

Promising Practices: Extended Learning Time

Grant Middle School

November 5, 2016

Great
Expectations



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Expectations



Pamela Odom, Turnaround Principal

Marianne Clark, Instructional Coach

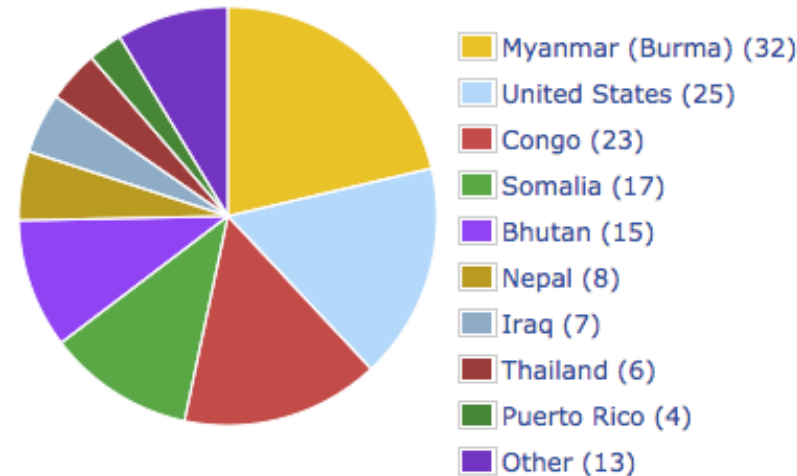
Fay Burt, AVID Coordinator

Sharon Archer, Blended Personalized Learning Coach

Greg Lawson, Multi-Classroom Leader



- Located on the North Side of Syracuse
- 652 students in grades 6-8
- 80% FRL Eligible
- 20% Special Education
- 22.4% ENL (31% Exited)
 - Ten Countries Represented
 - Over 25 Languages Spoken



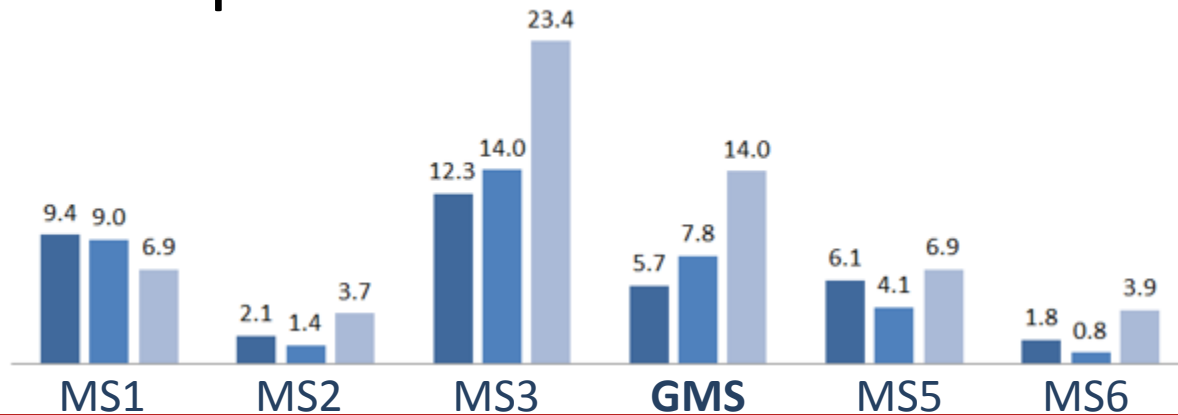
“Both research and practice indicate that adding time to the school day and/or year can have a meaningfully positive impact on student proficiency and, indeed, upon a child’s entire educational experience. Such enhancement can be especially consequential for economically disadvantaged students, who tend to enter school trailing behind their more affluent peers academically, continue to lag as they proceed through each grade, and have fewer opportunities outside of school for learning.”

Farbman, *The Case for Improving and Expanding Time in School*, 2015



- Additional two weeks
- August 22, 2016, and will go to June 23, 2017
- 7 hour, 20 minute school day
- 40 additional minutes for Student Advisory and Restorative Practice

- Increase ELA scores by 8%
- Increase Math scores by 3%
- Decrease serious incidents by 89.5%
- Decrease suspension rate by 18.1%
- Culture of continuous improvement and restorative practices



Our Story—Before and After

Four Interlocking Gears of Successful, Expanded-Time Schools



Kaplan and Chan, *Time Well Spent* (2011)



The Research Behind Our Plan





“AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.”

“ At Grant Middle School we promote intercultural understanding and build inquiring, knowledgeable, young minds. Grant Middle School students are active, honest, compassionate, life long learners preparing for high school, college, careers, and beyond.”



AVID is “**Schoolwide**” when a strong AVID system transforms the **Instruction, Systems, Leadership,** and **Culture** of a school, ensuring college/career readiness by improving academic performance for all students ***based on increased opportunities.***



EXTENDED LEARNING TIME



AVID and Extended Learning

Student “AVID Days”- 2 Week Extension of Year (Building Relational Capacity)

ELA Teachers		Goal Setting
SS Teachers		Creating Team Social Contract
Science Teachers		Organization/Time Management
Math Teachers		WICOR Strategies



15 Minute AVID in Daily Schedule

- Student academic goal setting
- Organizational skills
- Collaborative strategies that support student discourse



Partnership with **SUNY Oswego** (NYS SIG Grant)

- College campus visits for 6th, 7th and 8th grades during extended year
- Seven to fifteen teacher candidates placed each semester
- Junior level undergraduates serve as AVID “tutors” once a week



- AVID professional development has a positive impact on building teacher capacity to create change. (Teacher Leadership)
- AVID Schoolwide Two Day Path Training, May 2016
- Scheduled PD for the 2016-2017 School Year

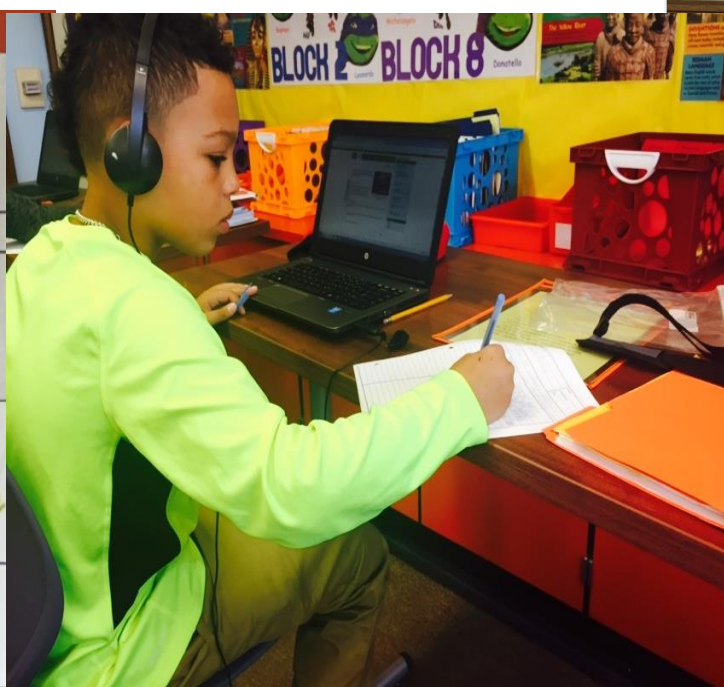
Teacher leadership increases as teachers receive more, and varying types of, AVID professional development.

Watt, K.M., Huerta, J., & Mills, S. J. (2010)



Station Rotation Chart

Rotation 1	Rotation 2	Rotation 3



GMS Road to Success

Agenda
DDN
BPL Stations

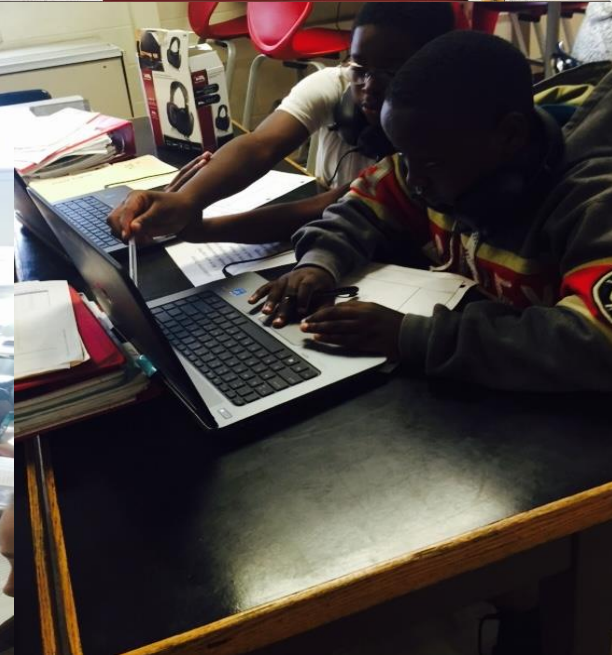
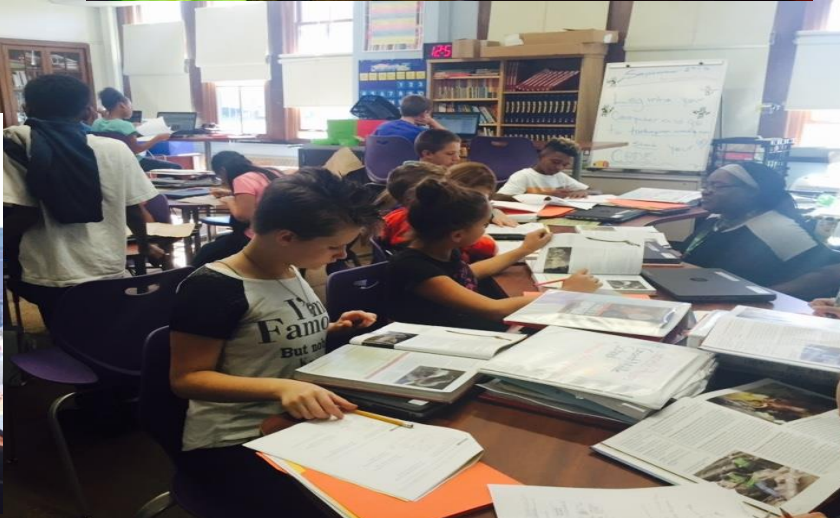
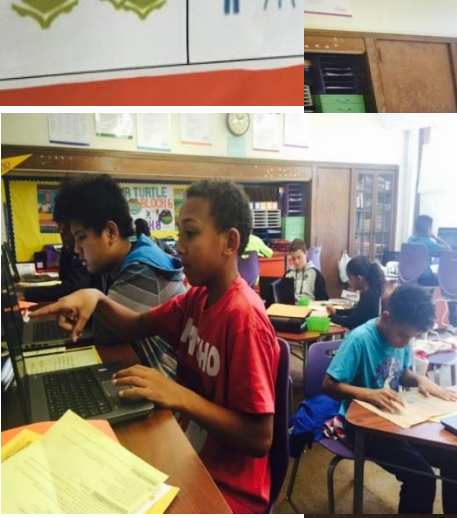
Teaching Points
 • Students understand that they can associate a ratio of 2 quantities to another quantity (called rate).
 • Given a ratio, students can identify the associated rate and determine the unit rate, and rate unit.
 • Students will match a graph to an equation and a ratio table by finding the common unit rate represented in each.

Teacher-Led LESSON 16

Collaboration Unit rate Matching

Digital Content ALEKS
 Reteach - Graphing reteach or ST Math

Vocabulary
 Rate
 Unit Rate
 Rate Unit



At Grant Middle School, we use
Extended Learning Time to develop
21st century teachers to lead the
next generation of learners.







- Effective teachers use routines for daily tasks more than their ineffective counterparts (Stronge, Tucker, & Ward, 2003). They invest the time at the start of the school year to teach the routines. By establishing and practicing routines that require little monitoring, teachers ensure that the focus of the classroom is more squarely on instruction. (Covino & Iwanicki, 1996; McLeod et al., 2003; Shellard & Protheroe, 2000)
- Teachers need time to explain the need for procedures to students, model each procedure and allow multiple opportunities for students to practice them. (TFA, 2011)



- Teachers are the number one indicator of a student's success; a teacher's effectiveness thereby is paramount to increasing student achievement. Targeted professional development is necessary to support teachers' looking to improve and see results. The instructional shift to blended learning requires change in classroom design, lesson planning, and teacher role. (Janus Blended Learning Lab, 2016)
- To support this shift and change, Grant Middle School designed and implemented both universal and targeted professional development on blended personalized learning.



Student “BPL Days” - Two Week Extension of Year

ELA Teachers		Routines and Procedures
SS Teachers		Collaborative Skills
Science Teachers		Station Rotation
Math Teachers		Device Use and Responsibility



Professional Development Launch during the two week extension of school year

- BPL Overview
- BPL Procedural Lessons
- BPL Lesson Planning
- BPL Fishbowl Simulation
- Digital Content Training
- BPL Materials Kit Distribution

GMS—On the Road to Success



Blended Personalized Learning:
How Do I Get There?

An Implementation Guide



Blended Personalized Learning:
Building Instructional Capacity

15 Minutes in Daily Schedule

Why Restorative Circles?

Increased
Reach

Improved
Communication
Skills

Develop
Empathy

Stronger
Relationships



15 Minutes in Daily Schedule

- Circle Script [15 minutes]
 - Check-in
 - Activity
 - Check-out
- Professional Development
 - District Level Training
 - Building Level Training
 - Building Level Supports

