 am C | 8:50 am B | 9:10 am B | 9:00 am B | 9:05 am B |
| 10:00 am D | 9:45 am C | 9:55 am C | 9:55 am C | 10:05 am D |
| 10:55 am E | 10:40 am D | 10:40 am D | 10:50 am E | 11:05 am F |
| 11:50 am F | 11:35 am E | 11:25 am E | 11:50 am F | 12:00 pm G |
| 12:45 pm H | 12:30 pm G | 12:10 pm F | 12:50 pm G | 12:55 pm H |
| 1:45 pm J | 1:15 pm H | 12:55 pm G | 1:50 pm J | 1:50 pm J |
| | 2:00 pm J | 1:50 pm H | | |
| 2:45 pm K | 2:45 pm K | 2:45 pm Does not meet | 2:45 pm K | 2:45 pm K |

| 3:40 pm | 3:40 pm | 3:40 pm | 3:40 pm | |

### PD on Wednesday mornings

Mornings are considered more productive for teachers and therefore students are allowed to come in later.

Staff voted to implement this PD time through a School-Based Option (SBO) vote.

### Optional Time Activities (OPTAs)

Non-scheduled periods are when students are free to go to the resource or wellness centers, get tutoring, or eat lunch.

Only 12th graders are allowed to spend this free time in the hallways.

There are no designated lunch periods but OPTAs are typically scheduled in the middle of the day so students have time to eat.

K Band for classes and programs that require after-school time, like theater productions.

**Please Note:**

| On Monday | B & G Bands | Do not Meet |
|---|---|---|
| On Tuesday | F Band | Does not Meet |
| On Wednesday | O, A, J & K Bands | Do not Meet |
| On Thursday | D & H Band | Do not Meet |
| On Friday | C & E Band | Do not Meet |

## NOTES ON SCHEDULE

- The normal school day is 8:05 am to 2:45 pm except for classes meeting "0" and "K" bands.

- Murrow's block schedule has been in place essentially since the school's inception.

- Bands are 45, 55 or 60 minutes long.

- The teachers' schedules are not officially staggered; however teachers who start the day early, end earlier and vice versa, depending on their programs.

- Students who wish to take more courses or who participate in one of the screened theater or arts programs could potentially be in school for all bands.

- Students with very full schedules (often those in the theater program) may not have any free periods on some days and are allowed to eat lunch in class.

## FOUR-YEAR PROGRAM PLAN

| | ELA | Social Studies | | Math | | Science | | | LOTE |
|---|---|---|---|---|---|---|---|---|---|
| | | Option A | Option B | Option A | Option B | Option A | Option B | Option C | |
| 9 | Choice of ELA course | Global History (1 of 2) | Global Academy (1 of 2) | Algebra 1 | Algebra 1 (2 of 3 semesters) | Chemistry | Living Environment | Human Biology | Students are required to take at least one year of LOTE. Students can choose from:

Spanish
French
Russian
Chinese
Italian |
| 10 | Choice of ELA course | Global History (2 of 2) | Global Academy (2 of 2) | Geometry | Algebra 1/ (3 of 3 semesters)/ Geometry | Physics | Chemistry or Earth Science | Living Environment | |
| 11 | Choice of ELA course | US History or AP US History | | Algebra 2/ Trig | Geometry | AP Science or Science Elective | Physics or Science Elective | Chemistry or Science Elective | |
| 12 | Choice of ELA course | Govt/Econ and History Elective (optional) | | Calculus or Math Elective (optional) | Algebra 2/ Trig or Math Elective (optional) | AP Science or Science Elective | AP Science or Science Elective (optional) | Science Elective (optional) | |

Academic
Programming

Extra
Time

Youth
Development

## KEY THEMES & STRATEGIES

### Academic Programming:
### Designing Course Offerings and Sequences

#### Course Sequences

#### Math

Math sequences are determined through previous scores and grades and some degree of student choice. In school year 2012-13, Murrow began giving their own math pre-assessment to better place incoming 9th graders.

- Students with lower levels of proficiency can take Algebra 1 and Geometry as three semester courses. These students finish Geometry by the end of 11th grade and then may take Algebra 2/Trig in 12th grade.

- On track students take Algebra 1 in 9th grade and then move on to Geometry in the 10th grade, and Algebra 2/Trig in 11th grade.

- Accelerated students who pass Algebra 1 in the 8th grade start Geometry in the 9th grade. However, some of these students may be guided towards a 1.5-year Geometry course to ensure mastery.

- Murrow also offers Pre-Calculus, Calculus, Statistics, and AP Statistics so students can access college-level math.

#### Science

Murrow also offers differentiated science to students based on proficiency.

- Students with lower levels of proficiency have sequencing options. They can take Human Biology before Living Environment in 9th grade and can take Earth Science instead of Chemistry in the 10th grade. These students' science sequence may be: Human Biology (9th), Earth Science (10th), Chemistry (11th) and then an elective science in the 12th grade if requested.

- Accelerated students who pass Living Environment in the 8th grade start 9th grade in Chemistry and then have the opportunity to take AP Science courses in 11th and 12th grades. These students may also take an additional research course in the 9th grade.

#### ELA and Social Studies

- Lower performing students take an interdisciplinary, literacy-based course called Global Academy in the 9th and 10th grades.

- Murrow also offers a Humanities enrichment course for 10th and 11th graders.

> "The transition from high school to college is much easier for our students because they're used to a system without bells, they're used to a system where some classes go more than 40 minutes, they're used to a system where they're responsible for looking at the clock."
>
> *– Program Chair*

# Extra Time for Student Learning

## Supporting Struggling Students

Struggling students can receive both teacher and peer tutoring. Students can voluntarily attend tutoring or have tutoring be "prescribed" by their teacher or teachers. Teachers prescribe tutoring by filling out a form that requests the student receive tutoring and the content and/or skills that require remediation. At the end of the tutoring session, the tutor fills out the bottom of the sheet that is then returned to the teacher to confirm attendance. Teachers can also recommend students to be tutors. These students receive a service credit that may help fulfill National Honors Society requirements.

Students can also take advantage of PM school (after school) and Saturday sessions. This additional time is well attended and used to help with credit accumulation. Murrow also maintains a writing center, which is overseen by a teacher and held in a computer room. Murrow uses Circular 6 time to staff the writing center.

# Allocating Time for Youth Development

## Developing a College-Focused School Culture

**The environment at Murrow mimics college.** Staff members report the transition from high school to college is often easier for their students who are already accustomed to a certain level of freedom and accountability. Given the unique schedule, staff understand that it may be common for students to miss class in the beginning of the school year. Some strategies the school uses to ease transition are placing strong teachers in 9th grade and switching from short 10-week course cycles to semesters, which help with continuity of teachers and courses. Student leaders also visit 9th grade classes and conduct an exercise where 9th graders practice filling in their bands in an effort to increase understanding of the daily schedule.

**As in a college setting, programming is driven by student choice.** There are designated course selection days where teachers explain course offerings in their subject area. Each semester, students fill out a course request form with input from guidance counselors. Guidance counselors are responsible for about 375 students; they meet with students and input course requests into the computer system.

**There is no passing time built into the schedule.** Rather than have bell-defined passing times, teachers give four minutes of leeway at the start of classes. After that grace period, they post a late log, which students must sign. Students are held accountable for lateness by individual teachers. For example, one teacher created an instructional strategy to combat lateness. This teacher gave a "Mad Easy Quiz" at the beginning of class that allowed those who arrived on time to earn points and raise their grades.

Struggling students can receive both teacher and peer tutoring.

Staff members report the transition from high school to college is often easier for their students who are already accustomed to a certain level of freedom and accountability.

Academic
Programming

Staff
Time

Youth
Development

# HIGH SCHOOL OF TELECOMMUNICATION ARTS AND TECHNOLOGY

**IN THEIR OWN WORDS** All of our students must take the most challenging course of study at which we believe they are capable of succeeding, all of us must treat each other with kindness, and the goal of our work is not simply to graduate our students but rather to prepare them to be successful for their studies after they leave us.

The High School of Telecommunication Arts and Technology (HSTAT) is located in Brooklyn and serves almost 1,300 students. HSTAT prioritizes its time and program structure to bolster skill development in key academic areas and maximizes time for teacher collaboration. The school structures the 9th grade with an emphasis on easing the transition to high school and has been successful in developing a strong and pervasive college-going culture.

### HSTAT AT A GLANCE

Founded
**1985**

Borough and District
**Brooklyn, District 20**

Total Students
**1,292**

Admissions Policy
**Educational Option**

Co-located
**No**

Black or Hispanic
**63%**

Free or Reduced Price Lunch
**80%**

English Language Learners
**6%**

Special Education
**24%**

Average Incoming 8th Grade
ELA & Math Proficiency Level
**3.00**

Graduation Rate
**83%**

College and Career Ready
**68%**

Postsecondary Enrollment Rate
**79%**

### SCHEDULE

|  | Regular Schedule | Wednesday Schedule |
|---|---|---|
| Period 1 | 8:10 – 8:53   (43 mins) | 8:10 – 8:50   (40 mins) |
| Period 2 | 8:56 – 9:45   (49 mins) | 8:53 – 9:35   (42 mins) |
| Period 3 | 9:48 – 10:31 (43 mins) | 9:38 – 10:18 (40 mins) |
| Period 4 | 10:34 – 11:18 (44 mins) | 10:21 – 11:00 (39 mins) |
| Period 5 | 11:21 – 12:04 (43 mins) | 11:03 – 11:42 (39 mins) |
| Period 6 | 12:07 – 12:50 (43 mins) | 11:46 – 12:25 (39 mins) |
| Period 7 | 12:53 – 1:36   (43 mins) | 12:28 – 1:08   (40 mins) |
| Period 8 | 1:39 – 2:22   (43 mins) | 1:11 – 1:50   (39 mins) |

## STAFF TIME

| Classes | 8:05 – 2:25 |
| --- | --- |
| Tuesday & Thursday Tutoring | 2:25 – 3:15 |
| Wednesday Meeting | 1:50 – 3:15 |

## NOTES ON SCHEDULE

- All students rotate through the same periods every school day and take six academic courses in addition to PE and lunch.

- The 150 minutes per week of extended time is used after school for tutoring and for staff meeting time on Wednesday afternoons as per a School-Based Option (SBO) vote.

- HSTAT assumes all students will be on an Advanced Regents Diploma track. Therefore, all students are expected to take four years of math and science as well as three years of Language Other Than English (LOTE).

"We can help the kids if we can help the teachers"

*– Principal*

## FOUR-YEAR PROGRAM PLAN

| | ELA | Social Studies | Math | | | Science | | LOTE |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Option A | Option B | Option C | Option A | Option B | |
| 9 | Global Literature & Writing | Global History (1 of 2) | Geometry | Algebra 1 | Algebra 1 (1 of 2) | Non-regents Bio Chemistry | | Spanish |
| 10 | ELA 10 / Supplemental Research Course | Global History (2 of 2) | Algebra 2/ Trig | Geometry | Algebra 1 (2 of 2) | Chemistry (if passed Living Environment in 8th) | Living Environment | Spanish or AP Spanish |
| 11 | ELA 11 | AP or non-AP US History | Pre-Calculus, Statistics or Calculus* | Algebra 2/ Trig | Geometry | Physics | Earth Science, Chemistry, or Forensics | Spanish, AP Spanish, or Spanish Art and Culture |
| 12 | ELA 12 or AP English | Govt/Econ | Calculus or Statistics | Pre-Calculus or Statistics | Algebra 2/ Trig or repeat Geometry | Forensics | Physics, Chemistry, or Earth Science | Spanish, AP Spanish, or Spanish elective (optional) |

* Students need to score an 85 or above on the Algebra 2/Trig Regents exam to move on to Calculus.

## KEY THEMES & STRATEGIES

### Academic Programming: Designing Course Offerings and Sequences

#### Supplemental Courses

**9th graders take two ELA courses.** The core ELA course is titled Global Literature and is aligned to the Social Studies curriculum. The supplemental course is a writing course that was initially structured to bolster writing skills in four disciplines – English, math, science, and social studies. To accomplish this, all 9th grade teachers taught a writing course in their respective subject area and students rotated quarterly. In school year 2013-14, HSTAT adopted the writing course model from New Dorp High School in Staten Island, where students focus on sentences as the building blocks to ideas. All writing courses meet at the same time, which creates a period for grade-wide announcements or activities as needed.

**All 10th graders take a research class.** This class builds research skills and provides a grade-wide course that fosters collaboration among grade-level teams and the development of grade-level norms.

In order to accommodate supplemental writing and research courses in 9th and 10th grades, student choice is delayed to later grades. Students have less elective choices and take fewer art and music classes in early grades.

### Staff Learning and Collaboration Time

*The principal believes strongly in the power of collaboration. He acknowledges that while it may be easier and sometimes preferred by teachers to plan and work individually, it is much less impactful than working together.*

#### Maximizing Time for Teacher Collaboration

#### Co-Planning Time

Teachers have a daily free period aligned with their grade team when they are able to meet and collaborate. HSTAT uses periods when students are at lunch, PE, or in the resource room to create time when grade-level teachers are free. In previous school years, teachers were required to co-plan every day during this time, but the school changed its policy and now requires two periods a week for co-planning while the other three are available for working individually or together. The reduction in required co-planning time was a result of the SBO change to create the all-staff meeting time on Wednesday afternoons.
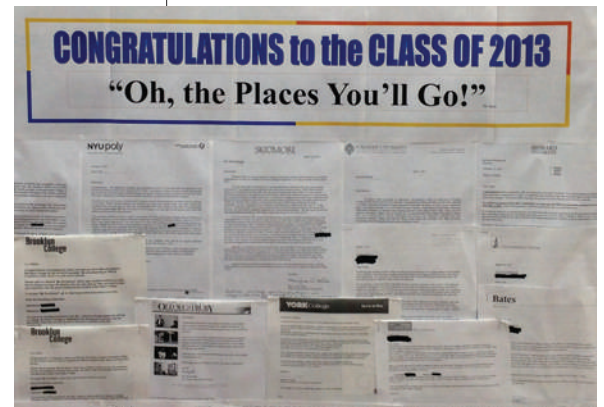
> The principal believes strongly in the power of collaboration. He acknowledges that while it may be easier and sometimes preferred by teachers to plan and work individually, it is much less impactful than working together.

High School of Telecommunication Arts and Technology

Academic
Programming

Staff
Time

Youth
Development

## All-Staff Meeting Time

Students are released early on Wednesdays at 1:50 pm and faculty has until 3:15 pm to meet and discuss student work. The entire staff is available to meet as a whole or break up into teams.

In order to create the all-staff meeting time on Wednesday afternoons, the principal needed to receive approval from staff through an SBO vote. This meant that teachers agreed to reallocate time from tutoring to adult learning time.

The administration needed two years to obtain a favorable vote from staff. Providing a better explanation and the addition of new staff in support of the change helped tip the scales. Another key factor was switching from requiring teachers to meet and co-plan daily to twice a week. Teachers were given more freedom during the week and were more amenable to devoting additional time on Wednesday afternoons for collaboration.

These all-staff meetings require more planning for how to best use this time. A group of teachers meets on Mondays after school to prepare for Wednesday sessions and are paid per session for this extra responsibility.

## Additional Supports and Accountabilities to Prioritize Teacher Planning Time and Common Core Alignment

- At HSTAT, Circular 6 time is used primarily for teacher collaboration and co-planning, as opposed to administrative duties.

- Administrators encourage grade-level projects that allow for teachers across disciplines to work together with the same group of students on an assignment. For example, 11th graders move from ELA to Social Studies as a block. Teachers of these courses are given time to co-plan and create continuity of skill and content development.

- Last year, HSTAT began implementing their own non-stakes performance tests, which are given three times a year in September, February, and May. The school hopes to chart overall progress by grade level and create an environment of collective responsibility for moving students through grades. The purpose is to use the tests as a platform for teachers to talk to each other and coordinate how they support students.

> Administrators encourage grade-level projects that allow for teachers across disciplines to work together with the same group of students on an assignment.

Academic
Programming

Staff
Time

Youth
Development

# Allocating Time for Youth Development

## Allocating Resources and Extra Consideration to 9th Grade

The 9th grade is divided into three blocks. The majority of students are assigned randomly but there are some considerations for different types of students and learners. Teacher teams are assigned so that students within a block have the same set of teachers and travel together to all classes except for lunch, PE, and Language Other Than English (LOTE). The three blocks are broken into:

- A block that includes team teaching;

- A block that has resource room students and struggling readers (identified by 8th grade scores and a diagnostic exam); and

- A block that includes English Language Leaners and Former English Language Learners

HSTAT devotes resources in order to create additional blocks of 9th grade students and maintain lower class sizes. Other grades are not structured this way. As a tradeoff, class sizes are bigger in upper grades. However, the school believes it is important for 9th graders to have smaller classes so they can receive more targeted instruction and support.

The 9th grade also has the most Integrated Co-Teaching (ICT) since HSTAT tries to scale back special education services when appropriate over time.

## Developing a Strong and Pervasive College-Going Culture

HSTAT maintains a very active College Office with two college advisors and one administrative staff member. The office is centrally located and staff conduct classroom presentations, coordinate college visits with students in every grade, and meet with students individually.

## Celebrations and Student Engagement

- One of the ways HSTAT infuses college-going into their culture is by creating rites of passage and celebrations. Announcements feature college acceptances and there is a school-wide celebration day when students submit college applications. The celebration occurs every year on the Friday before Thanksgiving when students dress professionally and hand in their application materials to the college counselors. This takes place in the school lobby, making it a very public and central display. A party is held at the end of the day for 12th graders.

- HSTAT begins college awareness early. For example, when other grade-level students take the PSAT, 9th graders visit colleges.

- The College Office organizes 12th grade peer speakers to visit 11th grade classes to talk about college. The administration believes it is important for students to hear and learn from peers' experiences.

> The administration believes it is important for students to hear and learn from the experiences of their peers.
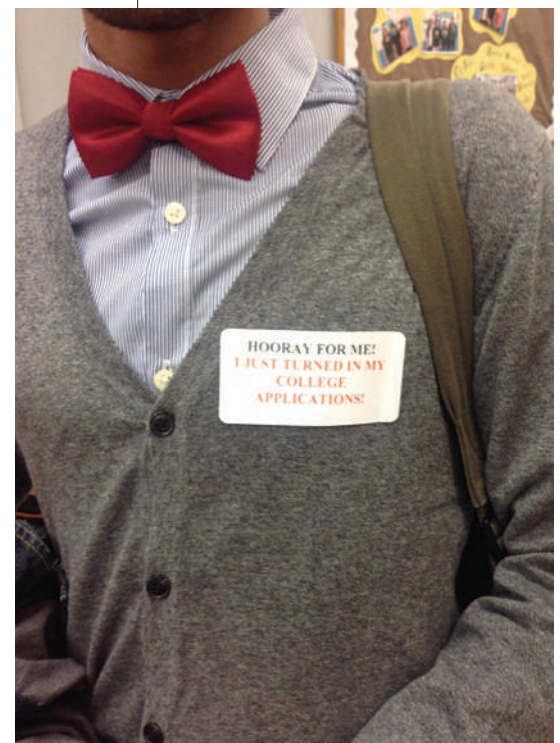
Academic
Programming

Youth
Development

College
Learning

# MANHATTAN BRIDGES HIGH SCHOOL

**IN THEIR OWN WORDS** ▶ Manhattan Bridges High School (MBHS) is rooted in the belief that the mastery of communication skills in both English and the native language is key to realizing a student's fullest potential in a multicultural society. Our mission is to ensure that students develop the speaking, reading, writing, and listening skills needed to succeed in a rigorous academic program designed to prepare them for higher education or entrance into the work force. In addition, we are committed to assisting students in maintaining the richness of their native language and culture, celebrating their individual differences, and providing them with a sense of their place in the greater community.

Manhattan Bridges High School (MBHS) is a Spanish language bilingual school with two career programs: Information Technology and Pre-Engineering. Each program has dual-language and bilingual options and students apply to one of these four programs depending on language ability.  The school is currently working towards gaining state approval for these Career and Technical Education (CTE) programs. Due to the career and language learning priorities of the school, MBHS provides longer class periods. Additionally, the school requires that teachers have the bilingual extension license and encourages them to get ESL Masters degrees.

## MBHS AT A GLANCE

Founded
**2003**

Borough and District
**Manhattan, District 2**

Total Students
**561**

Admissions Policy
**Screened: Language and Academics**

Co-located
**Yes**

Black or Hispanic
**100%**

Free or Reduced Price Lunch
**100%**

English Language Learners
**68%**

Special Education
**4%**

Average Incoming 8th Grade ELA & Math Proficiency Level
**2.57**

Graduation Rate
**82%**

College and Career Ready
**50%**

Postsecondary Enrollment Rate
**70%**

## SCHEDULE

| Monday, Tuesday, Thursday, Friday | | | | Wednesday | | | |
|---|---|---|---|---|---|---|---|
| Period | Start | End | Minutes | Period | Start | End | Minutes |
| 1 | 7:45 | 8:45 | 60 | 1 | 7:45 | 8:45 | 60 |
| 2 | 8:45 | 9:59 | 74 | 2 | 8:45 | 9:39 | 54 |
| 3 | 9:59 | 11:13 | 74 | 3 | 9:39 | 10:33 | 54 |
| 4/5 (Lunch) | 11:13 | 11:53 | 74/40 | 5 | 10:33 | 11:27 | 54 |
| 5/6 (Lunch) | 11:53 | 1:07 | 74/40 | 7 | 11:27 | 12:21 | 54 |
| 7 | 1:07 | 2:21 | 74 | 8 | 12:21 | 1:15 | 54 |
| 8 | 2:21 | 3:35 | 74 | Lunch | 1:15 | 1:55 | 40 |
| 9-cycles | 3:40 | 5:40 | 120 | | | | |

## NOTES ON SCHEDULE

- The four core courses meet five times a week.

- First period is used for some sections of non-core classes such as PE, dance, tutoring, and SAT prep.

- MBHS is piloting a program where students arrive at 7:30 am for an AP Language course that does not fit into the regular school day.

- Three periods overlap with each other in order to schedule shorter 40 minute lunch periods.

- Students are involved in Activity Wednesdays to allow for teacher meeting time. Students often hold Town Hall during this time under the guidance of a Youth Development Coordinator. During certain times of the year, students may also use this time for college activities. For example, all 12th graders use Wednesday afternoons during the month of October to work on CUNY applications.

- Tutoring takes place before school, after school, during lunch, and on Saturdays.

"My job is to develop the playground where learning happens."

*– Principal*

## FOUR-YEAR PROGRAM PLAN

| | ELA/ ESL* | Social Studies | Math | | Science | | LOTE | CTE |
|---|---|---|---|---|---|---|---|---|
| | | | Option A | Option B | Option A | Option B | | |
| 9 | ELA / ESL 9 | Humanities: Social Studies and Native Language Arts (Spanish NLA) | Geometry | Algebra 1 (2 or 3 semesters) | Living Environment | Environmental Science | Spanish (See Social Studies) | Students take one IT or Engineering course each semester |
| 10 | ELA / ESL 10 | Humanities: (Social Studies and Spanish NLA) | Algebra 2/ Trig | Geometry | Earth Science | Living Environment | Spanish (See Social Studies) | |
| 11 | ELA / ESL 11 | US History | Pre-Calculus | Algebra 2/ Trig | Chemistry | Earth Science or Chemistry | AP Spanish Language, Spanish Literature, and/or Theater | |
| 12 | ELA/ ESL 12 or AP English | Govt/Econ or AP Economics | AP Calculus and/or AP Statistics | Pre-Calculus | Regents Physics or Applied Physics | Earth Science, Applied Chemistry, or Applied Physics | AP Spanish Literature and Culture, AP Spanish Language | |

**\*ESL**

**Beginners:** Students need 540 ESL minutes per week. MBHS programs these students for 3 hours before or after school in addition to meeting for ESL 5 times a week for 74 minutes.

**Intermediate:** Students need 360 ESL minutes per week. MBHS is able to fulfill both ESL and content area class seat time requirements since class periods are longer. Therefore, half of the time in a given 74-minute class period is coded for ESL and the other half for other academic subjects.

**Advanced:** Students need 180 ESL minutes per week. This can either be before or after school or as an interdisciplinary course as described above.

## KEY THEMES & STRATEGIES

### Academic Programming:
### Designing Course Offerings and Sequences

MBHS uses longer periods to provide sufficient minutes in core academic courses plus ESL and Native Language Arts (NLA). As described above, since courses meet for 370 minutes per week, half of the time can be used to address learning standards for the core content area and the other half can be used towards meeting ESL time requirements.

### Course Differentiation

To effectively program students in the 9th grade, students are assessed before they enter with tests the school designed in math, English, and Spanish. All students take four years in each of the core course areas – math, ELA, science, social studies, and Spanish – and are enrolled in the bilingual or dual-language programs. All students also receive instruction in Native Language Arts, which is part of the requirements for a bilingual school. MBHS differentiates courses based on proficiency in the following ways:

- Students who need additional time in Algebra 1 when they enter may take three semesters of Algebra 1 and then begin Geometry mid-year in 10th grade. More accelerated students have the option of taking only one semester of Algebra 1 or can start immediately with Geometry in 9th grade.

- Students who show low proficiency in science take Environmental Science in 9th grade, Living Environment in 10th grade, and Earth Science in 11th grade.

- Students who have not passed the ELA Regents exam before 12th grade are placed into a section of ELA 12 that focuses on skill building with the goal of passing the exam.

- Students who enter 9th grade with low English language proficiency, take an additional ESL course three times a week as well as their ELA course.

The tradeoffs of their program relate to budget and time. Given staffing requirements for students' full schedules, the budget is tightened elsewhere. For example, there is no secretary to support the administration.

### Dual Language and Transitional Bilingual Classes

Students are enrolled in either the dual language or transitional bilingual programs according to their English skills. The dual language classes are taught using a combination of both Spanish and English instruction equally throughout the four years. Students in the transitional bilingual program need more support to develop their English abilities, though the goal is to gradually increase their use of English through 12th grade. The Spanish instruction decreases from about 75% of instruction to classes that are taught almost entirely in English by 12th grade. English Language Learners are also able to take certain Regents exams in Spanish including Living Environment, Earth Science, Algebra 1, and History.

> Students are enrolled in either the dual language or transitional bilingual programs according to their English skills.

## Allocating Time for Youth Development

### College and Career Readiness Seminar

Students take a College and Career Readiness Seminar twice a week in 9th and 10th grades and once a week in 11th and 12th grades, taught by MBHS teachers. While MBHS would like to provide seminar twice a week in upper grades as well, programming constraints are a challenge. These students need the extra time to take advanced courses or to make up courses.

The seminar curriculum is provided through College Access Research and Action (CARA). Junior Achievement supplies a financial literacy program used during this seminar time.

## Allocating Time for College and Career Learning Opportunities

### Internships and Job Shadowing

MBHS works to provide all students with a paid internship as part of their high school experience. The school believes that work experience is very valuable to English Language Learners, both to develop their English skills and to realize that their native language is an asset. Most students complete these internships over the summer between 11th and 12th grades but the school faces an ongoing challenge to find paid opportunities. MBHS has been able to provide job shadowing for all students with the help of a work-based learning coordinator and Junior Achievement.

### College Now

Beginning in 10th grade, students are eligible to take College Now courses. All students may take a one-credit Counseling course and/or an IT Security course at Borough of Manhattan Community College (BMCC) as 10th graders. Students who score above 75 on the English Regents or have an average in English above 80 (if they have not yet taken the Regents) may take three credit-bearing courses at John Jay, BMCC, Baruch, City, or Hunter colleges. These thresholds are used because they are the benchmarks assigned for placing out of CUNY remedial courses.

College Now courses are typically front-loaded in 10th and 11th grades so students have time in their programs for AP courses and college applications in 12th grade.

MBHS provides job shadowing opportunities for all students.

Staff
Time

Extra
Time

College
Learning

# PACE HIGH SCHOOL

**IN THEIR OWN WORDS** ▶ The PACE High School mission is to create a college-oriented, student-centered environment where high expectations of serious work are anticipated for every student. Central to our role as a small high school is that every student is known well and is appreciated for his/her unique talents and contributions to our learning community. To this end, our school curriculum and practices are tailored to the individual needs of our students to the maximum extent possible, enabling all of our students to reach the ambitious goals set for them. Working in close collaboration with Pace University's School of Education and its faculty, the school shares the extensive resources of the entire university. With access to classes, libraries, computer labs, and recreational facilities, Pace University provides extraordinary learning opportunities for our students. At PACE High School, we seek to ensure that all of our students leave us with a resume of quality experiences that will prepare them to resolve challenges they will face in college and beyond.

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PACE High School is a small school that serves about 420 students. The school was originally founded in partnership with the Pace University School of Education to provide a place for Pace students to complete their student teaching and this partnership continues today. PACE makes strategic decisions around time, particularly in taking advantage of teacher time and supporting struggling students.



**PACE AT A GLANCE**

Founded
**2004**

Borough and District
**Manhattan, District 2**

Total Students
**426**

Admissions Policy
**Limited Unscreened**

Co-located
**Yes**

Black or Hispanic
**76%**

Free or Reduced Price Lunch
**73%**

English Language Learners
**2%**

Special Education
**16%**

Average Incoming 8th Grade
ELA & Math Proficiency Level
**3.01**

Graduation Rate
**89%**

College and Career Ready
**73%**

Postsecondary Enrollment Rate
**69%**

Staff
Time

Extra
Time

College
Learning

## SCHEDULE

| | Monday, Tuesday, Thursday, Friday | |
|---|---|---|
| **Period** | **Time** | |
| 0 | 8:20 – 8:55 (35 mins) | Teacher Meetings<br>Some PE courses also offered |
| 1 | 9:00 – 9:55 (55 mins) | |
| 2 | 9:56 – 10:43 (47 mins) | |
| 3 | 10:44 – 11:31 (47 mins) | |
| 4 | 11:32 – 12:07 (35 mins)<br>11:32 – 12:17 (45 mins) | 11/12 Advisory<br>9/10 Lunch |
| 5 | 12:07 – 12:52 (45 mins)<br>12:17 – 12:52 (35 mins) | 11/12 Lunch<br>9/10 Advisory |
| 6 | 12:53 – 1:40 (47 mins) | |
| 7 | 1:41 – 2:28 (47 mins) | |
| 8 | 2:29 – 3:17 (48 mins) | |
| After School | 3:20 – 4:20 (60 mins) | After-School TEEEs (Tiers of Educationally Enriching Experiences) |

"We try to have a big school feel in a small school environment. Everyone takes on extra hats." *– Principal*

## SCHEDULE

| | Wednesday | |
|---|---|---|
| **Period** | **Time** | |
| 0 | 8:20 – 8:55 (35 mins) | No scheduled activities |
| 1 | 9:00 – 9:41 (41 mins) | |
| 2 | 9:42 – 10:23 (41 mins) | |
| 3 | 10:24 – 11:05 (41 mins) | |
| 4 | 11:06 – 11:47 (41 mins) | |
| 5 | 11:48 – 12:29 (41 mins) | |
| 6 | 12:30 – 1:11 (41 mins) | |
| 7 | 1:11 – 1:55 (44 mins) | Lunch |
| 8 | 2:00 – 3:30 (90 mins) | Faculty Team Meetings/<br>Students at Community Service |



## NOTES ON SCHEDULE

- Staff meets during zero period every day except for Wednesdays. Mondays are designated for all staff, Tuesdays for departments, Thursdays for collaborative work groups, and Fridays for teams.

- Advisory meets four times per week and is taught by teachers.

Staff Time    Extra Time    College Learning

## FOUR-YEAR PROGRAM PLAN

| | ELA | | Social Studies | Math | | Science | | LOTE |
|---|---|---|---|---|---|---|---|---|
| | Option A | Option B | | Option A | Option B | Option A | Option B | |
| 9 | ELA 9 | ELA 9 | Global History (1 of 2) | Geometry | Algebra 1 | Earth Science | Living Environment | None |
| 10 | ELA 10 | ELA 10 | Global History (2 of 2) | Algebra 2/ Trig | Geometry | Chemistry | Earth Science | Spanish I |
| 11 | ELA 11 Optional additional Honors Writing | ELA 11 | US History or AP US History | Pre-Calculus | Algebra 2/ Trig | Physics | Chemistry | Spanish II |
| 12 | College Bridge Course at PACE | ELA 12 | Govt/Econ | AP Calculus | Trig/Pre-Calculus, Trig/Calculus, or Trig/ AP Calculus | AP Environmental Science | Physics (one section of Regents-level) | Spanish III |

\* Students are placed in one of three heterogeneous sections or the advanced section from 9th grade. Students can take an additional math elective at PACE in 12th grade but they still must be enrolled in a high school math course.

## KEY THEMES & STRATEGIES



## Staff Learning and Collaboration Time

### Teacher Meeting Time

PACE prioritizes teacher co-planning and builds substantial and ongoing time for teachers to meet into the weekly schedule. Zero period, 8:20-8:55 am, is reserved for teacher meetings four times a week and allows staff to meet as a full faculty, departments, collaborative work groups, and teams each week. On Wednesdays, students are dismissed early at 2:00 pm to give teachers 90 minutes for a full staff meeting. Students can use that time to fulfill community service hours. Pace used a School-Based Option (SBO) vote to adjust the schedule and build in additional teacher time. The scheduling committee is made up of teachers, which helps facilitate buy-in for any proposed schedule changes.

### Teacher Looping

Teachers loop with students in 9/10 Global History, 10/11 Spanish, and 11/12 Math. This allows the teacher to know the students' specific needs and to tailor the curriculum each year to meet the changing needs of the students. It also allows the principal to hold the teacher accountable for those students' results.

Teacher looping allows the teacher to know the students' specific needs and to tailor the curriculum each year to meet the changing needs of the students.

Special education students at PACE are supported by an Integrated Co-Teaching (ICT) teacher who loops with the cohort of special education students for all four years of high school. That teacher serves as a constant advocate for these students' needs and often can help support the needs of all struggling students in a given grade. The special education students travel as a group because there is only one ICT teacher per grade, but the group is rotated through different classes of general education students to ensure they are not with the same section of students for the entire school day.

## Extra Time for Student Learning

PACE maintains a small administration in order to devote more resources to teachers. There is one Assistant Principal, two school aides, and one school secretary. To compensate teachers for providing extra support after school and on weekends, PACE pays per session.

### ARC – Academic Remediation Concentration

ARC is a targeted intervention for struggling students. Three times a year, teachers identify students in danger of failing a class due to missing essential work. This strategy intervenes before the end of the semester to prevent course failure and has cut their rate of failed courses in half. Identified students are required to attend ARC for two weeks. It runs four days a week from 3:30-5:30 pm and two Saturdays from 9:00 am-3:00 pm. During ARC, students complete their missing assignments with the support of six teachers who are paid per session for their time. Students are expected to make up large projects that were incomplete, rather than smaller, daily assignments. Students may stop attending sessions once they have completed all missing work. Approximately 10-15% of all students participate in ARC.

PACE ensures that students take ARC seriously by sending a formal letter to their parents and following up on any missed sessions with phone calls home. In addition, ARC is not an opportunity for consistently absent or nonparticipating students to make up missing work. Instead, those students are referred to the school social worker for support.

### TEEEs – Tiers of Educationally Enriching Experiences

TEEEs are additional periods of core courses offered year-round for students who are struggling and need more time to master content. These courses are scheduled both during and outside the regular school day to ensure that all students get the help they need in any subject. When they occur during the regular school day, students take TEEEs that split 3 days/2 days with PE. Typically, students need extra help in math, social studies, or ELA so teachers for these core subjects are often responsible for teaching TEEEs. Students who do not need the extra support are scheduled for elective or AP courses during this time. Example electives are Creative Writing and Journalism.

> ARC is a targeted intervention for struggling students. Three times a year, teachers identify students in danger of failing a class due to missing essential work.

Staff
Time

Extra
Time

College
Learning

## Allocating Time for College and Career Learning Opportunities

### College Partnership

PACE takes advantage of their partnership with Pace University to build the college-going culture from the summer before 9th grade though graduation. The new 9th-grade class attends a retreat at Pace University's campus in Westchester, NY. They stay in dorms, eat in the meal hall, get their school IDs, and begin to learn how to use the library resources. During the regular school year, Pace librarians come to high school ELA classes to show students how to use library resources for research papers. Students can also use Pace's downtown Manhattan facilities including the library and the gym. In 11th and 12th grades, many students enroll in college courses at Pace University and five students each year receive full scholarships to attend Pace after graduation. Through the Liberty Partnership on campus program, Pace University also funds two staff members to work on-site with 9th and 10th graders and introduce them to college. This program focuses mostly on at-risk students.

In addition, education students from Pace University observe classes and fulfill their student teaching requirements at the high school. Pace undergraduates enrolled in college courses that require community service hours provide tutoring support for high school students.

> The new 9th grade class attends a retreat at Pace University's campus in Westchester, NY.

Academic
Programming

Extra
Time

College
Learning

# PELHAM PREPARATORY ACADEMY

IN THEIR
**OWN** ▶ The high school with the college view
WORDS

Pelham Preparatory Academy (Pelham Prep) is a medium-sized school located in the Bronx on the Christopher Columbus Educational Campus, which is a highly collaborative campus community. The schools on campus work together to pool resources, including offering a small number of AP course seats to students from the other schools and occasionally sharing the cost of teachers. By leveraging multiple resources and partners, Pelham Prep can provide a larger variety of high-level courses and other enrichment opportunities to its students.

## SCHEDULE

| Period | Time |
|--------|------|
| 1 | 7:35 – 8:21  (46 mins) |
| 2 | 8:25 – 9:11  (46 mins) |
| 3 | 9:15 – 10:05 (50 mins) |
| 4 | 10:09 – 10:55 (46 mins) |
| 5 | 10:59 – 11:45 (46 mins) |
| 6 | 11:49 – 12:35 (46 mins) |
| 7 | 12:39 – 1:25  (46 mins) |
| 8 | 1:20 – 2:15  (55 mins) |
| 9 | 2:19 – 3:05  (46 mins) |
| 10 | 3:09 – 3:55  (46 mins) |

### PELHAM PREP AT A GLANCE

Founded
**2002**

Borough and District
**Bronx, District 11**

Total Students
**504**

Admissions Policy
**Limited Unscreened**

Co-located
**Yes**

Black or Hispanic
**90%**

Free or Reduced Price Lunch
**72%**

English Language Learners
**2%**

Special Education
**21%**

Average Incoming 8th Grade
ELA & Math Proficiency Level
**2.90**

Graduation Rate
**95%**

College and Career Ready
**81%**

Postsecondary Enrollment Rate
**83%**

Academic Programming   Extra Time   College Learning

## NOTES ON SCHEDULE

- 9th graders start Period 3, 10th graders start Period 2, and 11th and 12th graders start Period 1. There are two rotations for teachers.

- Accelerated students with heavy course loads potentially may start Period 1 and end Period 10.

- Through a School-Based Option (SBO) vote, the first Monday of every month is shortened for students to allow for teacher professional development. Students are released at 12:40 pm and teachers stay until 4:20 pm. This year, the focus is on Common Core expectations.

- Another SBO vote was used to create common planning time one day per week. One group of teachers meets in the morning and the others in the afternoon.

- AP courses are typically offered during first period because the school finds that their students enrolled in AP classes have consistent attendance.

"Columbus is a campus model."

*– Principal*

## FOUR-YEAR PROGRAM PLAN

|  | ELA | Social Studies | Math | | Science | | LOTE | |
|---|---|---|---|---|---|---|---|---|
|  |  |  | Option A | Option B | Option A | Option B |  |  |
| 9 | ELA 9 and Writing Research | Global History (1 of 2) and Global Literacy | Geometry | Algebra | Living Environment or Earth Science (depending on what course was passed in 8th grade) | Living Environment | Spanish I | |
| 10 | ELA 10 | Global History (2 of 2) and Global Literacy | Algebra 2/Trig | Geometry | Chemistry | Earth Science | Spanish II | |
| 11 | ELA 11 and English Literacy | US History and US Literacy | Statistics | Algebra 2/Trig | Marine Biology | Chemistry | Spanish III | |
| 12 | ELA 12 or AP English | Govt/Econ | AP Calculus at another school on campus or Pre-Calculus | Statistics, College Now Math (optional) | AP Environmental Science | Marine Biology or AP Environmental Science | AP Spanish | Spanish IV |

Pelham Preparatory Academy

Academic
Programming

Extra
Time

College
Learning

## Academic Programming: Designing Course Offerings and Sequences

### Supplemental Literacy Courses

Pelham Prep emphasizes writing and literacy skills in its course offerings and sequences.

- In 9th grade, students take Writing Research or Global Literacy for one semester and then switch to the other course in the next semester. Some students who need more writing support will take both courses for the whole year.

- In 10th grade, the school offers Global Literacy twice a week during one semester and three times per week the next semester in addition to Global History. Staff noticed that writing was the weakest area in Global History so they decided to bolster skills in this area to increase Regents passing rates.

- In 11th grade, students take an English Literacy class one semester and then a US Literacy class the next semester to support ELA and US History classes. Since students take the English and US History Regents exams in 11th grade, they receive extra time in these subjects to master skills.

The schedule can fit these literacy courses by providing them as a 3 day/2 day split with PE.

## Extra Time for Student Learning

### Programs That Provide Extra Support and Preparation for College

Pelham Prep takes advantage of external partners to provide support services for students after school and on weekends. Building partnerships expands the pool of resources for Pelham Prep and saves them money. Some of the school's key partnerships include:

- TRIO: This partnership with Lehman College consists of a month-long summer bridge course, an after-school academy and a Saturday program for 9th graders. About half the 9th grade, or about 60 students, participate. Many students are able to complete their art credit during the after-school or Saturday program, which allows them the extra time needed for the supplemental literacy courses.

- Gear Up: Provides mentoring, leadership through service, and pathways to college with a focus mostly on 12th graders or 5th-year students. Gear Up provides a liaison who works full-time at the high school as a college counselor. Additionally, they provide after-school programming that works on reinforcing skills in core academic areas.

Building partnerships expands the pool of resources for Pelham Prep and saves them money.

Pelham Preparatory Academy

Academic
Programming

Extra
Time

College
Learning

- **College For Every Student** (CFES): This program focuses on building community across all students. One component is a mentoring program in which 12th graders apply to become trained mentors for younger students. CFES also provides a small stipend that the school uses to pay for buses for college visits.

## Allocating Time for College and Career Learning Opportunities

### Sharing Resources to Provide Additional Course Offerings and Resources

The schools within Columbus Educational Campus leverage the campus model to provide additional resources for their students. The schools' six principals meet each morning to discuss campus security issues and other opportunities for collaboration. There is a Campus Council that compiles a list of courses being offered by each school. This way, the co-located schools are able to share and coordinate timing of AP classes and students have the opportunity to access courses their school may not be able to offer. For example, Pelham Prep sends a couple of students to take AP Biology or AP Calculus at another school on campus and they offer AP Environmental Science to Columbus campus students.

College counselors within the campus also work together to bring in college representatives and other college-related programming. This way, college representatives can make one trip to the campus and reach students across schools. In addition, this model maximizes opportunities since schools can pool their resources and networks to provide access to build more college awareness and activities.

### College-Certified Science

Pelham Prep offers students a higher-level science class option: a Marine Biology course that received **College Preparatory Course Certification** by the NYC DOE. Students who come into 9th grade already having passed Living Environment or Earth Science take this course in 11th grade and then an AP science class in 12th grade. Students without 8th grade work can take either Marine Biology or AP Environmental Science (if highly successful) in 12th grade.

### College Partnership

Pelham Prep has a special partnership with the University of Vermont (UVM). UVM representatives begin outreach to Pelham Prep students in 9th grade to raise awareness about college and teach them how to complete a college application. UVM also hosts students on their campus and its representatives makes yearly visits to the Columbus campus. Last year, twenty-two students were accepted at UVM and eight attended. Most Pelham Prep students who enroll at UVM receive full scholarships while the others pay a significantly reduced tuition.

### Blended and Online AP Offerings

Pelham Prep participates in **iZone** and **Virtual AP** programs. Through these programs, Pelham Prep offers AP Environmental Science, AP English, and AP Spanish. In school year 2013-14, approximately 150 students participated in online courses.

The schools within Columbus Educational Campus leverage the campus model to provide additional resources for their students.

Academic
Programming

Staff
Time

Youth
Development

# THE URBAN ASSEMBLY SCHOOL FOR APPLIED MATH AND SCIENCE

**IN THEIR OWN WORDS** ▶ The Urban Assembly School for Applied Math and Science (AMS) strives to prepare all of our students to become compassionate, critical thinkers capable of successful pursuits after high school. We expect that our graduates will be well-prepared for college study and that they will be equipped with the skills to make solid career choices. From individual and group explorations into math and science-based projects to dynamic internships, our school will be simultaneously compelling, rigorous, supportive, and fun.

That as young people attempt to make sense of the world around them, they are led quite naturally to mathematics, and that math can therefore be a powerful, unifying tool for learning.

---

The Urban Assembly School for Applied Math and Science (AMS) is a 6th-12th grade school located in the Bronx. The majority (85%) of middle school students stay for high school, which helps with continuity of sequencing and building a college-going culture early. Administrators at AMS prioritize depth over breadth and are thoughtful and creative when designing their core sequences to meet student needs. In addition, AMS has high expectations for teachers and provides on-going support to create and maintain high standards.

## AMS AT A GLANCE

Founded
**2004**

Borough and District
**Bronx, District 9**

Total Students
**339 (9-12)**

Admissions Policy
**Limited Unscreened**

Co-located
**Yes**

Black or Hispanic
**95%**

Free or Reduced Price Lunch
**90%***

English Language Learners
**7%**

Special Education
**22%**

Average Incoming 8th Grade
ELA & Math Proficiency Level
**2.90**

Graduation Rate
**89%**

College and Career Ready
**79%**

Postsecondary Enrollment Rate
**92%**

* Percentage includes students in grades 6-12.

Academic Programming    Staff Time    Youth Development

## SCHEDULE

| Period | | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|
| 1 | 8:30 – 9:27  (57 mins) | Core Academic | Core Academic | Core Academic | Core Academic |
| 2 | 9:30 – 10:27 (57 mins) | Core Academic | A/C/E   B/D/F | A/D   B/E   C/F | A/D   B/E   C/F |
| 3 | 10:30 – 11:27 (57 mins) | A/C/E   B/D/F | Core Academic | Core Academic | Core Academic |
| 4 | 11:30 – 12:27 (57 mins) | A/D   B/E   C/F | A/D   B/E   C/F | A/C/E   B/D/F | A/C/E   B/D/F |
| 5 | 12:30 – 1:15  (45 mins) | Lunch | Lunch | Lunch | Lunch |
| 6 | 1:15 – 2:12  (57 mins) | Core Academic | Core Academic | Core Academic | Core Academic |
| 7 | 2:15 – 3:10  (55 mins) | Core Academic | Core Academic | Core Academic | Core Academic |

## NOTES ON SCHEDULE

- AMS operates on a 6-day cycle where each day is assigned a letter A through F. The letters above indicate which day classes that are on every two or every three-day rotations meet. Classes with "A/C/E" or "B/D/F" meet every other day, while classes "A/D", etc., meet every third day.

- Four core academic courses meet every day. Spanish, Health, PE, arts, and elective courses meet on alternating schedules for varying numbers of credits.

- Periods are almost 60 minutes long, which means one period a day must be sacrificed to work within a regular school day (7 periods as opposed to the traditional 8). AMS prefers to provide additional depth rather than be driven by credit accumulation.

"We're aiming for depth over breadth."

– Principal

## FOUR-YEAR PROGRAM PLAN

| | ELA | | Social Studies | | Math | | Science | | LOTE | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Option A | Option B | Option A | Option B | Option A | Option B | Option A | Option B | Option A | Option B |
| 9 | ELA 9 | | Global History (1 of 2) | | Algebra 2 | Algebra 1 | Living Environment | | Spanish | |
| 10 | ELA 10 | | Global History (2 of 2) | | Trig | Algebra 2 (Non Regents) | Earth Science | Earth/ Environmental Science | Spanish | None |
| 11 | ELA 11 | | US History | US History* | Pre-Calculus & Geometry elective | Applied Math | Environmental Science or Chemistry | Earth/ Environmental Science | Spanish | None |
| 12 | Honors College Readiness Writing Course | ELA 12 | Govt/ Econ | Govt/ Econ** | AP Calculus & Geometry elective (if did not take in 11th) | Statistics | Physics or AP Biology | Physics (Non-Regents) | None | None |

* Students may also be retaking Global History and have the option to take Econ/Govt as an elective after school.
**Students can also retake US or Global History this year if needed.

The Urban Assembly School for Applied Math and Science

Academic
Programming

Staff
Time

Youth
Development

## Academic Programming:
## Designing Course Offerings and Sequences

### Transitioning from Middle to High School Schedule

Since the school opened with only a 6th grade and phased in subsequent grades as they grew, the administration had to make strategic decisions around designing the high school schedule after its middle school was already in place. AMS uses 90 minute interdisciplinary periods for middle school students that provide math and science within one 90 minute block and English and social studies within another 90 minute block.

Ultimately, the school chose not to maintain this model for high school and instead pursued a more traditional disciplinary route that separates subjects into their own 60 minute periods. Since high school students are held accountable to pass discipline-specific Regent exams, administrators felt that this model was more appropriate. While they gave up their interdisciplinary focus, they were able to maintain longer periods, which they believe prepare students to reach college ready benchmarks.

### Math and Science Sequences

AMS has designed math and science course sequences based on student needs and postsecondary preparedness. Their philosophy is depth over breadth and they prefer to provide a two-year sequence when possible, particularly if that course ends in a Regents exam. All students take four years of math and complete college-level material.

#### Math

The school has two tracks for its students – either **Advanced Regents Diploma (ARD)** path or **Regents Diploma** path. Math is typically the key factor in determining which path students follow.

For top performers, the school sets the goal of reaching calculus by the end of high school. The school founder felt that it was difficult to make geometry relevant to students and decided to drop it from the sequence.

- Advanced Regents Diploma-track students enter high school with Algebra 1 requirements complete, meaning they passed the Algebra 1 Regents exam at the college-ready benchmark. Therefore, they start in a two-year Algebra 2/ Trig sequence, which provides additional depth and maximizes success on the Regents exam.

- Students who still need to pass Algebra 1 start with this course in 9th grade. Then, they enter a one-year Algebra 2/Trig course in 10th grade. In 11th grade, these students take an Applied Math course, which received College Preparatory Course Certification by the NYC DOE. This is a project-based course with month-long units that focus on applied topics. In 12th grade, these students take a project-based Statistics course.

The administration acknowledges that not teaching geometry may have consequences related to SAT scores. Therefore, they began offering Geometry as an elective to 11th and 12th graders for those on the Advanced Regents Diploma track. Those not on the Advanced Regents Diploma track learn geometry concepts while in Algebra 2/Trig but rarely take the Geometry elective.

### Science

- All 9th graders take Living Environment.

- Those on the Regents diploma track take a two-year Earth Science/Environmental Science course. This gives students more time in the subject and allows the Earth Science class to be focused on content over test prep.

- Advanced Regents Diploma-track students take Earth Science in one year to allow them to take AP classes in subsequent years. These students also take a non-Regents Chemistry class. Since Advanced Regents Diploma-track students will have already taken two Regents science exams, the Chemistry class can be project-based and focus on quality of labs and writing rather than on Regents prep.

### Social Studies

Administrators noticed that some students needed program adjustments in order to make up course work. Therefore, they began programming at-risk 11th graders for Participation in Government/Economics in 11th grade. Most of these students take this course in addition to making up Global History. Then, these students take US History in 12th grade.

### Strategic Sequencing

AMS uses the strategy of front-loading courses or taking advantage of time outside the school day in order to leave flexibility in later grades to fulfill graduation requirements in the following ways:

- The school offers students the option to take PE classes on Saturdays to leave time open during the week.

- Music and art requirements are completed in early grades.

- The school also plans for students to pass math and science Regents exams during the first three years in case a student needs to make up an ELA or social studies course in 12th grade.

- Regents Diploma-track students fulfill their one-year Language Other Than English (LOTE) requirement in 9th grade. This leaves room in students' schedules in later years for making up classes.

> **Applied Math** focuses on mathematical modeling with applications to city planning and infrastructure, elections, and network and systems optimization.
>
> Students complete projects in which they:
>
> - Determine the best location for a fire station that minimizes response time
>
> - Poll potential voters, and determine optimal campaign strategies to alter the results of an election
>
> - Plan a trip to multiple cities at minimal cost
>
> Students use a computer program called "Graph-Magics" to create models and perform optimization algorithms.

The Urban Assembly School for Applied Math and Science

Academic
Programming

Staff
Time

Youth
Development

## Staff Learning and Collaboration Time

Unlike many small schools, AMS has more than one teacher teaching each subject area per grade. Teachers teach three periods per day since classes are longer than in a traditional schedule and many teach two or three academic classes and an elective.

### Training and Developing Teachers

AMS creates teacher teams of two who teach a given subject in a grade level and a team leader who is typically an AP or veteran teacher. Team meetings take place twice every six days and are programmed into the schedule. Meetings can address issues like curriculum, unit plans, benchmark assessments, and student work. Team leaders and members also visit one another's classes to learn and/or provide feedback. To accommodate this extra work, team leaders have reduced teaching loads. The administration feels that this unique designated time to improve instruction greatly increases student achievement, and offers a leadership opportunity for staff.

While AMS does experience teacher turnover, there is very high retention of team leaders. AMS tends to attract newer teachers, allowing the school to hire more staff and resulting in smaller class sizes. The school also has a lean administration in order to afford more teachers.

> The goal is for as many adults as possible to understand how to read a transcript and identify issues or areas where students need credits.

## Allocating Time for Youth Development

### Advisory

Advisory is a priority for AMS and the curriculum includes a diverse set of topics including rituals and routines, goal setting, sex education, and college and career readiness. Advisors are also the primary interface with parents. Advisors hold individual meetings with students and their parents three times during the year. There are fourteen advisees per group who meet for advisory every third day.

**Beginning in the 2012-13 school year, AMS appointed advisory leaders in each grade.** This person plays an instrumental role in learning the transcripts of each student and training advisors to understand and monitor transcripts. The goal is for as many adults as possible to understand how to read a transcript and identify issues or areas where students need credits. To do this work, 10 minutes per day of the 37.5 minute required extended time is devoted to an after-school meeting on Monday (approved through a School-Based Option vote). A designated teacher with a reduced teaching load of one less period is responsible for running these advisory meetings and identifying at-risk students who need academic intervention. This person is also responsible for developing the curriculum. The school has received feedback from teachers that advisory is both too scripted and has too much freedom. Therefore, this staff person is now devoted to finding the right balance.

Academic
Programming

Extra
Time

Youth
Development

# THE URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE

**IN THEIR OWN WORDS** ▶ The Urban Assembly School for Law & Justice (SLJ) believes that the success of each student is a community responsibility. Staff, families, and partners work together to challenge and support students with a curriculum that respects their right to learn at high levels and with enrichment services that every student deserves. SLJ delivers personal attention in an empowering environment that fosters intellectual independence and civic engagement. Equipped with an understanding of law and social justice, SLJ's students, most of whom come from the city's historically least-served communities, graduate ready to succeed in college and effect change in society.

The Urban Assembly School for Law and Justice (SLJ) is a small school located in Brooklyn serving about 440 students. SLJ has unique course offerings and sequences aligned to the school's law and justice theme. They prioritize common planning time for teachers and advisory periods to support student socio-emotional needs and college readiness.



## SLJ AT A GLANCE

Founded
**2004**

Borough and District
**Brooklyn, District 13**

Total Students
**440**

Admissions Policy
**Limited Unscreened**

Co-located
**Yes**

Black or Hispanic
**96%**

Free or Reduced Price Lunch
**73%**

English Language Learners
**1%**

Special Education
**15%**

Average Incoming 8th Grade
ELA & Math Proficiency Level
**2.94**

Graduation Rate
**89%**

College and Career Ready
**69%**

Postsecondary Enrollment Rate
**82%**

Academic Programming  Extra Time  Youth Development

## 2013-2014 BELL SCHEDULE

| | Monday, Tuesday, Thursday, Friday | | Wednesday |
|---|---|---|---|
| Lockers | 8:45 – 8:50   (5 mins) | | 8:45 – 8:50   (5 mins) |
| Advisory | 8:50 – 8:55   (5 mins) | | 8:50 – 8:55   (5 mins) |
| 1 | 9:00 – 9:50   (50 mins) | | 9:00 – 9:42   (42 mins) |
| 2 | 9:53 – 10:43 (50 mins) | | 9:45 – 10:27 (42 mins) |
| 3 | 10:46 – 11:36 (50 mins) | | 10:30 – 11:12 (42 mins) |
| 4 | 11:39 – 12:29 (50 mins) | | 11:15 – 11:57 (42 mins) |
| 5-Lunch | 12:32 – 1:22 (50 mins) | 12:32 – 1:12 (40 mins) | 12:01 – 12:43 (42 mins) |
| 6-Lunch | 1:25 – 2:05 (40 mins) | 1:15 – 2:05 (50 mins) | 12:46 – 1:28   (42 mins) |
| 7 | 2:08 – 2:58   (50 mins) | | 1:31 – 2:13   (42 mins) |
| 8 | 3:01 – 3:30   (29 mins) Advisory | | 2:15 – 3:30   (45 mins) Grade Team |

## NOTES ON SCHEDULE

- Each department has one simultaneous prep period a day that they are required to use for a department meeting or structured co-planning time.
- Grade teams meet weekly on Wednesdays from 2:15-3:30 pm and the entire faculty meets monthly at a separate designated time.

"When the school was founded, the theme of law and justice was really very important… both in recruiting the types of students who are interested in the humanities and building students' literacy in the humanities, in government, in law… We find that it's a really great buy-in for students." – Principal

## FOUR-YEAR PROGRAM PLAN

| | ELA | Social Studies | Science | Math | | LOTE |
|---|---|---|---|---|---|---|
| | | | | Option A | Option B | |
| 9 | Double Block ELA 9 | Govt/Econ | Forensics | Geometry | | None |
| 10 | American Literature | US History and Constitutional Law | Living Environment (Chemistry or Environmental Science for advanced students) | Algebra 2/ Trig | Algebra 1 | None |
| 11 | World Literature and Global Research Writing | Global History | Chemistry | Pre-Calculus | Algebra 2/ Trig | Spanish or Advanced Spanish |
| 12 | College Prep English or AP English | Global Studies and AP Microeconomics (optional) | Environmental Science or AP Environmental Science | Pre-Calculus | College Math | None |

## KEY THEMES & STRATEGIES

## Academic Programming:
## Designing Course Offerings and Sequences

### Supplemental Humanities Courses

All SLJ 9th grade students take a double block of ELA every day to give them extended time to focus on developing their literacy skills. Ninth graders also begin the high school science sequence with Forensics because the administration believes it builds a strong foundation in science literacy and engages students in the subject area at an early age.

All SLJ students take two Humanities electives:

- In 10th grade, students take Constitutional Law five days a week
- In 11th grade, students take Global Research Writing as a 3 day/2 day split with PE class

The additional ELA and social studies courses require SLJ to sacrifice providing students with more than one year of Language Other Than English (LOTE). SLJ administration made a strategic decision to prioritize courses that focus on research and literacy skills that they believe are critical to success in college. Currently, SLJ is thinking about how to address the challenge of fitting in LOTE and allowing more students to graduate with an Advanced Regents Diploma.

### Social Studies Sequence

SLJ finds that moving Participation in Government/Economics into 9th grade increases buy-in from incoming students who are excited about engaging with SLJ's law and justice theme. Additionally, the school believes that these topics provide a strong foundation for taking US History in 10th grade.  SLJ also offers AP Microeconomics to 12th graders and has had very high pass rates in this subject.

### Math Sequences

SLJ made the decision to start all 9th graders in Geometry regardless of Algebra 1 pass rates in 8th grade. SLJ believes that starting all students in Geometry allows teachers to more accurately diagnose students' abilities and better place them the following year. Unlike algebra, students have not yet engaged with geometry concepts, which means students are less likely to come in at very different proficiency levels. Then, in 10th grade, students go back to Algebra 1 if they did not pass the Algebra 1 Regents exam at the college-ready benchmark, while the others go on to Algebra 2/Trig. Students who take Algebra 2/Trig in 10th grade begin a two-year Pre-Calculus path in 11th grade. Those who take Algebra 1 in 10th grade, take Algebra 2/Trig in 11th grade, and College Math in 12th grade, which includes Algebra 2/Trig and Pre-Calculus topics.

> SLJ administration made a strategic decision to prioritize courses that focus on research and literacy skills that they believe are critical to success in college.

The Urban Assembly School for Law and Justice

Academic
Programming

Extra
Time

Youth
Development

## Extra Time for Student Learning

### Partnership to Provide Enrichment and After-School Programming

SLJ partners with the Adams Street Foundation to provide enrichment opportunities every day both on- and off-site. Adams Street was founded to exclusively support SLJ and they provide enrichment classes, internships and mentorships, and coordinate college trips and community service opportunities. Because SLJ is a small school that cannot offer as many arts electives during the day as they would like, this partnership increases access to additional music and art experiences. Adams Street pays teachers per session to teach these after-school enrichment courses.

## Allocating Time for Youth Development

### Advisory

Students have advisory for one full academic period four days a week in grades 9-12. Students also start their morning in advisory for 10 minutes when advisors check in with students as needed. The course follows a curriculum that SLJ has developed themselves over the years and also leaves room for teachers to personalize lessons according to their interests and students' needs. During one week in January, SLJ alumni return to the school to engage with 10th-12th graders about the transition to college. Advisors are determined by grade team, therefore teachers only have advisees that are also in their classes.

Each year has a different focus:

- 9th grade – How to Be a High School Student
- 10th grade – What Does It Mean to be a Part of the SLJ Community?
- 11th grade – Community Service and College/Career Prep
- 12th grade – How to Apply to College

Teachers receive professional development and coaching to help them develop as strong advisory teachers. SLJ prioritizes hiring teachers who believe in the mission of advisory and integrates student voices into the hiring process by asking students to provide feedback about relatability of candidates. Adams Street Foundation also provides the school with two college and career counselors who work on-site full-time. These counselors co-teach with 11th and 12th grade advisors and meet one-on-one with students.

During one week in January, SLJ alumni return to the school to engage with 10th-12th graders about the transition to college.

Academic
Programming

Youth
Development

# WILLIAMSBURG PREPARATORY HIGH SCHOOL

**IN THEIR OWN WORDS** ▶ To provide students with a rigorous, college preparatory education in a supportive small school setting. Our curriculum is rich in math, science, and technology, with a humanities program that synthesizes literature, world history, and current events. Students don't simply sit in class and hear "facts"; they practice critical thinking and leadership skills by participating in projects that connect our Regents Curriculum with the "real world."

Williamsburg Preparatory High School (Williamsburg Prep) is a co-located school in Brooklyn that opened in 2004. The administration is very attuned to the needs of their students. The school solicits feedback from current and former students and is open to making changes based on their findings. This transparency and open communication directly affects course offerings and how Williamsburg Prep programs its students.



### WILLIAMSBURG PREP AT A GLANCE

Founded
**2004**

Borough and District
**Brooklyn, District 14**

Total Students
**636**

Admissions Policy
**Limited Unscreened**

Co-located
**Yes**

Black or Hispanic
**86%**

Free or Reduced Price Lunch
**82%**

English Language Learners
**3%**

Special Education
**15%**

Average Incoming 8th Grade
ELA & Math Proficiency Level
**2.93**

Graduation Rate
**89%**

College and Career Ready
**62%**

Postsecondary Enrollment Rate
**67%**

## SCHEDULE

| Period | Monday, Tuesday, Thursday, Friday | Wednesday |
|--------|-----------------------------------|-----------|
| 1 | 8:20 – 9:10   (50 mins) | 8:20 – 9:10   (50 mins) |
| 2 | 9:12 – 10:02 (50 mins) | 9:12 – 10:02 (50 mins) |
| 3 | 10:04 – 10:54 (50 mins) | 10:04 – 10:54 (50 mins) |
| 4 | 10:56 – 11:46 (50 mins) | 10:56 – 11:46 (50 mins) |
| 5 | 11:48 – 12:38 (50 mins) | 11:48 – 12:38 (50 mins) |
| 6 | 12:40 – 1:30   (50 mins) | 12:40 – 1:30   (50 mins) |
| 7 | 1:32 – 2:22   (50 mins) | 1:32 – 2:22   (50 mins) |
| 8 | 2:24 – 3:09   (45 mins) | Students released early for teacher meetings |

*"The most essential thing is for people to read, write, and speak well."* – Principal

## NOTES ON SCHEDULE

- Extended time is provided after school and on Saturdays (for Regents prep).

- 8th period is reserved for PE and elective courses.

## FOUR-YEAR PROGRAM PLAN

| | ELA | Social Studies | Math | | | Science | | LOTE | |
|---|-----|----------------|------|---|---|---------|---|------|---|
| | | | Option A | Option B | Option C | Option A | Option B | Option A | Option B |
| 9 | **Double Block** ELA 9 | Global History (1 of 2) | Geometry | Algebra 1 | Algebra I (1 of 2) | Living Environment | Chemistry | Spanish III | Spanish I for non-speakers |
| 10 | **Double Block** ELA 10 | Global History (2 of 2) 1 block of AP World History | Algebra 2/Trig | Geometry | Algebra 1 (2 of 2) | Earth Science | Physics or Living Environment (if took Earth Science in 8th) | Spanish IV | Spanish II (optional) |
| 11 | ELA 11 AP Language | US History or AP History (Econ offered as elective) | Pre-Calculus | Algebra 2/Trig | Geometry | Chemistry | Physics | AP Spanish | Spanish III (optional) |
| 12 | AP English or ELA 12 | Government (year long) and Economics | Calculus | Pre-Calculus or repeat Algebra 2 if needed | Algebra 2/Trig | Physics or Urban Planning | AP Environmental or Urban Planning | None | AP Spanish (optional) |

## KEY THEMES & STRATEGIES

## Academic Programming:
## Designing Course Offerings and Sequences

Incoming 9th graders are given a pre-assessment during the spring of the 8th grade year. Ninth graders are divided into math classes based on scores, then divided into science classes based on whether or not they passed a Science Regents exam in 8th grade. After these courses are decided, a computer program randomly assigns students into their remaining courses.

### Math Sequencing

The 9th grade is divided into six groups for math. The groups do not travel together for other courses.

- One group starts in Geometry if they pass Algebra 1 in 8th grade

- Three groups take a one-year Algebra 1 course

- Two groups take a two-year Algebra 1 course

This math model was implemented in school year 2011-12 and administrators reported seeing preliminary improvements in pass rates and higher average scores.

### Supplemental Courses

- Literacy: Williamsburg Prep is focused on developing students' literacy skills. All 9th and 10th graders receive double periods of ELA and the administration is considering adding double periods for 11th and 12th graders as well. In order to provide these courses to 9th and 10th graders, electives are delayed to later grades.

- "Safeties": A teacher meets with a group of 6-10 students daily to prepare them for retaking exams in Algebra, US History and ELA. Safeties are programmed as a regular class.

- CUNY's At Home in College: Williamsburg Prep offers CUNY's At Home in College for 12th graders who have not met college-ready benchmarks in ELA and/or math.

A teacher meets with a group of 6-10 students daily to prepare them for retaking exams in Algebra, US History and ELA.

# Allocating Time for Youth Development

## Student Engagement

Williamsburg Prep administration is highly receptive to student feedback and regularly makes changes in the program to better serve students. The faculty conducts focus groups with students and alumni during what they call "Focus Friday". This usually happens twice a month during lunch and staff target certain groups of students based on grade level, performance, behavior, and other characteristics.

Feedback showed that students felt unprepared to write long papers in college. Therefore, the school implemented a year-long Government class for 12th graders during which they are required to write and defend a 10-page paper. Williamsburg Prep also created a student government, began offering AP Environmental Science, added more clubs, and clarified tutoring availability based on student feedback.

## Advisory

Williamsburg Prep has experimented with many different advisory models. They have tried various dosages, structured and unstructured models, and different curricula. In school year 2012-13, they decided not to provide an advisory class and instead integrated college and career preparedness through six lessons per year pushed into core courses.

In school year 2013-14, Williamsburg Prep decided to go back to providing an advisory course. This decision came from a reflection exercise where school staff realized they were not focused enough on relationship building, which is a core value of the school.

- Advisory now meets on Tuesdays during first period for all students.

- There is a suggested curriculum; however teachers can individualize based on student need.

- Rather than provide one teacher per advisory class, Williamsburg Prep pairs two teachers with approximately 30 students. This way, they can pair teachers who have strong advising skills with those who are still developing as advisors.

- Williamsburg Prep views advisory as another form of intervention and tries to focus particularly on students who are struggling.

- Advisors are the primary interface with parents.

Because the advisory model has changed over the years, the administration faced some resistance from teachers who worried about lack of stability. Therefore, the administration has committed to maintaining this model for the next three years.

## College Advising

College counseling is delivered through a partnership with the CollegeBound Initiative (CBI). CBI provides a counselor who is responsible for working with students, typically beginning in the late fall of 11th grade.

> Feedback showed that students felt unprepared to write long papers in college. Therefore, the school implemented a year-long Government class for 12th graders where they are required to write and defend a 10-page paper.

# APPENDIX A – SAMPLE SCHEDULES

## ACADEMY FOR CAREERS IN TELEVISION & FILM – 9TH GRADE STUDENT SCHEDULE

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 1<br>75 mins | English 9<br>2 of 2 | Living Environment<br>2 of 2 | Integrated Algebra | Production 2 | English 9<br>2 of 2 |
| 2<br>75 mins | Living Environment<br>2 of 2 | English 9<br>2 of 2 | Living Environment<br>2 of 2 | English 9<br>2 of 2 | Math/Science |
| 3<br>75 mins | Integrated Algebra | Production 2 | Production 2 | Integrated Algebra | Production 2 |
| 4<br>38 mins | Advisory 9th | Advisory 9th | Lunch | Advisory 9th | Advisory 9th |
| 5<br>39 mins | Lunch | Lunch | English 9<br>2 of 2 | Lunch | Lunch |
| 6<br>75 mins | Physical Education | Spanish 2 | | Physical Education | Spanish 2 |

## MANHATTAN BRIDGES HIGH SCHOOL – 10TH GRADE STUDENT SCHEDULE

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 1<br>60 mins | AP Spanish | AP Spanish | AP Spanish | AP Spanish | AP Spanish |
| 2<br>74 mins | Earth Science 1 | Earth Science 1 | Earth Science 1 | Earth Science 1 | Earth Science 1 |
| 3<br>74 mins | Humanities 3 | Humanities 3 | Humanities 3 | Humanities 3 | Humanities 3 |
| 4<br>40 mins | IC3* Extension B | College Career 10 | IC3 Extension B | College Career 10 | IC3 Extension B |
| 5<br>40 mins | IC3 Extension B | College Career 10 | IC3 Extension B | College Career 10 | IC3 Extension B |
| 6<br>40 mins | Lunch | Lunch | Lunch | Lunch | Lunch |
| 7<br>74 mins | ESL 4 | ESL Level 4A | ESL 4 | ESL Level 4A | ESL 4 |
| 8<br>74 mins | Geometry 1/3 | Geometry 1/3 | Geometry 1/3 | Geometry 1/3 | Geometry 1/3 |
| 9<br>120 mins | | | Dance 1 | | |

* IC3 is an IT course that culminates in an industry approved certification in basic computer and internet use.

## EDWARD R. MURROW HIGH SCHOOL – 10TH GRADE STUDENT SCHEDULE

| Period* | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 1 | Living Environment | Living Environment | OPTA** | Living Environment | Living Environment |
| 2 | OPTA | Weight Training | Weight Training | Weight Training | Weight Training |
| 3 | Adv Set Construction | Adv Set Construction | Adv Set Construction | Adv Set Construction | OPTA |
| 4 | Geometry 2 of 2 | Geometry 2 of 2 | Geometry 2 of 2 | OPTA | Geometry 2 of 2 |
| 5 | French II-2 | French II-2 | French II-2 | French II-2 | OPTA |
| 6 | Global Saga 4 | OPTA | Global Saga 4 | Global Saga 4 | Global Saga 4 |
| 7 | OPTA | Stage Light & Sound | Stage Light & Sound | Stage Light & Sound | Stage Light & Sound |
| 8 | OPTA | OPTA | Living Environment Lab | OPTA | OPTA |
| 9 | Mass Media | Mass Media | OPTA | Mass Media | Mass Media |

* Note that periods meet for 45, 55, or 60 minutes depending on the day.
** OPTA – Optional Time Activity

## THE URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE SAMPLE TEACHER SCHEDULE – 11TH GRADE GLOBAL HISTORY

| Mon/Tues blocks | Monday | Tuesday | Wed | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|---|
| Period 1 (9-9:50) | Global History Section 1 | Global History Section 1 | Period 1 (9-9:42) | Global History Section 1 | Global History Section 1 | Global History Section 1 |
| Period 2 (9:53-10:43) | Prep | Prep | Period 2 (9:46-10:27) | Prep | Prep | Prep |
| Period 3 (10:46-11:36) | Global History Section 2 | Global History Section 2 | Period 3 (10:30-11:12) | Global History Section 2 | Global History Section 2 | Global History Section 2 |
| Period 4 (11:39-12:29) | Global History ICT* Section 3 | Global History ICT Section 3 | Period 4 (11:15-11:57) | Global History ICT Section 3 | Global History ICT Section 3 | Global History ICT Section 3 |
| Period 5 (12:32-1:22) | CPT** with ICT Partner | Department Meeting | Period 5 (12:01-12:43) | Prep: Advisory Phone Calls | CPT Meeting 11th Grade Team Social Studies Teachers | Lunch |
| Period 6 (1:25-2:05) | Lunch | Lunch | Period 6 (12:46-1:28) | Lunch | Lunch | CPT with Global Research Teacher |
| Period 7 (2:08-2:58) | Global History Section 4 | Global History Section 4 | Period 7 (1:31-2:13) | Global History Section 4 | Global History Section 4 | Global History Section 4 |
| Period 8 (3:01-3:30) | Advisory | Advisory | Period 8 (2:15-3:30) | Grade Team Meeting | Advisory | Advisory |

* ICT – Integrated Co-Teaching
** CPT – Common Planning Time

# BROOKLYN FRONTIERS HIGH SCHOOL

## Using Trimesters to Bolster Credit Accumulation

Brooklyn Frontiers High School is a new school in Brooklyn, New York, currently serving 173 students in grades 9-11. The school serves a unique population of young adults who have been held back at least two times before they enter 9th grade. The school was founded as a partnership with Good Shepherd Services so that teachers and counselors could work side by side to serve students' academic and social-emotional needs as a team. Good Shepherd provides individual counseling to students, runs student leadership programs, and conducts outreach to families of students with attendance issues. Additionally, students attend group counseling with Good Shepherd staff on Wednesday afternoons, which provides time for all teachers to attend professional development. Since Brooklyn Frontiers is a new school, postsecondary outcomes are not yet available. However, their thoughtful approach to scheduling offers valuable insight into serving a unique population.

Brooklyn Frontiers is intentionally focused on the individual needs of each student. The school does not organize students into traditional grades. Rather, each birth year creates a cohort and students are placed into courses according to their needs and interests.

### The Tradeoffs of Using Trimesters

The school operates on trimesters because they believe trimesters have several important advantages for their student population. Firstly, Brooklyn Frontiers believes that for students who have had negative experiences with school in the past, trimesters allow them to experience success on an abbreviated time frame. Students can earn credits by early November, offering a psychological boost to students who are often under-credited for their age. Secondly, it gives students the opportunity to change courses more regularly. This can be an advantage for students who are having difficulty in a particular class or with a particular teacher. Finally, it offers them multiple opportunities each year to make up credits they may be missing. Trimesters are advantageous for teachers since they teach the same material three times in the course of the year. Teachers can devote less time to lesson planning and can focus more attention on supporting the unique needs of their students.

## BROOKLYN FRONTIERS AT A GLANCE

Founded
**2010**

Borough and District
**Brooklyn, District 15**

Total Students
**173**

Admissions Policy
**Open only to 15 –16-year old NYC students entering high school for the first time. Students must have a record of being held back at least twice by the time they reach 9th grade**

Co-located
**No**

Black or Hispanic
**99%**

Free or Reduced Price Lunch
**87.4%**

English Language Learners
**5%**

Special Education
**39%**

Average Incoming 8th Grade ELA & Math Proficiency Level
**2.4**

Graduation Rate
**N/A**

College and Career Ready
**N/A**

Postsecondary Enrollment Rate
**N/A**

One challenge this presents is the large commitment of staff time needed to reprogram all students each trimester. Staff must evaluate the progress of each student in all their courses each trimester and then adjust his or her schedule as needed. Brooklyn Frontiers tries to simplify this process by using parallel scheduling so that students can be moved between course levels relatively easily. Another significant difficulty is that the second trimester must fall over winter break, Regents exams, and February break. These regular breaks may make it more difficult for teachers to create a sense of consistency during the second trimester.

Core courses are held during four 61 minute periods a day. The school believes longer class time is best for students who are struggling academically because it gives teachers the chance to delve more deeply into topics and provide time for remediation. It also allows students to exceed required seat time even during shorter trimester periods. Four days a week, the last period of the day is a 73 minute period, which is primarily used for electives, including songwriting, creative writing, and computer science, but is also used as an additional course period for students who need to repeat Algebra 1.

Though none of the schools included in the case studies use trimesters, Brooklyn Frontiers shares several of the key strategies mentioned in the beginning of this report. They implemented a robust outside partnership to help them meet the non-academic development needs of their students and provide valuable time for teachers to come together for professional development. Their use of trimesters gives them flexibility to individually program students for the course sequences they require, and extended class periods allow teachers time for depth and remediation. Brooklyn Frontiers designed their schedule to meet the needs of their student population, allowing those students the opportunity to earn credits early and more frequently.

Brooklyn Frontiers believes that for students who have had negative experiences with school in the past, trimesters allow them to experience success on an abbreviated time frame.

# SUSAN E. WAGNER HIGH SCHOOL

## Creating a Senior Seminar

Schools working to raise the expectations for students from high school graduation to college readiness face the challenge of programming current 12th graders. While some 12th graders are still meeting graduation requirements and have full schedules, others have already met core requirements and have the option of either taking advantage of advanced coursework or choosing not to. Those students who decide not to pursue advanced coursework still need additional preparation for college and career. Therefore, in order to bolster college and career readiness and ensure 12th graders have the required five and a half hours of instructional time, Susan E. Wagner High School instituted Senior Seminar. This solution helps students plan beyond high school, fills the necessary instructional time, and can be a cost-effective solution for the school.

### Implementing a Senior Seminar

Wagner provides Senior Seminar to any students without full class schedules, meaning they have met graduation requirements and choose not to pursue optional advanced coursework. Depending on a student's schedule, he or she can be programmed for one or two Senior Seminar classes. During this time, students can work on a number of projects and receive college and career-related programming. Senior Seminar is overseen by the college advisor and is held in the library, which allows students to take advantage of resources including the librarian. Some of the key activities are described below:

- Students work independently, with guidance from the college advisor, to complete their College and Career Readiness Portfolio. The portfolio is required for all students, and Senior Seminar allows students to work during the school day to complete this project. The portfolio includes several components, including resume preparation, college essay writing, the Naviance Career Interest Survey, SAT/ACT prep, and college and career planning.

- Students can work on their Community Service Projects, which are the culmination of four years of active involvement in community service.

## WAGNER AT A GLANCE

Founded
**1968**

Borough and District
**Staten Island, District 31**

Total Students
**3,402**

Admissions Policy
**Staten Island priority. Screened, educational option, audition, and zoned programs**

Co-located
**No**

Black or Hispanic
**36%**

Free or Reduced Price Lunch
**52.9%**

English Language Learners
**3%**

Special Education
**22%**

Average Incoming 8th Grade ELA & Math Proficiency Level
**3.0**

Graduation Rate
**81%**

College and Career Ready
**60%**

Postsecondary Enrollment Rate
**69%**

- Senior Seminar also addresses students' needs by ensuring they are receiving necessary supplemental supports. To that end, Regents Math and English tutoring are available during Senior Seminar period for students who did not meet the college ready benchmarks.

- All on-site visits by colleges happen during Senior Seminar time.

Wagner is careful to ensure that students take Senior Seminar seriously. While Senior Seminar is a non-credit-bearing course, it is considered a class on a 12th grader's schedule. Notifications are sent home if a student does not attend. In addition, there are several ways the school ensures that students are being monitored and working on constructive activities. For example, 12th graders taking Economics must complete an Economics Term Project, which students work on during Senior Seminar. The project also has a financial literacy unit which culminates in [W!SE Financial Literacy Certification](#). To add an extra layer of accountability, the college advisor works with other staff to collectively monitor Senior Seminar students' progress. The school is divided into 15 Learning Centers, similar to small learning communities, each led by a Learning Center Coordinator (LCC). The LCC meets with the guidance counselors, who in turn, meet with the college advisor to discuss issues and progress. This way the LCCs are aware of how students are performing in Senior Seminar and can check on them as needed.

Senior Seminar provides time during the day for 12th graders to both prepare for college and career and meet the necessary instructional time. It creates productive time during the day without the extra work and costs of teaching additional 12th grade classes. This solution is particularly helpful for students who may not be interested or motivated to take upper-level coursework but still need help preparing for postsecondary success.

Senior Seminar is particularly helpful for students who may not be interested or motivated to take upper-level coursework but still need help preparing for postsecondary success.

# GLOSSARY OF TERMS

## ADMISSIONS POLICIES

**Educational Option** (Ed Opt): Educational Option programs are meant to serve a wide range of academic performers. Based on English Language Arts (ELA) standardized test scores from the prior school year, students will be matched to Ed Opt programs based on the following distribution: 16% from the high reading level, 68% from the middle reading level and 16% from the low reading level. Half of the students matched to Ed Opt programs will be selected based on their rankings from the school; the other half will be selected randomly. If you score in the top 2% of all students in the city on your previous year's ELA reading exam, and you list an Ed Opt program as your first choice on your application, you are guaranteed a match to that program.

**Limited Unscreened:** Limited Unscreened programs give priority to students who demonstrate interest in the school by attending a school's information session(s), open house event(s), or by visiting the school's table at any one of the High School Fairs. Students must sign in at these events to receive priority to the school's Limited Unscreened program(s).

**Screened:** Students who apply to Screened programs are ranked and selected based on the following criteria: final report card grades from the prior school year, reading and math standardized test scores, and attendance and punctuality. Schools may choose to require additional items that schools use to screen applicants, such as an interview or essay.

**Screened: Language:** Language programs provide services for students with a minimum level of English language proficiency. Admission to these programs is based on a student's proficiency in English and, in some cases, on home language.

**Test:** Test programs require students to take the Specialized High Schools Admissions Test (SHSAT) for entrance. Specialized High Schools are the only schools that require the SHSAT.

## ADVISORY

Advisory courses can serve a variety of academic and socio-emotional goals. They provide an opportunity for additional individualized attention and relationship building between students and staff. Advisory courses often include lessons on the college application process, goal setting, and self-reflection. Schools can create their own curriculum, or use packaged curriculum and sometimes partner with an outside organization for support.

## CIRCULAR 6

Circular 6 time was a result of change to the teachers' contract that was intended "to reduce the amount of administrative and compensatory time required of teachers so that they may further engage in education activities that will raise academic standards and promote student achievement." Schools must designate a menu of professional activity options and must have procedures in place for teachers to choose their assignments.

## COURSE ABBREVIATIONS

**AP:** Advanced Placement

**ELA:** English Language Arts

**ESL:** English as a Second Language

**LOTE:** Language Other than English

**Govt/Econ:** Participation in Government/Economics

**NLA:** Native Language Arts

**PE:** Physical Education

## DOSAGE

Dosage refers to the amount of time students spend in a class. Some schools provide double or increased doses of time in a particular course – meaning they provide double or additional periods/blocks, which can be consecutive or nonconsecutive on a program.

## OPTIONS A, B, C

Within some of the Four-Year Program Plans included in the case studies, there are labels for Options A, B, C in a given subject area course sequence. The options refer to the multiple pathways students may take based on their proficiency and skill level.

## PARALLEL SCHEDULING

Parallel scheduling involves scheduling different sections of the same content area class to run simultaneously. This can be within or across grade levels. For example, two 9th-grade Algebra 1 sections could be taught at the same time; one for more accelerated students and one for students with lower levels of proficiency. Then, a school has the opportunity to switch students mid-year as needed with minimal disruption to the students' schedules. Parallel scheduling across grades allows students who may have failed a class or who are ahead to move into the class section of a different grade but stay with their peers for the rest of their classes.

## PER-SESSION

Throughout the school year, teachers apply for "per-session" activities that are done either before school, after school, on the weekend or holidays, or during the summer. Teachers who apply for and are accepted for such an activity are paid at the per-session rate listed in the United Federation of Teachers contract.

## SCHOOL-BASED OPTION (SBO)

An SBO is the process whereby the principal and the UFT chapter agree to propose to the UFT represented school staff deviations from certain requirements of the UFT teachers' contract, including class size, rotation of assignments, teacher schedule, etc. There must be a vote of the chapter to permit the modification and 55 percent of those voting must be in favor.

Minute by Minute describes how model NYC high schools think about and use time. The objective is for readers to learn from their peers how to align overall goals (i.e. the school's vision) with scheduling priorities (i.e. the levers for meeting those goals). The Reader's Guide is intended to help you navigate the report and find lessons and strategies that can be applied to your school's context. It may be particularly useful to work through this as a team when considering any changes to your schedule or programs.

**STEP ( 1 )  TARGETED READING**

The case studies can be approached by context or theme. Readers may be interested in learning from schools with similar contexts or may want to focus on a particular practice. These tables provide suggestions for targeted reading; note that not all schools that meet given criteria are listed in the categories below.

Divide the case studies among your school's teams and reflect on the discussion questions below.

**Reading by Context**

| IF YOUR SCHOOL IS ... | CHECK OUT... | |
|---|---|---|
| **Large** | HSTAT | |
| | Murrow | |
| **Medium** | MBHS | |
| | Pelham Prep | |
| | Williamsburg Prep | |
| **Small** | ACTvF | AMS |
| | Channel View | SLJ |
| | PACE | |
| **Co-located** | Pelham Prep | |
| | Channel View | |
| **CTE or Theme-Focused** | ACTvF | |
| | AMS | |
| | SLJ | |
| **A 6-12 Grade School** | Channel View | |
| | AMS | |
| **On an 8 Period Traditional Schedule** | HSTAT | |
| | PACE | |
| | Williamsburg Prep | |

**Reading by Theme or Strategy**

| IF YOU'RE INTERESTED IN ... | CHECK OUT... | |
|---|---|---|
| **Nontraditional Course Sequences** | AMS | |
| | SLJ | |
| **Required Supplemental Courses** | Pelham Prep | |
| | SLJ | |
| | Williamsburg Prep | |
| **Block Schedules or Longer Periods** | ACTvF | AMS |
| | MBHS | |
| **Incorporating Teacher Time** | HSTAT | AMS |
| | PACE | |
| **Extra Time** | Murrow | PACE |
| | Pelham Prep | |
| **Advisory** | ACTvF | |
| | Williamsburg Prep | |
| **Internships** | ACTvF | MBHS |
| **Partnerships** | Pelham Prep | |
| | Channel View | |
| **School-Based Option Process** | HSTAT | AMS |
| | Pelham Prep | |
| **Strategies for Serving ELLs** | MBHS | |
| **Strategies for Serving Students with Disabilities** | HSTAT | |
| | PACE | |

## Discussion Questions:

- In the case studies you read, what are the schools' overall goals?

- What are the schools' priorities around scheduling? Do these align with their overall goals?

- How do the four-year program plans align with the schools' goals and priorities?

### STEP ( 2 ) REFLECTION ON YOUR SCHOOL'S PRIORITIES

## Discussion Questions:

- What are your school's overall goals?

- What are your school's priorities around scheduling and allocating time?
  – Are these aligned? Are your stated goals evidenced by your schedule?

**Exercise:** Refer to the five key themes described on pages 14-15 and in the case studies.

Step 1: Rank the five themes based on your school's current scheduling priorities (1 = highest priority; 5 = lowest priority).

Step 2: Describe your school's current scheduling and programming practices within each of the five themes.

**Notes**

## Example:

| Step 1: Rank Your School's Priorities | | Step 2: Current Practices |
| --- | --- | --- |
| **Theme** | **Rank** | **Evidence: Current Scheduling and Programming Practices** |
| Academic Programming | 4 | My school uses standard course sequences within a traditional schedule… |
| Staff Time | 1 | Teacher teams meet daily for co-planning and once a week as a faculty… |
| Extra Time | 2 | My school provides tutoring every day after school and extra support through Saturday School… |
| Youth Development | 5 | We currently do not have an advisory or any time built into the day to provide youth development… |
| CCR Learning Opportunites | 3 | We offer two AP classes and some students access College Now courses. Students currently do not participate in internships… |

| Step 1: Rank Your School's Priorities | | Step 2: Current Practices |
| --- | --- | --- |
| **Theme** | **Rank** | **Evidence: Current Scheduling and Programming Practices** |
| Academic Programming | | |
| Staff Time | | |
| Extra Time | | |
| Youth Development | | |
| CCR Learning Opportunites | | |

**Discussion Questions:**

- Why did you order these in the way you did? If you completed this exercise with colleagues, did your answers align?
- How closely do your current practices support how you ranked your school's priorities?
  – What areas do you need to give more time and attention to better reflect your school's priorities?
  – What are some strategies you read about that could be used to bolster that particular area(s)?
  – What are the tradeoffs to increasing time spent in this area(s)? See Balancing Priorities and Tradeoffs chart on page 13 for guidance.

STEP ( 3 ) **DEEP DIVES INTO THE FIVE KEY THEMES**

**Exercise:** Academic Programming: Mapping Out Your Current Four Year Program Plan

Understanding how students move through course sequences is critical to determining whether they will graduate ready for college and career. Using the chart below, fill in your current course sequences allowing for multiple pathways within a given subject area if applicable. For example, some students may start 9th grade in Algebra 1, while others may begin with Geometry. These groups of students would then continue on different pathways through the math sequence. **See Four-Year Program Plans in each of the ten case studies for guidance.**

Notes

| FOUR-YEAR PROGRAM PLAN | | | | | | |
|---|---|---|---|---|---|---|
| | ELA Sequences | Social Studies Sequences | Math Sequences | Science Sequences | LOTE Sequences | Other Sequences |
| 9th Grade | | | | | | |
| 10th Grade | | | | | | |
| 11th Grade | | | | | | |
| 12th Grade | | | | | | |

## Discussion Questions:

- Are there any sequences or tracks within a given subject area sequence that do not result in graduating ready for college and career?
  – If so, what are some strategies you read about to bolster this particular subject area?

- Analyze your school's course taking data to see which sequences and/or pathways are more common than others.
  – Does anything surprise you?

- What strategies do you use to accommodate students who fall off track in a given sequence(s)?

- What options are there for accelerated students? Are these students given access to the appropriate higher-level courses and opportunities?

- As a next step, revisit your four-year program plan and think about what ideas or adjustments you would make to better prepare students for college and career.

## Discussion Questions on Other Key Themes:

### Staff Time

- When are teachers currently meeting? In what configurations? For how long?

- Given the priorities you outlined, are there additional unmet needs regarding staff collaboration time?

### Extra Time

- How is time outside the regular school day being used?

- Did you read about any strategies to better use extra time?

- If providing extra time is a priority, where can you find additional resources to support this need? What are the tradeoffs that need to be weighed?

### Youth Development

- What opportunities are there for students to develop academic and personal behaviors and/or skills and knowledge that prepare them for college and career?

- Did you read about any strategies that could improve your school's approach to youth development?

### College and Career Learning Opportunities

- What options do you provide for students to access higher-level coursework or experiences that prepare them for college and career?

- What other opportunities would you like to provide? What resources are needed to implement them?

Notes

Based on your targeted reading and reflection exercises, begin to think about next steps for improving how your school uses time. The table below provides a template and example for thinking about potential changes.

| Academic Programming Goal | Tradeoffs | Support Needed | Next Steps | Timeline | Staff Responsible |
|---|---|---|---|---|---|
| Double block of math for all 9th graders | LOTE or arts will have to be delayed until 10th grade | - Buy in from math staff<br>- Training for math teachers to teach in an extended block potentially including new syllabi, curricula, and materials | - Meet with math teachers<br>- Meet with Program Chair<br>- Map out a revised four year program plan – focusing on how students' math sequence may improve<br>- Adjust 9th grade schedule | Next week<br>Next week<br>This week<br><br>April | - AP Instruction<br>- Math Department Chair<br>- Program Chair |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |