REVISED Education Plan A4 School Calendar and Weekly Schedule

Compliance with Requirement for Number of Instructional Days per Year

Under state statute (A.R.S. § 15-341.01) schools are required to provide 180 days of instruction. PCA Elementary's calendar (see Figure A4.c: School Annual Calendar) contains 181 instructional days, exceeding the state requirements.

The annual school calendar is designed to support a rigorous, disciplined, and achievement-focused school culture and to ensure mastery of fundamental skills. It provides (a) an extended instructional day; (b) designated time for diagnostics, progress monitoring and final exams; (c) data driven and culturally focused professional development; and, (d) family orientation and conferences to maintain a high level of parent participation that aids student achievement.

Compliance with Requirement for Hours/Minutes of Instruction

Phoenix Collegiate Academy Elementary's weekly schedule exceeds the minimum requirements of number of hours of instruction per year as outlined (see Figure A4.a: Hours Required per Year)

A4.a Hours Required per Year

	Hours Required Per Year by AZ	Hours Required by Phoenix Collegiate Academy Elementary
Kindergarten	356	1,108[1]
Grades 1-2	712	1,108
Grade 3-4	890	1,096[2]

Daily Instructional Minutes

Phoenix Collegiate Academy Elementary provides more instructional minutes than required by the state. The following chart (Figure A4.b: Daily Instructional Minutes) shows the breakdown of instructional minutes compared to state requirements.

Figure A4.b: Daily Instructional Minutes

Subject	**K**	**1**	**2**	**3**	**4**
Math	75	75	75	90	90
Literacy	215	215	215	135	135
Science/Social Studies	60	60	60	60	60
Other[3]	50	50	50	110	110

[1] Based on the calendar of 144 Monday-Thursday days of 400 instructional minutes and 37 Fridays of 240 instructional minutes.

[2] Based on the calendar of 144 Monday-Thursday days of 395 instructional minutes and 37 Fridays of 240 instructional minutes.

Total Daily PCA Instructional Minutes	400	400	400	395	395
Total Daily Instructional Minutes Required by Arizona Code	119	237	237	297	297

Rationale for Weekly Schedule

As part of Phoenix Collegiate Academy Elementary's mission to prepare students for college, a focused, comprehensive literacy program that provides ample time on basic reading skills and comprehension, as well as targeted instruction in both mathematical calculation and problem solving is provided. Also, the program ensures significant time to engage in standards-based science and social studies curricula. The daily schedule also provides the necessary recess and break time to allow students productive time to be active. Students would further benefit from time to explore additional enrichment areas such as Art or Music during the week if possible to provide it with grant or private funding, which is actively being pursued.

Phoenix Collegiate Academy has an extended school day that starts at 7:30 (with school doors opening at 7:15) and ends at 3:00 p.m. On Fridays, school will be dismissed at 1:30 p.m. to give our teachers and staff time dedicated to professional development and planning. In order to create time for the professional development, the following changes to the Monday-Thursday schedule will occur: Morning meeting, phonics instruction, and community circle, do not occur on Fridays. The math block is reduced by ten minutes; science/social studies and literacy blocks 2 and 3 are all reduced to forty-five minutes each. Figure A.4d: Sample Daily Schedule Y1 details a sample Monday-Thursday daily schedule for year one.

- **Extended Instructional Day:** An extended school day containing 7 hours and 35 minutes of classroom time, a triple block of literacy focus, and a double block of mathematics, as well as ample time in science and social studies is provided. All staff members arrive at 7:00 a.m. daily. All students arrive between 7:15 and 7:30 and receive 395 minutes of instruction daily between the hours of 7:30 a.m. and 3:00 p.m. (with additional minutes accounting for lunch, breaks, and recess) Monday through Thursday. On Friday, the school operates with an abbreviated schedule and all students are dismissed at 1:30 p.m. to provide for 3 hours of weekly targeted teacher professional development and planning time designed to insure an increase in the impact of instruction on student achievement. These days provide students with 240 minutes of instruction between the hours of 7:30 and 1:30 p.m. (with additional minutes for lunch, breaks and recess).
- **Diagnostic, Six-week progress-monitoring, and Summative Assessments:** At the start of each academic year, each student's reading level and math skills proficiency level is assessed using the nationally-normed, purchased assessment tools of NWEA MAP and

[3] The other time slot assumes we are able to procure a grant to provide an enrichment period, extending the school day by 50 minutes.

UChicago's STEP in order to: (1) obtain a baseline level for each child against which growth can be measured throughout the academic year; and (2) target and pace instruction and academic support programs strategically to ensure that grade-level skill gaps are closed and that all students progress at a rate that will allow them to reach grade-level proficiency and content mastery by the conclusion of the academic year. This test is again administered in May (at the end of the academic year) to track, evaluate, and compare individual student and cohort progress. Throughout the academic year, as demonstrated in the calendar (Figure A4.c: School Annual Calendar), standards-based progress-monitoring assessments are conducted approximately every six weeks to gauge students' progress in reading, writing, math, science and social studies. The use of internal science and social studies assessments normed against other high-performing charter schools to assess mastery of content is also employed. The week following each round of progress-monitoring, teachers participate in a professional development day during which administrators and teachers together analyze assessment results, identify trends in progress and gaps in skills or proficiency levels, use the RTI method, plan instructional action plans for both individual and small groups of students, and create opportunities to reteach class or grade levels. Sometimes this is a full data day, in other cases it is the Friday half day professional development time slot. Progress and goals with students individually and collectively is discussed, and data is shared with parents through progress reports and report card conferences.

- **Data-driven Professional Development:** The school year begins and ends with professional development. Beginning in July 2015, Phoenix Collegiate Academy Elementary staff attends professional development for 15 days. The training is followed by 6 full days and an additional 3 hours per week of development time during the school year. The next section details more specifically the components of the professional development calendar.
- **Family Orientation and Conferences:** Phoenix Collegiate Academy offers two parent orientations for the school year. During the first session in early July, PCA Elementary will provide an orientation for all newly enrolled families. At this time, the following is presented: communicate the mission of the school; talk about what makes PCA different by signing the Contract of Excellence (a document in which school, parents, and students agree to a list of responsibilities to uphold); review the Parent and Student Handbook and important school policies (such as: uniforms, homework, behavior expectations, school schedule and school calendar). Administrators also answer any questions families might have at that time. Midway through July, PCA will host a parent orientation for all families (returning and new students) to review the important changes in the handbook, review expectations, and give out school uniforms (this will not occur in year one as all families will be new). This is also a time students and families can meet the teachers. Following the end of testing periods 2, 3 and 4, parents will attend Parent Conferences over two days. At these conferences, parents will receive the official grade report of the quarter (they are not able to get the report card in any other manner, to ensure there is time to talk to parents face to face at least once a quarter). The parents come to meet with their teachers to review and discuss successes, progress, and challenges both in academics and in behavior so that as a team, the parent and teacher can create next steps to guarantee student achievement and behavioral excellence. If parents are unable to

attend at their scheduled time, the school will make arrangements to accommodate them at another time.

Professional Development

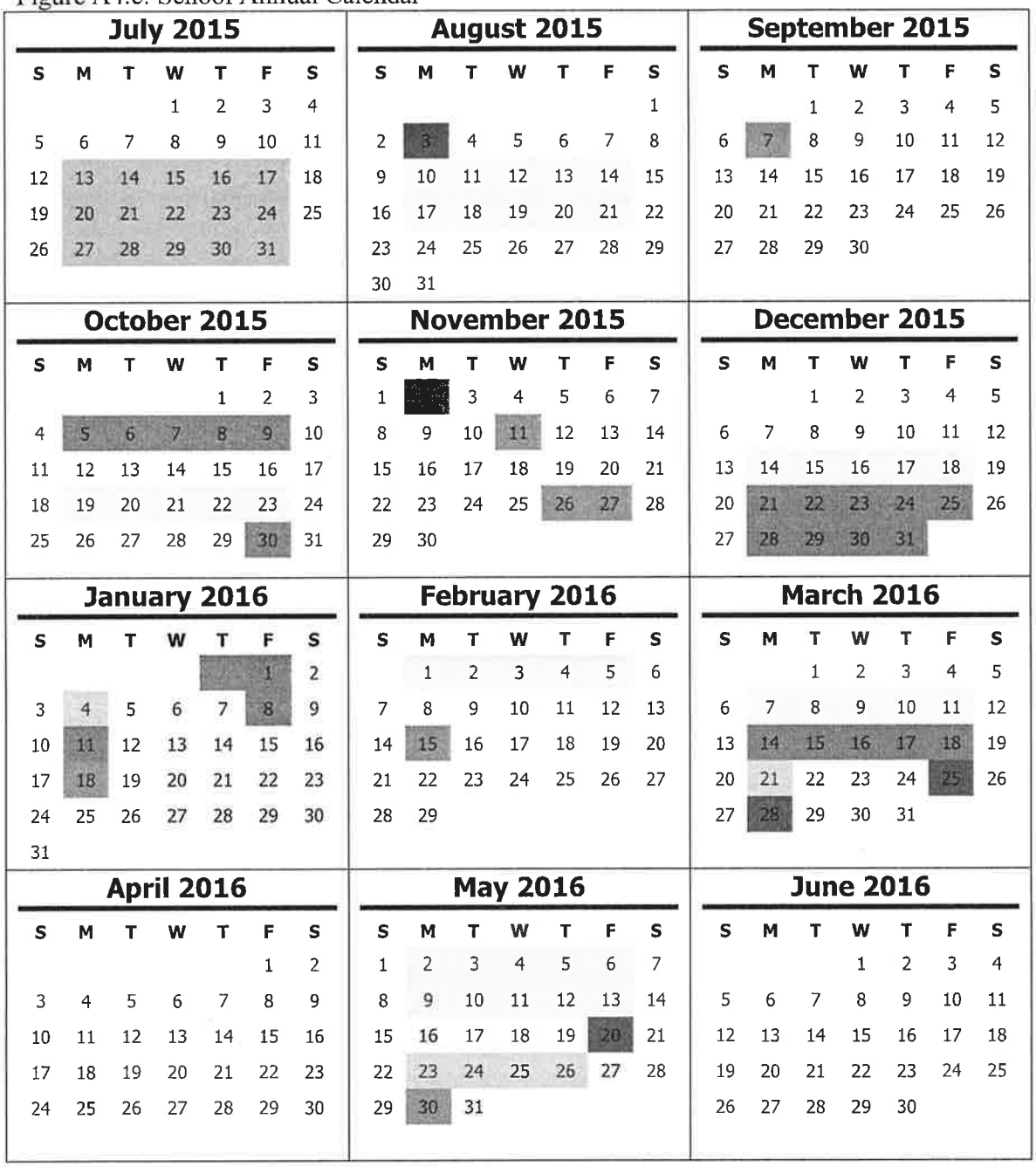
Given the high expectations of teachers, a calendar has been created that provides a structure for extensive professional development time along with adequate planning time throughout the day. PCA Elementary will provide weekly professional development every Friday afternoon. This time is dedicated to focusing on issues that arise concerning teacher needs, school schedule and initiatives, instructional areas of focus, and department-specific professional development.

The school calendar (see Figure A4.c: School Annual Calendar) outlines all professional development days during the summer and throughout the school year. Teachers must participate in 15 days during the summer and 6 days throughout the school year, 3 of which are set aside for evaluation of data, immediately after the administration of progress-monitoring assessments.

On average, teachers at Phoenix Collegiate Academy Elementary receive anywhere from seven to twelve hours of professional development and preparation time during the week. In addition to designated school-wide professional development, individual grades will hold weekly meetings where they check in on grade-wide data and specific situations that affect the grade level. They will also compare lesson plans and curriculum to ensure that they are collaborating, supporting, and spiraling information across content areas. The Charter Management Organization will also make accommodations and provide coverage for staff to observe excellent teachers both at our school and at others. This professional development time accommodates the often-unrecognized time teachers spend grading, planning, and communicating with families that is not part of the regular school day. Teachers are given the opportunity to do this important work within the collegial structure of the school day and allow them to protect time with their families in the evenings.

As detailed in **Strategy IV** of the **Performance Management Plan,** the allocated times allow for professional development sessions focused on individual and school-wide growth goals, opportunities to analyze student performance, and opportunities to constantly role-play and practice the delivery of instructional practices to ensure that PCA Elementary teachers are always raising the bar for student academic achievement.

Figure A4.c: School Annual Calendar



July 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015						
S	M	T	W	T	F	S
1	[illegible]	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Summer PD
Data Day/Teacher Professional Development
Holiday
Break
Parent/Teacher Conference
Testing Window
First & Last Day

Total Instructional Days	181
Total PD Days	21

Figure A4.d: Sample Daily Schedule Y1

Time	Activity (2nd)	Time	Activity (3rd)
7:15-7:30	Breakfast and preparations for the day	7:15-7:30	Breakfast and preparations for the day
7:30-7:50	Morning Meeting (separate locations)	7:30-7:50	Morning Meeting
7:50-8:05	Read Aloud	7:50-8:35	Writing
8:05-9:05	Literacy Block 1	8:35-8:45	Bathroom Break
9:05-9:15	Bathroom Break	8:45-10:15	Math
9:15-9:45	Science	10:15-10:45	Science
9:45-11:05	Literacy Block 2		
11:05-11:45	Lunch/Recess	10:45-11:25	Lunch/Recess
11:45-12:15	Social Studies		
12:15-12:40	Writing Lesson	11:25-12:55	Reading
12:40-1:15	Writing Conferences/Individual Writing		
1:15-1:25	Break	12:55-1:25	Social Studies
1:25-1:40	Calendar/Drill	1:25-2:25	Remediation
1:40-2:40	Math	2:25-2:40	Break
2:40-3:00	Community Circle/pack up/review homework	2:40-3:00	Community Circle/pack up/review homework
3:00-3:50	Enrichment*	3:00-3:50	Enrichment*
3:50-4:15	Dismissal	3:50-4:15	Dismissal

*Grant permitting