A.4 School Calendar and Weekly Schedule

Fifth Arrow intends to operate through an Arizona Online Instruction (AOI) designation.

Students will complete course work though a blended learning model with some course work completed at a physical site and some course work completed remotely, including some online courses. Fifth Arrow has developed a calendar that allows for up to 240 instructional days, during which students are required to complete 900 logged hours on course work.

The school will offer instruction on a year round basis so that during the summer students can access the same education program and opportunities that are available throughout the traditional school year. The individualized program design permits students to enroll based on their needs rather than a specific calendar schedule. In this way, students immediately begin to access curriculum that matches their level of academic progress.

Additionally, PIE-AZ's calendar operates without interruption on a year round basis to remove the impact that loss of momentum can have on students who are learning to thrive in an environment designed to meet their needs.

The school calendar is included on the following page.

Chart A.4.1 PIE-AZ Annual Instructional Calendar

Pathways in Education-Arizona

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

August 2016						
Su	M	Tu	W	Th	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 2016						
Su	M	Tu	W	Th	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 2016						
Su	M	Tu	W	Th	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 2016						
Su	M	Tu	W	Th	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			

December 2016						
Su	M	Tu	W	Th	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 2017						
Su	M	Tu	W	Th	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 2017						
Su	M	Tu	W	Th	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				

March 2017						
Su	M	Tu	W	Th	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 2017						
Su	M	Tu	W	Th	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 2017						
Su	M	Tu	W	Th	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 2017						
Su	M	Tu	W	Th	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	

First and Last Day of School

Holiday / Break (no school for staff & students)

Teacher Training (no school for students)

A. Hours of Instruction for each grade level served for the proposed school calendar

The goal of PIE-AZ is to provide Fifth Arrow students an individualized education that will enable them to achieve their high school diploma while preparing them for college and a career. As such, students will not attend school on a traditional schedule. Rather, they will choose a schedule that is most conducive to their education goals and external demands, while adhering to the instructional hour requirement and unit completion goals for the school.

Fifth Arrow's daily schedule, weekly schedule and school calendar allows students to meet the minimum required instructional hours per A.R.S. §15-901. Using a daily log that provides evidence of attendance, students will be required to log 900 hours over the course of 240 days. A student data tracking system, will be used to provide reports including course units earned, the time required for course completion, courses assigned, and completed, proficiency on standardized tests, graduation rates, and teacher productivity related to student progress.

While Individualized Learning Plans (ILPs) are indeed individualized, they will all begin with a common framework of a weekly schedule of meetings with the assigned teacher, small group instruction, and assignments. The school will be open for student access Monday through Friday from 8 am to 5 pm, and may expand to night hours and Saturdays based on student need. Most students will schedule appointments and attend classes Monday through Thursday, with Fridays set aside for teacher review of student work and ILP progress, recordkeeping, and professional development. It is anticipated that Fifth Arrow students will engage in the learning process in the following ways:

- Meet with NCLB highly qualified, certificated teachers for up to 15 hours per week. The assigned teacher will track progress on the ILP.
- Completion of at least the same number of course credits/courses as would be required for completion in two semesters at a traditional public school although fewer courses will be taken at any one time.
- Guided independent learning for 4-6 hours a day.

As noted in Section A.2, we expect that many students in our target population will hold jobs and have tremendous personal responsibilities that inhibit them from attending school on the traditional schedule. Therefore, the flexible schedule will allow them the flexibility to achieve their academic goals while maintaining their personal responsibilities.

B. Weekly Schedule

As described in Section A.2, many students who attend schools in the communities of Central East Phoenix are performing below their counterparts in other parts of the city. In Alhambra, for example, only 32% of students tested proficient in mathematics as measured by the 2014 AIMS. This is compounded by the high percentage of students that are not enrolled in school, which is estimated at 55%. Many similar at-risk students have difficulty managing a daily student schedule at the traditional high school. Fifth Arrow's learning schedule supports students in achieving a greater depth of learning in each subject area through a personalized learning environment, allowing them to perform at maximum proficiency, perceive greater control over their learning, and enjoy increased self-esteem and motivation. This focused approach allows students to master content thoroughly, thereby increasing motivation to continue and complete high school. Therefore, our unique schedule will support improving pupil achievement in the target population.

While there is no one typical student schedule, three illustrations of a week in the life of a student are provided below. All students will experience flexible, need- based scheduling even within the traditional semester framework. Individual schedules will flex as students complete the courses identified in their ILP and electives of individual interest that lead to high school graduation. Students access the school in accordance with their needs as expressed in the ILP. Once on site, students may remain fairly autonomous as they pursue activities with teachers and advisors or independently, or may participate in group projects as well as Small Group Instruction (SGI) courses.

- Student 1: This 16-year-old 10th grade student scores below grade level on the initial Math and English assessment and is assigned to both Math and English SGI classes and tutoring in addition to the one-on-one student/teacher appointments required of all students. This student has some family responsibilities, but does not hold a full-time job and is not parenting.

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9:00-10:00: one-on-one appointment with teacher	9:00-10:00: Monthly meeting with Student Advisor	9:00-10:00: one-on-one appointment with teacher	10:00-12:00: Math tutoring by general ed teacher	12:00-1:00: Leadership Club meeting
10:00-12:00: Algebra SGI class	10:00-12:00: 10th grade English SGI class	10:00-12:00: Algebra SGI class	10:00-12:00: 10th Grade English SGI class	
* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	* 4-6 hours of independent academic work (Student Activity Workbook, online class, projects)

*In addition to the schedule listed above, students may be enrolled in Leadership and Career Development courses described in A.1, Senior Seminar, or another SGI course (Science, Math, or English) for portions of the semester.

- Student 2: This 19-year-old 12th grade student scores at grade level on the initial math assessment and above grade level on the English assessment. This student has an 8-month-old child for whom she only has two days of childcare per week. She has been primarily assigned to guided, independent study classes, as well as an online AP English class. As a senior, postsecondary planning is important and she has been assigned to a Senior Seminar class, which maximizes her available hours at the school site.

Monday	Tuesday	Wednesday	Thursday	Friday
4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	10:00-11:00 Monthly meeting with Student Advisor or general ed teacher (year one) (college and career focus)	4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	9:00-11:00: Senior Seminar	9:00-2:00 Community service fieldtrip (satisfies 5 of the 10 required community service hours for seniors)
	11:00-12:00: one-on-one appointment with teacher*		11:00-12:00: one-on-one appointment with teacher*	

- Student 3: This 18-year-old 11th grade student scores at grade level and passed end of course tests in all subjects except 10th grade English. Although he works to help support his family, conversations with the student, teacher and parent as well as between the student and employer about the need for the student to reach his graduation goal have allowed him to extend his lunch hour at work to attend school.

Monday	Tuesday	Wednesday	Thursday	Friday
4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	1:00-2:00: one-on-one appointment with teacher	4-6 hours of independent academic work (Student Activity Workbook, online class, projects)	1:00-2:00: one-on-one appointment with teacher	
	2:00-4:00: 10th grade English SGI class		2:00-4:00: 10th grade English SGI class	

Fifth Arrow will be open to students each day from 8:00 a.m. to 5:00 p.m. Since this is a longer than normal school schedule, teacher 'shifts' will be staggered with some teachers arriving later in the day and staying until school closes. Regardless of arrival time, each teacher will have an office hour each day to prepare for student meetings, and six hours a day working directly with students. Teachers will meet with students individually and in classroom settings through Small Group Instruction. Most student meetings will take place Monday through Thursday, and Fridays will be reserved for teachers to meet with students who need additional support, have missed appointments during the week, and

for student grading and records maintenance. Fridays will also be used for meeting in professional learning communities to discuss student progress, to develop plans or make adjustments to ILPs, and to participate in professional development activities.

- Sample teacher schedule:

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00 am-4:00 pm Student appointments (60 minutes each)	8:00 am-4:00 pm Student appointments (60 minutes each) 1:00 pm - 2:00pm - (prep time)	8:00 am-4:00 pm Student appointments (60 minutes each)	8:00 am-4:00 pm Student appointments (60 minutes each) 1:00 pm - 2:00pm -(prep time)	8:00-4:00 Record keeping; ILP review; Professional Development; PLCs

SGI teachers provide SGI classes from 90-120 minutes per day four times a week. Teacher tutoring is provided all day by appointment.

C. Professional Development

Because Fifth Arrow intends to serve a student population with extensive academic, social and emotional needs, and its education programs and support are individualized, PMG has developed a training program that ensures teachers are fully inducted into the program model and understand its specialized components. For two weeks in June, PMG will conduct an induction program to develop teacher skills in working with the targeted population. Training topics will cover the education model, school structure, school culture and guiding principles, effective strategies for working with diverse populations (ELs and special education students), developing and maintaining ILPs, online instruction, and PMG's curriculum format, among other topics.

Throughout the year, Pathways Management Group will offer professional development at the school site as well as across the network of schools. A sample schedule of training and development topics is as follows:

- **July-August:** Effective Communication
- **September:** Highly Effective Teacher Training with various departments, Equity Professional Development
- **October:** Holding High Expectations with Student Work
- **November:** No Fear Audit
- **January:** Diversity Competencies Training
- **February:** School wide Teambuilding, Equity Professional Development
- **March:** Using Data to affect Student Achievement
- **April:** No Fear Audit, Powerful Teaching

The proposed schedule supports ongoing professional development, as Fridays are flexible enough for teachers to engage in workshops, trainings, or collaborative planning. Additionally, teachers and small group instructors will receive ongoing support from a professional development coach and SGI coaches who have deep understanding of the learning model. Utilizing the research of Du Four, Fifth Arrow will structure and implement Professional Learning Communities (PLCs) to effectively use data to drive instruction, and to identify need for training, support and guidance. All teachers will be trained in the PLC methodology of collaboratively improving their practice through the analysis of student work and performance data. This method allows the teacher to actively reflect on his or her practice and to take the lead in the on-going improvement of that practice. On Fridays, PLCs will meet to discuss student progress, to develop plans or make adjustments to ILPs, and to participate in professional development activities.

The ILP provides the foundation for informing programmatic and instructional decisions for students and for the school. All student data assessment is captured in the student data tracking system that provides school wide and individual student reports including course units earned and the time required for course completion, classes assigned and completed, proficiency on standardized tests, graduation rates by cohort, and teacher productivity related to student progress. Data gathered from these sources is used by teachers to adjust student ILPs, by administration to make school wide adjustments, and by the board to monitor student achievement.

On both an individual basis and school wide, PLCs will have a powerful impact on academic rigor and program design. Individual student progress, subject area performance, and trajectory of progress across grades, subjects, subgroups, and school wide will be analyzed and revisions to instructional practices will be made for individual students or across grades. Teachers will analyze academic performance data and quickly adapt their teaching to better meet the needs of individual students, subgroups, subject areas, and trajectory of progress. Teachers will explain results to students and parents and Fifth Arrow will include school performance as part of its regular reports to the PIE-AZ board.

Because PMG has a unique culture and educational model, the network will require Fifth Arrow school leaders to participate in professional development opportunities with other school leaders within the Pathways Management Group Network. These formal, scheduled activities will occur at least twice a year, but school leaders will be encouraged to collaborate with other school leaders to ensure that Fifth Arrow's students are being measured against similar learning outcomes across the network.