A. Educational Plan

A.4 School Calendar and Weekly Schedule

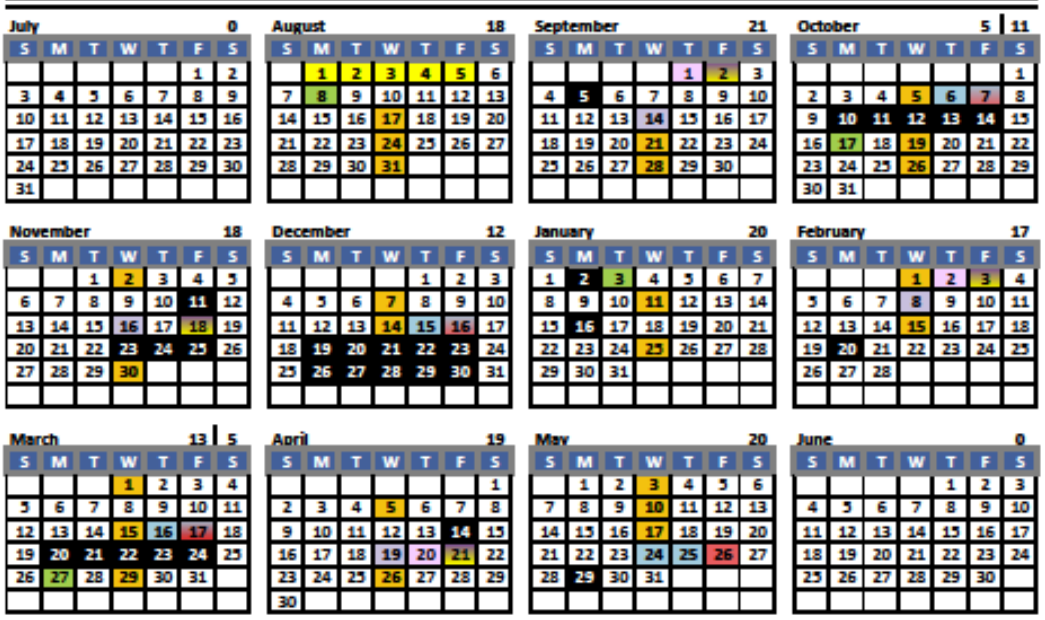
A. Compliance with Hours, and Minutes of Instruction for Each Grade Served

The yearly calendar and weekly schedule design for Highland Prep will meet the needs of the target population and ensure fulfillment of the school's mission while complying with state laws.

1. Compliance with Number of School Days per Year

Highland Prep will open for the 2016-17 school year on August 8, 2016 and the last day of the school year will be May 26, 2015 (see Table 1). Highland Prep's school calendar is in alignment with local area school districts and particularly with Madison School District consistent with the school's relationship with the district. Highland Prep will provide 182 days of instruction, which is two instructional days more than the minimum of 180 days recommended by A.R.S 15-341-01.

Highland Prep
2016-2017 Academic Calendar



First Quarter		Days 44
August	8	First Day - First Quarter
September	5	Labor Day
October	7	Last Day - First Quarter
October	10-14	Fall Break

Second Quarter		Days 41
October	17	First Day - Second Quarter
November	11	Veterans Day
November	23-25	Thanksgiving
December	16	Last Day - Second Quarter
Dec 19-31	January 1	Winter Break

Third Quarter		Days 52
January	3	First Day - Third Quarter
January	16	Martin Luther King Day
February	20	Presidents Day
March	17	Last Day
March	20-24	Spring Break

Fourth Quarter		Days 44
March	27	First Day
April	14	Spring Holiday
May	27	Last Day
		Instructional Days 181

School Events	
August	Parent Academy
September	Fall Open House
February	Spring Open House

Teacher Start/End Dates		
August	1	Teachers Start Date
May	26	Teachers End Date

In-service - No Students	Days 5
All Staff In-service	5

Early Release Days	Days 28
Professional Learning Community (PLC)	24
Teacher In-service/Work/Grades	4

Student Coursework Testing Days	Days 12
Midterms	4
Progress Reports	4
Finals	4
Finals/Last Day of Quarter	4

State Testing Dates

State Testing Calendar for FY 2016 is not available.

MHP School Calendar will be modified to accommodate State Testing Calendar.

Special Dates

40th Student Day - October 3rd, 2016
100th Student Day - January 24th, 2017

2. Compliance with Hours/Minutes of Instruction

Highland Prep's instructional program will exceed instructional time mandated by Arizona legislation. Highland Prep will provide a total of 1,064 hours of instruction for each grade during the 2016-17 school year, and in subsequent years (see Table 2). This is 344 additional hours or the equivalent of 57 additional days of instruction. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year (Frazier & Morrison, 1998; Mass, 2020).

At Highland Prep, a *regular* school day will span from 8:00 AM to 2:30 PM with 90 minutes of instruction for each of 4 subjects totaling 360 minutes (6 hours) per day (per quarter = 8 credits per year or 7 credits for students taking algebra 1). This is 120 minutes or 2 hours of additional instruction over state requirements (see Table 2). On *early release* days, the school day will span from 8:00 AM to 1:30 PM with 75 minutes of instruction for each of 4 subjects totaling 300 minutes (5 hours) per day. This is 60 minutes or 1 hour of additional instruction over state requirements (see Table 2). Due to the relative close proximity of Highland Prep's classrooms on campus, transition time between classes will be 3 minutes for both the regular and early release schedules.

Table 2. Hours of Instruction Required Per Year (A.R.S. § 15-901)

Grades 9-12	Arizona 2014 Hourly Requirements	Highland Prep 2014 Hourly Requirements	
		Regular	Early Release
Total Instructional Hours/Minutes			
Yearly	720	1064	
Weekly	20	29	
Daily	4	6	5
Daily Minutes	240	360	300

Grades 9-12	Highland Prep Core Content Hours based on 4 or 3 core courses scheduled per quarter			
Total Core Academic Instructional Hours/Minutes				
Core Courses	**4**		**3**	
Schedule	**Regular**	**Early Release**	**Regular**	**Early Release**
Yearly	1064		798.00	
Weekly	29		21.75	
Daily	6	5	4.5	3.75
Daily Minutes	360	300	270	225

Table 3. Daily and Weekly Schedule: Student 1 with 4 Core Academic Courses

	Regular Schedule (M, T, TH, F)			
	Start	**End**	**Total Time**	**Student 1** with 4 Core Academic Courses
	7:30	8:00	30	Breakfast
1	8:00	9:30	90	**Geometry 1**
2	9:30	11:00	90	**English 1**
	11:00	11:30	30	Lunch
3	11:30	1:00	90	**Chemistry 1**
4	1:00	2:30	90	**Spanish 3**
	2:30	3:30	60	*After School Tutoring Program*, Student Activities, and Teacher Planning Time
	3:00	TBD		Sports
	Total Daily Instruction		**360 min** **6 hrs**	
	Total Daily Core Academic Instruction		**360 min** **6 hrs**	

	Early Release Schedule (W)			
	Start	**End**	**Total Time**	**Student 1** with 4 Core Academic Courses
	7:30	8:00	30	Breakfast
1	8:00	9:15	75	**Geometry 1**
2	9:15	10:30	75	**English 1**
	10:30	11:00	30	Lunch
3	11:00	12:15	75	**Chemistry 1**
4	12:15	1:30	75	**Spanish 3**
	1:30	3:30	120	Professional Learning Community (PLC) Instructional Planning and Grading
	3:30	TBD		Sports
	Total Daily Instruction		**300 min** **5 hrs**	
	Total Daily Core Academic Instruction		**300 min** **5 hrs**	

Table 4. Daily and Weekly Schedule: Student 2 with 3 Core Academic Courses

	Regular Schedule (M, T, TH, F)			
	Start	**End**	**Total Time**	**Student 2** with 3 Core Academic Courses
	7:30	8:00	30	Breakfast
1	8:00	9:30	90	**Algebra 1**
2	9:30	11:00	90	Intro to Engineering
	11:00	11:30	30	Lunch
3	11:30	1:00	90	**World History 1**
4	1:00	2:30	90	**Spanish 1**
	2:30	3:30	60	*After School Tutoring Program*, Student Activities, and Teacher Planning Time
	3:00	TBD		Sports
	Total Daily Instruction		**360 min** **6 hrs**	
	Total Daily Core Academic Instruction		**270 min** **4.5 hrs**	

	Early Release Schedule (W)			
	Start	**End**	**Total Time**	**Student 2** with 3 Core Academic Courses
	7:30	8:00	30	Breakfast
1	8:00	9:15	75	**Algebra 1**
2	9:15	10:30	75	Intro to Engineering
	10:30	11:00	30	Lunch
3	11:00	12:15	75	**World History 1**
4	12:15	1:30	75	**Spanish 1**
	1:30	3:30	120	Professional Learning Community (PLC) Instructional Planning and Grading
	3:30	TBD		Sports
	Total Daily Instruction		**300 min** **5 hrs**	
	Total Daily Core Academic Instruction		**225 min** **3.75 hrs**	

Table 5: Daily, Weekly, Quarterly Student Instructional Schedule

9th Grade Daily Schedule				
Period	**1st Quarter**	**2nd Quarter**	**3rd Quarter**	**4th Quarter**
1	Algebra 1	Algebra 1	Geometry	
2	English 1	English 2	Intro to Engineering	
3	Chem 1	Chem 2	World History 1	World History 2
4	Spanish 1	Spanish 2	Spanish 3	Spanish 4

3. Compliance with Daily Instructional Minutes for Core Academics

Data from Table 2 illustrates that Highland Prep will provide a minimum of 798 core content hours per year, 21.75 core content hours per week, 4.75 core content hours on typical school days. For example: English 1.5 hours (90 minutes), Math 1.5 hours (90 minutes), Science 1.5 hours (90 minutes), and 3.75 hours on early release days English 1.25 hours (75 minutes), Math 1.25 hours (75 minutes), Science 1.25 hours (75 minutes) respectively. Table 3 and Table 4 illustrate particular combinations of core content areas for different students for the sample sophomore schedule for regular and early release days respectively.

B & C. Rationale for Why the Weekly Schedule Supports Student Achievement

1. Regular School Days
Highland Prep's regular scheduled school day will span from 8:00 AM to 2:30 PM with 90 minutes of instruction for each of 4 subjects totaling 360 minutes (6 hours) per day. This is 120 minutes or 2 hours of additional instruction over state requirements (see Table 3 and 4).

2. Early Release Days & Professional Development
Highland Prep will feature scheduled early-release days, which will run from 8:00 AM to 1:30 PM. On these days, students will receive 75 minutes of instruction for each of 4 subjects totaling 300 minutes (5 hours) per day. This is 60 minutes or 1 hour of additional instruction over state requirements (see Table 3 and 4). As a result, Highland Prep will be able to offer instructional staff with 28 Professional Learning Community (PLC)/Instructional Planning days during the 2016-17 school year and in subsequent years consistent with Area IV of the Academic Systems Plan (See A.5).

During these days, Highland Prep teachers will use 1 hour for PLC and 1 hour for instructional planning. Highland Prep will prioritize quality instructional planning to ensure student academic growth and success. This professional development is reflected in the school's Strategy I of the Academic Systems Plan.

As mentioned in the Educational Philosophy Section A.1., and the Target Population Section A.2, Highland Prep will utilize *formative instruction and assessment* as its primary instructional vehicle since

it has a proven track record for generating significant growth with all students, and particularly with those who struggle or are behind (Black & Wiliam, 1998b, Popham, 2007). Also as explained in the Educational Philosophy, the school's education team will participate in ongoing training in the use of formative assessment over a 3-year period through professional learning communities. Highland Prep's administrative team has experienced success utilizing these methods at two previous schools that were recognized as one of America's Best High Schools by U.S. News & World Report for 2010, 2011, 2012, 2013, and 2014 (U.S. News & World Report, 2014).

3. Improved Student Achievement through Increased Instructional Time, and Innovative Scheduling

As mentioned, Highland Prep's instructional program will exceed instructional time mandated by Arizona legislation. Highland Prep will provide a total of 1,064 hours of instruction for each grade during the 2014-15 school year and in subsequent years (see Table 2). This is 344 additional hours or the equivalent of 57 additional days of instruction. In both regular and early release days, instructional time will be separate from teacher preparation, participation in the school's *After School Tutoring Program*, and student activities (See A.2, A,3 & A.5). As well, Highland Prep's sports program will be scheduled after the academic day as reflected in (see Tables 3 and 4). This is important since students often miss remedial opportunities in order to participate in sports and extra-curricular activities (Kaplan, & Chan, 2011). At Highland Prep, participation in sports will be contingent upon academic success and participation in remediation where necessary. As mentioned in the Target Population Section, and sections A.1, A.3, & A.5 weekly grades at Highland Prep will be tracked by each grade level advisor and will be accessible to parents via the school's Blackboard Engage portal accessed through the school's website. Teachers report students who are missing assignments or doing poorly on tests to administration, via email and administration meets with each student individually, in order to determine a course of action aimed at remediating the situation. When academic challenges arise, it will be standard practice for students to stay after school with a particular teacher that day and in some cases over a period of days until the missing work is completed or weak skill sets are remediated(Ouchi, 2009). Therefore, on regular days (see Table 3 and 4) students will be able to participate in one-on-one tutoring with their teachers, attend skill-set specific workshops, meet with peers to work on group projects, and even to do their homework on campus so that when a student encounters difficulty s/he can get assistance from teachers or peers. Highland Prep's administrative team found the *Daily, Weekly, Quarterly Student Schedule* (Table 5) articulated in this section, beneficial to student success at their previous school. In fact, implementation of the practice at the administrative team's previous school in the second quarter of the 2008-2009 school year resulted in improved assignment completion rates. Further, the failure rate at the school was reduced by 10% over the following two years.

As stated, Highland Prep's academic day will operate beyond instructional hours on regular days to include the additional hour from 2:30 p.m. to 3:30 p.m. reserved for other academic activities, including enrichment, time to work on scholarships, ACT/SAT prep, college applications, and internships with local area businesses (A.1 & A3.2). The myriad opportunities to support Highland Prep's student academic needs, prior to departing from the school, or participating in the sports program are a key scheduling benefit since many students might not otherwise receive the assistance necessary to support their academic success. Highland Prep will offer a late bus run to support the school's After School Tutoring/Student Activities Program, and to encourage participation in student activities.

Highland Prep's innovative schedule will also make provision for students to receive remedial and enrichment opportunities prior to the start of the school day since teachers will report by 7:30 a.m. each day.

4. Benefits of Block Scheduling

An array of research indicates that block scheduling benefits students, and particularly those students traditionally underserved. Block scheduling provides students with the opportunity to spend more time-on-task; and this is particularly important for students affected by the achievement gap since they frequently require additional time to master the instructional material. Block scheduling has been recommended by the Arizona Department of Education (ADE) since it supports Response to Intervention (RTI), which is a classroom-based targeted intervention program, designed to increase students' time-on-task (AZ RTI, Module 3, 2010). Block scheduling results in longer class periods, creating an opportunity for teachers to provide a more comprehensive treatment of instructional content. When students receive, a deeper exposure to content it supports their acquisition of greater conceptual knowledge, consistent with Arizona's Common Core Standards (Race to The Top, 2009). Finally, block scheduling provides more opportunities for planning and professional development, and stronger and better interactions between teachers and students (O'Brien, 2006 & Deuel, 1999).

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