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."


- 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

Why Extended Learning Time?
• 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
Four Interlocking Gears of Successful, Expanded-Time Schools

- **Time to coach and develop teachers and continuously strengthen instruction**
- **Time to teach and reinforce high expectations for behavior and achievement**
- **Time for a rigorous and well-rounded education that prepares students for success in college and careers**
- **Time for teachers to assess student understanding and analyze and respond to data**

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

GMS CET Plan

- ELT
  - ANet: Achievement Network
  - STAR: Renaissance Learning

- DDI
  - EWA
  - MOU

- MCL
  - Multi-Classroom Leaders
  - Opportunity Culture

- AVID Schoolwide

- BPL
  - Blended Personalized Learning
  - Education Elements

- Community Liaison

- Rebranding

- Staffing
  - EWA
  - MOU

- Community Liaison

- Robert Spicer

- Restorative Practices

- Robert Spicer
“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, lifelong 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
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.

Blended Personalized Learning
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

Blended Personalized Learning: Build Academic Behavioral Capacity
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
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
UPCOMING
Q&A
WE WOULD LOVE YOUR QUESTIONS