



It's About Time; It's About Space; It's About the Entire Human Race

Charles Carroll School No. 46
250 Newcastle Road
Rochester, New York 14610

Time is the Great Equalizer

Time will afford our staff and students the opportunities to meet the following ACADEMIC PRIORITY:

Academic excellence in students' ability to read and comprehend complex text and to articulate their understanding in writing with uninterrupted core instructional time.

SCHOOL
PRIORITY
NO. 1

- 600 minutes for ELA compared to 300 minutes currently; 320 minutes for Math compared to 150 minutes currently; 200 minutes each for Science & Social Studies weekly compared to zero minutes currently

Sample Teacher Schedule:

Time	A	B	C	D
8:00 – 8:15	Breakfast			
8:15-8:55	Social Studies			
8:55-9:35	Science/Health			
9:35-10:35	Intervention: Deliver Tier III Intervention to five students using Soar to Success			
10:35-11:15				
11:15-11:55	Data Meeting /Planning	Grade Level Planning	Job-Embedded P.D. /Planning	Learning Community Time/ Planning
11:55-12:30	ELA			
12:30-1:00	Lunch			
1:00-2:20	ELA			
2:20-3:35	Mathematics			
3:35-4:07	Intervention/Enrichment (Optional work period)			

Sample Student Schedule:

Time	A	B	C	D
8:00 – 8:15	Breakfast			
8:15-8:55	Social Studies			
8:55-9:35	Science/Health			
9:35-10:35	Intervention: Soar to Success with Sp. Ed. Res. Teach			
10:35-11:15	Music	Computers	Music	Computers
11:15-11:55	PE	Art/Library	PE	Art/Library
11:55-12:30	ELA			
12:30-1:00	Lunch			
1:00-2:20	ELA			
2:20-3:35	Mathematics			
3:35-4:07	Enrichment: 10 week cycle/Storytelling			



Teacher Flexible Schedule Options

Core Instruction (All staff members, except Band III): 9:00-3:35

Teacher Option No. 1: 8:00-3:35

Teacher Option No. 2: 9:15-4:07

Teacher Option No. 3: 8:00-4:07

Teacher survey results indicate that the majority of the staff members are willing to work during expanded learning time whether providing enrichment and/or intervention.

Times are dependent upon approval from Transportation.



School No. 46 ABCs

For Behavior

**ALWAYS MAKE
WIS**E** CHOICES**

BE RESPONSIBLE

CAR**E,
COOPERATE AND
BE COURTEOUS**

For Academics

**ALWAYS READ
LIKE A DETECTIVE**

**BE ENGAGED IN
LEARNING**

COMPR**EHENSION
IS CRITICAL**

Time is the Great Equalizer

Time will afford our staff and students the opportunities to meet the following SCHOOL PRIORITY:

SCHOOL
PRIORITY
NO. 2

Intervention services that are data-driven, research-based and delivered by trained and knowledgeable professionals.

- 450 potential minutes scheduled weekly compared to 150 minutes currently
- 400 minutes scheduled for targeted teacher development & frequent data cycles compared to 180 minutes currently

Planning for Differentiated Supports

- ✓ *Careful selection and flexible grouping of students takes place based on student needs and assessment data.*
- ✓ *Systemic approach to analyzing and responding to data to improve instruction.*
- ✓ *Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs.*

Based on an analysis of 2013 benchmark data from NWEA and AIMSweb, along with teacher input, the following number of students have been identified for Rtl Tier III Intervention:

Grade Level	ELA	Math
K	8	3
Gr. 1	16	10
Gr. 2	10	9
Gr. 3	10	10
Gr. 4	11	4
Gr. 5	12	9
Gr. 6	5	2
<i>% of Total Population</i>	23%	15%

Planning for Differentiated Supports

✓Teaching complements core instruction by previewing, reviewing and re-teaching and providing additional practice on specific standards and relevant application of knowledge..

✓Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies.

Based on the Instructional Recommendations Report from NWEA, the areas of challenge will be addressed using the following tools:

Grade	Areas of Challenge	Program
K-1	Alphabetic Principle Sight Words	Foundations 95% Group Reading Mastery
Gr. 2	Alphabetic Principle Inferences; Drawing Conclusions; Communicating understanding in writing	Corrective Reading A/B 95% Group Soar To Success
Gr. 3-6	Fluency in grade level text Higher level comprehension- Determining Importance and Making Inferences; Articulating understanding in writing; Vocabulary-Tier II and content-bound terminology	Corrective Reading C/ Fluency Soar to Success

Planning for Differentiated Supports

- ✓ *Careful selection and flexible grouping of students takes place based on student needs and assessment data.*
- ✓ *Classes are staffed with trained and experienced individuals who have the specific expertise to meet student needs.*
- ✓ *Adequate time is provided for struggling students to get the additional academic support they need.*

Based on Expanded Learning Time, differentiated supports will be offered in ten week periods based on the following schedule:

Grade	Time	Group Design	Provider
K-2	8:15-9:15 9:15-11:15	1:5 Push-in support	Certified teacher Speech, ESOL, OT/PT
Gr. 3-4	9:35-10:35 3:35-4:07	1:5 1:5	Certified teacher Certified teacher, Speech, ESOL, OT/PT
Gr. 5-6	2:55-4:07	1:5	Certified teacher, Speech, ESOL, OT/PT



Planning for Differentiated Supports

✓Classes are staffed with trained and experienced individuals who have the specific expertise to meet student needs.

✓Adequate time is provided for struggling students to get the additional academic support they need.

Based on Expanded Learning Time, differentiated supports will be offered in ten week periods based on the following schedule:

Mercier Literacy Program	Nazareth Community College
<ul style="list-style-type: none">• Partner utilizes qualified NYS certified teachers, many are special education or literacy certified.• The program is evidenced-based utilizing accurate pre and post-assessments that are commonly known to most teachers.• This partnership provides the program access to the latest in literacy research and teaching strategies and techniques.• This partnership is able to support our early morning and late afternoon intervention blocks.	<ul style="list-style-type: none">• Homework Academy – Tutoring and support for Home Reading Incentive• Nazareth graduate students conduct fieldwork to support and enhance the program.• This partnership will provide support during our early morning and late afternoon intervention blocks.

Time is the Great Equalizer

Time will afford our staff and students the opportunities to meet the following SCHOOL PRIORITY:

SCHOOL
PRIORITY
NO. 3

Engaging enrichment that aligns with the school's focus on integrated arts and health & wellness.

- 450 potential minutes of dedicated time for enrichment weekly compared to zero minutes currently
- 10 week cycles for all students to participate in self-selected enrichment programs
- Quality programming that is aligned with school priorities is the expectation that will be monitored



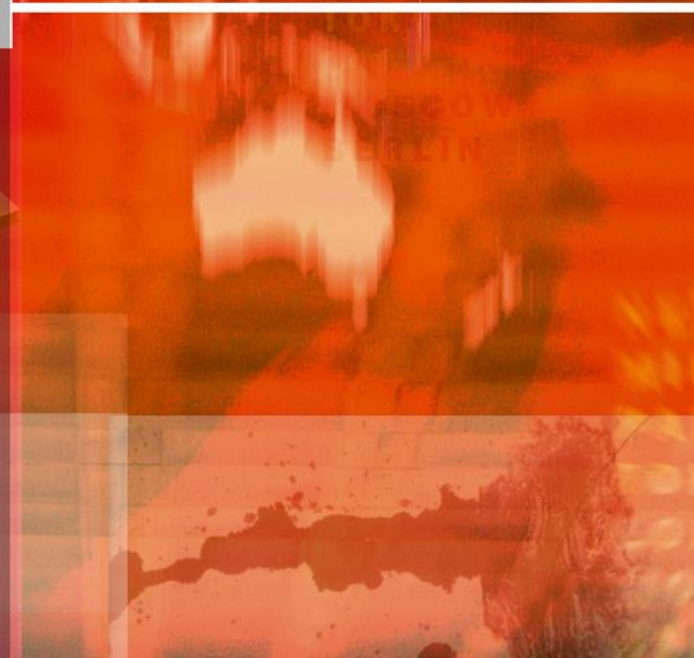
Enrichment Partnerships & Programs

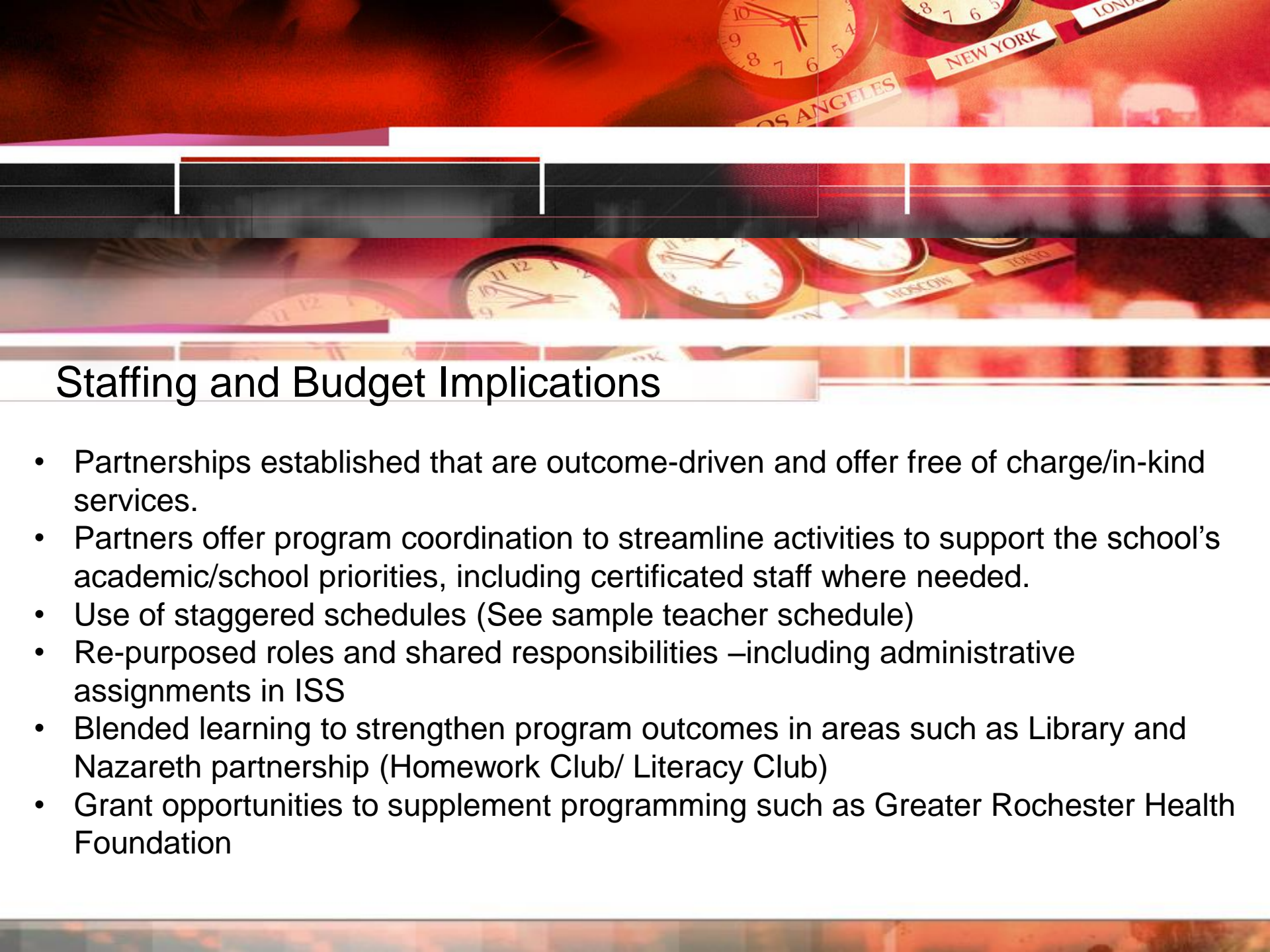
- Integrated Arts Offerings include:
 - City Recreation: Young Audiences; Divas/Goodfellas, Kidbiz, etc.
 - Nazareth College-Art/Music/Theatre Programs: Choir, Artist-in-Residence, Instrumental Music, Dance, Drama and Visual Arts
- Health & Wellness Offerings include:
 - City Recreation: Thrive, Zumba, Yoga, etc.
 - Greater Rochester Health Foundation Grant (Pending): Orienteering, Bowling, Fast Track Fitness Program, Nutritional Cooking Classes, etc.
- Leadership Offerings include:
 - Student Council
 - Peer Mediation
 - Green Team
 - Safety Patrol

Sustaining the Initiative...

Staffing and Budget Implications

- Options for teaching staff to opt in or out of working expanded hours
- Flexible hour options for teachers
- Use of technology to support interventions and enrichments
- New job description title: Technology TA to support the schedule rotations
- All special area teachers staffed at or beyond full time – no break aides needed to supply contractual planning
- All special area teachers staffed at beyond or beyond state minimum requirements
- All Intervention services supported by certificated staff





Staffing and Budget Implications

- Partnerships established that are outcome-driven and offer free of charge/in-kind services.
- Partners offer program coordination to streamline activities to support the school's academic/school priorities, including certificated staff where needed.
- Use of staggered schedules (See sample teacher schedule)
- Re-purposed roles and shared responsibilities –including administrative assignments in ISS
- Blended learning to strengthen program outcomes in areas such as Library and Nazareth partnership (Homework Club/ Literacy Club)
- Grant opportunities to supplement programming such as Greater Rochester Health Foundation

Time to Address our Next Steps...

Operations	Training	Resources
Working with partners to develop descriptions of enrichment offerings	Training partners in SW-PBS to ensure continuity for student behavior	Order materials for enrichment/intervention offerings
Developing process for students to select enrichment activity	Training certificated providers in intervention programs	Creation of a substitute teacher list for staff members working during the extended periods of the day
Organizing enrichment/intervention groups	Working with partners to ensure the school academic priority is integrated into the enrichment offerings	Items for Negotiation
Assigning qualified partners/staff members to enrichment/intervention offerings	Establishing a method for enrichment/intervention providers to communicate with classroom teachers	Flex scheduling for classroom, special subject and special service teachers
Develop procedures for arrival/dismissal and transitions for staff & students to and from enrichment/intervention	Developing, training in and use of a "Quality Rubric" to monitor enrichment/intervention services	Breakfast services in the classroom
Identify room locations for enrichment/intervention activities	Technology training for the Teacher Assistant	Off-duty time between early and late enrichment/intervention sessions
		Determination of accountability for intervention goals & progress monitoring
		Facilities utilization

A decorative header featuring several analog clocks with white faces and black hands, set against a warm, reddish-orange background. Below the clocks, there are small rectangular labels with city names, including 'MOSCOW' and 'TOKYO'.

The Time is NOW!

The Place is our SCHOOL!

The Students are OURS!