



TIME COLLABORATIVE KEY MESSAGES AS OF 11.05.2012

Expanded Learning Time

Beginning this fall, a sub-set of schools in our district will begin planning for an expanded school day and/or year to begin in SY2013-14. A team from each participating school, with district support, will be leading a process that will allow teachers, school administrators, union representatives, parents, and school partners to consider what opportunities a new school day and/or year could provide our students, teachers, and community. We are just beginning this process. Neither the schools nor the district has made any decision as to what next year will look like at this point.

Expanding learning time is about rethinking the school day and/or year and considering if there are better ways to “do school” for students and teachers. Our community’s students need to be better prepared in math and literacy, as well as in science, technology, how to solve problems and how to stand up in front of people and communicate effectively. They need time for enrichment activities like music, physical education and the arts that we know help children and improve their learning. And our teachers need more and better opportunities to collaborate and learn from one another. Our school planning team will be asked not just to look at how to structurally expand the school schedule, but how to redesign it to better meet the needs of students and teachers. Expanding the school day and/or year will not mean simply tacking on extra hours to the day or extra days to the year. Nor is it about asking teachers to work a longer schedule with no additional compensation.

Expanding learning time means a redesigned school day that will better prepare our children for the challenges of the 21st century. With more time, our schools will be able to create a new kind of school day that better prepares students for our changed world – one that emphasizes deeper knowledge of math, literacy, science and social studies and includes enrichment programs that develop problem-solving abilities and critical thinking skills, and integrates the resources of our entire community toward helping students thrive in a complicated and competitive world. A redesigned school day is about challenging the students who are already doing well and supporting those who are struggling.

All voices are welcomed. We will hold numerous meetings over the next year to discuss the possibility of an expanded school day and/or year for our community and share information concerning our students’ needs, what other schools have done with extra time and how logistically this initiative might work in our district. This will be a very inclusive process and we hope to have a broad range of participation.

We ask that you maintain an open mind. Thinking about changing the school schedule is a very emotional topic. We are committed to exploring the options. Please reserve judgment until we have time to talk in depth and review the possibilities together. Help us create the best possible school day and year for our community’s children and teachers.

TIME Collaborative

The TIME Collaborative is a multi-year initiative to develop high quality and sustainable expanded learning time (ELT) schools in five states. Through the TIME Collaborative, ELT schools will leverage additional time to empower each student with the knowledge, skills and experiences essential for college and career success. These schools will serve as national models for effectively expanding the traditional public school day and/or year in order to improve student achievement, engagement, and teacher effectiveness.

TIME Collaborative schools add significantly more time – at least 300 additional hours – to the school schedule, for all students. In order to expand time for learning, enrichment and teacher collaboration, schools will expand the conventional 6 ½ hour and 180 day school year to reach at least 1,470 hours per year. Additional time can be added through longer schools days, a longer school year or a combination of both.

High-quality expanded time schools leverage additional time to improve student achievement, engagement and teacher effectiveness. In order to achieve results, TIME Collaborative schools will use additional time to integrate *seven essential elements* into their day and year:

- ✓ focused schoolwide priorities based on student data
- ✓ rigorous academics including challenging ELA, math, science, and social studies courses
- ✓ individualized academic intervention or acceleration based on student needs
- ✓ frequent data cycles to improve instruction
- ✓ targeted teacher development and frequent opportunities for collaboration
- ✓ engaging enrichment for all students
- ✓ strong school culture of high expectations

ELT planning and coaching for school teams during the 2012-13 academic year comes at no additional cost to states, districts or schools. The National Center on Time & Learning (NCTL) will provide intensive technical assistance to districts and schools throughout the planning year, underwritten by the Ford Foundation. In addition, Rochester will have access to capacity-building grants to support their participation in this initiative.

Sustainable expanded time schools use cost-lowering strategies to implement the expanded school schedule. Typical strategies include staggering teacher schedules to provide more time for students without adding significantly to the teacher's day, developing community partnerships to add capacity and expertise, and integrating technology to differentiate student support. Part of the funding for implementation will come as a result of each school and district reallocating existing local, state and federal funding they are already have access to.

Implementation of the new school day and year will be covered by existing local, state and federal funds. Through the TIME Collaborative, the Ford Foundation and NCTL are investing in and supporting a select group of states that agree to harness state resources and federal funds using new flexibilities afforded by the ESEA waiver process. Rochester will use a combination of District Funds, newly flexible Title I set-asides (formerly SES), and new 21st Century Community Learning Center (CCLC) grants for ELT.

Seven Essential Elements of High Quality Expanded Learning Time Schools

High quality Expanded Learning Time schools redesign, strengthen and expand the school day/year by adding at least 300 additional hours to the standard school schedule in order to enable teacher collaboration and development and empower students with the knowledge, skills, and experiences needed for success in college and careers.

Features

1 Focused Schoolwide Priorities

New school day/year driven by a small set of priorities to improve student achievement

2 Rigorous Academics

All student schedules include challenging ELA, math, science, and social studies courses

3 Differentiated Supports

All student schedules include academic intervention or acceleration taught primarily by certified teachers

4 Frequent Data Cycles

Systemic approach to analyzing and responding to data to improve instruction

5 Targeted Teacher Development

All teacher schedules include weekly opportunities to collaborate with peers to strengthen instruction

6 Engaging Enrichment

All student schedules include enrichment courses beyond traditional district offerings

7 Enhanced School Culture

School-wide plan to build a culture of high academic and behavioral expectations

Requirements

- No more than three schoolwide priorities, including one school-wide instructional focus
- Clear and measurable goals that monitor progress towards priorities
- Time allocated to academic instruction reflects student needs

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

- At least 60 minutes of weekly collaboration for all core academic teachers to analyze and respond to data
- Schoolwide protocols for analysis
- 4 to 6 interim ELA and math assessments yearly

- At least 60 minutes weekly grade level and/or content area collaboration for all teachers, in addition to the 60 minutes each week for data analysis
- Schoolwide protocols for collaboration
- Administrators participate in and support collaboration

- All students receive at least 90 minutes each week for enrichment
- Enrichment offerings are based in part on student interests and choice, with opportunities for mastery

- Time to recognize achievement and reinforce positive behavior at least monthly

Flexibilities

- Individual priorities
- Methods to monitor progress towards goals

- Specific time allocations
- Curriculum

- Instructional approach
- Curriculum

- Types of data protocols
- Types of interim assessments

- Types of collaboration protocols

- Staffing and program offerings
- Time allocated for each student may exceed 90 minutes; students who require additional academic supports may have fewer enrichment offerings than those needing fewer academic supports

- Approaches to recognizing positive behaviors and academics
- Types of social-emotional supports

