

FY17 ELT ASSURANCES DOCUMENT

District:	<i>Greenfield Public Schools</i>
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On behalf of the above-named school district and each participating ELT school within the district:

- Grant Duration:** I fully understand that this grant is a one-year, performance-based grant subject to reapplication, funding availability each year, as well as meeting all performance and accountability requirements.
- Participation in Evaluation Activities:** I understand that the Massachusetts Department of Elementary and Secondary Education (ESE) and its authorized evaluators and partner organizations may seek to collect information and data on ELT implementation and outcomes using a variety of methods, such as: visits to participating schools; surveys of students, staff members, and other stakeholders; focus groups and interviews; classroom observations; and reviews of documentation. I assure that the district and each participating school will cooperate fully in these evaluation activities.
- Compliance with All ESE Data Collection Requirements:** I assure that the district will comply with all ESE data collection requirements, including the Student Information Management System (SIMS), the Education Personnel Information Management System (EPIMS), and the Student Course Schedule (SCS) data collection.
- 300 Hour Requirement:** I assure that each student on which ELT enrollment projections are based attends an ELT school with a schedule that reflects at least 300 additional hours.
- Criminal Offender Record Information (CORI) Checks:** I assure that all participating staff members from partner organizations have passed Criminal Offender Record Information (CORI) checks prior to working with students through this initiative.
- Nutritious Meals, Snacks and Beverages:** I assure that all meals, snacks and beverages purchased with ELT grant funds and/or provided by partner organizations will be healthy and nutritious. For a list of vending and snack products that meet this requirement, please visit the website of The John C. Stalker Institute of Food and Nutrition at Framingham State University: <http://www.johnstalkerinstitute.org/alist/>.

Typed Name of Superintendent:	Jordana Harper-Ewert
Signature of Superintendent:	
Date:	

DRAFT MINUTES

Extended Learning Time (ELT) Subcommittee (AD HOC)

Date: 2/27/2017
Time: 4:30 pm
Location: GPS Central Offices

Materials Submitted:

DESE Report on Extended Learning Time Grant dated February 2016
Newton Elementary Outline of ELT Activities

Attendees:

Chair Alexander
Member Nunez
Member Ward
Member Burton-King
Mayor William Martin
Jordana Harper, Superintendent Greenfield Public Schools
Gary Tashjian, Principal, Greenfield Middle School
Melody Goodwin, Principal, Newton Elementary School

Call to Order - 4:30 pm

Agenda Items

1. Public Comment -

Speaking in support of continuing the ELT program at Newton Elementary School were:

Suzanne Gale- parent
Matthew Despues- parent
Mary Kate Despues – parent
Jessica Farwell – parent
Erin Donnally Drake – parent
Amanda Helie – parent
Derek Helie – parent
Amy Charboneau – parent
Erica Burns – parent
Jen Perreault – parent
Michael Perreault – parent

2. Review points from previous meeting

DA reviews the intention and goals of the ad hoc subcommittee for newcomers
With the goal of reviewing the program and provide recommendations toward renewal
of the ELT grant

3. Introduce New Information

GT, middle school principal, provides insight of the ELT program at the middle school with the following points.

The normal school day of 6.5 hours per day is not enough time to provide a good education for the students. The ELT provides the time for increased teacher collaboration that improves the skills of faculty, while retaining good teachers. The middle school currently has 200 Chrome Books used as learning aids provided with funding from ELT. Finally, ELT provides cost offsets for field trips, learning experiences and activities saving their parents money.

GT also shared that with the math and science academy moving into the middle school next school year, the lost resources of the additional time without ELT will cause needless learning challenges for the school year 2017/2018. JH strongly recommends continuing the grant allowing the district to enjoy cost offsets of supplies and learning materials that normally would affect the budget. JH shares that transportation issues are a little more complex with ELT, but also points out that the same transportation expenses would already be required on the district without the grant. WM asks how do other western MA schools provide academics, music, and physical education without ELT.

4. Discussion of Municipal Effects

WM expresses that the grant does not provide for expenses absorbed by the city in paying for the extra facility and staff. While the grants provides the funding for 88% of salaries, there is a 4.50% cost to the city in paying for Medicare along with covering the unfunded expenses of approx. 18% in the base salaries the ELT grants does not provide. While the city is currently going through a tough year for budgets we (the community) needs to look for ways to trim budgets through alternative programs i.e. after school programs through the city recreation department.

5. Review Timeline

JH reports that application renewal is due to the Massachusetts Department of Education the first week of June 2017 and that the districts staff will need several weeks to prepare the documentation. DA confirms that the sub-committee has until end of March to complete the public forums and have time to deliberate their recommendation for the full school committee

6. Schedule Public Forums

DA confirms meeting with Newton School Families is scheduled for 7 March 2017 with a time adjustment to 6:30 to 8:00 pm from the original time of 4:30. This was to accommodate attendance for working families. Also scheduled is a meeting at Greenfield Middle School for 14 March 2017 from 5:30-7:00pm.

Adjournment Time – 6:43 pm

Submitted by DA

DRAFT MINUTES

Extended Learning Time (ELT) Subcommittee (AD HOC)

Date: 2/21/2017
Time: 4:30 pm
Location: GPS Central Offices

Materials Submitted:

Newton School ELT Site Visit Report dated May 2015

Newton School ELT Site Visit Report dated November 2016

Attendees:

Chair Alexander
Member Nunez
Member Ward
Member Burton-King
Mayor William Martin
Melody Goodwin, Principal, Newton Elementary School

Call to Order - 4:30 pm

Agenda Items

1. Public Comment – NA

2. Review Tasking

DA describes the tasking is intended for discussion on the fiscal, academic influences and issues that the ELT program brings to Greenfield Middle School, Newton Elementary and The City of Greenfield. The report of this subcommittee will make recommendations whether or not the district will submit the application for renewal of the ELT grant from state.

2. Initial Discussion

MG begins with describing what ELT is at Newton Elementary with the academic being incorporated into the afternoons enrichment activities. MG reports that students arrive at school around 0735 hrs for breakfast accompanied with a class meeting to prep for the day. And during that period students are read to by their teachers. Reports that when her school began ELT they were a level 4 school, and within the past couple years has achieved level 1 status from DESC reports. Last year the school dipped to level 2 and explains that some elements that may have contributed was was large influx of out district students being enrolled during the with WM pointing out the grants has been reduced this past year. DA reports that according to state generated reports that the middle school receives \$482,639 with Newton receiving \$283,679 for a total of \$766,318 into the district during FY 16. Also originally paid 1,300 per pupil enrolled into an ELT school, but for FY 16 dipped to \$1,240

WM expressed concern that the city is required to pay the retirement and medicare expences through the ELT grants and shares how the two other are using the city recreation departments after-school program for less money. AN, seconded by WM suggested meeting with parents of each school to solicit public comments on the ELT program. MG/KB offer school facilities for 7 March 2017.

4. Schedule Follow Up Meetings

ELT Sub-committee meeting scheduled for 27 February 2017 at 4:30 pm in the central office conference room. Meeting for public comment is scheduled for 4:30 pm at Newton Elementary

Adjornment Time – 6:36 pm

Submitted by DA

Effective Practices of Greenfield Middle School including Math & Science Academy Program

At the Greenfield Middle School, the most valuable aspect of expanded learning time is the professional development for accelerating student achievement and understanding. This is important because of the movement towards two intervention/skills periods per day with focus on math and ELA. In order to succeed during this skills period, teachers will need more collaboration time to analyze data and plan next steps.

A collaboration schedule with a specific goal of each day is included. Monday and Tuesday are **data review** days. The teachers by grade sit with each other to analyze data, create and review assessments, look at student work and collaborate on possible reteach methods. These two days prepare the teachers for the core time during the rest of the week and focus them on our Wednesday collaboration time.

Wednesday's focus is on **instruction**. Teachers share best practices and any adjustment to practice they might have created from Monday and Tuesday's discussions. All teachers participate in peer observation and learning walks on a monthly basis and discuss this during this time. On Wednesday's, teachers also participate in the 'Bag O'Tricks', a time where teachers present one thing they tried in class; something that worked or needed more help to succeed. Teachers ask questions or make suggestions at the end of the short presentation.

We will expand this practice to all staff meetings and may have teachers video tape their class for staff discussion. This practice has helped teachers improve their practice, but also broke down some of the walls that have separated grades and/or subjects.

Thursday's meetings are geared solely on discussions of **individual students**. Counselors attend the meetings and discuss issues of specific children. IEP and 504 meetings are scheduled for this day and time exclusively. Extracurricular activities such as field trips, assemblies, and alternate schedules are discussed at this time. Many of our teacher/parent communications and events are planned and created at this time.

Making one day for these activities has allowed the other days to focus on academics. This proved essential in getting the discussion focused on where they should be and not always coming back to the few individual students having difficulty.

Friday is our **assessment** day. We use this time to assess student performance and instructional practices and strategized for the upcoming week.

The 2015-2016 collaboration schedule led many teachers at GMS to re-examine their practices far more than ever in the past. Collaboration is being defined differently because of the new schedule. Vertical (between grades and disciplines) and horizontal (within grades) groups work better and are focused on a central goal - helping each student succeed. Due to this re-examination we are going forward with two distinct intervention periods, one math, one ELA. In order to make these new classes and dynamic student groups more effective, teachers need the extra time to plan and execute.

While the Math & Science Academy program identified the need to develop better use of collaboration time, the expanded learning time was more student-achievement focused. ELT enabled students to spend more time on core academics and in turn to achieve the academic goals of the academy. ELT helped the Academy reach its goal of accelerating students in math through the "Walk to Math" program. Math class is scheduled at the same time each day for the entire school and thus any student can "walk" to a class that is at the right level for him or her. Students learned the basic skills in science, namely: asking a question, observing, recording data, analyzing data, drawing conclusions from data and communicating findings. This foundation prepared students to tackle the higher level concepts with confidence. They continued to learn the fundamental ideas in science through a hands-on approach and as their analytical and numerical skills develop, they gradually incorporate a mathematical representation of the ideas into their understanding of the material.

Data is presented on a separate document.

Newton School's Effective Practices

In Newton School, we use the expanded learning time to focus on strategies for improved student achievement. Instructional strategies are guided by data and instruction is adjusted. With ELT resources, coupled with Title I, we use LEXIA and SPIRE interventions for struggling readers, and have introduced FASTT Math to address our math challenges. We integrate our enrichment opportunities into core instruction which enhances our students' academic learning. Students learn to 'read' music while grasping its mathematical concepts or learn to play the violin while hoola hooping! The vocabulary of the hoola hooping experience is part of the student's ELA curriculum so they make the correlation of enrichment and academics. As a high poverty school, with a large number of homeless students, the children are privileged to have their world expanded with culture, the arts and movement.

Our most effective practices are:

ELA: use of Keys to Literacy strategies

Newton teachers use a systematic way of teaching comprehension and answering open response questions using Keys to Literacy strategies, the Two-Column Notes and Top-Down Topic Webs. These techniques are especially useful for analyzing well-structured, content-rich, sequential reading selections.

ELA: Walk to Read

Walk-to-Read was implemented in January of 2014 to meet the literacy needs of all students at Newton. Teachers review MAP data to place students in appropriate groupings. Students receive daily instruction based upon their reading ability, as shown in their data. S.P.I.R.E., a comprehensive and multisensory reading system, is used to meet the needs of our students, and further enhance our Walk-to-Read program.

ELA: Writing: Collins Writing Program

K-3 teachers are currently engaged in ongoing training through the Collins Writing Program to provide consistent writing practices across grade levels. Students learn to Capture Ideas, Respond Correctly indicating the writer knows something about a topic or have thought about the topic, Edit for Focus Correction Areas, Peer Edit and prepare to Publish the writing error free. Focus Correction Areas are a powerful tool to help students target areas of improvement and allow teachers to grade papers quickly and efficiently.

ELA: QAR—Question Answer Relationships

QAR is a research-based method for getting students to think about what they read. It helps students identify the type of question they're being asked and shows them how to approach each type to answer it correctly. QAR provides a common language for discussing comprehension strategies from class to class, and grade to grade.

ELA: Pearson Reading Street

Teachers in grades K-3 have implemented Reading Street Common Core Edition ©2013, a program built on a strong [efficacy research base](#):

- Builds knowledge through content-rich nonfiction and information texts, specifically by organizing units of instruction around key science and social studies knowledge goals.
- Reading and writing learning is grounded in evidence from text.
- A new instructional aide, *Reading Street Sleuth*, differentiates instruction to help students develop close reading skills. Reading Street Sleuth encourages students to act like a detective by carefully reading a passage and utilizing textual evidence as clues to form an

Newton School's Effective Practices

opinion, draw a conclusion and make a convincing argument. They then can prove their understanding of the text through tasks like writing, creating a graphic, or giving an oral presentation or performance.

- Students are ensured regular practice with complex text and its academic vocabulary. Vocabulary development comes from complex text with an instructional focus on sentences and words so that discussion lingers over words and phrases from the text.

ELA: TTQA: Turn the Question Around

TTQA is an acronym for Turn The Question Around and is utilized across grade levels as a strategy for answering open response type questions, first orally and later in writing. This strategy teaches children to restate the question when answering a question, resulting in an intelligent response.

Math: Pearson EnVisions Math

Teachers in grades K-4 have implemented Pearson EnVisions Math ©2015, using the following layout, along with online components from pearsonrealize.com (on Smartboard) to instruct our students:

Daily Common Core Review- review a different content

Develop the concept: Problem-Based Interactive Learning

Develop the Concept: Visual

Close, Assess & Differentiate

At the beginning of a topic, K-2 curriculum includes a story to read, fill in and color together, as well as a game to play in school and at home as an introduction to a new focus.

Math: Fluency

Teachers in grades K-4 have implemented various fluency strategies to improve math fluency across grade levels:

- Mad Minute-written math fluency practice
- FASTT math- helps build math fluency skills until mastery. New facts are taught through repetitive presentation of the fact, with increasing participation from the student.
- Super Speed Math- oral math fluency practice
- Addition, Subtraction, Multiplication, Division, Fraction War-card game to practice math facts
- Use of cuisinaire rods
- Use of visual cluster cards

Responsive Classroom

We use this research-based approach to teaching as it is associated with greater teacher effectiveness, higher student achievement, and improved school climate. Some strategies we have gained by using this approach are as follows:

- Interactive Modeling: gives children an active role, which helps them stay engaged and better remember what they've learned.
- Positive teacher language
- Classroom and school rules
- Consistent response to behaviors: TAB (Take a Break), Buddy Teacher, administrative intervention with student

Sample Teacher Schedule 2016 - 2017

Nate B Grade Seven Mathematics Teacher

7:15 – 7:30 In
7:30 – 8:00 Seventh Grade Advisory
8:02 – 8:52 Seventh Grade Collaboration
8:54 – 9:44 Teaching #1
9:46- 10:36 Teaching #2
10:38 – 11:28 Teaching #3
11:30 – 12:20 Teaching #4
12:22 – 12:52 Lunch
12:54 – 1:46 Prep
1:48 – 2:50 Intervention #1
2:50 – 3:40 Intervention #2

Melissa C Grade Seven English Language Arts Teacher

7:15 – 7:30 In
7:30 – 8:00 Seventh Grade Advisory
8:02 – 8:52 Seventh Grade Collaboration
8:54 – 9:44 Teaching #1
9:46- 10:36 Teaching #2
10:38 – 11:28 Teaching #3
11:30 – 12:20 Teaching #4
12:22 – 12:52 Lunch
12:54 – 1:46 Prep
1:48 – 2:50 Intervention #1
2:50 – 3:40 Intervention #2

New Hire Grade Seven Science Teacher

7:15 – 7:30 In
7:30 – 8:00 Seventh Grade Advisory
8:02 – 8:52 Seventh Grade Collaboration
8:54 – 9:44 Teaching #1
9:46- 10:36 Teaching #2
10:38 – 11:28 Teaching #3
11:30 – 12:20 Teaching #4
12:22 – 12:52 Lunch
12:54 – 1:46 Prep
1:48 – 2:50 Intervention #1
2:50 – 3:40 Intervention #2

Suzanne S Grade Seven Special Education Teacher

7:15 – 7:30 In
7:30 – 8:00 Seventh Grade Advisory
8:02 – 8:52 Seventh Grade Collaboration
8:54 – 9:44 Teaching #1
9:46- 10:36 Teaching #2
10:38 – 11:28 Teaching #3
11:30 – 12:20 Teaching #4
12:22 – 12:52 Lunch
12:54 – 1:46 Prep
1:48 – 2:50 Intervention #1
2:50 – 3:40 Intervention #2

Brian T Grade Seven Social Studies Teacher

7:15 – 7:30 In
7:30 – 8:00 Seventh Grade Advisory
8:02 – 8:52 Seventh Grade Collaboration
8:54 – 9:44 Teaching #1
9:46- 10:36 Teaching #2
10:38 – 11:28 Teaching #3
11:30 – 12:20 Teaching #4
12:22 – 12:52 Lunch
12:54 – 1:46 Prep
1:48 – 2:50 Intervention #1
2:50 – 3:40 Intervention #2

Jess R Mathematics Intervention Teacher / Lead Teacher

7:15 – 7:30 In
7:30 – 8:00 Seventh Grade Advisory
8:02 – 8:52 Seventh Grade Collaboration
8:54 – 9:44 Teaching #1
9:46- 10:36 Teaching #2
10:38 – 11:28 Teaching #3
11:30 – 12:20 Prep
12:22 – 12:52 Lunch
1:10 – 1:58 Intervention Grade 5
2:00 – 2:46 Intervention Grade 6
2:50 – 3:40 Intervention Grade 7

Rachel C	Fifth Grade Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:36	Reading / Reading Intervention
9:36 – 10:14	Writing
10:16 – 10:56	Social Studies
10:58 – 11:28	Lunch
11:30 – 12:16	Prep
12:18 – 1:08	Math
1:10 – 1:58	Intervention
2:00 – 2:46	Collaboration
2:48 – 3:40	Science / Advisory

Michelle F	Fifth Grade Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:36	Reading / Reading Intervention
9:36 – 10:14	Writing
10:16 – 10:56	Social Studies
10:58 – 11:28	Lunch
11:30 – 12:16	Prep
12:18 – 1:08	Math
1:10 – 1:58	Intervention
2:00 – 2:46	Collaboration
2:48 – 3:40	Science / Advisory

Diana H	Fifth Grade Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:36	Reading / Reading Intervention
9:36 – 10:14	Writing
10:16 – 10:56	Social Studies
10:58 – 11:28	Lunch
11:30 – 12:16	Prep
12:18 – 1:08	Math
1:10 – 1:58	Intervention
2:00 – 2:46	Collaboration
2:48 – 3:40	Science / Advisory

Anna M	Fifth Grade Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:36	Reading / Reading Intervention
9:36 – 10:14	Writing
10:16 – 10:56	Social Studies
10:58 – 11:28	Lunch
11:30 – 12:16	Prep
12:18 – 1:08	Math
1:10 – 1:58	Intervention
2:00 – 2:46	Collaboration
2:48 – 3:40	Science / Advisory

Karen M	Fifth Grade Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:36	Reading / Reading Intervention
9:36 – 10:14	Writing
10:16 – 10:56	Social Studies
10:58 – 11:28	Lunch
11:30 – 12:16	Prep
12:18 – 1:08	Math
1:10 – 1:58	Intervention
2:00 – 2:46	Collaboration
2:48 – 3:40	Science / Advisory

Barbara U	Fifth Grade Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:36	Reading / Reading Intervention
9:36 – 10:14	Writing
10:16 – 10:56	Social Studies
10:58 – 11:28	Lunch
11:30 – 12:16	Prep
12:18 – 1:08	Math
1:10 – 1:58	Intervention
2:00 – 2:46	Collaboration
2:48 – 3:40	Science / Advisory

Kim H	Fifth & Sixth Grade Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory 5
8:12 – 9:36	Reading / Reading Intervention Grade 5
9:56 – 11:38	Reading / Reading Intervention Grade 6
11:40– 12:10	Lunch
1:10 – 1:58	Math Intervention Grade 5
Meghan S	Sixth Grade Mathematics Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:02	Teaching #1
9:04 – 9:54	Teaching #2
9:56 – 10:46	Prep
10:48 – 11:38	Intervention #1
11:40 – 12:10	Lunch
12:12 – 1:02	Teaching #3
1:04 – 1:54	Teaching #4
Beth S	Sixth Grade English Language Arts Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:02	Teaching #1
9:04 – 9:54	Teaching #2
9:56 – 10:46	Prep
10:48 – 11:38	Intervention #1
11:40 – 12:10	Lunch
12:12 – 1:02	Teaching #3
1:04 – 1:54	Teaching #4
Patrick S	Sixth Grade Science Teacher
7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:02	Teaching #1
9:04 – 9:54	Teaching #2
9:56 – 10:46	Prep
10:48 – 11:38	Intervention #1
11:40 – 12:10	Lunch
12:12 – 1:02	Teaching #3
1:04 – 1:54	Teaching #4

James W Sixth Grade Special Education Teacher

8:50 – 9:04 In
9:04 – 9:54 Teaching #2
9:56 – 10:46 Prep
10:48 – 11:38 Intervention #1
11:40 – 12:10 Lunch
12:12 – 1:02 Teaching #3
1:04 – 1:54 Teaching #4
1:56 – 3:40 Intervention #2

Rebecca Z Sixth Grade Social Studies Teacher

7:15 – 7:30 In
7:30 – 8:10 Advisory
8:12 – 9:02 Teaching #1
9:04 – 9:54 Teaching #2
9:56 – 10:46 Prep
10:48 – 11:38 Intervention #1
11:40 – 12:10 Lunch
12:12 – 1:02 Teaching #3
1:04 – 1:54 Teaching #4
1:56 – 2:46 Intervention #2
2:48 – 3:40 Collaboration

Mike C Sixth & Seventh Grade Social Studies Teacher

7:15 – 7:30 In
7:30 – 8:10 Advisory
8:12 – 9:02 Teaching #1
9:04 – 9:54 Teaching #2
9:56 – 10:46 Prep
10:48 – 11:38 Intervention Grades 6/7
11:40 – 12:10 Lunch
12:12 – 1:02 Teaching #3
1:04 – 1:54 Teaching #4
1:56 – 2:46 Intervention #2
2:48 – 3:40 Collaboration

Laurie B Sixth & Seventh Grade Mathematics Teacher

7:15 – 7:30 In
7:30 – 8:10 Advisory
8:12 – 9:02 Teaching #1
9:04 – 9:54 Teaching #2
9:56 – 10:46 Prep
10:48 – 11:38 Intervention Grades 6/7
11:40 – 12:10 Lunch
12:12 – 1:02 Teaching #3
1:04 – 1:54 Teaching #4
1:56 – 2:46 Intervention #2
2:48 – 3:40 Collaboration

Deb R Sixth & Seventh Grade Science Teacher

7:15 – 7:30 In
7:30 – 8:10 Advisory
8:12 – 9:02 Teaching #1
9:04 – 9:54 Teaching #2
9:56 – 10:46 Prep
10:48 – 11:38 Intervention Grades 6/7
11:40 – 12:10 Lunch
12:12 – 1:02 Teaching #3
1:04 – 1:54 Teaching #4
1:56 – 2:46 Intervention #2
2:48 – 3:40 Collaboration

Shannon E Sixth & Seventh Grade English Language Arts Teacher

7:15 – 7:30 In
7:30 – 8:10 Advisory
8:12 – 9:02 Teaching #1
9:04 – 9:54 Teaching #2
9:56 – 10:46 Prep
10:48 – 11:38 Intervention Grades 6/7
11:40 – 12:10 Lunch
12:12 – 1:02 Teaching #3
1:04 – 1:54 Teaching #4

Amy B Fourth Grade Teacher

7:15 – 7:30 In
7:30 – 8:20 Advisory
8:22 – 9:12 Teaching #1
9:14 – 10:04 Teaching #2
10:06 – 10:56 Teaching #3
10:58 – 11:38 Lunch
11:40 – 12:25 Prep
12:27 – 1:11 Teaching #4
1:13 – 1:58 Teaching #5
2:00 – 2:46 Collaboration
2:48 – 3:40 Teaching #6

Ana P Fourth Grade Teacher

7:15 – 7:30 In
7:30 – 8:20 Advisory
8:22 – 9:12 Teaching #1
9:14 – 10:04 Teaching #2
10:06 – 10:56 Skills #1
10:58 – 11:38 Lunch
11:40 – 12:25 Prep
12:27 – 1:11 Teaching #4
1:13 – 1:58 Teaching #5
2:00 – 2:46 Collaboration
2:48 – 3:40 Skills #2

Jaime J Fifth Grade Teacher

7:15 – 7:30 In
7:30 – 8:20 Advisory
8:22 – 9:12 Teaching #1
9:14 – 10:04 Teaching #2
10:06 – 10:56 Skills #1
10:58 – 11:38 Lunch
11:40 – 12:25 Prep
12:27 – 1:11 Teaching #4
1:13 – 1:58 Teaching #5

Kim S Fifth Grade Teacher

7:15 – 7:30 In
7:30 – 8:20 Advisory
8:22 – 9:12 Teaching #1
9:14 – 10:04 Teaching #2
10:06 – 10:56 Skills #1
10:58 – 11:38 Lunch
11:40 – 12:25 Prep
12:27 – 1:11 Teaching #4
1:13 – 1:58 Teaching #5
2:00 – 2:46 Collaboration
2:48 – 3:40 Skills #2

Alyssa C Transitions Teacher

7:15 – 7:30 In
7:30 – 8:10 Advisory
rest of day based on students

Liz F ELL Teacher

Ariel T Band Teacher

7:15 – 7:30 In
7:30 – 8:10 Teaching Grades 5-7 GMS
8:10 – 8:52 Teaching Grade 7 GMS
8:54 – 9:44 Prep
9:56 – 10:46 Teaching Grade 6 GMS
10:48 – 11:18 Lunch
11:30 – 12:16 Teaching Grade 5 GMS
1:05 – 1:20 Travel to MSA
1:20 – 1:58 Collaboration at MSA
2:00 – 2:46 Teaching Grades 4 & 5 MSA
2:48 – 3:40 Teaching Grades 6 & 7 MSA

Patricia M Spanish Teacher

7:15 – 7:30 In
7:30 – 8:00 Collaboration at GMS
8:02 – 8:52 Teaching Grade 7 GMS
8:54 – 9:09 Travel to MSA
9:11 – 9:56 Prep
9:58 – 10:46 Teaching Grades 6/7 MSA
10:48 – 11:38 Teaching Intervention Grade 6/7 MSA

11:40 – 12:25 Teaching Grades 4/5
12:27 – 12:57 Lunch
1:20 – 1:58 Collaboration at MSA
2:00 – 2:46 Teaching Grades 4 & 5 MSA
2:48 – 3:40 Teaching Grades 6 & 7 MSA

Rachel C Technology Teacher

7:15 – 7:30 In
7:30 – 8:00 Collaboration at GMS
8:02 – 8:52 Teaching Grade 7 GMS
8:54 – 9:09 Travel to MSA
9:11 – 9:56 Prep
9:58 – 10:46 Teaching Grades 6/7 MSA
10:48 – 11:38 Teaching Intervention Grade 6/7 MSA
11:40 – 12:25 Teaching Grades 4/5 MSA
12:27 – 12:57 Lunch
1:20 – 1:58 Collaboration at MSA
2:00 – 2:46 Teaching Grades 4 & 5 MSA
2:48 – 3:40 Teaching Grades 6 & 7 MSA

Ashley F Technology /Intervention Teacher

7:15 – 7:30 In
7:30 – 8:00 Collaboration w/Encore
8:02 – 8:50 Collaboration w/7th Grade
8:52 – 9:36 Intervention Grade 5 Reading
9:36 – 10:14 Intervention Grade 5 Writing
10:48 – 11:28 Intervention Grade 6
11:30 – 12:16 Teaching Encore Grades 5
12:18 – 12:48 Lunch
12:50 – 1:46 Prep
1:48 – 2:48 Intervention Grade 7
2:48 – 3:40 Teaching Encore Grade 6

Karen G

Art Teacher

7:15 – 7:30

In

7:30 – 8:00

Collaboration

8:02 – 8:52

Teaching Grade 7

8:54 – 9:44

Prep

9:56 – 10:46

Teaching Grade 6

10:48 – 11:28

Collaboration

11:30 – 12:16

Teaching Grade 5

12:18 – 12:48

Lunch

12:54 – 1:46

Teaching Grade 7

2:00 – 2:46

Teaching Grade 5

2:48 – 3:40

Teaching Grade 6

Christine S

Theater Teacher

7:15 – 7:30

In

7:30 – 8:00

Collaboration

8:02 – 8:52

Teaching Grade 7

8:54 – 9:44

Prep

9:56 – 10:46

Teaching Grade 6

10:48 – 11:28

Collaboration

11:30 – 12:16

Teaching Grade 5

12:18 – 12:48

Lunch

12:54 – 1:46

Teaching Grade 7

2:00 – 2:46

Teaching Grade 5

2:48 – 3:40

Teaching Grade 6

John H

Physical Education Teacher

7:15 – 7:30

In

7:30 – 8:00

Collaboration

8:02 – 8:52

Teaching Grade 7 GMS

8:54 – 9:44

Prep

9:56 – 10:46

Teaching Grade 6 GMS

10:48 – 11:03

Travel to MSA

11:03- 11:35

Lunch

11:40 – 12:25

Teaching Grade 4/5 MSA

12:25 – 12:55

Travel to GMS

12:54 – 1:46

Teaching Grade 7 GMS

2:00 – 2:46

Teaching Grade 5 GMS

2:48 – 3:40

Teaching Grade 6 GMS

Nicole S	Reading Teacher
7:57 – 8:12	In
8:12 – 9:36	Intervention Grade 5 Read 180
9:56 – 11:38	Intervention Grade 6 Read 180
11:40 – 12:25	Prep
12:27 – 12:57	Lunch

OR if 0.2 increase

7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:36	Intervention Grade 5 Read 180
9:56 – 11:38	Intervention Grade 6 Read 180
11:40 – 12:25	Prep
12:27 – 12:57	Lunch
12:57 – 1:13	Travel to MSA
1:13 – 1:58	Intervention Grade 4/5 MSA

OR if 0.2 increase and ELT increase

7:15 – 7:30	In
7:30 – 8:10	Advisory
8:12 – 9:36	Intervention Grade 5 Read 180
9:56 – 11:38	Intervention Grade 6 Read 180
11:40 – 12:25	Prep
12:27 – 12:57	Lunch
12:57 – 1:13	Travel to MSA
1:13 – 1:54	Intervention Grade 4/5 MSA
1:56 – 2:46	Intervention Grade 6/7 MSA
2:48 – 3:40	Collaboration Grade 6/7 MSA

Donna R	Art Teacher and Librarian
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7:50 – 8:05	In
8:05 – 9:56	Library GMS/MSA
9:58 – 10:46	Teaching Grades 6/7 MSA
10:48 – 11:18	Lunch
11:20 – 1:58	Library GMS/MSA
2:00 – 2:46	Teaching Grades 4/5 MSA

Cecile C Family and Consumer Science Teacher

8:45 – 9:00 In
9:00 – 9:56 Prep
9:56 – 10:46 Teaching Grade 6 GMS
10:48 – 11:23 Collaboration GMS
11:30 – 12:16 Teaching Grade 5 GMS
12:18 – 12:48 Lunch
12:54 – 1:46 Teaching Grade 7 GMS
1:47 – 2:02 Travel to MSA
2:02 – 2:46 Teaching Grades 4/5 MSA
2:48 – 3:40 Teaching Grades 6/7 MSA

Lindi R Spanish Teacher

8:45 – 9:00 In
9:00 – 9:56 Prep
9:56 – 10:46 Teaching Grade 6
10:48 – 11:23 Collaboration
11:30 – 12:16 Teaching Grade 5
12:18 – 12:48 Lunch
12:54 – 1:46 Teaching Grade 7
2:00 – 2:46 Teaching Grade 5

Maureen S Health Teacher

8:45 – 9:00 In
9:00 – 9:56 Prep
9:58 – 10:46 Teaching Grade 6/7 MSA
10:48 – 11:38 Intervention Grades 6/7 MSA
11:40 – 12:25 Teaching Grade 4/5 MSA
12:28 – 12:58 Lunch
1:20 – 1:43 Collaboration at MSA
1:45 – 2:00 Travel to GMS
2:00 – 2:46 Teaching Grade 5 GMS
2:48 – 3:40 Teaching Grade 6 GMS

Angelo Thomas Physical Education Teacher

2:48 – 3:40 Teaching 6/7 MSA

SAMPLE THIRD GRADE SCHEDULE 2016-2017

Student: Includes Breakfast in the classroom at 7:50 a.m.

7:50-8:30 Morning Math/ Accelerated Reading

8:30-8:55 Morning Meeting

9:00-10:40 Literacy Block (Reading/Writing)

10:40-11:25 Special: Art, Movement, PE, etc.

11:25-12:45 Math

12:45-1:30 Recess/ Lunch

1:30-1:50 Intervention Block/ Small Groups

1:55-2:40 ELT: Hoopiverse, Ukulele, etc.

2:45-3:25 Science/ Social Studies

3:25-3:45 Read Aloud/ Snack/ End of Day Routines

3:45 Dismissal

Teacher

7:35 – teacher time without students

7:55-8:30 Morning Math

8:30-8:55 Morning Meeting

9:00-10:40 Literacy Block (Reading/Writing)

10:40-11:25 Planning Period

11:25-12:45 Math

12:45-1:30 Recess/ Lunch

1:30-1:50 Intervention Block/ Small Groups

1:55-2:40 Collaboration Meeting

2:45-3:25 Science/ Social Studies

3:25-3:45 Read Aloud/ Snack/ End of Day Routines

3:45 Dismissal