

Appendix IV: School Schedules

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Core Academic Strategic Designs

Academy of the Pacific Rim

	Grade 9	Grade 10	Grade 11	Grade 12
7:30–8:05	Greeting and Breakfast			
8:05–8:10	Attendance and Uniform Check-in Period 1			
Period 1 8:10–9:10 Wed: 8:10–9:05	English 9A	Math 9B	English 10A History 10B	Science 11
Period 2 9:10–10:10 Wed: 9:05–10:00	Math 9A	Science 9B	History 10A Math 10B	History 11
10:10–10:20 Wed: 10:00–10:10	AM Break			
Period 3 10:20–11:20 Wed: 10:10–11:05	Science 9A	English 9B	Math 10A English 10B	Chinese 11
11:20–11:30 Wed: 11:05–11:15	Cleaning			
11:30–11:50 Wed: 11:15–11:30	Lunch			
11:50–12:15 Wed: 11:30–11:45	PM Break			
Period 4 12:20–1:20 Wed: 11:50–12:45	Chinese 9C	History 9D	Science 10C Chinese 10D	Math 11
Period 5 1:20–2:20 Wed: 12:45–1:40	History 9C	Chinese 9D	Chinese 10C Science 10D	English 11
2:20–2:30 1:40–1:50	Transition			
2:30–3:15 Wed: 1:50–3:15	Tutoring 9-10-11-12	Study Hall 9-10-11-12	Prep 9C MCAS 10 A-B College Counseling 11	Study Hall or Tutoring 9-10-12
3:20–4:05 Wed: Dismissal at 3:15	Modules 9-12 (OnCE, OffCE, Extracurricular, Study Hall)	Prep 9D College Counseling 12	Study Hall or Tutoring 9-10-11	Early Dismissal for Students at 3:15
				Modules 9-12 (OnCE, OffCE, Extracurricular, or Study Hall)
				Office Hours (2:30–4:05)
				Advisory (2:30–3:30)
				Closing Ceremony (3:35–4:05)

Note: Wednesday has a different schedule than other days and is noted under regular period times
 MCAS = Massachusetts Comprehensive Assessment System, OnCE = On Site, OffCE = Off Site

Pacific Rim's status as a charter school provides it with complete latitude over the amount of time that students spend in school. To achieve its mission of preparing students for college, Pacific Rim has designed a calendar that provides students with 1,571 hours of time in school each year, more than 400 hours above the Boston Public Schools average. Pacific Rim offers a college-preparatory academic program. As shown in the school schedule, students take four years of English, math, science, history, and Mandarin Chinese. There are no course options at any grade level. High school courses are broken into 60-minute periods and are heterogeneously grouped.

A unique feature of the school is that there is time built into the student day for extra academic support and enrichment. In addition to their five academic subjects, students at Pacific Rim are required to participate in tutoring, study hall, enrichment modules (such as art, drama, and physical education), and preparatory classes. Preparatory classes vary by grade level and are designed to help prepare students for college and life beyond Pacific Rim. Ninth grade students study social issues such as health, sexuality, and conflict resolution; 10th graders take an MCAS preparatory course; and 11th and 12th grade students take college counseling.

To balance the rigorous core academic requirements and longer school day, Pacific Rim also schedules 17 percent of a student's day to be in "maintenance" activities. This time includes activities such as breakfast, morning and afternoon breaks, lunch, and transition time that provide students mental breaks structured within the day. It also includes time each day for students to participate in cleaning the school, supporting the school's theme of incorporating the teachings and traditions of the Far East.

Noble Street Charter High School

	A	B	A	B	
	Monday	Tuesday	Wednesday	Thursday	Friday*
7:40–9:25	Gym (Girls)	Gym (Boys)	Gym (Girls)	Gym (Boys)	Advisory (7:40–9:00)
9:25–9:35	Advisory	Advisory	Advisory	Advisory	English/Math (9:05–10:00)
9:40–11:00	English	Math	English	Math	Reading/Science (10:05–11:00)
11:05–12:25	Reading	Science	Reading	Science	Art/Band/ Chorus/ROTC (11:05–11:30)
12:30–12:55	Lunch	Lunch	Lunch	Lunch	Literature Group (11:35–12:00)
1:00–2:20	History	Math (10th)/ Russian (11th and 12th)	History	Math (10th)/ Russian (11th and 12th)	History/Tech. (12:05–1:00)
2:25–3:05	Literature Group	Literature Group	Literature Group	Literature Group	Lunch (1:00–1:25)
3:05–3:35	Art/Band/ Chorus/ROTC	Art/Band/ Chorus/ROTC	Art/Band/ Chorus/ROTC	Art/Band/ Chorus/ROTC	
3:35–4:15	Gym/sports	Gym/sports	Gym/sports	Gym/sports	

*Noble Street students participate in town hall for one hour every other Friday, which is not shown in this sample schedule

Not wedded to the required Chicago Public Schools length of school day or year, Noble Street uses its autonomy over the school calendar to ensure students receive a well-rounded education. As a college-preparatory high school, Noble Street has a structured schedule focusing on the core academic courses of English language arts, reading, math, history, science, and Russian (in the 11th and 12th grades).

Noble Street prioritizes students' time within the school day to focus on core academics by offering a limited selection of noncore academic courses and requiring students to complete additional noncore enrichment credits outside the student day. Noble Street students spend 698 hours per year in core academic courses, or 54 percent of their total time in school. In addition, students have the choice of art, chorus, or ROTC each day as well as physical activity. Finally, students are required to participate in one-fourth of a credit of after-school enrichment courses, taking place one day a week, for a total of two credits over four years. These enrichment courses effectively lengthen the school day even more, while providing students with additional extracurricular opportunities.

Noble Street operates on an A/B block schedule, in which students have English, reading, and history as their core academic courses on one day and math and science on the alternate day. This allows courses to meet for 80-minute blocks of uninterrupted learning time. With a shortened day on Fridays, students' A/B schedule alternates, with students having reading, English, and history for their core academic courses one Friday, and math and science the following Friday.

Unlike the other Leading Edge Schools that organize students heterogeneously in courses, Noble Street places students in core academic classes based on their skill level. These groupings are flexible so students may advance to a more difficult class when they have achieved proficiency at their level. School leaders have organized the student schedule to facilitate a flexible approach to student placement so it does not resemble "tracking" as is typically found at high schools. It does this by scheduling reading, English language arts, and social studies courses on one day and math and science courses on the alternate day. With this schedule, students who might struggle in math courses and excel in English language arts (or vice versa) avoid placement in low-level courses for all subjects.

The ninth grade schedule is unique to allow for daily time in advisory. Tenth and 11th grade students have a similar A/B rotating schedule to the ninth grade students. The one major difference in scheduling is that 10th through 12th grade students have advisory every Friday morning instead of in the afternoons. The 12th grade schedule also is unique, with all five core academic courses meeting every day for 50 minutes. This is the result of student attrition of approximately 20 percent by the 12th grade, as well as limited physical space to accommodate the block schedule for all four grades.

In the ninth and 10th grades, there is an emphasis on literacy, with students taking three English language arts or reading courses throughout the year: English language arts, reading, and literature of a designated time period or genre. This is a deliberate strategy by the school to help students reach grade-level proficiency before the ACT examination and the PSAT. Ninth and 10th grade students spend 314 hours, or 24.7 percent of their year, in English language arts classes.

University Park Campus School

	Grade 9	Grade 11
Period 1 8:00–9:00	English Language Arts	Algebra II
Period 2 9:00–10:00	Art (PE Friday)	History
Period 3 10:00–11:00	Spanish	Physics
11:00–11:23	Lunch	Lunch
Period 4 11:23–12:23	Biology	Spanish
Period 5 12:23–1:23	Algebra	Elective (TV Studio or Journalism)
Period 6 1:23–2:23	World History	English Language Arts

University Park aligns its student schedule with its instructional model emphasis of core academics. Students spend most of their time in core academic classes, and they are required to complete four years of English language arts, math, science, and social studies and three years of a foreign language. Additionally, University Park emphasizes being a literacy-rich school and has adopted the Literacy Across the Curriculum model. Although this model is not evident in the sample schedule, the school attributes much of its success to literacy being part of every lesson.

All high school classes at University Park are 60 minutes, and in 10th grade, University Park has created longer 90-minute blocks of English and math. The extra time is designed to solidify students' skills and prepare them for more rigorous upper-level courses.

As a district school that does not have the flexibility to lengthen the student day, University Park creates voluntary options for students both before and after school. These options allow it to keep its focus on core academics within the student day, while recognizing the importance of making academic support and enrichment activities available to students.

Before school, students who are struggling can participate in a Homework Center, in which they work with a teacher in a small-group or individual setting. The school also organizes an after-school program from 3:30 p.m. to 4:30 p.m. for enrichment or sports. This is important, as students spend little time in noncore academic courses within the school day: 60 to 90 minutes a week for physical education, art in grade nine, and one elective in grades 11 and 12.

Relevance Strategic Designs

Boston Arts Academy—Semester 1

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55–8:40	Open	Foreign Language support	Humanities support	Foreign Language support	Humanities support
8:45–10:10	Humanities (9:30–10:45)	Humanities	Humanities	Humanities	Humanities (8:45–10:00)
10:15–11:40	Advisory (10:50–11:05)	Foreign Language	Foreign Language	Foreign Language	Foreign Language (10:05–11:20)
11:40–11:55	Lunch (11:05–11:30)	Advisory	Advisory	Advisory	Open
11:55–12:25	Foreign Language (11:35–12:50)	Lunch	Lunch	Lunch	Lunch
12:30–1:20	Writing (12:55–1:45)	Writing	Writing	Writing	Open
1:25–2:50	Vocal Technique (1:50–3:05)	Vocal Technique	Vocal Technique	Vocal Technique	Vocal Technique
2:50–4:00	Chamber Choir (3:10–3:55)	Chamber Choir	Chamber Choir	Chamber Choir	Chamber Choir
4:00–5:30				Concert Chorus	

Boston Arts Academy—Semester 2

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55–8:40	Open	Science support	Math support	Science support	Math support
8:45–10:10	Science (9:30–10:45)	Science	Science	Science	Science
10:15–11:40	Advisory (10:50–11:05)	Math	Math	Math	Math
11:40–11:55	Lunch (11:05–11:30)	Advisory	Advisory	Advisory	Open
11:55–12:25	Math (11:35–12:50)	Lunch	Lunch	Lunch	Lunch
12:30–1:20	Writing (12:55–1:45)	Writing	Writing	Writing	Open
1:25–2:50	Vocal Technique (1:50–3:05)	Vocal Technique	Vocal Technique	Vocal Technique	Vocal Technique
2:50–4:00	Chamber Choir (3:10–3:55)	Chamber Choir	Chamber Choir	Chamber Choir	Chamber Choir
4:00–5:30				Concert Chorus	

Boston Arts’ schedule reflects its dual focus on the arts and academics. Arts courses consume more than one-third of students’ school day. To accommodate this heavy focus on arts, while still providing a college-preparatory curriculum, Boston Arts extends its school day from 8 a.m. to 4 p.m. (a typical Boston high school day is 7:30 a.m. to 1:30 p.m.). The school uses a block schedule to organize its courses with 75–85 minute blocks. The school also varies the length of arts classes to match the objectives of each class. For example, it is more beneficial for music classes to meet for shorter periods every day, while it is more important for dance classes to meet for longer periods less frequently to allow for appropriate warm-up and cool-down time.

Each semester, Boston Arts students take two of the four core academic courses. For example, if a student were to take humanities and foreign language in the fall, he would take math and science in the spring. School leaders decided to change to a semesterized schedule to reduce students’ load of courses after students reported feeling overwhelmed by the competing demands of four academic courses, writing, and their arts majors.

The writing course is the foundation of the curriculum at Boston Arts. It meets all year and is the only academic course that does not rotate between one semester on and one semester off. Both in content and in meeting time, the writing course provides a consistent thread for the curriculum.

Boston Arts believes in the importance of supporting students to be successful. This is represented through the advisory time and support and enrichment periods at the beginning and end of each day. Although advisory is only 15 minutes a day, students stay with the same advisor for all four years, providing a consistent adult with whom they can check in. The support and enrichment periods provide a formal structure built into every student's schedule for each academic course. They allow the teachers to work with students in smaller groups to better meet their individual needs. The broad range of options for this period allows students to have the flexibility to receive additional instruction in one subject on Tuesday while potentially pursuing the honors option for a different course on Wednesday.

Life Academy of Health and Bioscience

	Monday	Tuesday	Wednesday	Thursday	Friday
8:20–8:25	Advisory Check In	Advisory Check In	Advisory Check In	Advisory Check In	Advisory Check In
Period 1 8:30–9:20	Science	English Language Arts	Math 8:33–9:10	Science	English Language Arts
Period 2 9:25–10:15		History	English Language Arts 9:15–9:52		History
Period 3 10:20–11:10	English Language Arts	Science	History 9:57–10:34	English Language Arts	Science
Period 4 11:15–12:05	History	Science	Science 10:39–11:16	History	Science
12:05–12:45	Lunch	Lunch	Science 11:21–11:58	Lunch	Lunch
12:50–1:40	Advisory	Advisory	Science 12:03–12:40	Advisory	Advisory
Period 5 1:45–2:35	Math	Math	Lunch 12:40–1:15	Math	Math
Period 6 2:40–3:30	Language	Language	Faculty Meeting/ Study Hall (150 minutes) 1:30–4:00	Language	Language

Life Academy offers a college-preparatory program with a health and biosciences theme. School leaders use the schedule to prioritize core academic classes and the schools' science theme. In support of this theme, students at Life Academy take four years of math and two science courses each year. Students also are required to complete an internship in the 11th grade in their chosen area of interest of physiology, biotech, or psychology and mental health. In addition to English language arts courses, Life Academy prioritizes literacy by scheduling two of students' four advisory periods each week to focus on literacy.

Life Academy designed a blocked/unblocked schedule to achieve its academic goals. The student schedule is organized so that each grade level is blocked for two periods per day, which allows longer blocks of instructional time in core academic subjects, including the sciences and

humanities. Math and foreign language are not blocked; they meet every day for 50 minutes because the daily repetition of the material is more important than meeting for longer blocks in those subjects.

As shown in the sample schedule, students at Life Academy also take limited noncore courses during the year. Life Academy engages students and builds community in its 10-day post-session at the end of the school year, when the school devotes time to noncore academics such as art and physical education.

In SY2006–07, Life Academy altered the schedule for ninth grade students by changing what was traditionally four periods into three periods between 8:20 a.m. and 1:20 p.m. Life Academy chose to drop the extra period of science in favor of longer instructional blocks in English language arts and math. This is an example of the reflective nature of the school and the shared leadership model that encourages everyone to engage in the cycle of improvement.

Perspectives Charter School

	Monday	Tuesday	Wednesday (A week)	Wednesday (B week)	Thursday	Friday
8:30–9:00	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR
9:00–9:50	Spanish	Elective	Field studies	Social Justice/ Internship/ College Prep	Math	Spanish
9:52–10:42	Science	Elective			Spanish	Science
10:44–11:34	Math	Math			English	Math
11:36–12:26	History	Spanish		Early dismissal for students <i>(Professional development for teachers)</i>	English	History
12:28–1:06	Lunch	Lunch			Lunch	Lunch
1:08–1:48	ADL	ADL			ADL	ADL
1:50–2:40	Elective	History			Science	Elective
2:42–3:32	English	History		Science	English	

DEAR = Drop Everything and Read
ADL = A Disciplined Life

Perspectives created a unique student schedule to allow for relevant learning experiences and longer blocks of time in core classes. The student schedule is organized so that every week students have the equivalent of four 50-minute periods. For classes such as English, history, science, and art, students have a 50-minute period two days a week and a double block of 102 minutes once a week to allow for longer blocks of uninterrupted learning time. These longer blocks facilitate project-based learning and the opportunity for students to engage more deeply in the content. Classes such as math and Spanish meet every day (with the exception of Wednesday), as the daily repetition of this material is viewed as more important than fewer periods of longer blocks of time.

In accordance with its instructional model emphasis on relevance, no regular classes are scheduled on Wednesday, which is used for internships in the community or field study excursions. Ninth and 11th grade students participate in an internship program every other Wednesday from 8:30 a.m. to 3:30 p.m. from January through May. The internship pairs students with mentors in a professional field of interest to give students the experience of working in business, medicine, law, and so on. As Perspectives is located in the heart of Chicago, time in students' schedules is devoted every other Wednesday for all students to participate in field study excursions, which are intended to connect the curriculum to the outside world. Field studies take advantage of the “cultural, commercial, political, and educational institutions” around them and “use Chicago as their classroom.”

Perspectives makes an investment in literacy by offering students four years of English as well as four years of daily time devoted to reading through Drop Everything and Read (DEAR). Perspectives also schedules advisory for students in all four grades to teach its character-based curriculum of A Disciplined Life (ADL). ADL is the foundation of the school's culture and teaches students how to be successful both personally and academically through principles such as self-perception, communication, and productivity.

TechBoston Academy

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:30-9:15	Digital Art	IT Essentials	Freshman Seminar	Learning Center	Web Development
9:15-10:15	World History	Physics	English Language Arts	Algebra	World History
10:15-11:15	Algebra	World History	Physics	English Language Arts	Algebra
11:15-12:00	Project Room	Project Room	Project Room	Project Room	Project Room
12:55-2:00	English Language Arts	Algebra	World History	Physics	English Language Arts
2:00-3:00	Physics	English Language Arts	Algebra	World History	Physics
3:00-4:00	Support and enrichment*	Support and enrichment		Support and enrichment	

IT = Information Technology

Project Room is an academic support period when teachers work with individual or small groups

*Massachusetts Comprehensive Assessment System (MCAS) preparation and tutoring is required for all ninth and 10th graders (and struggling 11th and 12th graders)

TechBoston uses its autonomy over scheduling to respond directly to students' needs. The school has rigorous core academic graduation expectations for students, requiring them to complete four years of English, math, science, and social studies and two years of a foreign language. Believing that students who are well supported will be successful, the school has built a significant amount of additional time into the student day for academic support.

These enrichment activities include tutoring, Project Room, learning center, MCAS support, and seminar classes. During the Project Room period for example, TechBoston teachers provide extra support to students within their regular school day. During this time, teachers may work with small groups or support individual students in their areas of need. TechBoston crafts each student's schedule individually, based on multiple data about students' needs. Therefore, the amount of time any given student has in Project Room varies, but on average, students at TechBoston have Project Room once a day for 45 minutes. Together, these enrichment activities give students an average of 255 hours per year for academic support, with more in ninth and 10th grades and less in the upper grades.

Although the general school day runs between 8 a.m. and 3 p.m., different students actually leave at different times depending on their needs. For example, on Mondays, Tuesdays, and Thursdays, ninth and 10th grade students are required to stay until 4 p.m.

High Tech High School

	Monday	Friday		Tuesday	Wednesday	Thursday
Period 1 8:40–9:55	Humanities	Humanities	Period 1 8:40–9:45	Language	School Meeting	Language
Period 2 10:00–11:15	Humanities	Humanities	Period 2 9:50–10:55	Math/Science	Math/Science	Math/Science
Period 3 11:20–12:35	Elective	Elective	Period 3 11:00–12:05	Math/Science	Math/Science	Math/Science
Lunch 12:35–1:20	Lunch	Lunch	12:10–12:50	X Block Elective	Advisory	X Block Elective
			Lunch 12:50–1:35	Lunch	Lunch	Lunch
Period 4 1:20–2:30	Math/Science	Math/Science	Period 4 1:35–2:35	Humanities	Humanities	Humanities
Period 5 2:35–3:40	Math/Science	Math/Science	Period 5 2:40–3:40	Humanities	Humanities	Humanities

High Tech High organizes its seven hour school day in a five period block schedule with longer blocks on Monday and Friday. The schedule was created to support the project-based and interdisciplinary focus that is at the core of the High Tech High model. Students take interdisciplinary humanities and math/science, which are taught across two period blocks, while electives have a one period allotment of time. The blocks provide time for teachers and students to engage in projects that hold true to the design principles and learning goals of the school and to ensure that projects are at the heart of the High Tech High curriculum. Creating these blocks also increases individualized student attention by reducing teacher load. High Tech High has an average teacher load of 53 — the second lowest of all the Leading Edge Schools.

High Tech High is a college-preparatory program and exceeds the University of California entrance requirements as their graduation requirements. Students at High Tech High take four years of English, three years of history, four years of math, four years of lab science, and two years of foreign language.

Students also have the opportunity to take community college courses outside the school day or in the summer in addition to their High Tech High coursework.

Believing in the importance of making learning relevant and engaging for students, High Tech High also requires 11th grade students to complete chosen internships in their community. The 11th grade schedule accommodates internship time twice a week for a half day, with a minimum of eight to 10 hours per week.

Personalization Strategic Designs

MetWest High School

Monday	Tuesday	Wednesday	Thursday	Friday
Academic Advisory (8:30–9:30)	LTI (8:30–3:30)	Academic advisory (8:30–9:30)	LTI (8:30–3:30)	Academic advisory (8:30–9:30)
Independent work time, literature seminars, workshops, Laney classes, MetWest math (9:30–12:00)		Independent work time, literature seminars, workshops, Laney classes, MetWest math (9:30–12:00)		Independent work time (9:30–12:00)
Lunch (12:00–12:45)		Lunch (12:00–12:45)		Lunch (12:00–12:45)
Independent work time, literature seminars, workshops, Laney classes, MetWest math (12:45–3:00)		Independent work time, literature seminars, workshops, Laney classes, MetWest math (12:45–1:45)		Town Hall (12:45–1:30)
Academic advisory (3:00–3:30)				Active electives (1:30–3:00)
			Advisory (Support and enrichment) (3:00–3:30)	

LTI = Learning Through Internship

MetWest provides an excellent example of a school that creates a student schedule that can be customized to each student's interests and needs. Two days each week are scheduled for students to be at internships in the community, and time is structured loosely on the other three days to allow learning to be personalized to students' interests. The three main components of a student schedule at MetWest include advisory time, independent work time, and Learning Through Internship (LTI).

Advisory on Monday, Wednesday, and Friday mornings is devoted to core academic instruction, focused on humanities and the skills students need to be successful on their projects and on meeting the California state standards. During the blocks of independent work time, learning takes many forms and schedules vary by student. Students take three and a half hours of math per week and three and a half hours per week of foreign language; in addition, 10th- and 12th-grade students take three and a half hours a week of science. Students also may use this time to engage in literature seminars, Laney Community College classes, one-on-one instructional time with

their advisor, or independent projects. MetWest math is given in a small group setting, typically about seven to eight students grouped by math level.

The most unique element of the education at MetWest is that students learn in the real world, making LTI the main component of every student's education. In this minimum 10–12 hour, two-day-a-week internship with an expert mentor in the students' field of interest, the students complete authentic projects at internship sites that benefit the student and the mentor. These projects are the main root to deepening learning and academic growth and investigation in the curriculum. Students have LTI each year they are at MetWest.