School Day Redesign: Designing Our Strategy
PURPOSE & INSTRUCTIONS
What is this and how can it help us?

PURPOSE

● BECAUSE it is important to focus our design decisions around a shared vision for School Day Redesign...

● WE NEED TO determine what strategies will best address our schools needs.

● SO, THIS SLIDE DECK will introduce some high-impact strategies to accelerate and enrich learning, strengthen whole child supports, and reimagine the teaching job.

PROCESS

● Before your design team’s Session 2, please read through these example strategies. As you read, consider:
  ○ What excites you?
  ○ What might be missing from this list?
  ○ How might you adapt these strategies to better suit your school?
  ○ What questions do these raise?

● These examples will be a starting point for our conversation in Session 2 as we determine which strategies to prioritize in addressing your schools’ needs.
THE OPPORTUNITY
Re-imagining Every Day For Students And Teachers

FROM... 175 & 187
student days a year
187
teacher days a year

~73,500
minutes a year

TO...
198 & 212
student days a year
198
teacher days a year

~83,160
minutes a year

THE OPPORTUNITY
● One of the most difficult resources to find in schools is time. Your students & teachers will have almost 10,000 additional minutes in school next year. This makes School Day Redesign an enormous opportunity to transform every single day for your students and teachers! Without making any other resource shifts, you could add...

90 Minutes of Weekly Teacher Collaboration (3,600 minutes total)
45 Minutes of Daily Intervention for Students (8,910 minutes total)
30 Minutes of Daily Small Group SEL / Advisory (5,940 minutes total)
WHAT COULD NEXT YEAR LOOK LIKE?
Redesign calendar offers flexibility within the school day

WHAT’S REQUIRED?

- **School start and end times** should remain consistent each day, *unless* the school opts to adopt Calendar Option 2, which includes a biweekly early release.
- Schools must provide **at least four hours of instructional minutes** on any full day, or at least two hours on any designated half day.
- Schools are responsible for **covering certain standards** by the end of each semester; there are no required instructional minutes by subject area. The curriculum team is available to help think through ways to adjust pacing and content.
- Both school day redesign calendar models designate **days for teacher planning and professional development** on which students must not be present. Schools can incorporate additional time for teacher planning and PD beyond these days.

![A day could look like this...](table1.png)
THE STRATEGIES
How will you change your students’ and teachers’ experiences?

Changes to students’ experiences...
- Small group instruction
- Targeted support for focus-grades
- Project-Based Learning
- Social Emotional Supports

Require shifting staff roles and responsibilities...
- Promoting the leadership of highly effective teachers
- Differentiating support for novice teachers
- Leveraging non-instructional staff to lower group size at targeted moments throughout the day

...which require additional supports & professional learning
- Increase in planning time
- Opportunities for collaborative planning with teachers who share content and/or students
- More frequent informal observation and coaching
WHAT IS IT?

- There is dedicated time in the schedule during which students are flexibly grouped to receive **targeted, small-group instruction**.
- A school may decide to **push in all available instructional and non-instructional staff** (e.g., instructional specialists, Specials teachers, para-professionals, instructional coaches, administrators, counselors, etc.) to reduce group size.
- **Use of time and group size can vary** based on individual students’ needs.

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**WHAT COULD IT LOOK LIKE?**

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<tr>
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<th>G3 HR A</th>
<th>G3 HR B</th>
<th>G3 HR C</th>
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</thead>
<tbody>
<tr>
<td><strong>Homeroom</strong></td>
<td>Ms. Brown</td>
<td>Mr. Jones</td>
<td>Ms. Nesmith</td>
</tr>
<tr>
<td><strong>Time of Day</strong></td>
<td>Science</td>
<td>Math</td>
<td>ELA</td>
</tr>
<tr>
<td><strong>Intervention/Enrichment</strong></td>
<td>Intervention/Enrichment</td>
<td>Intervention/Enrichment</td>
<td>Intervention/Enrichment</td>
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</tbody>
</table>

- Each third grade homeroom has intervention at the same time each day, which allows teachers and other staff to create **small, flexible groups**.
- The three **homeroom teachers** lead intervention in small groups of 6 students...
- ...while a **para** and a **resident teacher** support a larger group of students working independently and the **counselor** leads a group support session.
QUESTIONS TO CONSIDER

DESIGN THE STRATEGY
- How long do you want students to spend in small groups, and how frequently should this happen?
- How small should these groups be?

MAKE IT WORK
- Based on desired group size, which staff will you need to support small group time? How will you free them?
- How will you create time in your master schedule for this small group time?
- What, if any, adjustments do you need to make to curriculum to support this time?

TO BE SUCCESSFUL, THIS REQUIRES...
- Reimagining Staff Roles to provide staff the flexibility to push in to intervention blocks and create small group sizes.
- Connected Professional Learning to create more time for staff to plan how to support small group time

YOU MIGHT ALSO CONSIDER...
- Focus-Grade Academy, where additional resources focused on a specific grade level can help enable small group instruction.

TO SEE HOW OTHER SCHOOLS APPROACHED THIS...
- Brookside School 54 in Indianapolis pushed-in support staff to create small groupings during core classes.
- Trevista and McGlone Schools in Denver relied on their student-teacher pipeline and specials instructors to create small core class sizes with personalized instruction.
- Jeremiah Burke HS in Boston built a flexible schedule with a dedicated daily intervention/enrichment block.
WHAT IS IT?
- Using deliberate teacher assignment, the school assigns its most effective teachers to the target grade.
- Teachers are also distributed to enable smaller class sizes in the target grade.
- A school may decide to create a grade lead position whose responsibilities include running an SEL group, meeting students at lunch, and helping students feel known and connected to their school as they transition.

WHAT COULD IT LOOK LIKE?

<table>
<thead>
<tr>
<th>From...</th>
<th>To...</th>
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</thead>
<tbody>
<tr>
<td>Grd</td>
<td>Teachers</td>
</tr>
<tr>
<td>6th</td>
<td>8</td>
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<td>7th</td>
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<td>8th</td>
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</tbody>
</table>

By re-assigning two expert teachers from 7th and 8th grades, the school reduced the average class size in 6th grade and increased 6th grade’s instructional expertise.

A 6th grade Dean was hired to connect with students and oversee grade-wide learning.
FOCUS-GRADE ACADEMY
Highlighting & Addressing Students’ Needs In A Specific Grade

QUESTIONS TO CONSIDER

DESIGN THE STRATEGY
● What grade level do you want to target for additional support?
● How do you want students in this grade levels’ experiences do be different - e.g., smaller class sizes, access to strongest teachers, additional time in core, etc.?

MAKE IT WORK
● How will you reassign staff to create desired class sizes and student-teacher assignments?
● What changes will you need to make to the master schedule to support your desired student experiences?

TO BE SUCCESSFUL, THIS REQUIRES......
● Reimagining Staff Roles to provide additional support for the targeted grade level & reduce class sizes
● Connected Professional Learning, which creates more time for staff to plan how to support transition grades across classes.

YOU MIGHT ALSO CONSIDER...
● Small group instruction, to add another layer of targeted time and attention for students in transition grade.
● Relationship-building and Social-Emotional Learning, which can further support students sense of belonging and understanding of self and others.

TO SEE HOW OTHER SCHOOLS APPROACHED THIS...
● Revere High School in Revere, MA designed a Freshman Academy, providing 9th graders smaller class sizes, a new block schedule, and opportunities for more differentiated instruction.

YOU MIGHT ALSO CONSIDER...
● Small group instruction, to add another layer of targeted time and attention for students in transition grade.
● Relationship-building and Social-Emotional Learning, which can further support students sense of belonging and understanding of self and others.
WHAT IS IT?

- Students are engaged in **authentic and collaborative hands-on learning experiences**, with support from peers and instructor.
- The schedule provides time for **longer class periods** to allow teachers to introduce and close-out content while still giving time for students to collaborate and create.
- A school may decide to prioritize **subject-specific or interdisciplinary** project-based learning, which would influence the collaborative time necessary for teachers to plan and implement.

WHAT COULD IT LOOK LIKE?

<table>
<thead>
<tr>
<th>4 Days a Week</th>
<th>1 Day a Week</th>
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</thead>
<tbody>
<tr>
<td>ELA</td>
<td>PBL with Ms. R 7th grade math</td>
</tr>
<tr>
<td>Science</td>
<td>Recess</td>
</tr>
<tr>
<td>RTI</td>
<td>PBL with Mr. A 7th grade science</td>
</tr>
<tr>
<td>Elective</td>
<td>Early Release</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
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<tr>
<td>Math</td>
<td></td>
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<tr>
<td>Social Studies</td>
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</tr>
</tbody>
</table>

**ONE INTERDISCIPLINARY PROJECT-BASED LEARNING BLOCK:**

On early release Wednesdays, 7th graders use the day for **project-based learning**. Mr. Alvarado and Ms. Rosario have collaborated to create an **interdisciplinary** project to wrap-up that past two weeks of learning in math and science.

During this time, students are working together in **small groups** of 3-4 and have access to **both** Mr. Alvarado and Ms. Rosario at some point during the day.
PROJECT-BASED LEARNING
Enriching Students’ Learning Experiences

QUESTIONS TO CONSIDER

DESIGN THE STRATEGY

● How much time do you want students to spend in project-based learning instruction, and how frequently?
● In what content areas do you want to focus project-based learning experiences (e.g., core content, interdisciplinary opportunities, etc.)?
● In what size groups do you want students to work during project-based learning instruction?

MAKE IT WORK

● Which staff will you need to support project-based learning, and how will you free their time?
● How will you create time in your master schedule for project-based learning?
● What, if any, adjustments do you need to make to curriculum to support this time?

TO BE SUCCESSFUL, THIS REQUIRES...

● Reimagining Staff Roles to provide additional push-in supports to student groups during PBL blocks.
● Connected Professional Learning to create more time for staff to plan how to support project-based learning, either within their singular discipline or for interdisciplinary learning.

YOU MIGHT ALSO CONSIDER...

● Focus-Grade Academy, to focus on interdisciplinary learning and cohorting for one specific grade-level.

TO SEE HOW OTHER SCHOOLS APPROACHED THIS...

● Lander Elementary, in Mayfield Heights, OH reorganized their specials on a rotating basis to achieve long blocks for personalized learning
● Birmingham Covington School, in Bloomfield Township, MI prioritizes interdisciplinary project-based learning like “Science Literacy”

YOU MIGHT ALSO CONSIDER...

● Focus-Grade Academy, to focus on interdisciplinary learning and cohorting for one specific grade-level.
**WHAT IS IT?**

- Students are more likely to thrive academically when they feel safe, known, and personally connected to school communities and when they are able to develop the 5 Key Social and Emotional Competencies: **Self-awareness**, **Self-management**, **Social awareness**, **Relationship skills**, and **Responsible decision-making**.
- Schools create intentional periods during the day, like **advisory or a dedicated SEL block**, for students to get to know each other.
- All **staff are assigned a small group** of 16 students or fewer to meet with, which creates a consistent and safe space for students to build skills & trust.

**WHAT COULD IT LOOK LIKE?**

- The school carves out a **daily “advisory” block** for all students to meet in a consistent group with a dedicated teacher or staff member.
- The school uses an **“all hands on deck” approach** to create small group advisories. Advisors include all teachers (core, specials, and ELL), guidance counselors, the librarian, the principal, APs, the PLC coach, and Special Ed TAs.
- An **SEL leadership team**, consisting of the two guidance counselors and a teacher leader from each grade, is responsible for monitoring progress and leading the SEL planning time. They meet weekly.
**RELATIONSHIP-BUILDING & SOCIAL-EMOTIONAL LEARNING**

**Strengthening Students’ Emotional Competencies**

**QUESTIONS TO CONSIDER**

**DESIGN THE STRATEGY**
- How much time should students have for social emotional supports, and at what frequency?
- In what size groups do you want students and staff to meet?
- What curriculum or lesson plans will staff use to structure the time?

**MAKE IT WORK**
- Based on desired group size, which staff will you need to support SEL time? How will you free them to do so?
- How will you create time in your master schedule for this SEL time?
- How will you create opportunities in your master schedule for staff to plan for and collaborate about SEL time?

**TO BE SUCCESSFUL, THIS REQUIRES...**
- Reimagining Staff Roles to potentially allow all staff the flexibility to lead a small group advisory or SEL block.
- Connected Professional Learning to create more time for teachers and staff to develop skills around supporting students’ social emotional learning.

**YOU MIGHT ALSO CONSIDER...**
- **Focus-Grade Academy**, to support students’ well-being and emotional skill development at a key grade level

**TO SEE HOW OTHER SCHOOLS APPROACHED THIS...**
- **Metro Nashville Public Schools’** Navigator Program assigns students to an adult for 1:1 check-ins
- **Ridge Road Middle School** in Charlotte, NC transformed its student and adult culture by instituting schoolwide systems and routines
- **Integrating Social, Emotional, and Academic Development** from the Aspen Institute highlights how school leadership teams can integrate the social, emotional, and academic needs of students into their daily experience.
- A **student-teacher interview** that discusses their experiences looping.
REIMAGINING STAFF ROLES
Differentiating Responsibilities To Play To Staff Strengths

**WHAT IS IT?**
- Individual staff members’ roles and responsibilities shift to play to their strengths and support desired student experiences.
- Highly effective teachers take on additional responsibilities, such as teaching more students or using release time built into their day to coach their peers.
- Teachers who are new-to-teaching receive additional support to simplify their roles, such as co-teaching with an experienced teacher or more planning time.
- Non-instructional staff engage with students in new or different ways, pushing into support instruction.

**FROM...** A one-size-fits-all approach where each classroom looks the same. Staff work in silos, and non-instructional staff rarely push into the classroom.

**TO...**
- An inexperienced teacher co-teaches with their experienced peer, sharing responsibility for lesson preparation and delivery.
- An expert teacher has release time to provide informal coaching.
- Other staff push in at targeted moments throughout the day to support small group instruction.

**WHAT COULD IT LOOK LIKE?**
- Paraprofessionals who may pull some small groups
- A Counselor who provides non-instructional support
- An Instructional Coach who observes instruction
Reimagining Staff Roles
Differentiating Responsibilities To Play To Staff Strengths

Questions to Consider

Design the Strategy
- In what ways do you want to adjust teachers’ roles (e.g., extending the reach of highly effective teachers, targeting supports for novice teachers, etc.)?
- In what ways do you want to adjust other staff members’ roles?

Make it Work
- How will you create release time for teacher leaders?
- How will you align staff schedules to create opportunities for collaboration?
- What, if any, adjustments to job descriptions or compensation to account for new roles and expectations?

To See How Other Schools Approached This...
- Chicago Public Schools’ Empowered Schools Program created teacher leader roles for highly effective teachers called Multi-Classroom Leaders (MCLs). MCLs lead teams of teachers, coaching, co-teaching and collaborating with their peers.
- The Louisiana Department of Education’s Believe and Prepare program changed the experience of new teachers, pairing new teachers with experienced mentors for co-teaching and co-planning each day.
- Ashley Park Elementary School in Charlotte, North Carolina reimagined teacher roles to institute a Family Model, where a team of teachers shares responsibility for a common cohort of students.
- Revere High School in Boston utilized an Inclusion model, setting clear expectations for how General Education and Special Education teachers should co-teach and share responsibilities for lesson preparation and delivery.
WHAT IS IT?

- Teachers are deliberately organized into teams to foster collaboration and shared learning.
- Teaching teams have sufficient dedicated time during the school day to plan together - at least 90 consecutive minutes a week.
- Collaboration is led by instructional experts who have the time and support they need to facilitate.
- Teachers get regular feedback and coaching from content experts that is focused on helping them improve their instructional practice.
- Collaboration and coaching are grounded in rigorous, coherent curricula and assessments.

WHAT COULD IT LOOK LIKE?

<table>
<thead>
<tr>
<th>4 Days a Week</th>
<th>1 Day a Week</th>
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<tbody>
<tr>
<td>7:30</td>
<td>Arrival/Morning Meeting</td>
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<tr>
<td>8:00</td>
<td>Teach</td>
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<td>8:30</td>
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<td>9:30</td>
<td>PLAN</td>
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<td>10:00</td>
<td>Teach</td>
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<td>10:30</td>
<td>Lunch</td>
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<td>2:00</td>
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<tr>
<td>2:30</td>
<td>PLAN</td>
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</tbody>
</table>

With 30 minutes of duty-free lunch each day, 45 minutes of planning 4 days per week (A), and 120 minutes of planning or more on an early release day (B), teachers now have 450+ minutes of non-instructional time each week.
QUESTIONS TO CONSIDER

DESIGN THE STRATEGY

● What do you want teachers to be able to discuss together, and who does that mean needs to collaborate with one another?
● How frequently do you want teachers to be observed, and by whom?

MAKE IT WORK

● How will you create release time for teachers to collaborate with one another?
● How will you free instructional experts to prepare for and lead collaborative planning? To prepare for, conduct, and debrief observations?

TO SEE HOW OTHER SCHOOLS APPROACHED THIS...

● *Up Academy Middle School* in Boston dedicated a half-day every week for teachers who share content to collaborate and plan lessons together

● *The Achievement First charter network* in New York uses a longer student day and year to provide significantly more time for teacher collaboration and professional development

● *DC Public Schools* instituted weekly cycles of observation and feedback for all teachers as part of a comprehensive approach to teacher professional learning.

● *Igniting the Learning Engine* highlights lessons learned from four districts across the country whose professional learning strategy was key to student growth and success

● *Finding Time for Collaboration* illustrates different strategies utilized by schools across the country to create time in the master schedule for teacher collaboration