

The TIME Collaborative

Creating Schools with More & Better Learning Time

Session 1



NATIONAL CENTER ON
TIME & LEARNING

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Agenda

- 8:30 – 9:05** **Welcome and Introductions**
- 9:05 – 9:40** **Core Content 1: The Redesign Mindset**
- 9:40 – 10:55** **Core Content 2: The Essential Elements of High Quality ELT**
- 10:55 – 11:05*** ***Break***
- 11:05 – 11:35** **Core Content 3: Intro to Sustainable ELT Implementation**
- 11:35 – 1:40** **Redesign Work Session: Focused School-wide Priorities**
- 12:15 – 12:50*** ***Lunch***
- 1:40 – 2:15** **Building Support and Gaining Momentum: Engaging Stakeholders in Sustainable Redesign**
- 2:15 – 3:00** **Next Steps Planning**

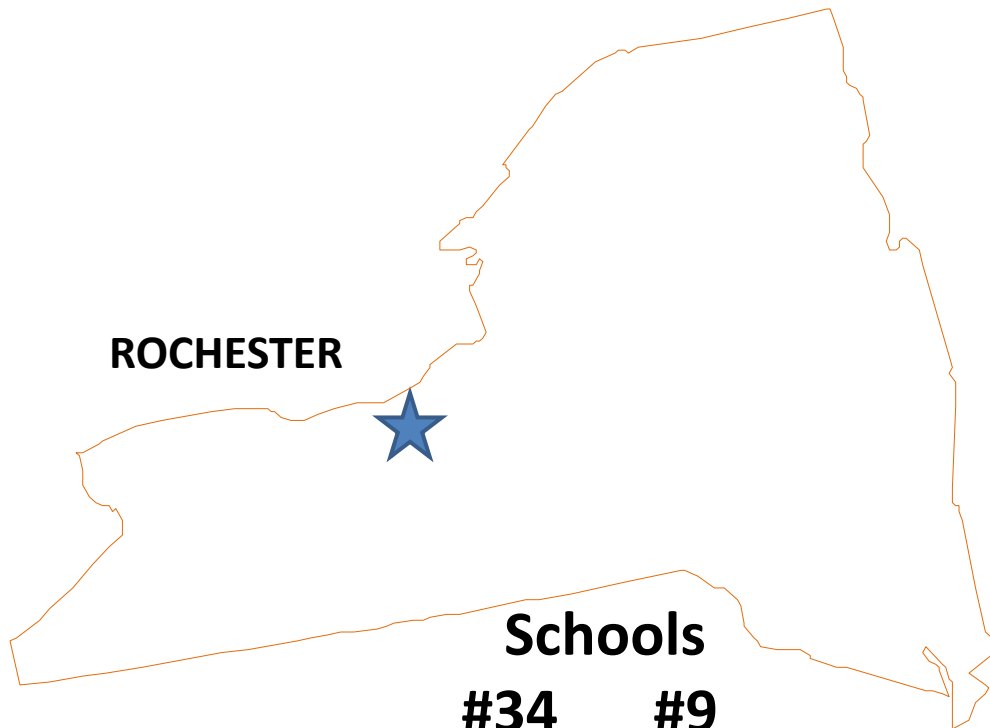
Please Note: Next steps planning is **MANDATORY**

Objectives

- ✓ Develop an understanding of what we mean by high quality, sustainable school redesign
- ✓ Go deep on Essential Element #1: Focused School-wide Priorities
- ✓ Draft an initial outreach plan to engage key stakeholders in your efforts to build a new school day and year

Introductions

NY TIME Collaborative District (8 schools)



ROCHESTER

Schools

#34	#9
#10	#3
#19	#45
#46	#23

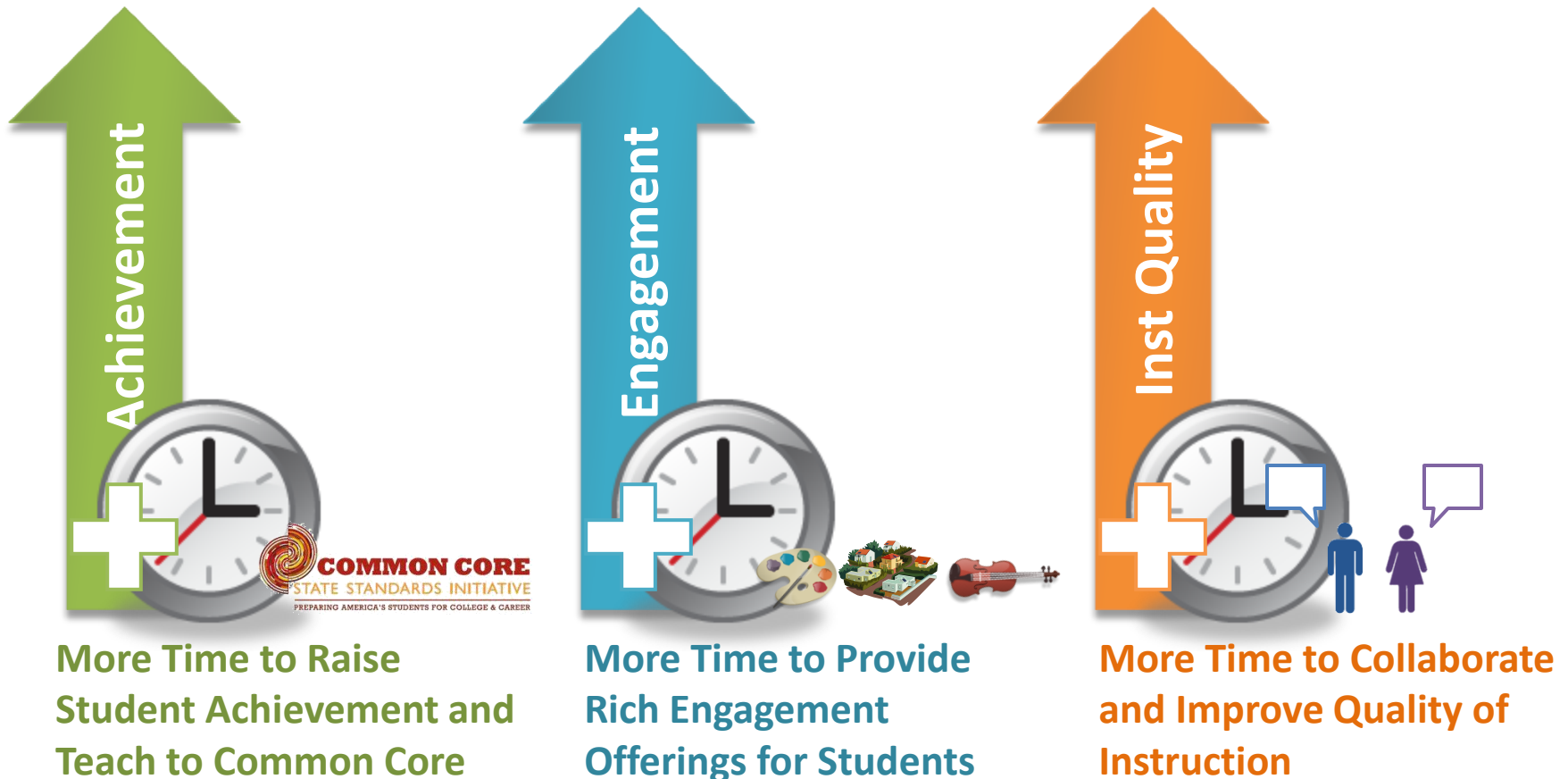
Instructions

Each team, please designate one person to:

- Introduce your school and team members
- Identify one thing your team wishes they had more time for in school

Why More Learning Time?

More Time Benefits BOTH Students and Teachers



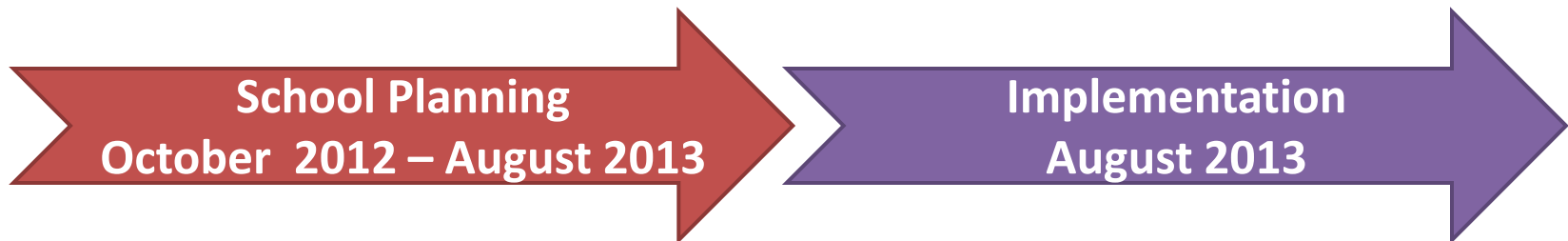


What are Teachers Saying about Having More Time?



TIME Collaborative: Overview

- A multi-year initiative to develop high-quality and sustainable expanded learning time schools in 5 selected states
- Participating schools to add 300 hours of learning time for **all** students beginning in SY2013-14



- Funding for implementation of expanded day and/or year primarily through federal funds using new flexibilities afforded by the ESEA waiver process (e.g. Title I SES, CCLC); goal is to come up with a plan that costs ~\$1,580/pupil

TIME Collaborative: Two Expectations

High-quality

High-quality ELT schools:

- ✓ Undergo an inclusive planning process
- ✓ Leverage their additional time according to 7 Essential Elements



Sustainable

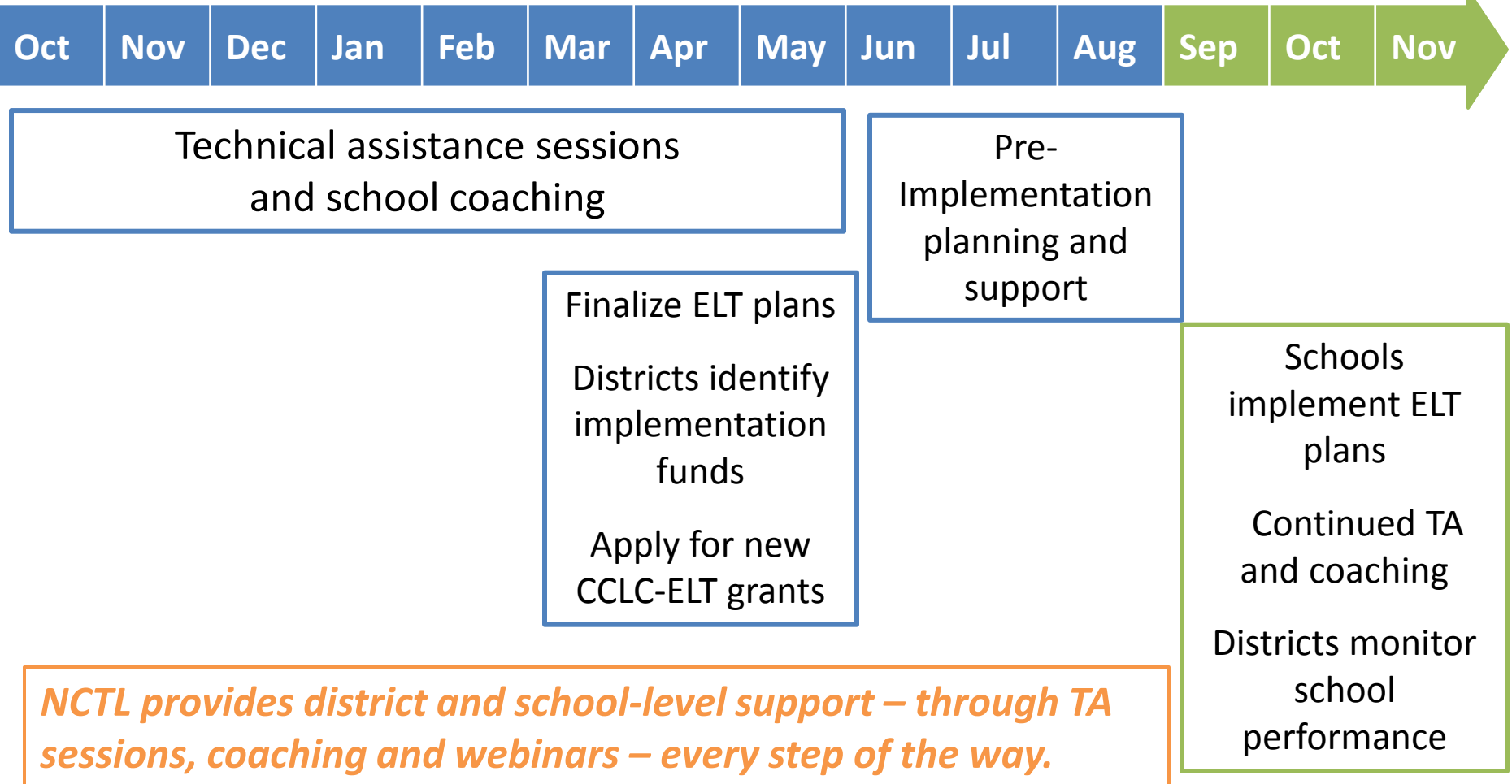
Sustainable ELT schools:

- ✓ Take advantage of existing and newly available funding sources
- ✓ Utilize cost-lowering strategies to staff the expanded schedule

TIME Collaborative: Timeline

PLANNING

IMPLEMENTATION



TIME Collaborative: Technical Assistance

DATE	SESSION	COACHING
November 19	Focusing Your Redesign	Regular, onsite coaching will take place between sessions, throughout the planning process.
December 17 and 18	Envisioning What's Possible, Part I	
	Envisioning What's Possible, Part II	
January 28	Priorities for Redesign	
March 1	Reengineering Your School Day/Year (Reengineering Subcommittee only)	
March 28	Team Presentations and Feedback	
<i>FINAL PLANS DUE TO THE DISTRICT APRIL 15</i>		
July/August	Summer Institute	

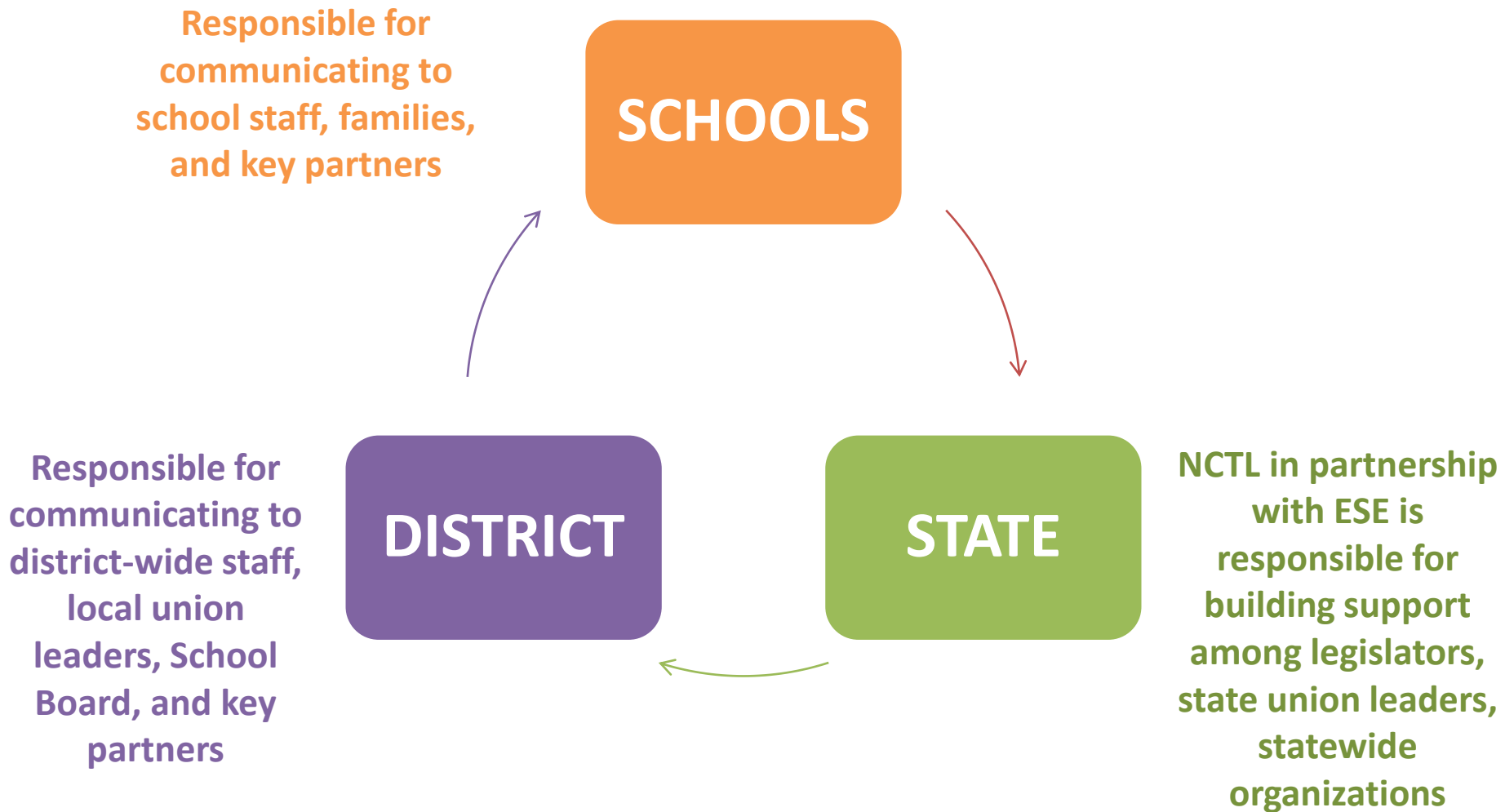
Building Support For Your New School Day

Communicate early and often to:

- Build support and enthusiasm for the effort
- Create a common sense of purpose
- Convey a sense of urgency
- Reduce anxiety and misconceptions by providing concrete information and regular updates

Building support for your new school day by engaging key stakeholders will be an ongoing theme of the planning process

Building Support at All Levels



Sharing What You Learn

Throughout today consider how



Videos



Activities



PowerPoint Slides



School Examples

can be shared in your broader school community to build support and buy-in and continue the planning work

www.timeandlearning.org/newyork

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Getting into the Redesign Mindset



IDEO Redesigns the Shopping Cart

Take Something Familiar and Make it Better

DIRECTIONS:

1. Watch video and take notes
2. Team discussion
3. Share out

IDEO Redesigns the Shopping Cart
Take Something Familiar and Make it Better

NOTE TAKER

How did IDEO foster creative thinking?	
IDEO's mantra is: "Enlightened trial and error succeeds over the planning of the lone genius." How can this philosophy apply to your planning process?	
How did the IDEO team use data to inform its creative process?	

IDEO Note-Taker
pg. 1

Redesign from the Ground Up

What can the leading design firm in the country help us understand about rethinking your school day?




Redesign Mindset: Discussion Questions

After the video, take 10 minutes to discuss the following questions with your school team:



10:00

Time Remaining



How did IDEO foster creative thinking?



How can IDEO's philosophy of *'enlightened trial & error succeeds over the planning of the lone genius'* apply to your planning process?



How did the IDEO team use data to inform its creative process?

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Seven Essential Elements

High quality ELT schools leverage time to empower each student with the knowledge, skills, and experiences they need to succeed in college and career

- 1 Focused school-wide Priorities
- 2 Rigorous Academics
- 3 Differentiated Supports
- 4 Frequent Data Cycles
- 5 Targeted Teacher Development
- 6 Engaging Enrichment
- 7 Enhanced School Culture



Seven Essential Elements

Seven Essential Elements of High Quality Expanded Learning Time Schools

High quality Expanded Learning Time schools redesign, strengthen and expand the school day/year by adding at least 300 additional hours to the standard school schedule in order to enable teacher collaboration and development and empower students with the knowledge, skills, and experiences needed for success in college and careers

Features

1 Focused School-wide Goals

School-wide instructional plan focused on a small set of goals to improve student achievement

2 Rigorous Academics

All student schedules include challenging ELA, math, science, and social studies courses

3 Differentiated Supports

All student schedules include academic intervention or acceleration taught primarily by certified teachers

4 Frequent Data Cycles

Systemic approach to analyzing and responding to data to improve instruction

5 Targeted Teacher Development

All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction

6 Engaging Enrichment

All student schedules include enrichment courses beyond traditional district offerings

7 Enhanced School Culture

School-wide plan to build a culture of high academic and behavioral expectations

Requirements

- Clear and measurable goals aligned to instructional plan that can be incorporated across different subjects
- Time allocated to academic instruction reflects student needs
- At least 120 minutes weekly
- Students grouped based on data identifying academic needs
- At least 60 minutes of weekly collaboration for all core academic teachers to analyze and re-
- School analysis
- 4 to 6 assess
- At least one level of collaboration added weekly
- School collaboration
- Administrators participate in and support collaboration
- All students receive at least 90 minutes each week for enrichment
- Enrichment offerings are based in part on student interests and choice, with opportunities for mastery
- Time to recognize achievement and reinforce positive behavior at least monthly

Flexibilities

- Methods to monitor progress towards goals
- Specific time allocations
- Curriculum
- Instructional approach
- Curriculum
- Types of data protocols
- Types of interim assessments
- Staffing and program offerings
- Time allocated for each student may exceed 90 minutes; students who require additional academic supports may have fewer enrichment offerings than those needing fewer academic supports
- Approaches to recognizing positive behaviors and academics
- Types of social-emotional supports

ELT Essential Elements, Requirements & Flexibilities

pg. 2

Seven Elements In Action

Two Case Studies from Massachusetts to illustrate the 7 Essential Elements :



Matthew J Kuss Middle School, Fall River MA

Silvia Elementary School, Fall River MA

Sustaining High Quality Expanded Time: Kuss Middle School

Kuss Case Study
pg. 3

Behind the clear glass wall of the school's library, Nancy Mullen peered out onto the Taunton River one early May evening. Students and adults had left for the day; their absence lent the school a rare moment of solitude. Mullen, who would retire in the evening, as the students had in her successor's place. Eight years ago, she had underperformed in schools across the country: unstable leadership, ineffective teachers, and disruptive classrooms—all located in a city, Fall River, that had seen its jobs disappear and living conditions worsen over recent decades. Mullen had had some experience transforming low-performing schools prior to 2004. In fact, after Kuss's 'chronically underperforming' designation resulted in a state takeover of the school, officials at the Massachusetts Department of Elementary and Secondary Education immediately turned to Mullen, luring her out of retirement based in part on her strong reputation in school turnaround. Shortly after she accepted the challenge of turning around Kuss, in 2005, Mullen, teachers, administrators, parents, community partners, and the Fall River teachers' union engaged in an eight-month planning process to map out the school's new direction and approach, including an expanded school day. In 2006, Kuss would increase the length of its school day by one and a half hours. The new expanded day would start at 7:15 a.m. each morning and end at 3:35 p.m., compared to 7:25 a.m. to 2:15 p.m. under the previous schedule (see Pre-ELT [Expanded Learning Time] and ELT schedules). Knowing that their students' learning needs and skill deficits were both great and varied, staff called for the additional time to be devoted to small-group targeted academic intervention. Two 45-minute periods were added to the school day during which students would receive either ELA/math intervention or an elective enrichment depending on their academic needs. Scheduling of the additional ten weekly periods became highly personalized; some students might receive as few as zero interventions and ten enrichments, while others who were struggling might attend six interventions (three ELA and three math) and four enrichments each week (see Sample Student Schedules below). Intervention periods would be led primarily by the school's existing ELA and math teachers in small groups between six to 15 students, the smallest groups would be reserved for students who needed the most support. Student needs and groupings are determined before the start of each school year, based on performance on the Massachusetts Comprehensive Assessment System (MCAS), the state's standardized tests, as well as teacher recommendations. Although students do not always receive intervention from their ELA/math teacher, content and students progress are discussed each week among all teachers during 45-minute curriculum and grade level meetings.

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Sustaining High Quality Expanded Time: Silvia Elementary School

Silvia Case Study
pg. 7

The sight of thirty adults crammed into the desks at Frank M. Silvia Elementary School was slightly comical. After all, these people had been accustomed to being in front of the classroom for much of their careers—at principals' desks, and former teachers now working for the district—but Silvia's recent success. They'd left their own schools and offices eager to discover the and led discussions on implementing its schoolwide approach to reading, but rarely to hear from Denise Ward, the school's principal. Shortly after receiving the request from district leaders to share their practices, Ward would be best for her guests to learn from the practitioners themselves. Leadership roles to teachers was nothing new at Silvia. Expanded opportunities for strong teachers to lead and share their practices in a strong expanded school day. In the North End Elementary School, 11 students by two in 2006, only 13 in Massachusetts' 24 percent in ELA for improvement for teachers to make continuous improvement in an expanded time. In math proficiency rates at individual grade levels has achieved Student Growth Percentile (SGP) scores—an index that individual student scores on state standardized tests against that of other schools—of 60 or higher, in both ELA and math. The overall climate of the school was also improved as well, resulting in a significant increase in student enrollment. Expanded school day, Ward encouraged her school community to tically impact the educational experience for the school's student led for free or reduced-price lunch and a third did not speak Silvia faculty embarked upon a comprehensive review of student e within the new school day. To lead this effort, Ward formed e nized of school administrators, grade-level teacher leaders, f coaches—which led the school faculty through a careful sements and MCAS examinations. Through these rigorous tudents were not spending nearly enough time building and

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Case Study Note Taker
pg. 11

Case Study Exercise—STEP 1 (40 mins)

Instructions:

1. Divide your team into two groups
 - ▶ Group 1: Read Kuss Middle School Case Study (page 3)
 - ▶ Group 2: Read Silvia Elementary School Case Study (page 7)
2. Take notes using note taker (page 11)
3. Come back together as a team and take turns explaining both case studies and how they align with the Essential Elements



40:00

Time Remaining

Case Study Exercise—STEP 2 (25 mins)

Instructions:

4. Discuss as a team how your own school is or is not meeting the Seven Essential Elements

5. If time permits, be prepared to share out:
 - 1 Essential Element your school does particularly well
 - 1 Essential Element your school needs to work on



25:00

Time Remaining

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Intro to Sustainable ELT Implementation


Sustainable Strategies Note Taker


Sustainable strategies – in time, staffing, and technology – allow schools to go from a traditional student day to an expanded student day that minimizes cost and increases the quality of educational programs.

Which of these strategies might your school adopt?	
How will your team build the stamina to keep pushing to be creative with scheduling, staffing, and resource use?	
Which strategies would you like to learn more about?	

**Sustainable
Strategies Note
Taker
pg. 12**

Sustainable Strategies

How do you go from **a traditional student day**  Hr 1 Hr 2 Hr 3 Hr 4 Hr 5 Hr 6

to **an expanded time student day**  Hr 1 Hr 2 Hr 3 Hr 4 Hr 5 Hr 6 Hr 7 Hr 8

that **minimizes cost** AND **increases the quality of educational programs?**



Rethink Time

The length of the student day does not have to equal the length of the teacher day



Rethink Staffing

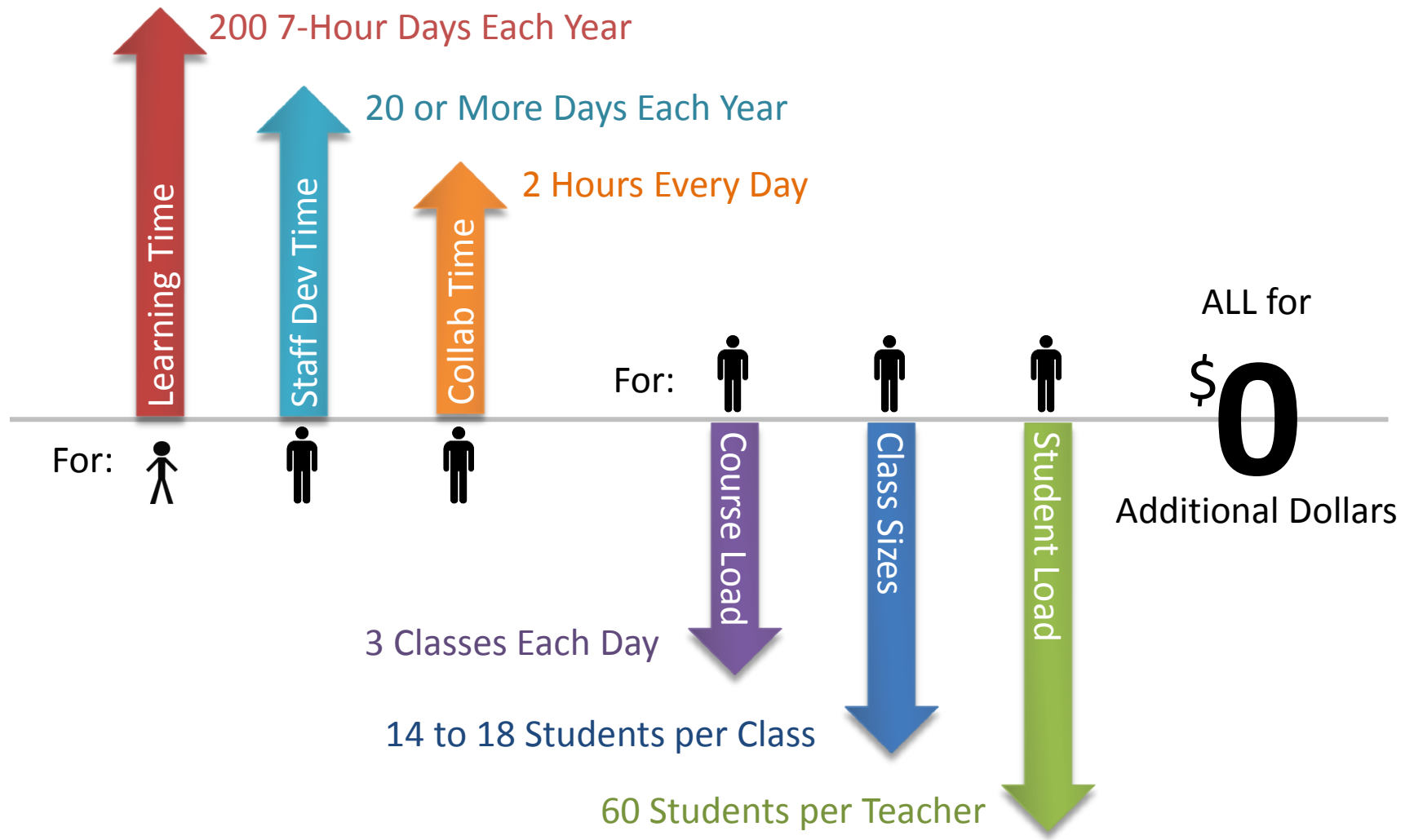
Administrators, teachers, paras, and other staff can work new roles
Outside partners can provide quality programming during the school day



Rethink Technology

Computers/laptops can deliver adaptive, self-guided content in blended learning environment

High Quality Sustainable Expanded Time: Brooklyn Generation



Sustainable Strategies in Time



Rethink Time: How does this strategy minimize costs and increase quality?

- Reduce number of teacher hours required to expand school day
- Reduce risk of teacher burnout throughout the year
- Provide flexibilities for teachers to address needs in personal schedule

 Hr 1 | Hr 2 | Hr 3 | Hr 4 | Hr 5 | Hr 6 | Hr 7 | Hr 8 Expanded Day for All Students

 7 Hour Day Early Group of Teachers

 7 Hour Day Late Group of Teachers

Sustainable Strategies in Staffing




Rethink Staffing: How does this strategy minimize cost and increase quality?

- Maximizes flexibilities in staffing expanded day
- Eases staggering of teacher schedules
- Creates opportunities to bring in outside expertise within the school day

 Hr 1 Hr 2 Hr 3 Hr 4 Hr 5 Hr 6 Hr 7 Hr 8 Expanded Day for All Students



Traditional Staffing Model

Classes led by classroom teachers 



Sustainable ELT Staffing Model

Classes led by teachers , community partners , coaches , and/or support staff 

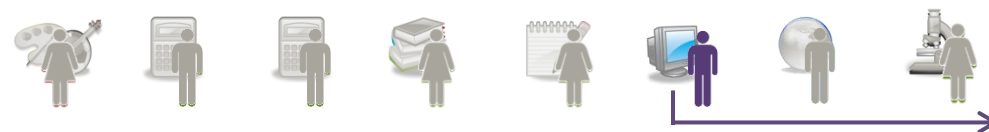
Sustainable Strategies in Technology



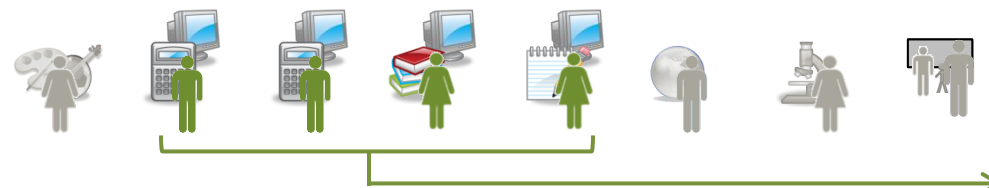
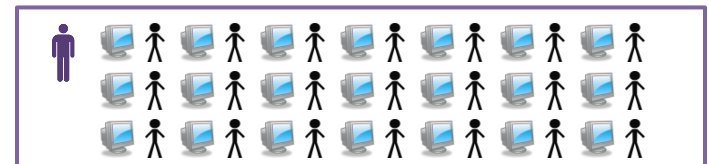
Rethink Technology: How does this minimize cost and increase quality?

- Creates flexibilities in class sizes
- Leverages lower-cost staff to facilitate dedicated online content periods
- Maximizes existing computers/laptops and software

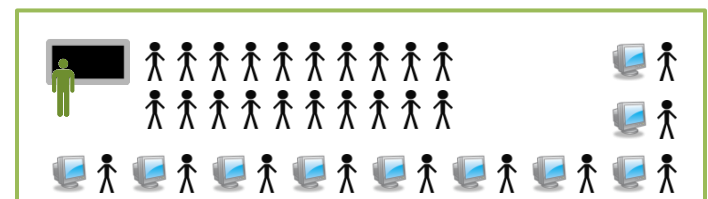
Expanded Day for All Students



Option 1: Dedicated Period for Online Content



Option 2: Use Online Content in ELA/Math Periods



Challenges in Creating Sustainable Strategies



Complexity

Consider the multiple impacts of each change



Creativity

Rethink every existing resource and strategy

A complex school schedule grid with many rows and columns, symbolizing persistence.

Persistence

Push your school to be creative amidst complexities

Sustainable Strategies: Discussion Questions

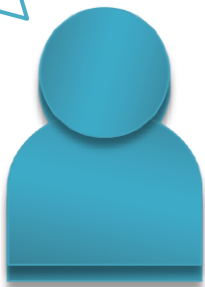
Take 10 minutes to complete the note taker and discuss the following questions with your school team:



10:00

Time Remaining

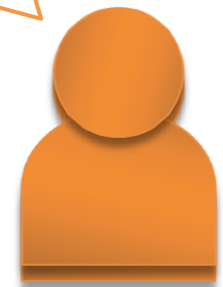
Which of these strategies might your school adopt?



How will your team build the stamina to keep pushing to be creative with scheduling, staffing, and resource use?



Which strategies – in time, staffing, and technology – would you like to learn more about?



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Be Wary of Taking on Too Much with ELT

Let's concentrate on math and ELA and social studies and gym and art and dance...

How about all of our teachers take on a student teacher next year?

With 300 hours of time we could have every student do an internship with a local business next year!

Let's implement a mandatory peer mentoring program!

Let's be a STEM magnet school and a high school next year too!

What if we became a dual immersion Portuguese-English school?

ADVISORY!!!

ADVISORY!!!

ADVISORY!!!

A Successful Redesign is Focused

High quality ELT schools leverage time to empower each student with the knowledge, skills, and experiences they need to succeed in college and career

1 Focused School-wide Priorities



All elements of your plan should connect to element #1: Focused School-wide Priorities

2 Rigorous Academics

3 Differentiated Supports

4 Frequent Data Cycles

5 Targeted Teacher Development

6 Engaging Enrichment

7 Enhanced School Culture

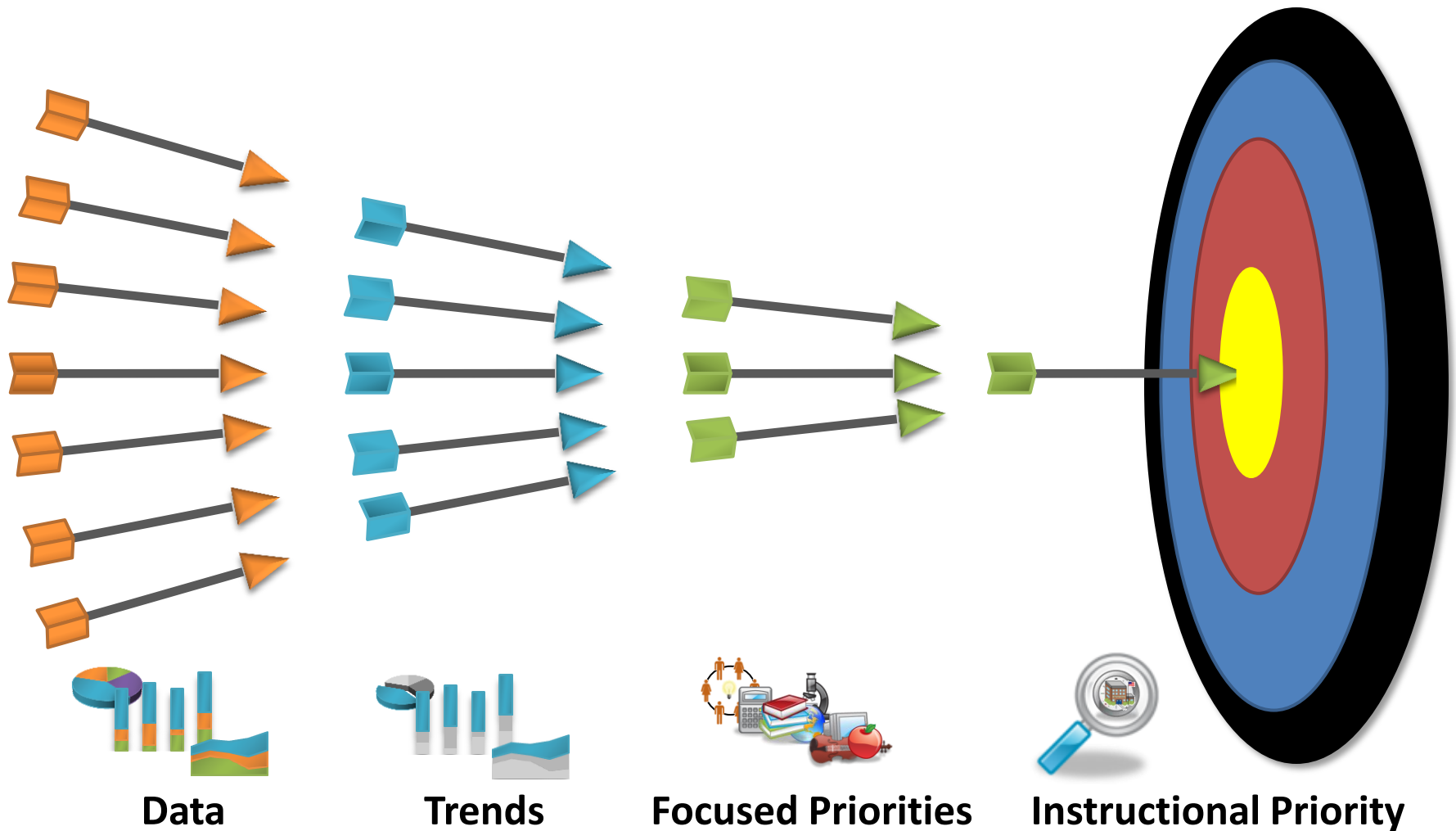


Priorities are narrowly focused and impact the entire school



The first step towards developing Focused School-wide Priorities is analyzing multiple sources of your school's data

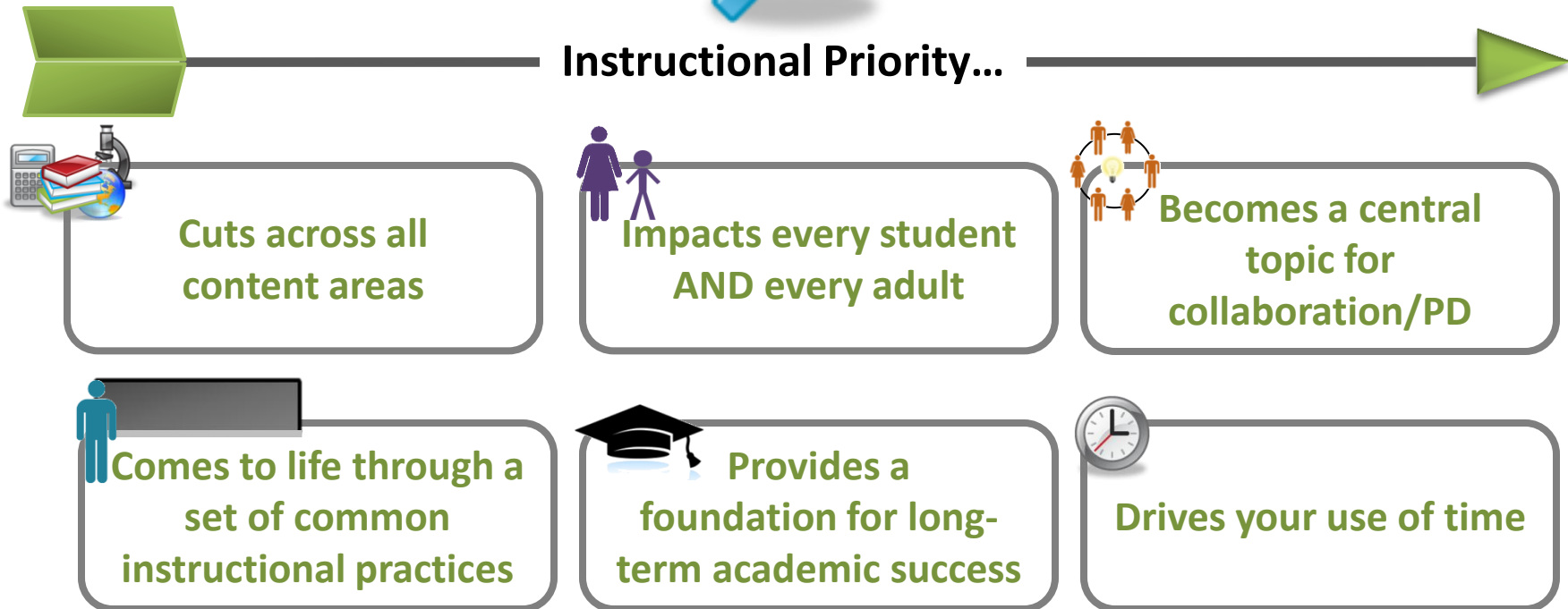
Narrowing Down to an Instructional Priority



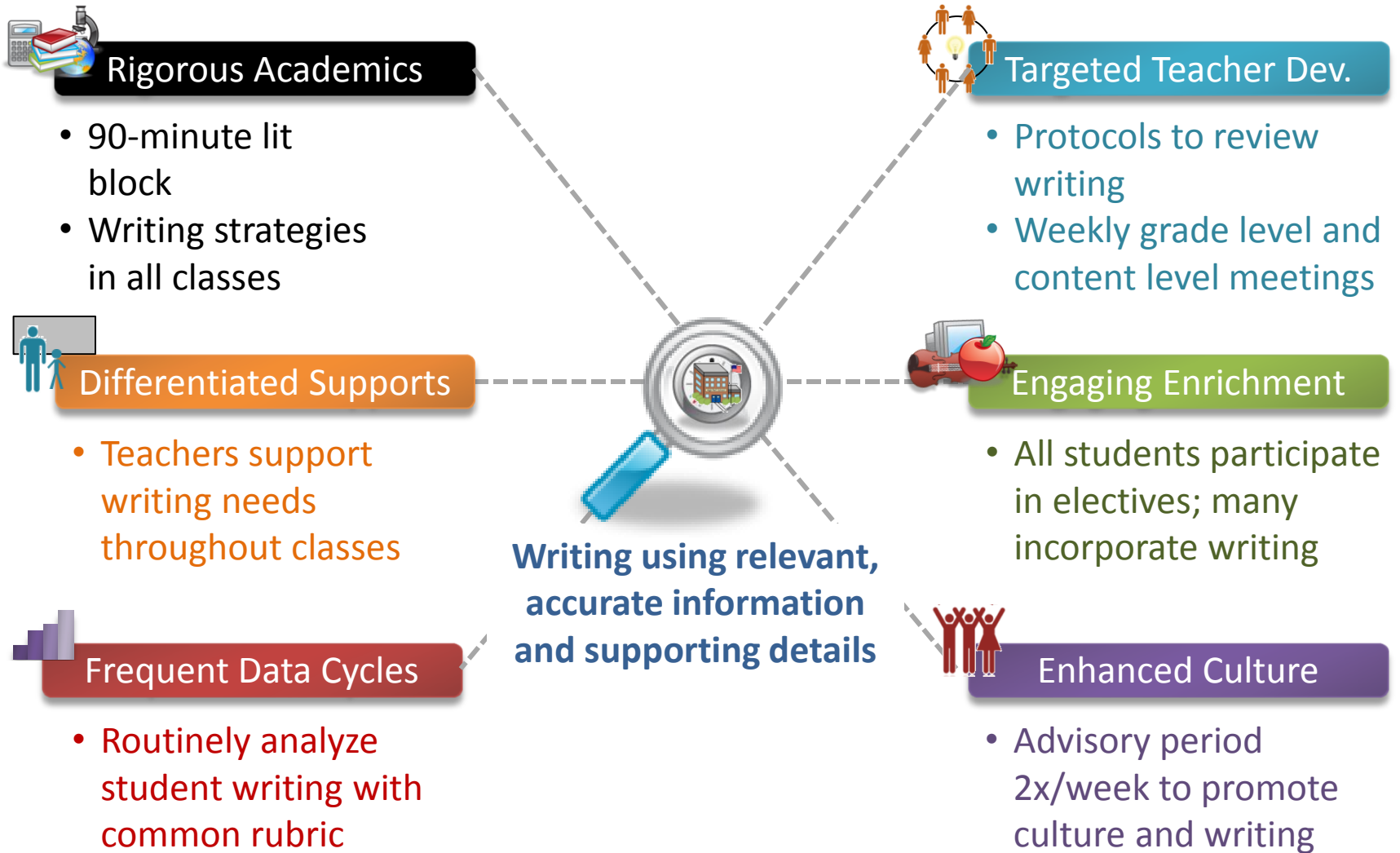
A Singular Instructional Priority Builds Coherence & Consistency



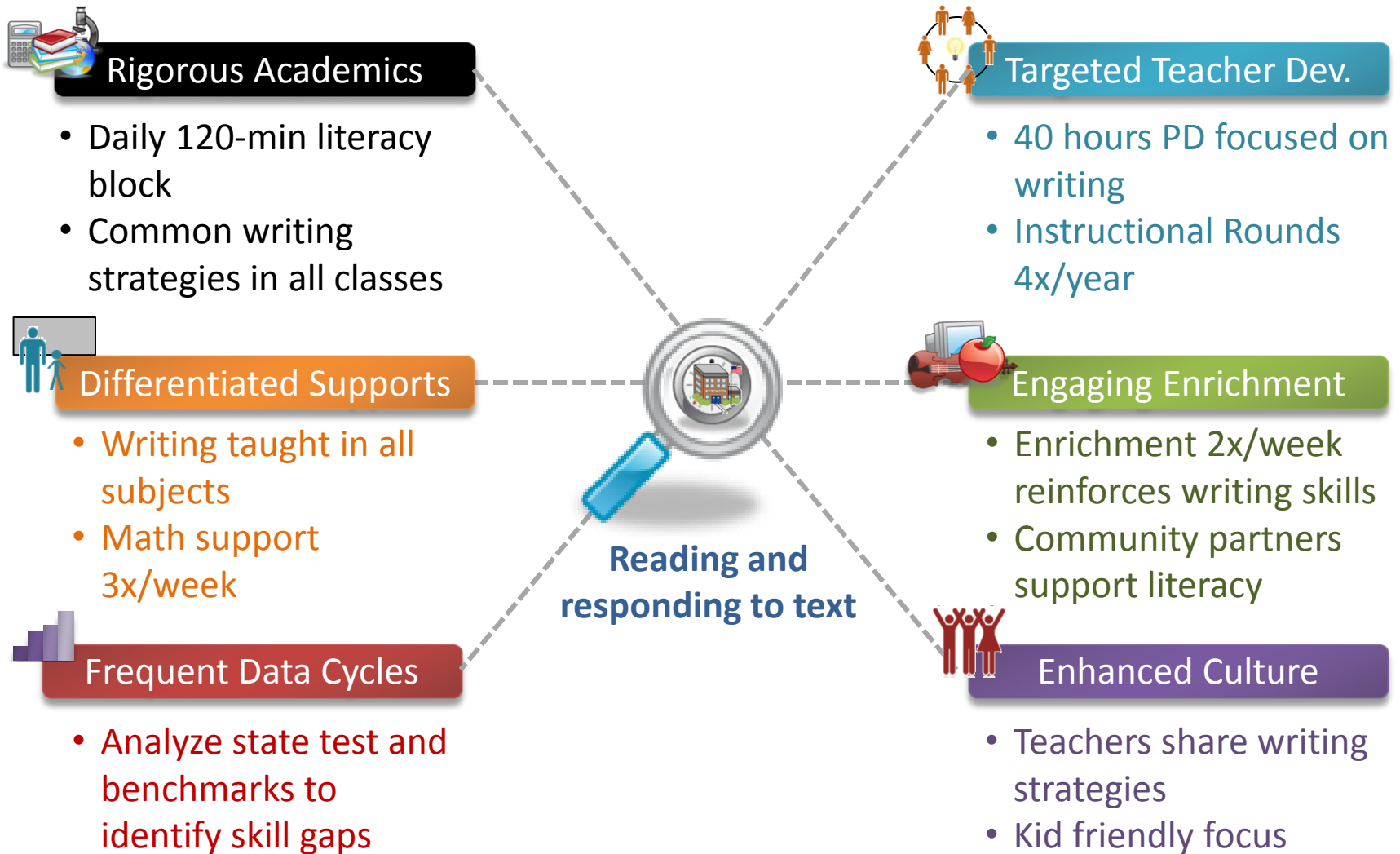
Instructional Priority...



School-wide Instructional Priority: Kuss Middle School



School-wide Instructional Priority: Jacob Hiatt Magnet School





Jacob Hiatt Magnet School

Instructional Focus



Hiatt's School-wide Instructional Priority

Impacts
every
student

← “All Jacob Hiatt Magnet School students will show measurable growth in their ability to read and respond to open

Measurable

Cuts across
all content
areas;
foundational
skill

← response questions, using details and relevant information from all text for support. All teachers will implement writing strategies for open response

Impacts
every
adult

Comes to life
through a set
of common
instructional
practices

questions to support our instructional focus. Success will be measured by student performance on MCAS 4-point rubric and school performance-based assessments.”

Multiple
measures

Student-Friendly Language

“Jacob Hiatt Magnet School students know how to:

SEE IT!

WRITE IT!

SAY IT!

READ IT!

PROVE
IT!



GIVE ME FIVE!”

School-wide Instructional Priority: Discussion

Take 10 minutes and discuss the following questions with your school team:

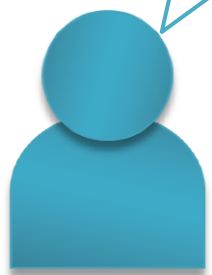


10:00

Time Remaining

How did we see teachers *and* students “living” the focus on writing at Jacob Hiatt?

Do we currently have a school-wide instructional priority that everyone understands, agrees upon, and “lives” each day?



So Far Today

The Redesign Mindset

CREATIVITY

The Essential Elements of High Quality ELT

QUALITY

Intro to Sustainable ELT Implementation

PERSISTENCE

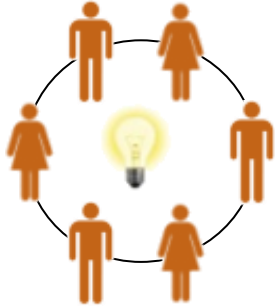
Focused school-wide Priorities

FOCUS

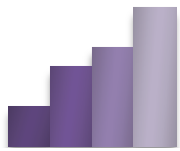
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Activity: Establishing School-wide Priorities



By working in **collaborative teams**...



... and looking at **data**...



...we'll identify problems and turn them into **focused school-wide priorities**, with an emphasis on a top instructional priority.

Activity: Establishing School-wide Priorities

For the purposes of learning a *process*, today we're going to use a sample data set and abbreviate the activity. After this session, use your school's data and the complete activity guide in your packet (pg. 13).

	Maplewood Middle School	Regis River District Middle School	Regis River District State
Students Enrolled	478	768	411
Free/Reduced Lunch Eligible	63%	51%	51%
Minority Students	72%	13%	13%
English Language Learners	14%	23%	23%
Working Poor	51%	29%	29%
Proficient or Above in Reading	48	58	58%
Proficient or Above in Writing	48	57	57%
Proficient or Above in Math	48	56	56%
Median growth percentile reading	41	57	61
Free/Reduced Lunch Eligible	40	57	57%
Minority Students	42	63	63%
Students with Disabilities	39	57	57%
English Language Learners	42	68	68%
Median growth percentile writing	40	57	57%
Free/Reduced Lunch Eligible	40	57	57%
Minority Students	42	63	63%
Students with Disabilities	39	57	57%
English Language Learners	42	68	68%
Median growth percentile math	40	57	57%
Free/Reduced Lunch Eligible	40	57	57%
Minority Students	42	63	63%
Students with Disabilities	39	57	57%
English Language Learners	42	68	68%
Suspensions/Expulsions	48/13	77/13	15%
Attendance Rate	91%	95%	95%
Teacher Turnover Rate	21%	18%	18%
Teacher Choice	28%	18%	18%
Survey	28%	18%	18%
Parent overall satisfaction	28%	18%	18%
Parents who would recommend	28%	18%	18%
Students who would recommend	28%	18%	18%
Business who would recommend	28%	18%	18%

**Sample Data Set –
NCTL will distribute**

Focused School-wide Priorities: Graphic Organizer
School: _____

What did you notice?		
Strengths	Weaknesses	Lingering Questions
Based on the available data, what are the most important problems we want to solve in our school?		
Where do we want to start? What is our TOP priority?*		Would this priority...
		<input type="checkbox"/> Out across all content areas? <input type="checkbox"/> Impact every student and every adult, every day? <input type="checkbox"/> Provide a Developmental <input type="checkbox"/> Come to our faculty <input type="checkbox"/> Provide success?
* What additional information do we need to commit to this priority? A closer look at this data, a deeper look at different data?		

**Data Analysis
Graphic Organizer -
pg. 15**

Activity: Establishing School-wide Priorities

Instructions:

1. Examine the Maplewood sample data set individually. Make note of strengths, weaknesses and questions on the graphic organizer.
2. Come together as a team to synthesize your observations. Record them on a common graphic organizer.
3. Discuss: **what are the most important problems Maplewood Middle School needs to solve?** As a group, decide on the top 2 or 3 and circle them.



20:00

Time Remaining

Activity: Establishing School-wide Priorities



10:00

Time Remaining

Instructions, continued:

4. As a team, discuss:

- *Which problems cut across multiple subject areas and grade levels?*
- *Which of these would you classify as highest-importance?*
- *Which problems, if addressed through a whole-school improvement effort, could prove transformational for Maplewood?*

5. Based on your discussion, work with your team to articulate a school-wide *instructional* priority. See if it meets the criteria in the “Would This Focus...” box on the graphic organizer.

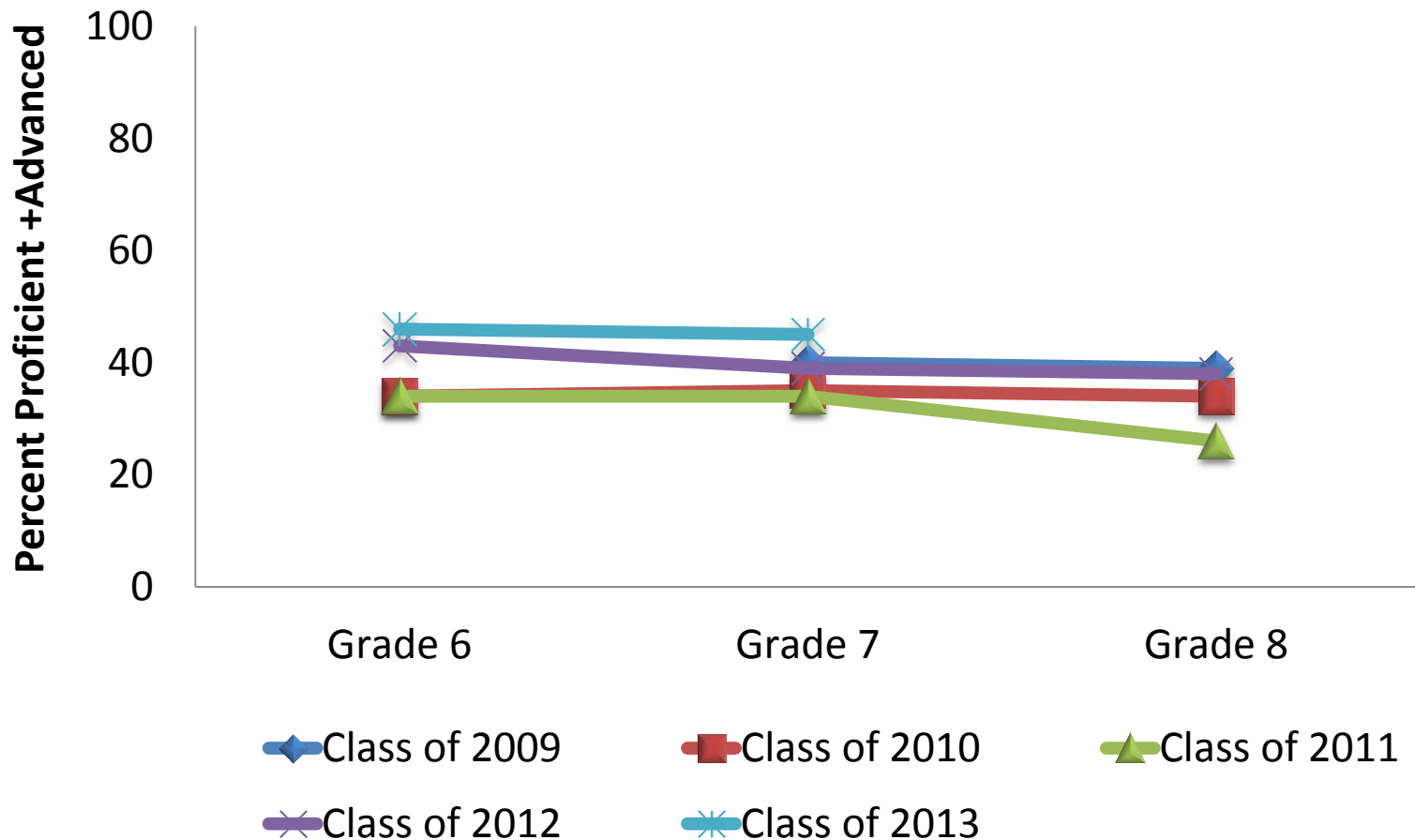
Activity: Establishing School-wide Priorities

Let's debrief...

- Did you come to consensus?
- Can you envision this instructional priority driving Maplewood's ELT redesign and shaping the other six Essential Elements?
- How would some of the other priorities you identified play out in ELT redesign?
- What additional data would you need to do this activity?

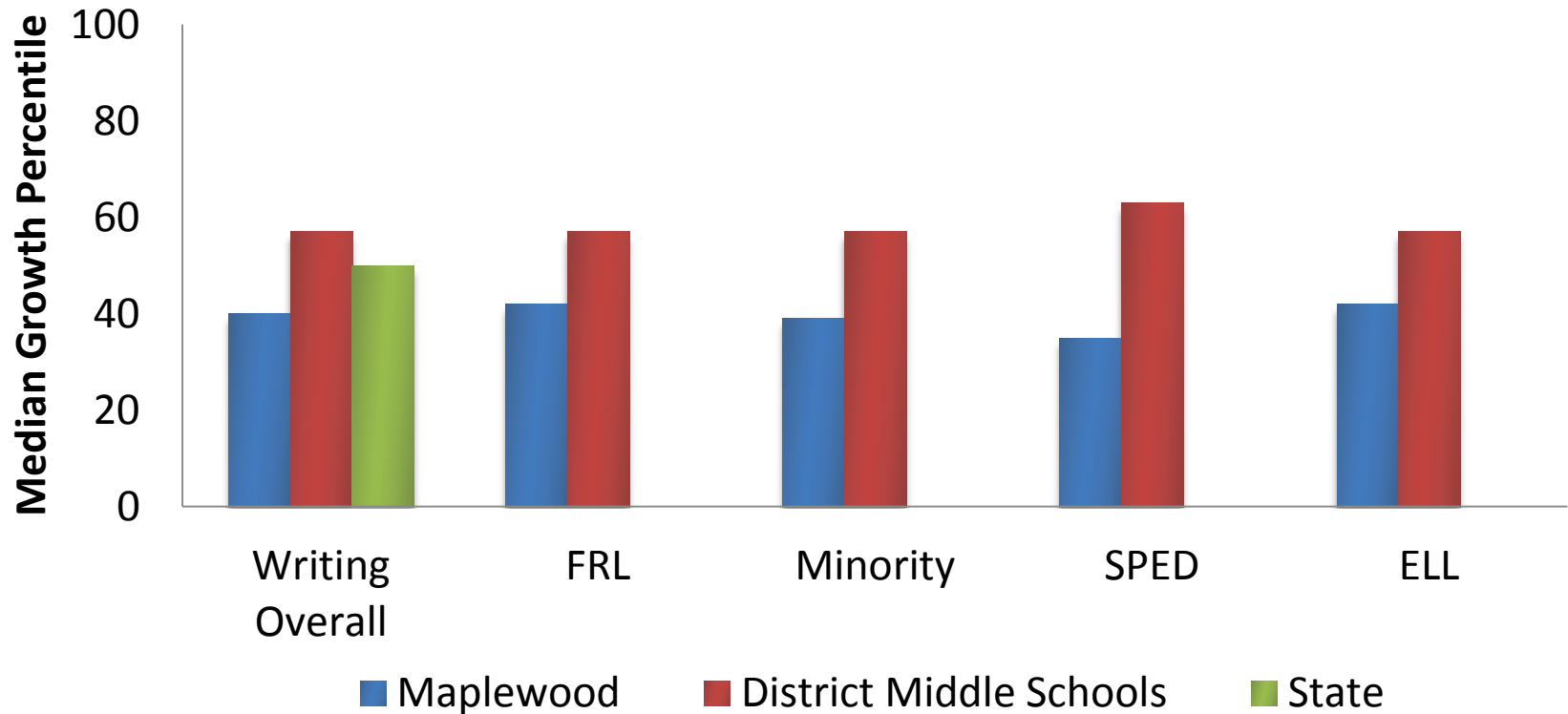
A Graph is Worth a 1,000 Numbers...

Writing Quasi-Longitudinal



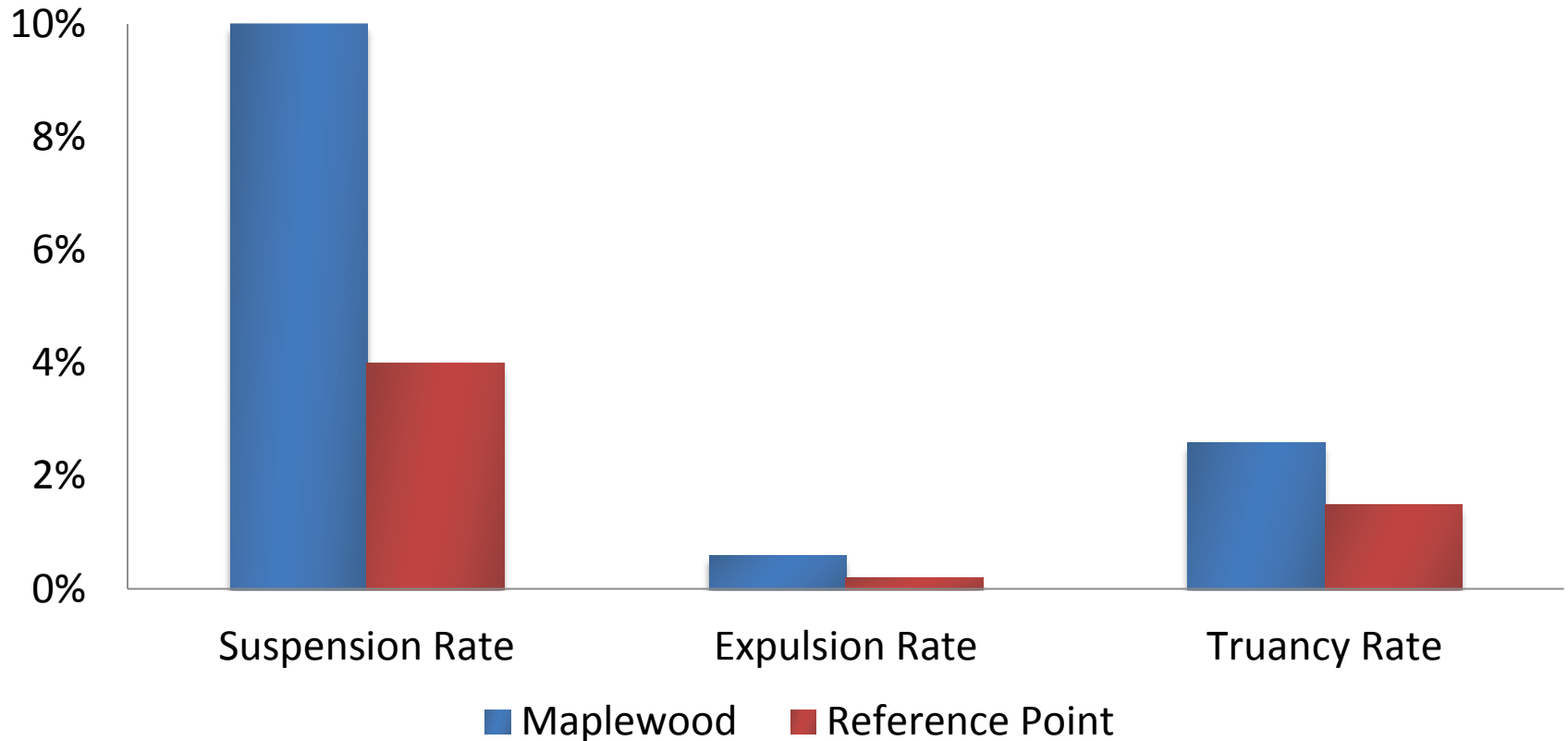
A Graph is Worth a 1,000 Numbers...

Median Growth Percentile Writing



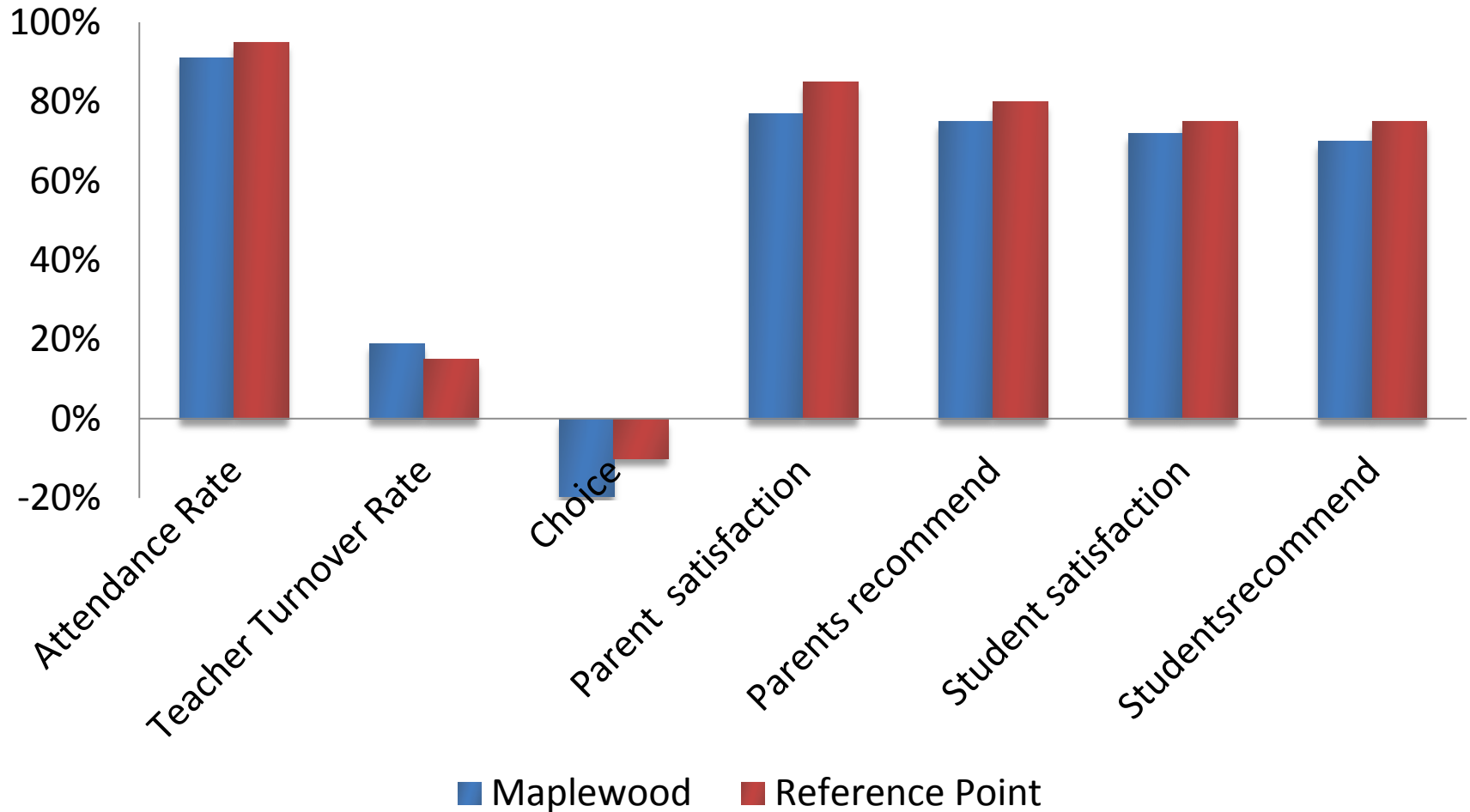
A Graph is Worth a 1,000 Numbers...

Discipline



A Graph is Worth a 1,000 Numbers...

Engagement



Agenda

- 8:30 – 9:05** **Welcome and Introductions**
- 9:05 – 9:40** **Core Content 1: The Redesign Mindset**
- 9:40 – 10:55** **Core Content 2: The Essential Elements of High Quality ELT**
- 10:55 – 11:05*** ***Break***
- 11:05 – 11:35** **Core Content 3: Intro to Sustainable ELT Implementation**
- 11:35 – 1:45** **Redesign Work Session: Focused School-wide Priorities**
- 12:15 – 12:50*** ***Lunch***
- 1:40 – 2:15** **Building Support and Gaining Momentum: Engaging Stakeholders in Sustainable Redesign**
- 2:15 – 3:00** **Next Steps Planning**

Key Messages for You to Relay Now

- *This initiative is about **building a better school day and year** for our students, teachers, and families*
- *We are just at the beginning and we need **you** to play an active role in the process of developing a new school experience for our community*
- *With more time, our school will be able to do x, y, and z*
**Important for you to spell out the possibilities that will be created for your school community because of more time—
paint a picture of what your school day/year could look like**

Building Support within your School



- Imperative for your **School Planning Team** to communicate to your **School Leadership Team** after every planning session
 - *What did our team learn today?*
 - *What are our key next steps to build support in our school?*
 - *How can our staff participate?*
- It is also expected that you communicate regularly with your **Faculty & Colleagues** throughout the planning year
 - *Smaller team meetings*
 - *Full faculty meetings*
 - *Email updates*

Resource: Report Out Template

Building Support: Communicating Key Messages

Communicating about the ELT planning process every step of the way is critical to building support among stakeholders for this ambitious school redesign effort. Crafting some key messages with your planning team at the end of each session and creating a plan (see subsequent pages for template and sample) for how you will deliver these messages will help you communicate clearly and consistently with stakeholders. Today, we suggest you begin with a plan for three stakeholder groups: Teachers and Staff, Teachers' Union, and Families/Parent Groups.

Our school is considering expanding learning time because...

On [DATE], a team from our school attended the first of six planning ELT sessions. During this first session we...

Today we learned...

In the coming weeks...

Building Support: Communicating Key Messages
pgs. 16 & 17

Stakeholder Group	Our Next Communication Steps (What Message, What Vehicle?)	By When	Who is Responsible
Teachers and Staff			
Teachers' Union			
Families and Parent Groups			
Groups to Communicate with Later in the Process When You Have More Information			
Students			
School Committee			

After December 3rd

7 Turn Over for Recommended Action Steps

- A way to summarize what you learned here for staff

- Complete now and share messages with staff ASAP (via email, at meetings, etc.)



20:00

Time Remaining

Available in Word format at
www.timeandlearning.org/newyork

Building Support with Your Families



- **Important for you to regularly communicate with your families and partners throughout the planning process**
 - Explain why expanded learning time is important for your school
 - Provide an overview of the planning process and their role in developing your school's redesign plan
- **It is expected that you hold at least 3 community meetings to engage families and partners by the end of the school year**
 - *1st meeting to provide an overview of what your school is undertaking this school year*
 - *2nd meeting to solicit input and feedback on draft plan*
 - *3rd meeting to present your final redesign plan*

Building Support Resources

SUGGESTED SCHOOL MEETING IDEAS
October - November 2012

SUGGESTED OBJECTIVES

- Generate enthusiasm for what is possible for your school, students, and teachers if you had more time
- Help inform your colleagues about the TIME Collaborative, the process, timeline and how they will participate in planning
- Get input from colleagues about benefits of having more time while acknowledging concerns and complexity

SUGGESTED KEY MESSAGES

- This is a tremendous opportunity for our students, our school, and our staff to build a better school day and year that works better for all of us
- We are just beginning and we need YOU to play an active role in the process of developing a new school experience for our community
- With more time, our school will be able to:
 - ✓ [insert possibilities for your school]

Possible Activities

- Show an NCL Video highlighting the possibilities of expanded learning time
- Collect Parent Notes with concerns or suggestions and display publicly
- OTHER IDEAS GENERATED BY YOUR TEAM

Meeting Ideas
pg. 19

SAMPLE LETTER TO FAMILIES & COMMUNITY PARTNERS
October - November 2012

[insert date]

Dear [insert school name] Families and Community,

As we begin a new school year together, I'm writing to tell you about an exciting opportunity for our students, families and staff. Our school has been selected by [insert district name] to join a new, multi-state initiative called the TIME Collaborative. The TIME Collaborative supports schools and districts in creating a better and stronger school day and year with more learning time.

This fall, we are forming a planning team that will lead the work to explore what a redesigned school day and/or year could look like for our school community. We will consider what aspects of our current school day can be enhanced with more time, such as improving our literacy and math programs and providing more enrichment options such as athletics, music, health programs, and the arts. With more time teachers would be able to engage students in hands-on projects to deepen their learning. We will also consider how to accelerate the learning of students who are already doing well and better support those who are struggling.

Our commitment is to develop a plan to increase learning time by at least 300 hours annually for all students, and then assess if that plan will work for our students, families, teachers, and our school community. An essential part of our planning process is meeting the needs of our students and families. During the next several months, we will communicate regularly with you as we create a plan to expand learning time. Through large and small group meetings, newsletters, and via our website we will update you regularly and seek your input as we consider the options ahead. After considering all of our options, we will decide in the Spring 2013 whether or not it makes sense to proceed with an expanded school day for next school year (2013-2014).

In joining the TIME Collaborative, [insert school name] will work alongside other schools from Connecticut, Massachusetts, New York, Colorado, and Tennessee to figure out how to build a better school day with more time. We will be working with district leaders here in [insert district name] and getting support from the Connecticut Department of Education and the National Center on Time & Learning, and getting support from the Connecticut State Department of Education supporting more learning time, across videos at www.timeandlearning.org

I will be in touch with more information about the process by sharing your ideas, or please feel free to contact me directly at [insert contact information]

Sincerely,
[Principal Name]
Principal

Sample Outreach Letter
pg. 20

PLANNING CALENDAR: NOVEMBER - DECEMBER 2012

Monday	Tuesday	Wednesday	Thursday	Friday
			1 NOVEMBER	2
			8 PLANNING SESSION #1	9
			15	16
			22 Thanksgiving	23
			29	30

Nov/Dec Planning Calendar
pg. 21

Plus LOTS of videos that bring ELT to life - available at www.timeandlearning.org

Agenda

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2:15 – 3:00 **Next Steps Planning**

Before the planning begins...

- Jot down an **“aha!” moment** that happened for you today
- Then we’ll take a few minutes to hear what stood out for participants today



Next Steps Planning

- ✓ This time is **sacred** and **mandatory**
- ✓ We shared a lot of information with you today—use this time to debrief as a team and to ask any lingering questions of our team
- ✓ There are specific next steps your team will need to complete before the next session—use this time to assign tasks to get it all done
- ✓ All resources from today’s session can be found at www.timeandlearning.org/newyork

Your Next Steps

By Session 2 on 12/17 your team must:

1. **Facilitate a data analysis activity to begin to identify your focused school-wide priorities**, including a **top instructional priority** that has broad buy-in
2. **Communicate what you've learned** today to staff
3. **Reach out to your families and partners** and meet with key parent and partner allies
4. **Conduct an analysis of current use of time**—*please designate a point person **today** to participate in a webinar on our School Time Analysis Tool (STAT) on **Thursday 12/6 from 3:45 – 5:00***

Next Steps Planner: Your Exit Ticket

Planning for Success & Building Momentum

SCHOOL/DISTRICT: _____

BY SESSION 2:	What Steps Have to Be Taken?	Who is Responsible?	By When?
1) Facilitate a data analysis activity with your staff to identify a small set of focused school-wide priorities, and build consensus around a top instructional priority			
2) Use the Report Out Template to share with staff what you've learned today			
3) Develop and implement a plan to reach out to your families and partners and meet with key parent and partner allies			
4) Conduct an analysis of your school's current use of time			

BEFORE YOU LEAVE TODAY: Designate a team lead for the STAT webinar on Thursday, 12/6 from 3:45-5:00 _____
 Schedule first coaching meeting with Susan/Loretta _____



**Please fill out and
return your evaluations!**

Thank you!