



The TIME Collaborative

Creating Schools with More & Better Learning Time



Session 4 – Priorities for Redesign

Today's Objectives

Content

- Build an understanding of the **key implications** of your priorities for students and teachers, and how they will **drive your school redesign**
- Build an understanding of **sustainable re-engineering strategies** that support the design of a **bold, innovative expanded-time school**

Process

- Develop a plan to **communicate to key stakeholders**, including the district, to build support for your Focused School-wide Priorities and key implications

Today's Agenda – Priorities for Redesign

8:30 – 9:30

Welcome and Reconnection

9:30 – 10:50

Redesign Work Session: Implications of Priorities

10:50 – 11:05

Break

11:05 – 1:55

Core Content 1: Re-engineering Strategies

12:10 – 12:40: Lunch

1:55 – 2:25

Core Content 2: Building Support

2:25 – 3:00

Next Steps Planning and Closing

Keeping Track of It All

Choose Roles

Scribe = Blue

Focuser = Red

Timekeeper = Yellow

Throughout the day, your scribe will have time to take notes for your team.

Reconnection Activity: Travelers and Talkers

School: _____ Contact: _____ Email: _____

Focused School-wide Priorities:

Instructional Priority: _____ 1-2 Supporting Focused School-wide Priorities: _____

Activity: Considering Implications for Silvia Elementary

SCHOOL/DISTRICT: _____

Instructions:

- You will need the Silvia data from page 23.
- As a team, generate a list of implications for students and staff related to the following Focused School-wide Priority.

PRIORITY:

Increase Dedicated Time for Targeted Academic Supports

STUDENT Implications

	Scheduling (Allocating Time)	Implementation
High Quality	How does this activity in a student's schedule?	What other things are crucial to maximizing this time? (e.g., alignment of schedules, student groupings, modified curriculum, improved assessments, etc.)

Activity: Consider the Implications of your Focused School-wide Priorities

SCHOOL/DISTRICT: _____

Instructions:

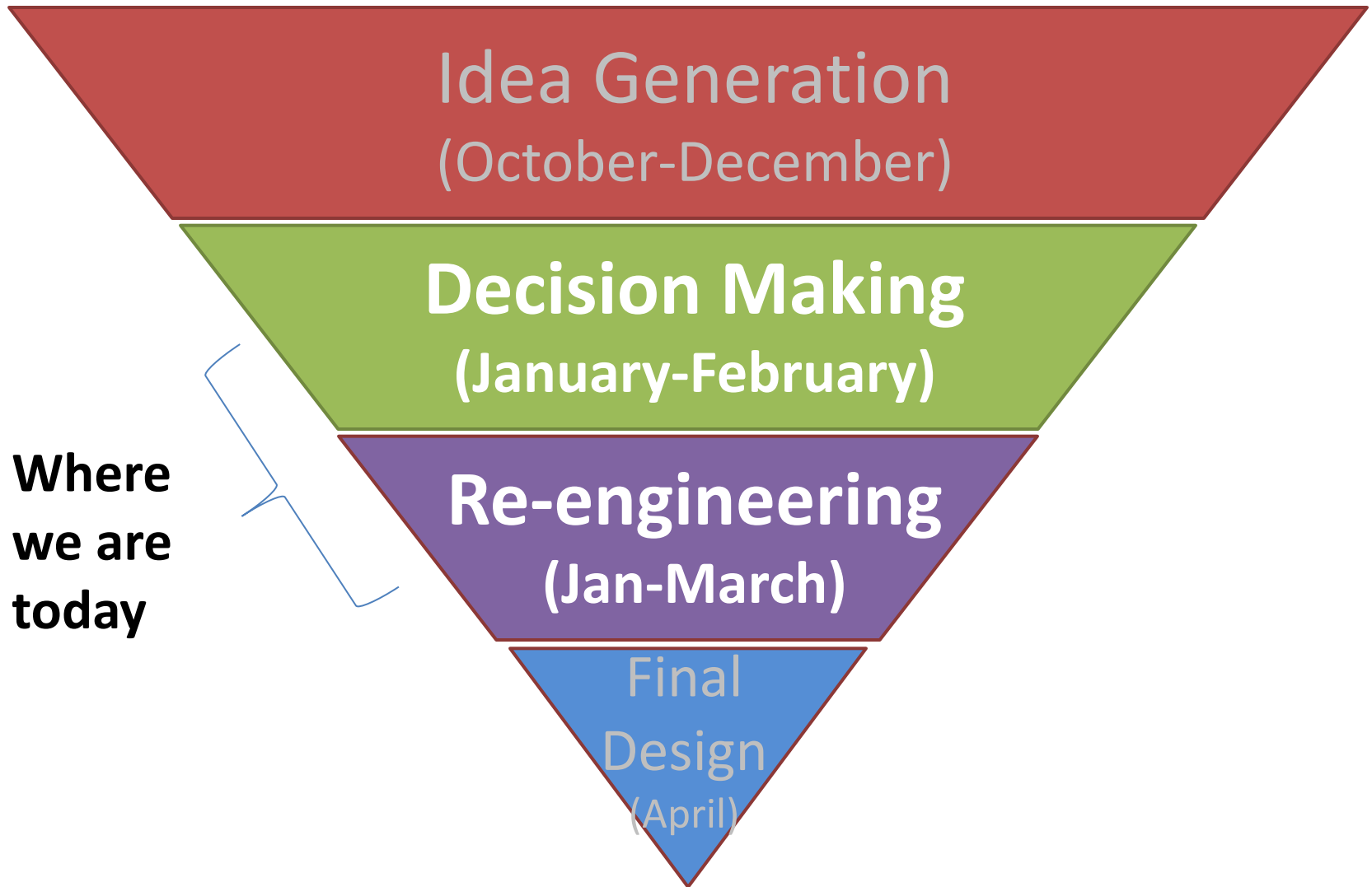
- You will need: ELT Planning worksheets, STAT results.
- As a team, generate a list of implications for students and staff related to one of your Focused School-wide Priorities.

PRIORITY:

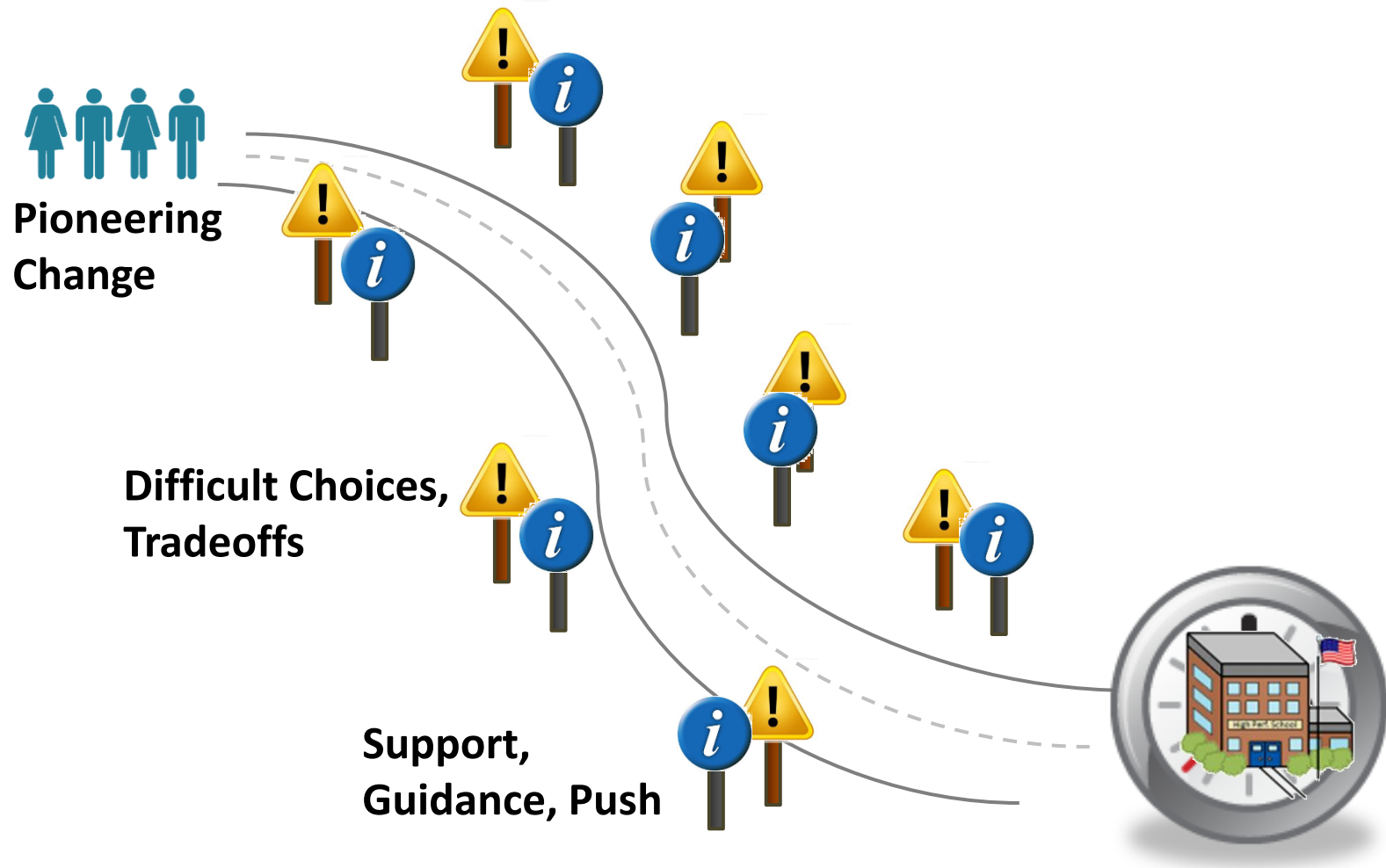
STUDENT Implications

	Scheduling (Allocating Time)	Implementation
High Quality	How does this priority impact the amount of time allocated to various activities in a student's schedule?	What other things are crucial to maximizing this time? (e.g., alignment of schedules, student groupings, modified curriculum, improved assessments, etc.)

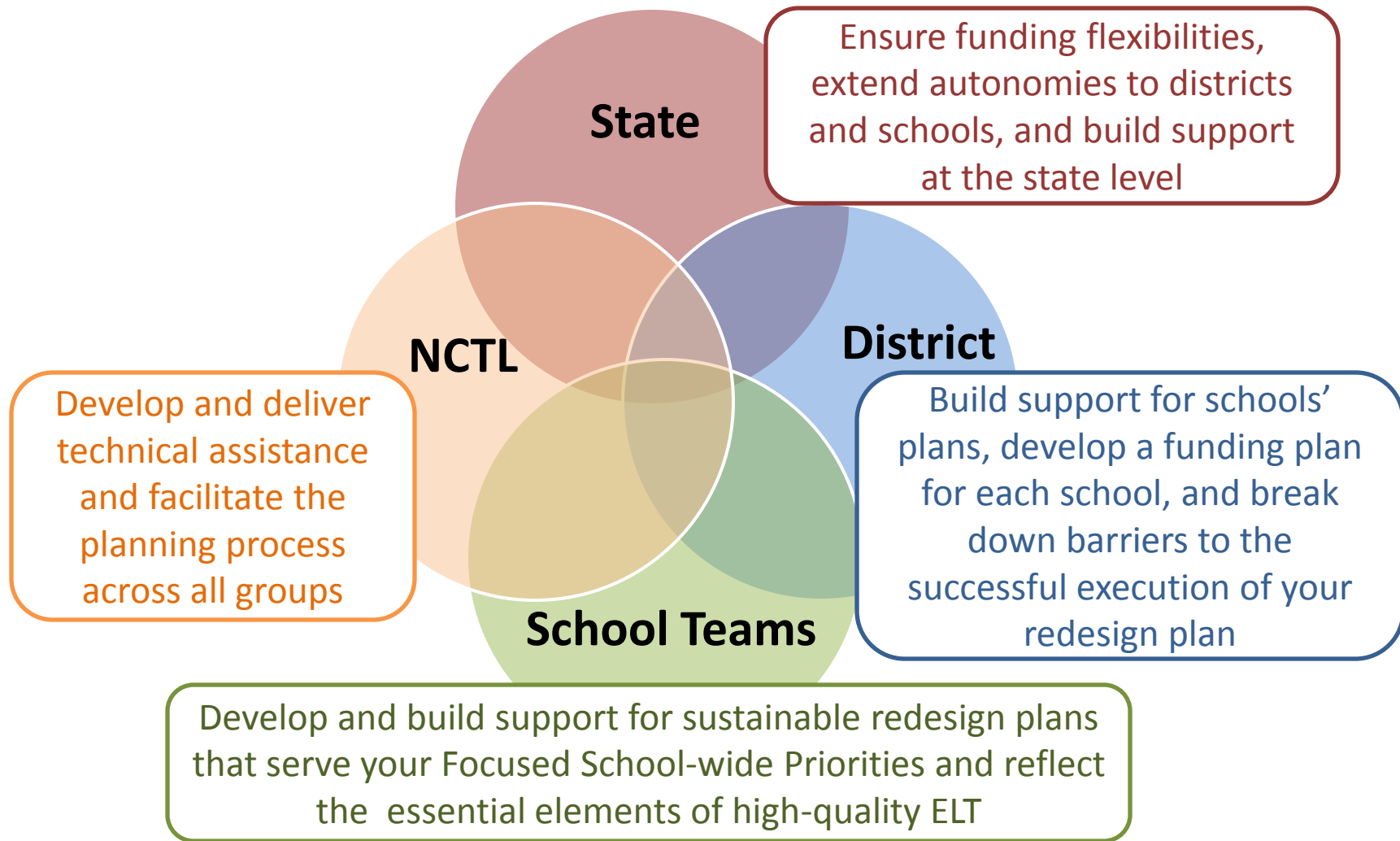
TIME Collaborative: Getting to a Coherent Redesign Plan



The Path Gets Tougher



Focus on Your “Sphere of Influence”



Today's Activities Address High Quality AND Sustainability



Successful Redesign is...

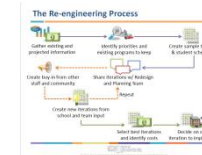
...High Quality

Reconnection Activity

Redesign Work Session

...AND Sustainable

Re-engineering Strategies



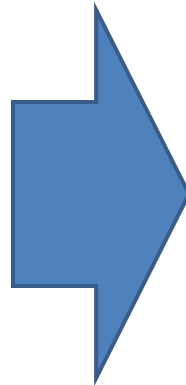
Reconnection: Focused School-wide Priorities at Your School

You've been generating ideas
and soliciting lots of input...

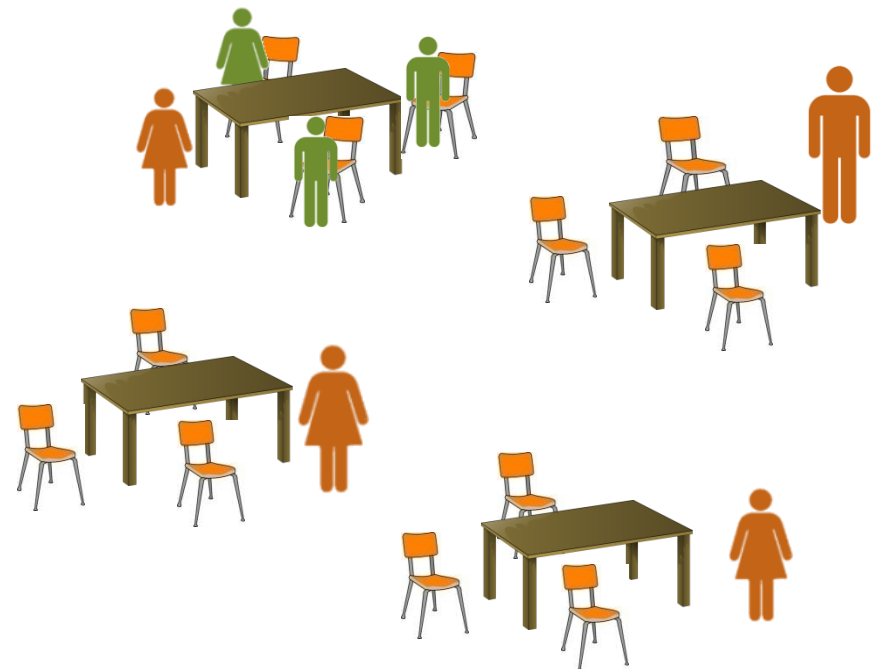
and considering how the
elements will take shape at
your school...

and communicating to
stakeholders...

all while troubleshooting
challenges!



Now it's time to share
your great work across
the network.



Reconnection Activity: Travelers and Talkers

Directions:

5 Minutes

1) Prepare for Travelers and Talkers Activity.

Get organized. Select 1 or 2 team members to stay with your Reconnection Activity chart, to present your ideas and answer questions.

Half of your team will visit one school and half will visit another school.

15 Minutes

2) Travelers:

Listen to each Talker's presentation and take notes in your note taker. This is also your chance to ask questions!

Talkers:

Walk through each component on your reconnection chart. Leave some time for Q&A.

Reconnection Activity: Travelers and Talkers

School: _____ Contact: _____ Email: _____

Focused School-wide Priorities:

Instructional Priority:
Example: All teachers will work to achieve for all learners with complex ideas effectively through demonstrated by multiple measures, School-Based Assessments, and Peer Review.

How Have You Communicated:
Example: Any artifact that your process you used to gather input of

Cross-Network Support:

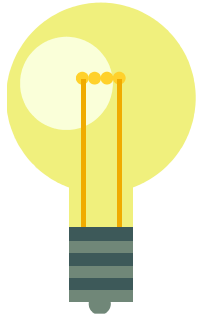
What is one challenge or barrier you have faced in this planning process and how did you overcome it?
Example: Our school was struggling to find a way for all teachers and paraprofessionals to give feedback on our strengths and weaknesses in the different essential elements. We decided to dedicate an early release day to teach our staff about the different elements and created a bulletin board in the teachers' room where everyone could highlight ideas and give input on the essential elements.

Do you feel you are already successfully implementing one of the Essential Elements in your school?
Example: Yes, Data Cycles. Our school began to implement frequent data cycles two years ago as part of an RTI initiative in our district. Currently, we have a system for assessing all students on a regular basis and have a process for grouping students.

We are willing to be a resource to other schools in our network who may want to learn more about our approach

Notes:

What Stood Out For You? (20 minutes to Share with your Team)



Share an **“aha!” moment** that happened for you during a presentation



Who do you want to talk with more –

- to hear more about their plans,
- how they have overcome challenges, or
- to learn how they are successfully implementing one of the essential elements?

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11:05 – 1:55 **Core Content 1: Re-engineering Strategies**

12:10 – 12:40: Lunch

1:55 – 2:25 **Core Content 2: Building Support**

2:25 – 3:00 **Next Steps Planning and Closing**

Using Focused School-wide Priorities to Drive School Redesign

Objectives:

- Provide a process for identifying the implications of Focused School-wide Priorities for student and staff schedules
- Support teams in engaging in this process with their own priorities

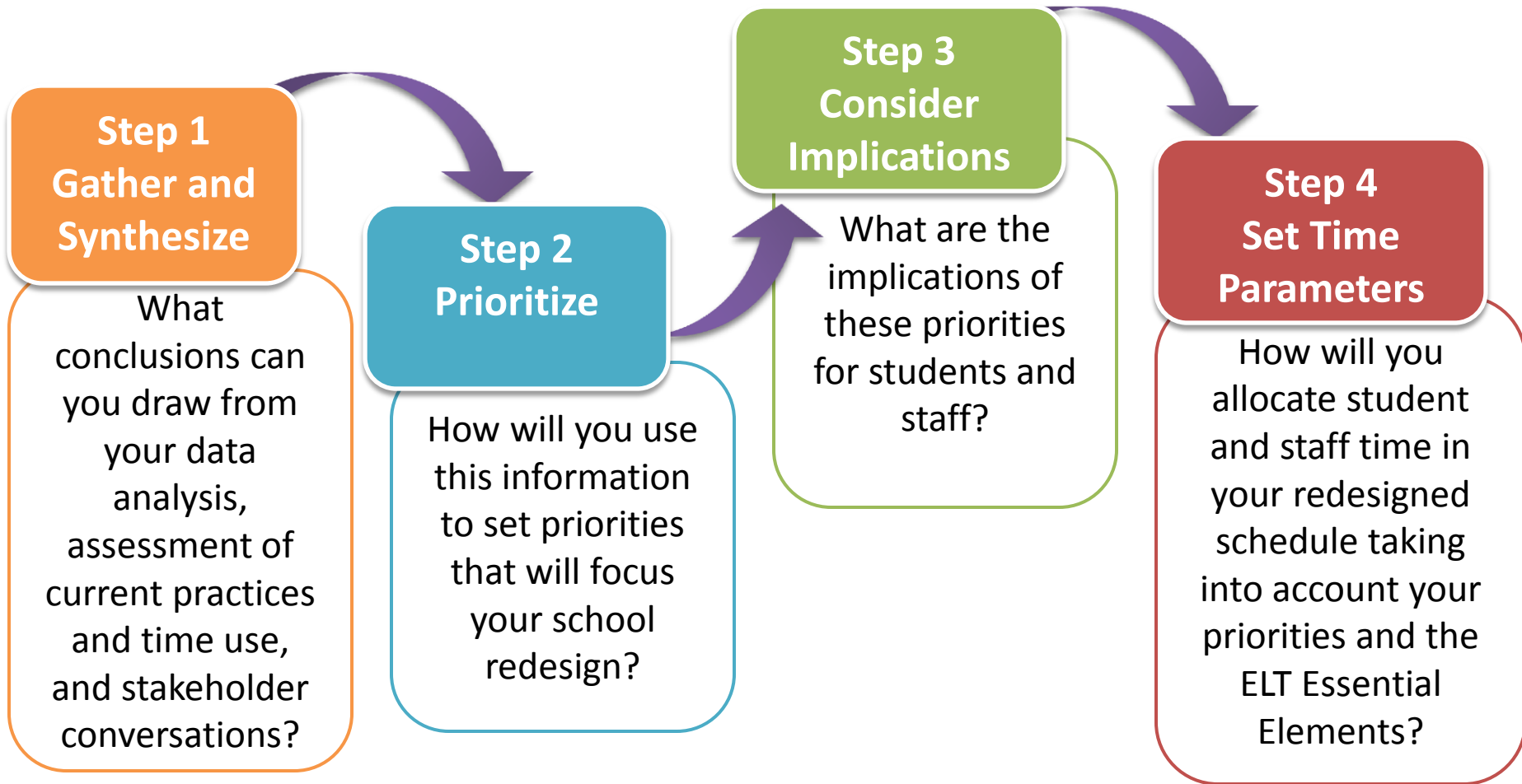
Activities:

- Share a process and walk through a school example
- School teams engage in an activity to identify the implications of their instructional priorities

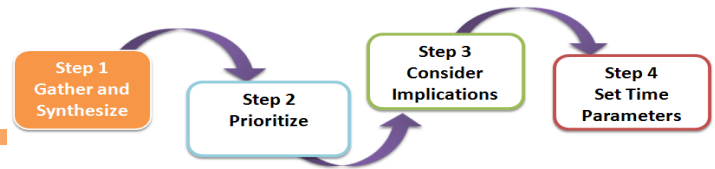


You will not finish all of this work today but it will help you understand the work that needs to happen back at your school

Process: Establishing Priorities that will Drive Your Redesign



Step 1: Gather and Synthesize



You have already completed Step 1 by gathering information over the past several months.

Data Review

SESSION 1

- ✓ Standardized Test Data
- ✓ Interim and Teacher-Created Assessments
- ✓ Informal Assessments of Student Needs



STAT Review

SESSION 2

- ✓ School-Level Results from the School Time Analysis Tool



Stakeholder Feedback

ALL SESSIONS

- ✓ Teacher Feedback
- ✓ Parent Forums and Surveys
- ✓ Dialogue with Community Partners
- ✓ Student Focus Groups

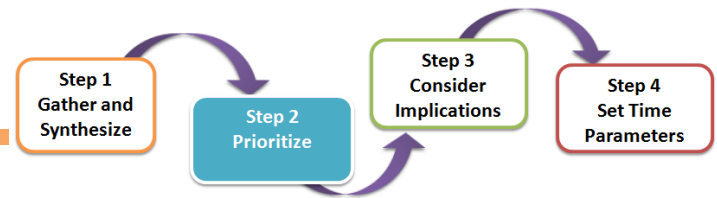


Assessing School Practices

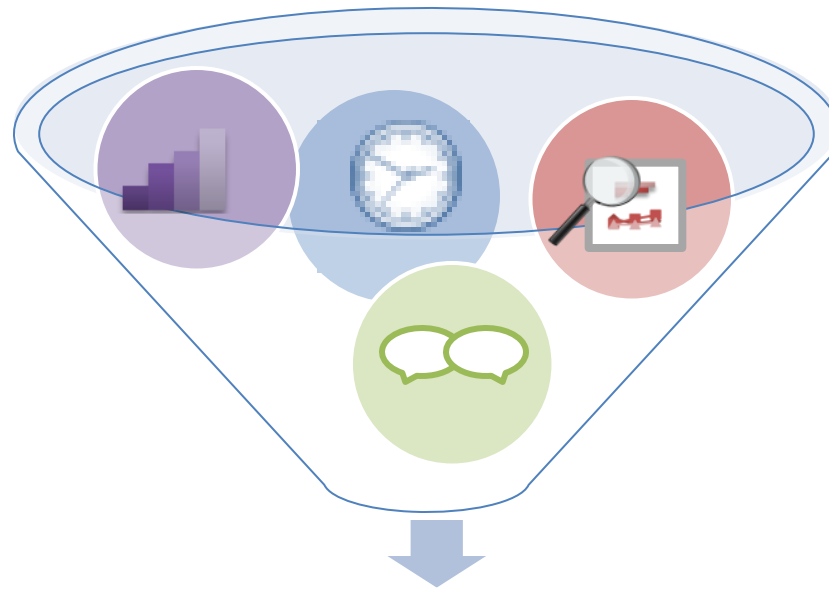
SESSIONS 2 & 3

- ✓ Assessment of School Practices against NCTL Frameworks
- ✓ ELT Planning Worksheets/Checklists

Step 2: Prioritize



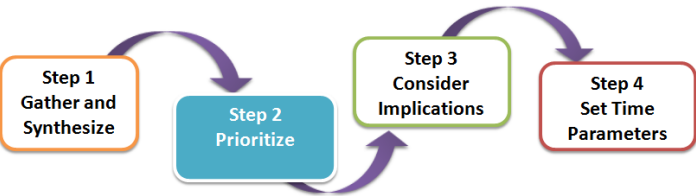
You have already started to prioritize by developing your Instructional Priority



Focused School-wide Priority #1 (Instructional):

All students will show measurable growth in their reading comprehension skills, by applying basic reading strategies to diverse texts.

Step 2: Prioritize



You have also started to make choices about additional Focused School-wide Priorities

ELT PLANNING WORKSHEET: FOCUSED SCHOOL-WIDE PRIORITIES

Work with your planning team including a School-wide Instructional Collaborative flexibilities. Also, School/District: _____

Focused School-wide Priority: _____
New school day/year driver

TIME Collaborative Requirements:

- At least 120 minutes weekly
- Students grouped based on _____

How do these priorities impact _____

ELT PLANNING WORKSHEET: ENGAGING ENRICHMENT

Work with your planning team and coach, integrating feedback from the whole school community, to flesh out 2-3 decisions to address Enrichment. Ensure your decisions align with your Focused School-wide Priorities, incorporate the key principles, meet the TIME requirements and exercise the TIME Collaborative flexibilities. Also, think through financial and operational implications.

School/District: _____

Engaging Enrichment: Key Decisions
All student schedules include enrichment courses beyond traditional district offerings

How do these decisions connect to at least one of our Focused School-wide Priorities?

How do these decisions impact staffing? scheduling? budget? technology? space?

TIME Collaborative Requirements:

- At least 90 minutes weekly
- Offerings based in part on student choice, with opportunities for _____

TIME Collaborative Flexibilities:

- Staffing & program offerings
- Students who require additional support may have fewer enrichment offerings

High-Quality Engaging Enrichment:

- Course offerings support _____
- Opportunities for students to specialize and build mastery
- Establish consistent expectations
- Courses are assessed and monitored
- Activities build a positive school culture

ELT PLANNING WORKSHEET: DIFFERENTIATED SUPPORTS

Work with your planning team and coach, integrating feedback from the whole school community, to flesh out 2-3 decisions to address Differentiated Supports. Ensure your decisions align with your Focused School-wide Priorities, incorporate the key principles, meet the TIME Collaborative requirements and exercise the TIME Collaborative flexibilities. Also, think through financial and operational implications.

School/District: _____

Differentiated Supports: Key Decisions
All student schedules include academic intervention or acceleration taught primarily by certified teachers

How do these decisions connect to at least one of our Focused School-wide Priorities?

How do these decisions impact staffing? scheduling? budget? technology? space?

TIME Collaborative Requirements:

- At least 120 minutes weekly
- Students grouped based on data identifying academic needs

TIME Collaborative Flexibilities:

- Instructional approach
- Curriculum

Principles of Differentiated Supports:

- Complements core instruction
- Flexible grouping of students
- Taught by experienced staff
- Ongoing progress monitoring and assessment
- Time for teacher collaboration
- Adequate time for all students to reach proficiency

FREQUENT DATA CYCLES

community, to flesh out 2-3 decisions your school makes to address the Focused School-wide Priorities, incorporate all of the cycle components, and think through financial and operational implications.

How do these decisions connect to at least one of our Focused School-wide Priorities?

How do these decisions impact staffing? scheduling? budget? technology? space?

TIME Collaborative Requirements:

- At least 60 minutes weekly for all core academic teachers
- School-wide protocols
- 4-6 interim ELA and math assessments yearly

TIME Collaborative Flexibilities:

- Types of data protocols
- Types of interim assessments

Components of Frequent Data Cycles:

- School-wide commitment to data analysis
- Regular assessments integrated into the day, week and year
- Data analysis drives instruction
- Data drives differentiated supports

Focused School-wide Priority #2:

Increase and Enhance Time Spent in Academic Support Classes for All Students

Step 3: Consider Implications



These priorities have implications for the scheduling and implementation of the redesigned school day for students and staff

Key Implications for Student Schedules:



Scheduling:

How does this priority impact the amount of time allocated to various activities in students' schedules?



Implementation:

What other things are crucial to maximizing this time and using it well? (e.g. alignment of schedules, student groupings, improved assessments, etc.)

Key Implications for Staff Schedules:



Scheduling:

How does this priority impact the amount of time allocated to various activities in staff schedules?



Implementation:

What other things are crucial to maximizing this time and using it well? (e.g. alignment of schedules, training for support staff, collaboration/prep time, etc.)

Example: Silvia Elementary School

Data Review

- More than half of *students struggling with reading comprehension*
- Some students have very *specific skill deficits in ELA*



STAT Review

- Students only spend *50 min/day in literacy instruction*;
- Teachers only spend *45 min/wk in collab.* and *60 min/mo in PD*



Stakeholder Feedback

- Teachers have suggested more *integration of history, science, math, and arts content into literacy instruction*



Assessing School Practices

- *Lack of school-wide best practices* for teaching reading comprehension
- *Inadequate interim assessments*

Instructional Priority: “All students will show measurable growth in their reading comprehension skills, by applying reading strategies to diverse texts. All teachers will implement shared instructional techniques and dedicate time to building and applying reading strategies across all subject areas to support our instructional priority. Success will be measured by performance on MCAS exams and school-created assessments.”

Example: Silvia Elementary School

Instructional Priority: All students will show measurable growth in their reading comprehension skills. All teachers will implement shared instructional techniques and dedicate time to building and applying reading strategies across all subject areas.

Key Implications for Student Schedules

Scheduling:

- **Increase to ≥ 90 min/day** for literacy
- **Separate 30-40 min writing period** to demonstrate reading comprehension

Implementation:

- **Regroup students** based on needs
- **Review data with students** to track progress
- Increase in collab = **Increase in specials**

Key Implications for Staff Schedules

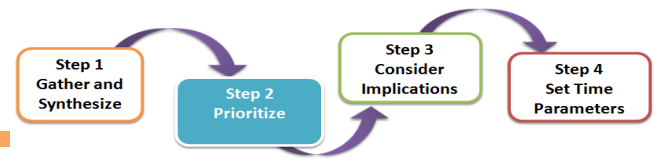
Scheduling:

- **Add 45 min/wk of grade-level collab** to develop new reading assessments and use data to improve instruction
- Repurpose after-school meetings into **weekly PD time** focused on building shared instructional strategies

Implementation:

- **Train teachers** on how to divide and maximize time in longer literacy blocks
- **Schedule coaches to facilitate collab meetings/support** assessment development
- **Schedule time/coverage for peer observations**

Example: Silvia Elementary School



Data Review

- Some students have very *specific skill deficits in math and ELA*
- Many *math concepts inadequately covered* by the district's math curriculum



STAT Review

- Students only spend *50 min/day in literacy* and *45 min/day in math* (inadequate to differentiate instruction)



Stakeholder Feedback

- Teachers voice frustration with the *lack of time for tiered supports and targeted interventions*



Assessing School Practices

- Inadequate *interim assessments*
- Coaches and paraprofessionals *rarely facilitate small group instruction*

Focused School-wide Priority #2:

Increase Dedicated Time for Targeted Academic Supports

Activity: Considering Implications for Silvia Elementary

The Silvia team has set the following 2 Focused School-wide Priorities:

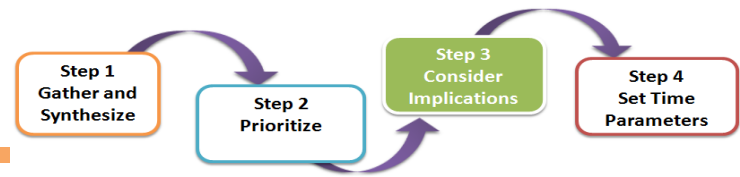
- 1) Instructional Priority: Increase Reading Comprehension Skills
- 2) Increase Dedicated Time for Targeted Academic Supports

Now it's your turn to practice identifying implications.

1. Use the Silvia data conclusions
2. Brainstorm a few possible implications for **Priority #2**:
Increasing Dedicated Time for Targeted Academic Supports

See Graphic Organizer
p. 2

Example: Silvia Elementary School



Focused School-wide Priority #2: Increase Dedicated Time for Targeted Academic Supports

Key Implications for Student Schedules

Scheduling:

- Add **120 min/wk** for academic support classes for all students
- Increase to **30 min/day** for Calendar Math to further address student needs

Implementation:

- Schedule academic support classes at **the same time across the grade** (students can be regrouped based on needs)

Key Implications for Staff Schedules

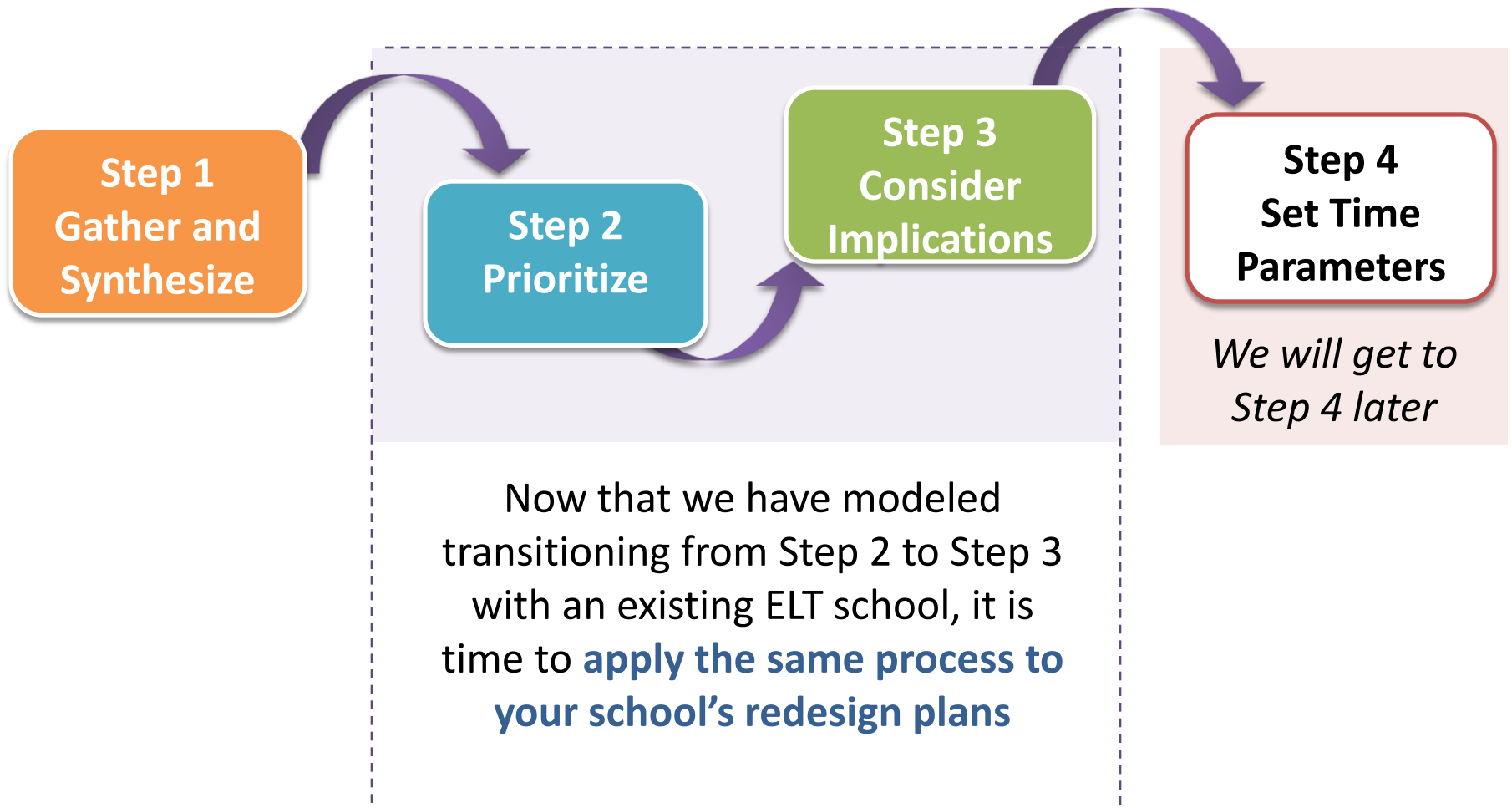
Scheduling:

- Add **60 min/wk** of grade-level **collaboration time** to review student data, flexibly group students, and tailor instruction in support classes

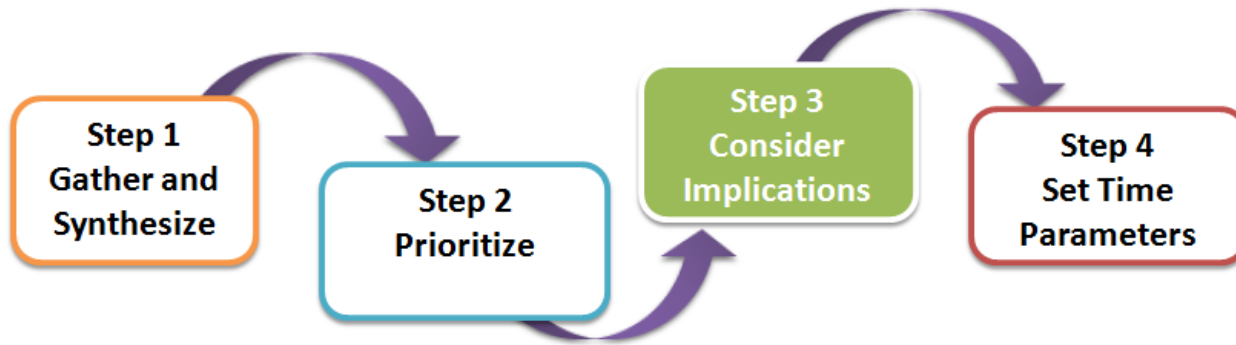
Implementation:

- **Core teachers, coaches, SPED teachers, and paras** used to facilitate small groups (all must participate in collab time)
- Spread support classes in **various grades throughout the day** (same coaches/ paras can be used)
- **Train paras** to facilitate small groups

Considering Implications that will Drive Your Redesign



Activity: Considering Implications that will Drive Your Redesign



Instructions

1. Start with your **Focused School-wide Instructional Priority**.
2. Describe the implications of this priority for student and teacher schedules and record these implications on your graphic organizer.
 - One person from each team should use chart paper
 - If you finish, move on to your school's next priority.

Please take out your ELT Planning Worksheets for this section

Use Graphic Organizer p. 3-5

Step 4: Set Time Parameters



Many of the implications you have identified have clear time parameters.

In the upcoming Reengineering Team Meetings, we will preview a tool that will help you organize these time parameters once you are back at your school

**Key Implications for
Student Schedules**

**Key Implications for
Teacher Schedules**



Time Parameters Tool

**Principals: please let your teams know
when these meetings will be held**

Resource: Silvia Case Study: Data-Driven Priority-Setting

This resource provides greater insight into the **process of setting priorities and considering implications** at Silvia Elementary School.

We recommend reviewing this full case study as you continue today's work back at your school.

Silvia Elementary School: Data-Driven Priority Setting



Shortly after the announcement that the Silvia Elementary School would implement an expanded-time schedule, the school community was a buzz with conversations about what that new, redesigned school day would entail for both students and staff. Silvia's Principal, Denise Ward, recalls that the school had long been in the "bottom to the middle of the pack" of elementary schools in the district and many parents and teachers were concerned that an extended school day would simply mean more of the same math and reading instruction to ensure that all students demonstrated proficiency on the state's MCAS examinations.

Yet, Ward and her administrative team knew that "more of the same" was not what the school needed and encouraged the school community to "dream big" about the possibilities of an expanded school day. "I was lucky

**Silvia Case Study available
on the NCTL website at:
[www.timeandlearning.org/
newyork](http://www.timeandlearning.org/newyork)**

integrating movement into the curriculum?"

Ward and her administrative team quickly realized that if they were going to be successful in expanding learning time her team would need to come together around a clear focus and a small set of priorities that would drive how time was spent in the redesigned school day and year.

Gather and Synthesize

To focus their ELT redesign plans, the Silvia team embarked upon a comprehensive review of existing school practices and gathered data from a variety of sources to better understand their student and staff needs. They spent weeks compiling data and generating ideas from the entire school community, which resulted in an enormous amount of rich information. Yet, as they examined their findings, each participant had different perceptions about the importance of each piece of information and how it should impact their redesign plans. Thus, Ward challenged her team to synthesize the information with an eye towards uncovering cross-cutting themes that would impact not only each teacher's classroom/content area or a small population of students but instead could be scaled across the entire school community. By doing this, each participant began to identify how their thoughts and preferences could connect with those of their colleagues and could ultimately propel the entire school community in a similar direction.

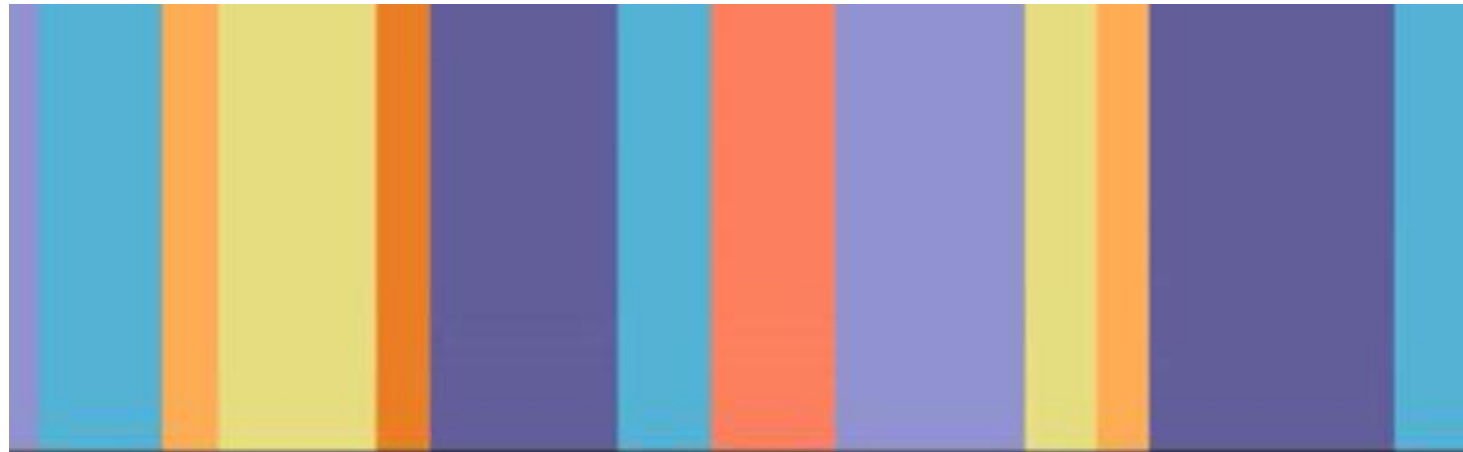
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Rethinking Your School Day



More about IDEO



Challenges in Creating Sustainable Strategies



Complexity

Consider the multiple impacts of each change made



Creativity

Rethink every existing resource and strategy

A detailed school schedule grid showing various classes, times, and days, representing the complexity of a school's operations.

Persistence

Push your school to be creative amidst complexities

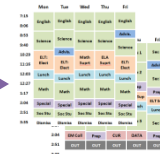
The Re-engineering Process



Gather existing and projected information



Identify priorities and existing programs to keep



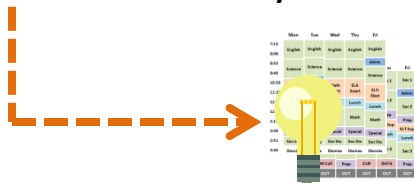
Create sample teacher & student schedules



Create buy-in from other staff and community



Share iterations w/ Redesign and Planning Team



Create new iterations from school and team input

Repeat



Select best iterations and identify costs

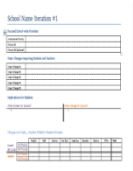


Decide on one iteration to implement

What is a Scheduling/Staffing Iteration?

Scheduling/staffing iterations provide insight into the feasibility of proposed re-engineering strategies

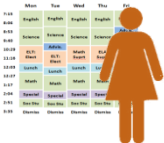
Each iteration includes:



A Summary Document that presents the highlights and key changes for students and staff



Student schedules for every section and cohort



Staff schedules for every adult serving students



Staffing responsibilities that match the right adults to the right students to maximize quality and sustainability

Re-engineering Strategies Catalyze High Quality Sustainable ELT



Re-think how technology can enhance student learning



Re-think how ALL adults can serve your students, including partners



Re-think teacher time relative to student time



Your school will develop NEW re-engineering strategies

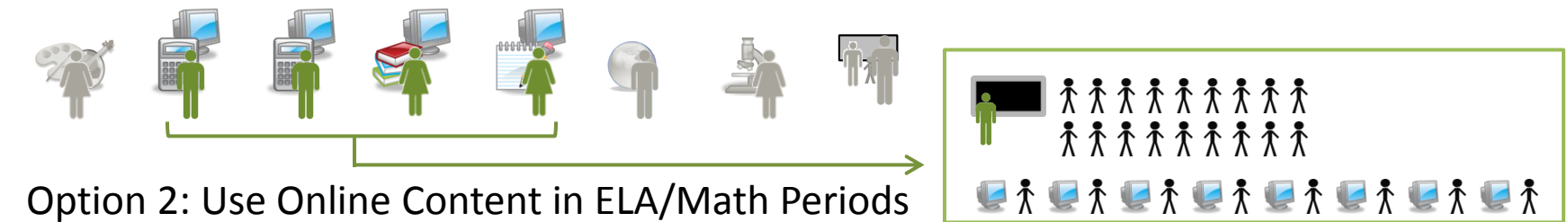
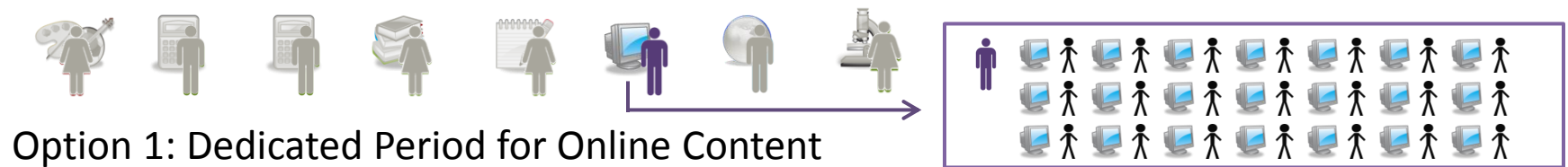
Sustainable Strategies in Technology



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

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



Re-thinking Technology in Lab Model (Option 1)



Enrichment: ~25 Students:

- Taught by enrichment teacher
- Rotate between different content



Reading Center ~25 Students:

- Online assessments on short books
- Staffed by one non certified adult

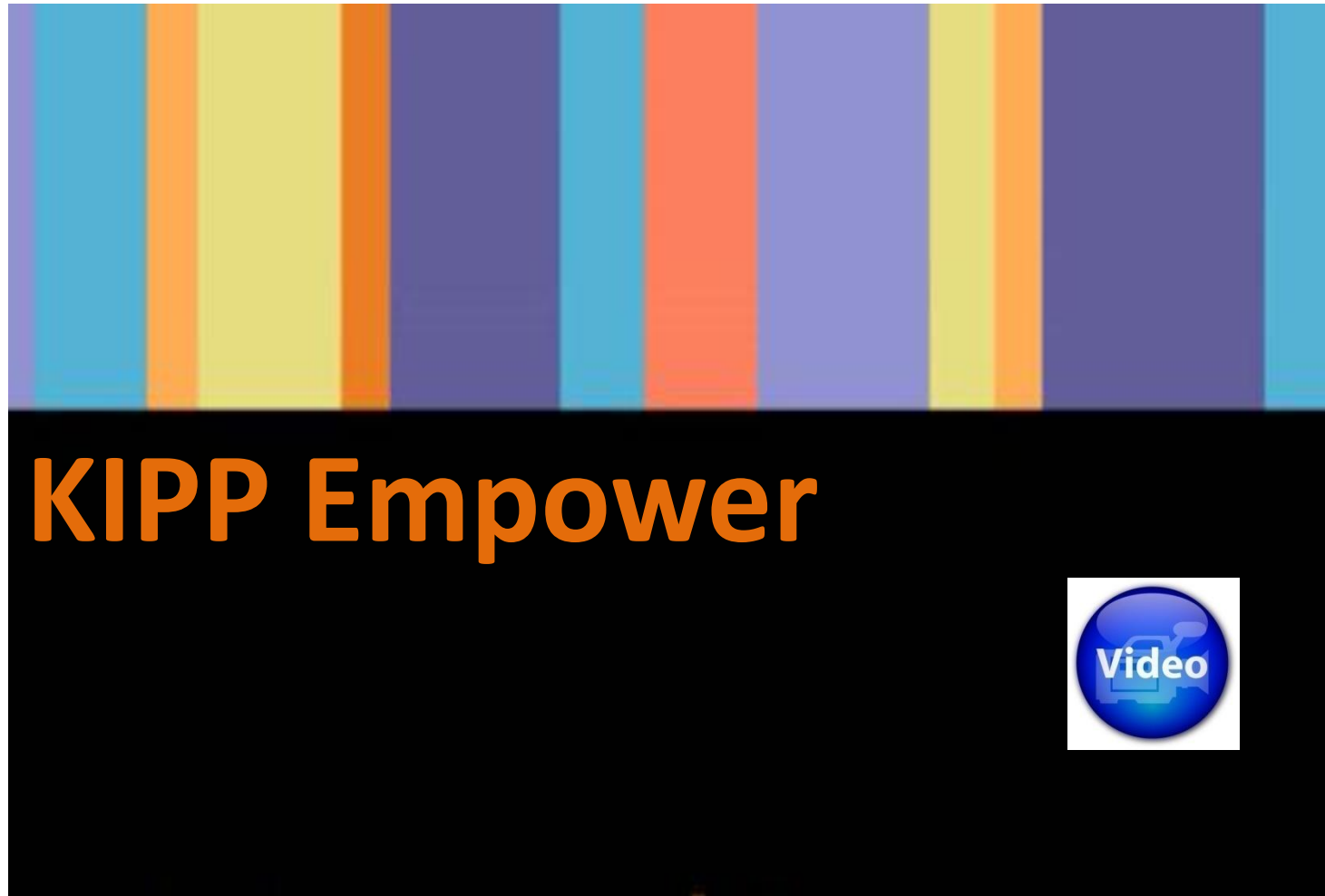


Online Learning ~25 Students:

- Online math/ELA content
- Staffed by non-cert. adult



Rethinking Technology at KIPP Empower (Option 2)



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

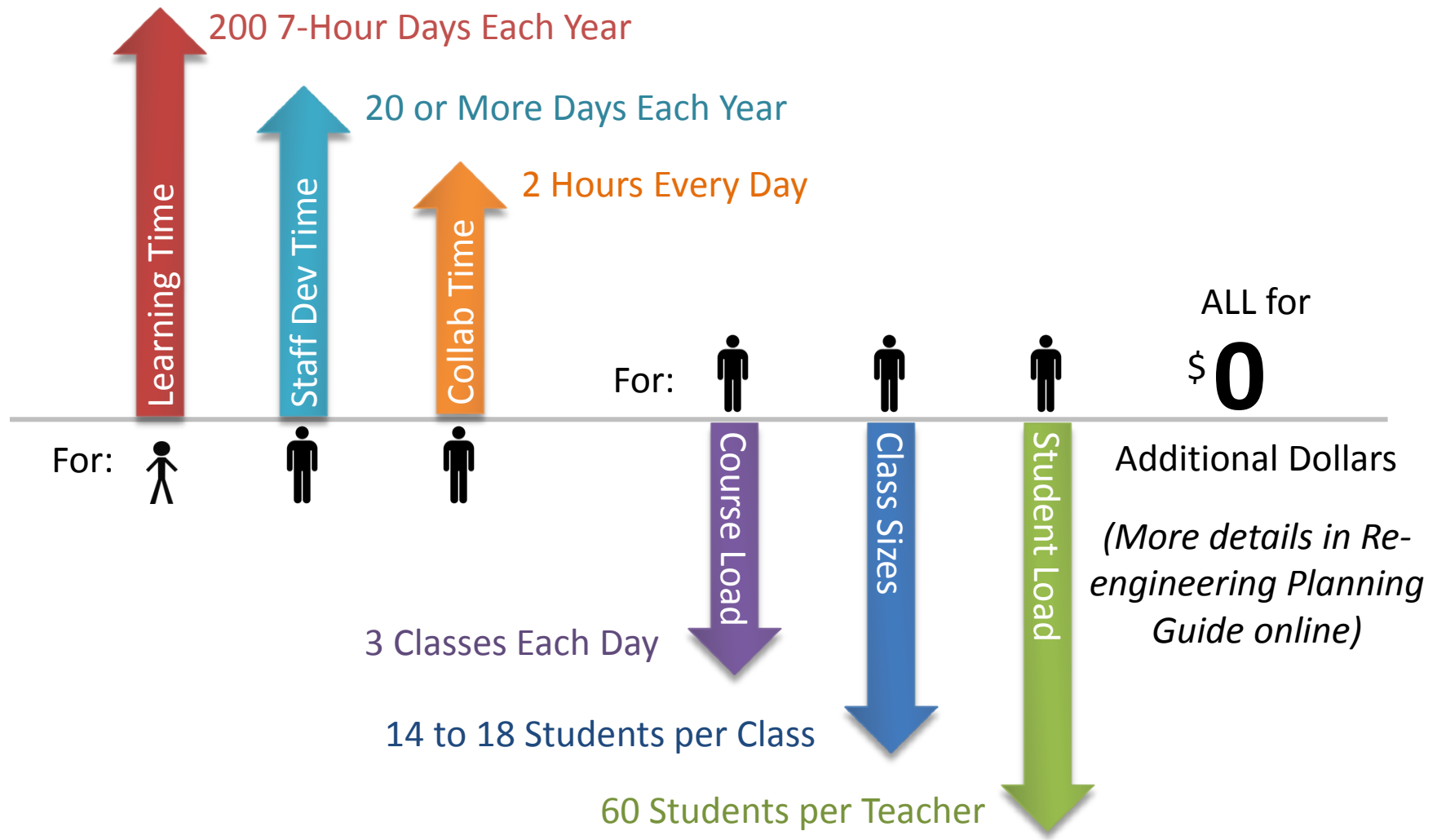
Classes led by classroom teachers 



Sustainable ELT Staffing Model

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

High Quality Sustainable Expanded Time: Brooklyn Generation



Re-Thinking Staffing at Brooklyn Generation

Brooklyn Generation (grades 9 -12) shifts many administrative roles to teachers, investing more in instruction, lower class sizes, and more time for collaboration.

10th Grade Student Daily Schedule (9:00 a.m. to 4:00 p.m.)

Minutes:



Math Teacher Daily Schedule



Specials Teacher Daily Schedule

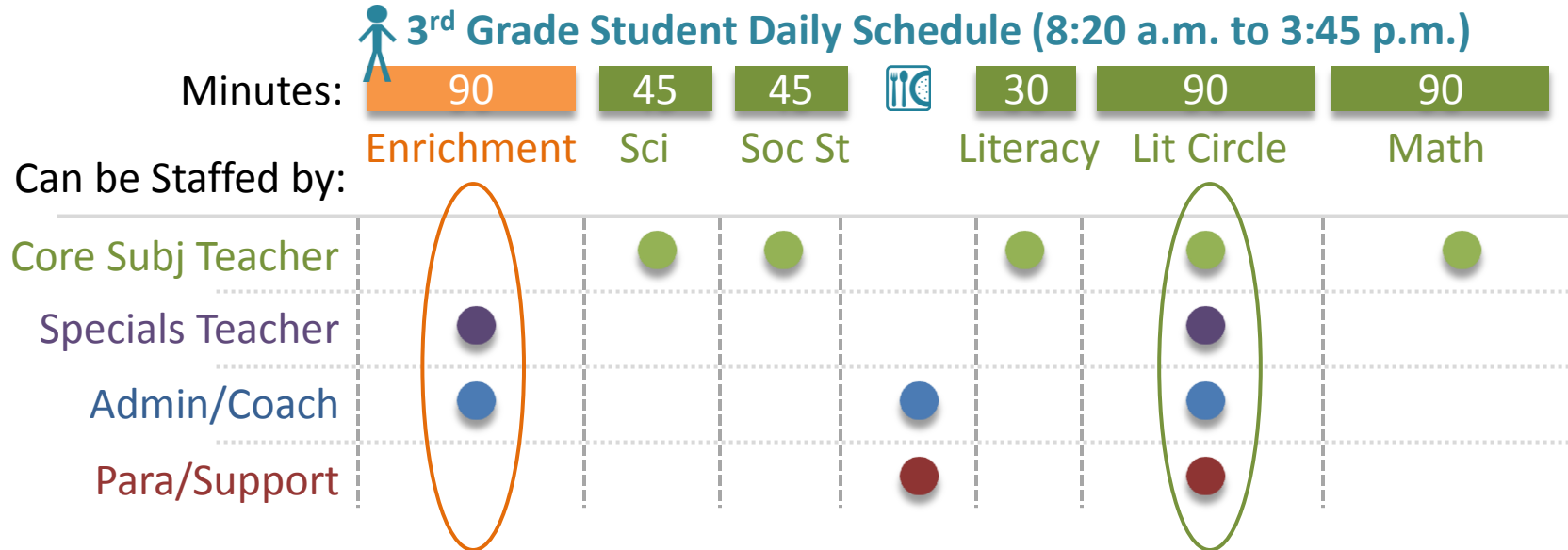


Key Decisions:

- School has no instructional coaches, resource room teachers, or athletic directors
- All teachers trained in additional duties (e.g. IEP support, Title I reporting)
- Fewer admin allows school to hire more teachers, reducing teaching loads

Re-Thinking Staffing at STEM Magnet Academy

STEM Magnet Academy (grades K-3) in Chicago, IL, leverages all instructional staff during literature circles to cost effectively deliver daily small group literacy instruction.








Key Decisions :

- Enrichment includes STEM content in addition to standard district offerings
- All hands on deck approach allows for five daily small groups for rotation
- All staff receive professional development in teaching literacy

Re-Thinking Partnerships at AC Whelan Elementary School

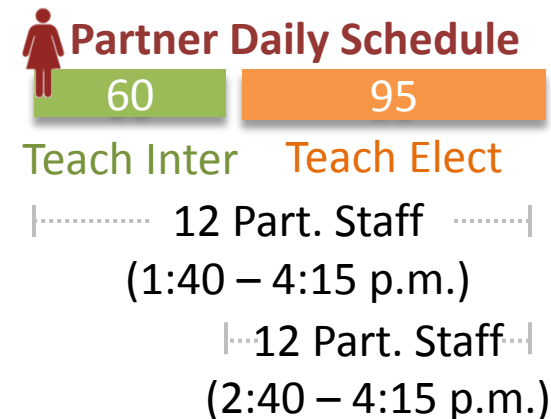
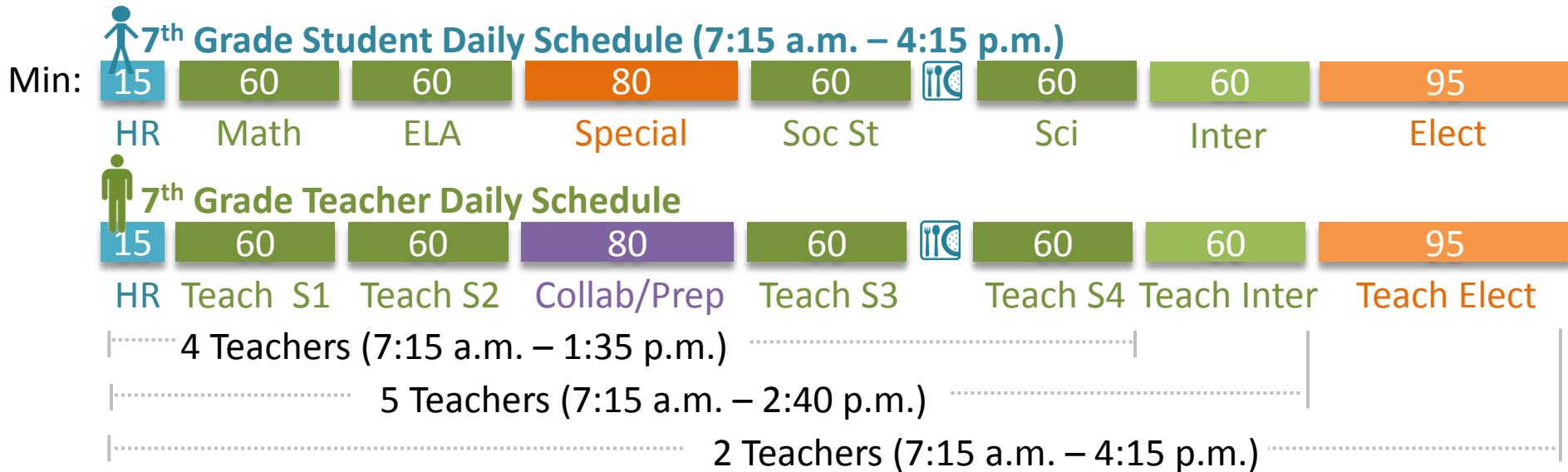
AC Whelan's daily 40-minute physical education period creates daily collaboration time for grade level teachers. The school has partnered with Playworks to free up four special education teachers who previously had been teaching PE classes.

Before Playworks (27 Sections)		With Playworks (29 Sections)	
# of Instructors	Sections	# of Instructors	Sections
 PE Teachers	18 (6/teacher)	 PE Teachers	18 (6/teacher)
 SPED Teachers	9 (1/teacher)	 SPED Teachers	5 (1/teacher)
		 Playworks Coach	6 (6/Coach)

Key Decisions:

- Smaller PE class sizes (from 27 to 29 sections)
- Playworks coach provides PE expertise at a lower cost
- Special education teachers can provide more academic support throughout the day

Re-Thinking Partnerships at Edwards Middle School



Key Decisions:

- Few teachers teach full 9-hour day
- Partners teach most elective classes

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

Re-Thinking Time at Edwards Middle School

7th Grade Student Schedule Before ELT (7:20 a.m. – 1:30 p.m.)



Current 7th Grade Student ELT Schedule (7:15 a.m. – 4:15 p.m.)

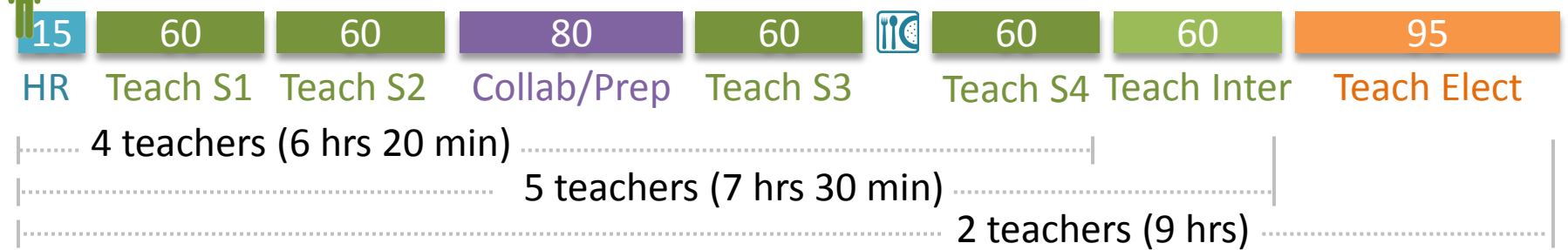


Iteration of 7th Grade Student ELT Schedule (7:15 a.m. – 4:15 p.m.)



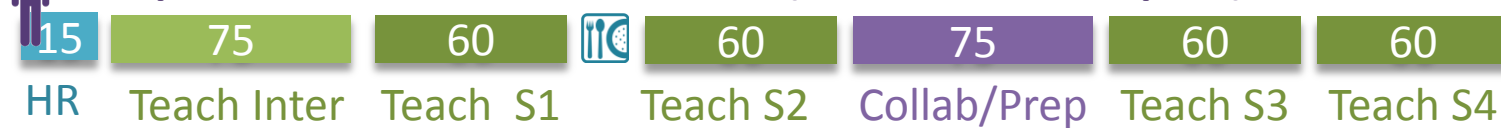
Re-Thinking Time at Edwards Middle School

Current 7th Grade Teacher ELT Schedule (7:15 a.m. – 4:15 p.m.)



Grade 7 Staggered Iteration

Group 1: 7 Teachers; 7 Hours 30 Min (7:15 a.m. – 2:45 p.m.)



Group 2: 2 Teachers; 7 Hours 30 Min (8:45 a.m. – 4:15 p.m.)



Group 3: 2 Teachers; 6 Hours (8:45 a.m. – 2:45 p.m.)








Re-Thinking Time at Edwards Middle School

What's the Same for Teachers

- Core academics are 60 min
- Daily planning or collaboration

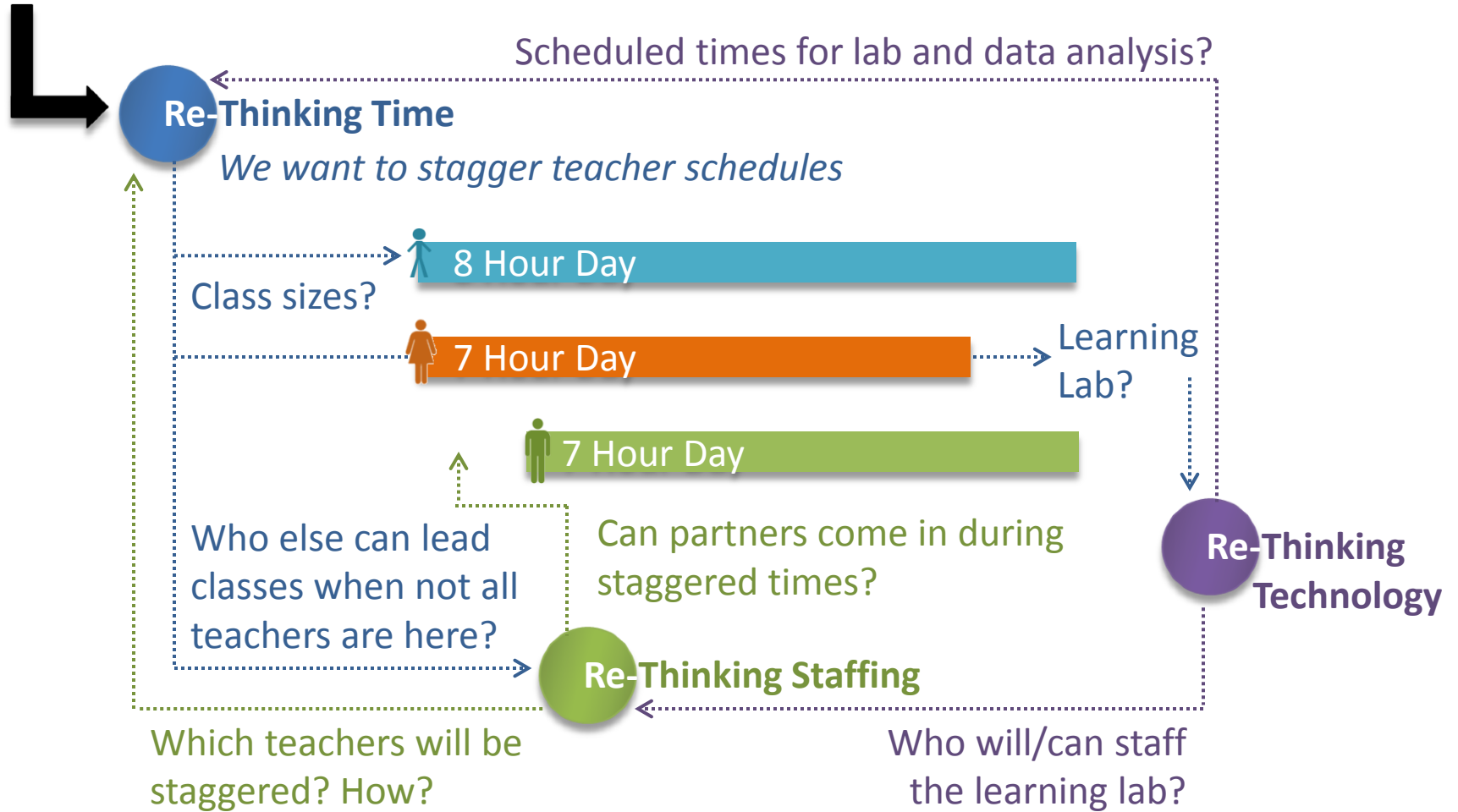
What's Changed for Teachers

- No teachers have a 9-hour day
- Lunch is earlier in the day
- Intervention is 15 min longer
- Collab/prep and electives are 5 min shorter






Hrs	# of Teachers	
	Current	Iteration
6:00		
7:30		
9:00		

Sustainable Strategies are All Connected

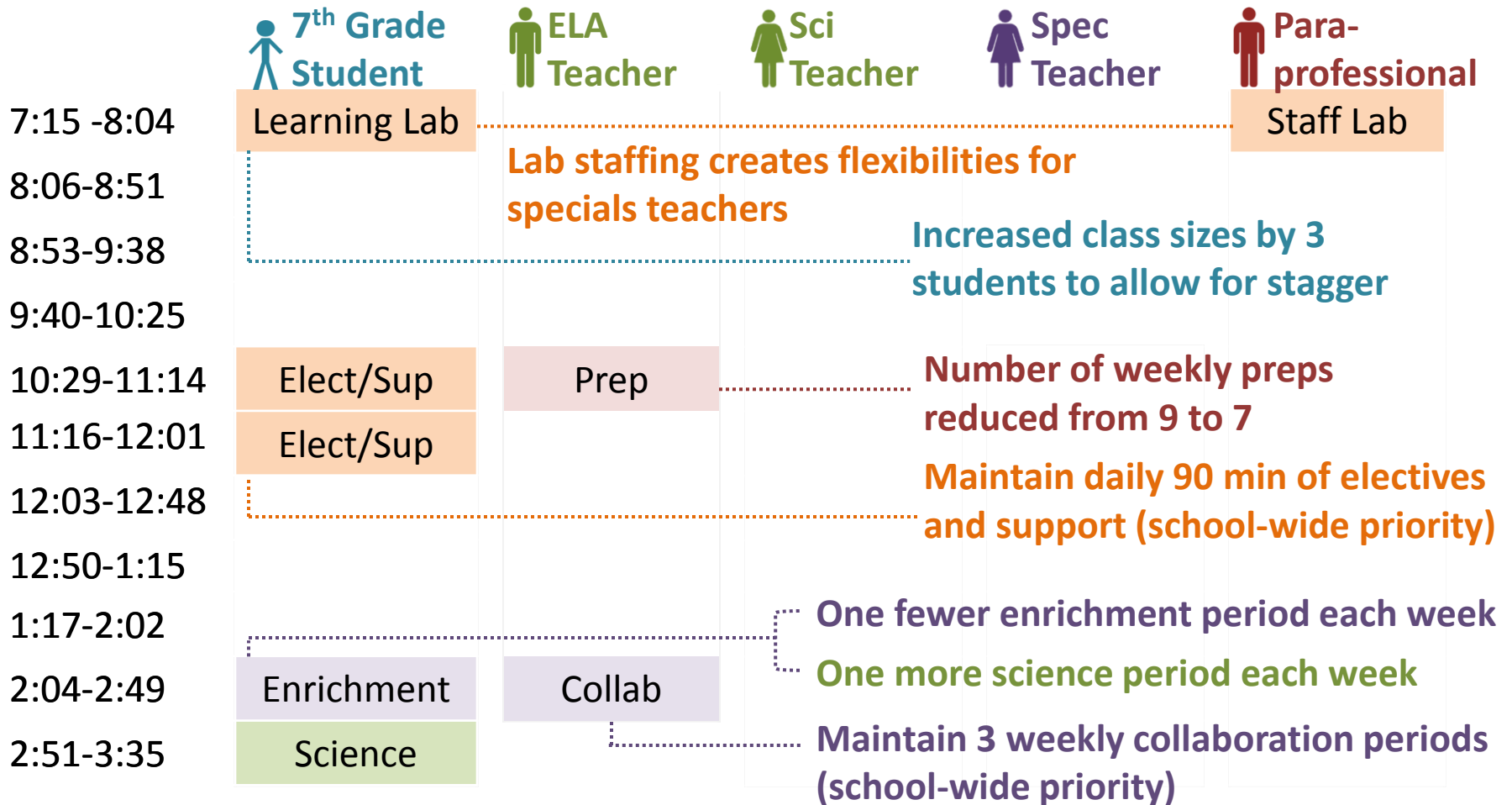
Start Here



Proposed Staggered Schedule at Kuss Middle School

	 7 th Grade Student	 ELA Teacher	 Sci Teacher	 Spec Teacher	 Para-professional
7:15 -8:04	Learning Lab				Staff Lab
8:06-8:51	Soc Studies	Teach Sec 1	Collab		Collab
8:53-9:38	Math	Teach Sec 2	Teach Sec 1		Staff Sec 1
9:40-10:25					
10:29-11:14	Elect/Sup	Prep	Elective	Elective	Elective
11:16-12:01	Elect/Sup	Ac Support	Prep	Elective	Elective
12:03-12:48	ELA	Teach Sec 3	Teach Sec 2	Prep/Collab	Staff Sec 2
12:50-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:17-2:02	ELA	Teach Sec 3	Teach Sec 2	Teach Sec 1	Staff Sec 2
2:04-2:49	Enrichment	Collab		Teach Sec 2	
2:51-3:35	Science		Teach Sec 3	Teach Sec 3	Staff Sec 3

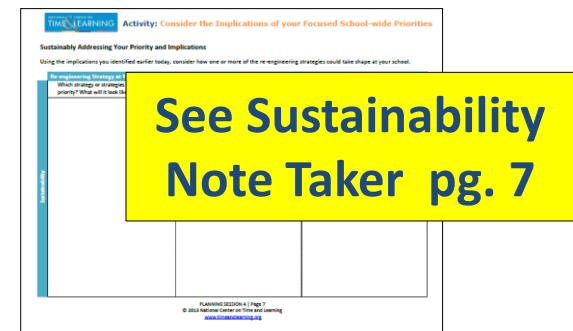
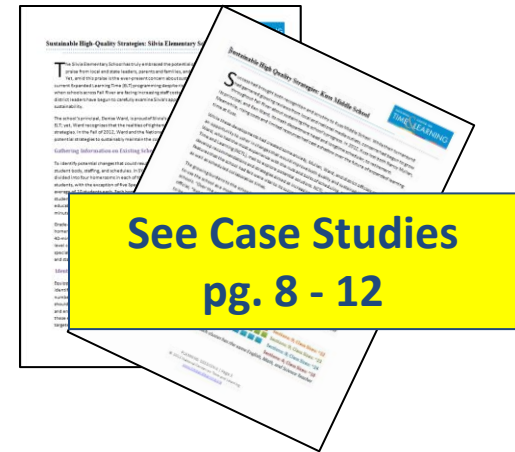
Sustainable Strategies Impact Your Whole Schedule



Case Study Exercise: Sustainable Strategies

Instructions:

1. Read the case study about Kuss Middle School OR Silvia Elementary School
2. Talk through the following questions with your team:
 - What are some potential tradeoffs for these proposed strategies?
 - What are some potential barriers they may have to overcome to implement the proposed strategies?
3. With your team, use the note taker to consider how at least one or two of the re-engineering strategies could be used to meet your priorities (see example on following slide)



Note Taker Example

Priority: All students will demonstrate mastery in comprehending non-fiction texts through teacher created, benchmark, and state assessments, including open ended responses

	Re-eng. Strategy	Potential Tradeoffs	Potential Barriers
Sustainability	<ul style="list-style-type: none">• Re-thinking staff roles to push in more staff for literacy period• Re-thinking technology to have computer lab for literacy	<ul style="list-style-type: none">• Less time to add to other subjects• Less time for paras/support staff to fulfill duties	<ul style="list-style-type: none">• Policies regarding which adults can lead classes• Upgrades in facilities to support lab

Re-engineering Next Steps

1



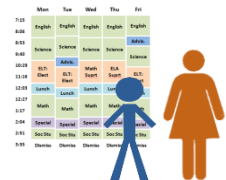
Schedule and attend post session 4 meeting with Re-engineering Sub-Committee

2



Explore resources and tools in re-engineering guide to help develop ideas for iterations

3



Complete your first scheduling/staffing iteration by session 5

Today's Agenda – Priorities for Redesign

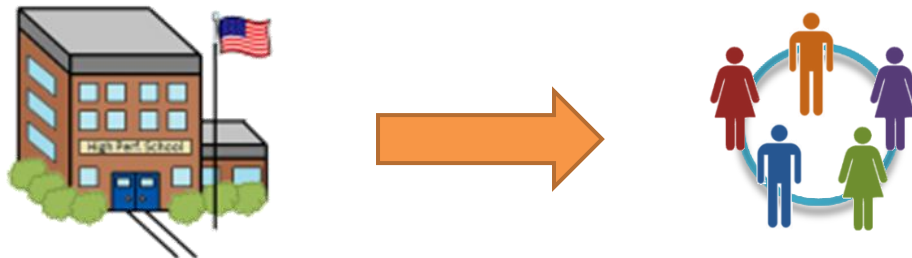
- 8:30 – 9:30** **Welcome and Reconnection**
- 9:30 – 10:50** **Redesign Work Session: Implications of Priorities**
- 10:50 – 11:05** ***Break***
- 11:05 – 1:55** **Core Content 1: Re-engineering Strategies**
- 12:10 – 12:40: *Lunch***
- 1:55 – 2:25** **Core Content 2: Building Support**
- 2:25 – 3:00** **Next Steps Planning and Closing**

Continue Communicating and Building Support

Today: Complete Mid-Year Check-In

Back at school: Communicate Session 4 Key Takeaways and update your stakeholders on your team's next steps. Don't wait!

In the next week: Finalize and communicate your Priorities and their key implications



Take Stock of Outreach So Far

Today, work as a team to complete your Building Support Mid-Year Check-In. Jot down your most recent communications and decide how you'll address any gaps you identify.

Other Stakeholders		Outcomes	Who	What	When	Where
STUDENTS		<input type="checkbox"/> All students are aware of the ELT planning process <input type="checkbox"/> All students have had a chance to offer ideas for academic and enrichment classes <input type="checkbox"/> Representatives are on planning team at high school level				
OTHER COMMUNITY-BASED ORGANIZATIONS		<input type="checkbox"/> Planning team has met with other local community-based organizations <input type="checkbox"/> CBOs understand the TIME Collaborative planning process <input type="checkbox"/> CBOs have had a chance to provide input				
SCHOOL BOARD*		<input type="checkbox"/> Entire board understands the TIME Collaborative planning process and timeline, and why the district is planning for ELT				
FACULTY + STAFF FROM SCHOOLS NOT PARTICIPATING IN TIME COLLABORATIVE*		<input type="checkbox"/> Staff at other district schools understand what is happening with TIME Collaborative schools in the district				
LOCAL MEDIA*		<input type="checkbox"/> Local media have an accurate understanding of the TIME Collaborative and the ELT planning process				

NATIONAL CENTER ON TIME & LEARNING Building Support: Mid-Year Check-In			
Stakeholders	Outcomes <i>Mark the outcomes your team has achieved, so far, in building support.</i>	What was your most recent outreach?	If you haven't yet achieved an outcome, what will you do to get there?
FACULTY + STAFF	<input type="checkbox"/> All staff could explain the TIME Collaborative and Expanded Learning Time to a parent or colleague <input type="checkbox"/> All staff have had a chance to provide input <input type="checkbox"/> All staff understand next steps in the planning process and how ELT planning decisions will be made		
FAMILIES + PARENT GROUPS	<input type="checkbox"/> Planning team has met with key parent leaders <input type="checkbox"/> All families have received information about the TIME Collaborative planning process and ELT <input type="checkbox"/> All families have had a chance to provide input <input type="checkbox"/> Families represented on planning team		
COMMUNITY PARTNERS	<input type="checkbox"/> Planning team has met with key community partners <input type="checkbox"/> All key community partners understand the TIME Collaborative planning process <input type="checkbox"/> All key community partners have had a chance to provide input <input type="checkbox"/> Partners represented on planning team		

See Mid-Year Check-In & Recommended Action Steps p. 13-15

*Your district will likely be taking the lead on reaching out to these stakeholders

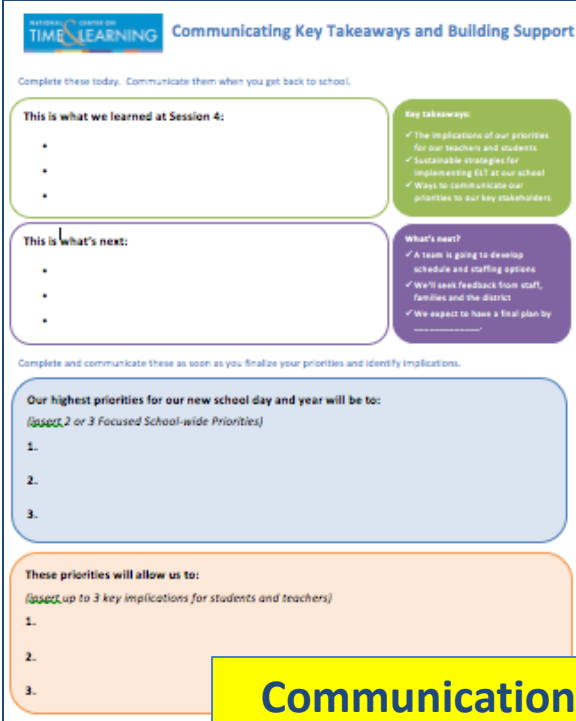
Communicate your Key Takeaways and Build Support

Today:

- Write down Session 4 Key Takeaways
- Write an update on your team's work
- Develop a plan to **communicate these to key stakeholders when you get back to school**

Within the next week:

- Finalize your Focused School-wide Priorities and consider key implications
- **Communicate priorities and implications to your key stakeholders, including the district**



The image shows a 'Communications Template' with the following sections:

- Header:** 'Session 4: Focus on TIME & LEARNING' and 'Communicating Key Takeaways and Building Support'. Below the header is the instruction: 'Complete these today. Communicate them when you get back to school.'
- Section 1 (Green):** 'This is what we learned at Session 4:' with a bulleted list. To the right is a 'Key takeaways' box with three bullet points: 'The implications of our priorities for our teachers and students', 'Actionable strategies for implementing SEL at our school', and 'Ways to communicate our priorities to our key stakeholders'.
- Section 2 (Purple):** 'This is what's next:' with a bulleted list. To the right is a 'What's next?' box with three bullet points: 'A team is going to develop schedule and staffing options', 'We'll seek feedback from staff, families and the district', and 'We expect to have a final plan by _____'.
- Section 3 (Blue):** 'Complete and communicate these as soon as you finalize your priorities and identify implications.' Below this is a box for 'Our highest priorities for our new school day and year will be to:' (up to 3 Focused School-wide Priorities) with a numbered list (1, 2, 3).
- Section 4 (Orange):** 'These priorities will allow us to:' (up to 3 key implications for students and teachers) with a numbered list (1, 2, 3).

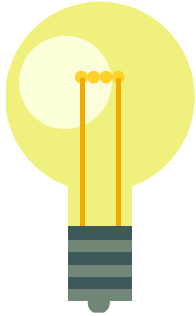
**Communications
Template, p. 16**

*You'll also have time to continue this work during Next Steps Planning today.

Today's Agenda – Priorities for Redesign

- 8:30 – 9:30** **Welcome and Reconnection**
- 9:30 – 10:50** **Redesign Work Session: Implications of Priorities**
- 10:50 – 11:05** ***Break***
- 11:05 – 1:55** **Core Content 1: Re-engineering Strategies**
- 12:10 – 12:40: Lunch***
- 1:55 – 2:25** **Core Content 2: Building Support**
- 2:25 – 3:00** **Next Steps Planning and Closing**

What Stood Out For You?



- Think of an **“aha!” moment** that happened for you today



- Think of a **“shout-out”** to recognize one of your team members or another school team

We'll share **“aha!” moments** and **“shout-outs”** before we leave today.

Your Next Steps

By Session 5, your team must:

1. **Communicate** with your key stakeholders, and begin building support for your Focused School-wide Priorities
 - Complete action steps identified in Mid-Year Check-In
 - Communicate your key messages to key stakeholders, including your district
2. **Finalize your Focused School-wide Priorities** and identify key implications for students and teachers
3. **Begin re-engineering**
 - Have re-engineering meeting with your coach and NCTL re-engineer
 - Complete the time parameters tools
 - Complete your first schedule and staffing iteration

**Use your Next
Steps Planner
p. 17**

Resources for Next Steps Planning

- ✓ Scribe can complete the **Next Steps Planner** and the **Mid-Year Check-In** to identify action steps
- ✓ Complete at least the first two boxes of your **Communications Template**
- ✓ All resources from today's session – including the **time parameters tool** and the **Silvia and Kuss case studies** – can be found at www.timeandlearning.org/newyork

Building Support: Mid-Year Check-In

Stakeholders	Outcomes Mark the outcomes your team has achieved, so far, in building support. <input type="checkbox"/> All staff could explain the TIME Collaborative and Expanded Learning Time to a parent or	What was your most recent outreach?	If you haven't yet achieved an outcome, what will you do to get there?
FACULTY + STAFF			
FAMILIES + PARENT GROUP			
COMMUNITY PARTNERS			

Have your team's Scribe fill in the Next Steps Planner & complete the Mid-Year Check-In (handouts)

Key takeaways:

- ✓ The implications of our priorities for our teachers and students
- ✓ Sustainable strategies for implementing ELT at our school
- ✓ Ways to communicate our priorities to our key stakeholders

What's next?

- ✓ A team is going to develop schedule and staffing options
- ✓ We'll seek feedback from staff, families and the district
- ✓ We expect to have a final plan by _____

Deliverable for Session 5

- Focused School-wide Priorities and key implications

Deliverable for Session 5

- Completed time parameters tool
- Final schedule and staffing iteration

ELT PLANNING

Monday
21 JANUARY

28 29 30 31 1 FEBRUARY

4 5 6 7 8

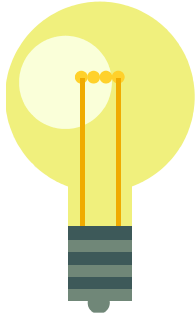
11 12 13 14 15
SESSION 5

See Communications Template & Planning Calendar, p. 16 & 18

your priorities and identify implications.
nd year will be to:

PLANNING SESSION 4 | Page 15

What Stood Out For You?



- Share an **“aha!” moment** that happened for you today



- Share a **“shout-out”** to recognize one of your team members or another school team

Think Different





**Please fill out and
return your evaluations**

Thank you!