

A Day in the Life of a Snow Pond Arts Academy Student

A day in the life of Snow Pond Arts Academy (SPAA) students provides the ultimate flexibility for meeting the individual needs of each student. The Blended environment includes a balance between online and offline work. Immediate active engagement occurs both with their onsite core teachers during whole group, small group or 1:1 direct instruction and in the FLEX area with their Academic Coaches as students not requiring additional direct instruction work at their own pace. A student's day involves engaging with teachers during classroom instruction, working independently on their courses with the guidance and supervision of an Academic Coach, and interacting with their peers during school activities and collaborative academic sessions. As the school culture is established, there may be increased offsite learning by students, as the online curriculum is available 24/7. Because of the wide array of communication modalities students will rarely miss opportunities for instruction e.g. due to Snow Days, student illness, family travel etc.

SPAA's Blended model allows each student the ability to work at his/her own pace with curriculum units that have been designed collaboratively by SPAA teachers in both the arts as well as core academic areas to ensure an arts focus. SPAA teachers have the flexibility to access and modify all of the curriculum units, lessons and activities, from K12 to add their own integrated Arts components. SPAA students will experience an arts infused curriculum on a daily base. For example the study of physics standards could be accomplished by learning about the harmonics and resonance of instruments; or projects focusing on the history of the art and architecture of an area like ancient Rome.

Advisory Period

At some point in the scheduled day, SPAA students are scheduled for 30 minutes a day to attend an "Advisory" period. During this period, students create their week's schedule, discuss relevant current topics (i.e. ACT, college planning, state testing preparation, etc.), learn social and emotional skills, and plan out the day's work and make sure they understand what has to be completed that week. The advisory group is made up of ten to thirteen students with a wide range of backgrounds and learning levels. When possible, students will be grouped by grade level in an effort to engage in similar discussions and topics that are appropriate to their grade level. The advisor will support each student until the student graduates, creating a way for each staff member to take special interest in a group of students and to shepherd them through this unique SPAA learning experience. The advising cohort model also allows teachers to create a learning experience that addresses each student's academic strengths and weaknesses so he/she can be properly supported throughout the years. Much of the social and emotional skills curriculum taught during the Advisory period will follow a locally developed advisor/advisee team format.

Flexible Online and Offline Academic Work

Students engage in online and offline curriculum units, lessons, and activities in a library-like setting, interacting with an immense amount of information and experiences using technology as an instructional tool. Students have personalized library carrels and are provided with a computer to utilize for the school year in order to access online course materials and systems. The courses are available 7 days a week, 24 hours a day, so they can continue their work at home or wherever they are at night, weekends and vacations. Students can also access academic work at home at night to get ahead, catch up, or remain on-track.

Some of the curriculum activities are online, while some of them are offline. Novels and supplemental textbooks can be read in the form of a hardcopy textbook or an electronic one. When accessing the online environment students can go to a collaboration room to work on a project with other students or, with permission, read in one of the social areas set aside for that purpose.

The screenshot shows a learning management system interface for a course titled "Literary Analysis and Composition 2A". The top navigation bar includes links for "Class Home", "Plan", "Content", "Progress", "Grades", and "Tools", along with a "Send Feedback" button and a help icon. The main content area is divided into several sections:

- Updates:** Shows 84 unread discussion posts.
- Class Plan:** Displays the current date as Sunday, December 13, 2015, and a section for upcoming events.
- Progress Summary:** Shows a grade of 86.4% B and an overdue count of 1. A progress bar indicates 29.95% completion, with 59 of 197 required topics completed.
- Class Content:** Lists course materials and sessions 1 through 6.
- Class News:** A section that currently displays "There is no news to display."
- Tasks:** A section with a placeholder "Add a task..."

At the bottom, there is a section for "4.04" with a due date of December 14 at 4:00 PM, showing 0% completion (0 of 2 required topics complete). Below this are two lesson links: "Lesson Introduction: How to Design Your Home Workspace, 2" and "Explore: Design Your Space, 2". A footer indicates the course code "OTH040 RYAP Sec1 Blk2 15-16" and a time of 4:00 PM.

On-site teachers and online learning systems make it clear when students have to complete their work; but if students actually do it before those deadlines it is up to them. Students are productively engaged throughout the learning process and also receive electronic notifications detailing how they are doing and what areas need additional attention. Everything is clearly laid out for students and families in a manner that invites and encourages all stakeholders to play a vital role as partners in the educational process.

This close-up screenshot focuses on the "Class News" section. At the top, a progress bar shows 0.95% completion with 6 of 632 required topics completed. The "Class News" header is followed by a notification for "Q 1.02 thru 1.09 (Due 12/13)", posted on Dec 9, 2015 at 2:13 PM. The notification text states: "You should complete all of quizzes by 12/13".

Students Get Help When Needed

Students can receive academic assistance right when they need it- something that is often difficult to support in a traditional school model. Students in the SPAA center are first encouraged to ask a classmate for help, a skill that will be very useful at work and in life. They just need to speak quietly, as in a library. Next, they can raise their hand (or a color coded card) for assistance from an academic coach.

In addition, there are also specific times during the day that the Focused Intervention Team (F.I.T) is scheduled to provide students with an additional layer of support. Teachers use the data available within the platform, informal and formal classroom assessments, and through classroom instructional observations, to conduct small group and one-on-one sessions with students. If the students need further assistance, they can get help from a teacher by sending a kmail/ school email and/or scheduling a time during the teacher's office hours.

The F.I.T. component is a key part of the school's Response to Intervention program (Rtl). Rtl is a systemic, multi-tiered process designed to meet the educational needs of all students through the delivery of research based instructional practices and curriculum. Students are identified using information available in the academic platform, State/benchmark testing results, academic history and teacher observation. Rtl incorporates ongoing targeted remediation and monitoring of identified students in an effort to eliminate any gaps in learning. The frequency and intensity of interventions increase until students show adequate growth. If data suggests a student presents challenges that may require specially designed instruction, the Rtl team can with parent permission, can refer students for evaluation to determine eligibility for Special Education

Onsite Direct Instruction

As the SPAA model is a blended model, instruction and curriculum resources are provided both in an online and physical manner. Human interaction is integral to its success. **All core subject teachers are onsite.** Students meet each day with these onsite state-licensed teachers based on their schedule. Additionally, students also meet with their core subject matter teachers up to five times a week for as long as needed to learn the material and master the skills necessary to be successful. This small group or 1:1 direct instruction is provided during FLEX time.

FIT and Rtl sessions will be scheduled as needed throughout the week. These sessions provide the teacher the opportunity to focus on exactly what students need. Students receive targeted assistance in the areas that they struggle with and thus are engaged at a higher level. Students are encouraged to help and support one another through a collaborative work model.

To enable students to access a broad array of electives, SPAA may also use online teachers. These teachers meet all teacher credentialing and licensing requirements. At SPAA, students will initially be onsite at the school five days a week and will take the online elective courses at the school., Direct instruction and support for these electives may be delivered though live online sessions at the school via Blackboard Collaborate or other similar online meeting tools. Online teachers also regularly email their students and speak to them via telephone or via computer. Each student is provided with a headphone with a microphone for the elective courses using online teachers. This type of intervention also enables offsite instruction to take place and enrich each student's academic experience.

Sample Student Schedule

Here is a sample student schedule for a specific day, though a student's F.I.T/RTI sessions will change weekly based on student needs:

| Sample Student Schedule | | | | | | |
|-------------------------|-----------------------|--|--|--|--|---|
| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
| | 8:00-8:30am | Advisory and Planning |
| 1 | 9:20- 10:50 AM | English lessons integrated with the Arts |
| 2 | 10:55-11:25 AM | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) |
| 3 | 11:30-1:00 PM | Math lessons integrated with the Arts |
| 4 | 11:30-12:00PM | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) |
| | 12:00-12:30 PM | Lunch | Lunch | Lunch | Lunch | Lunch |
| 5 | 12:30-2:00 PM | History lessons integrated with the Arts | Science lessons integrated with the Arts | History lessons integrated with the Arts | Science lessons integrated with the Arts | Science Lab |
| 6 | 2:00-2:30 PM | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) |
| 7 | 2:35-3:00 PM | F.I.T/RtI | F.I.T/RtI | F.I.T/RtI | F.I.T/RtI | F.I.T/RtI |
| 8 | 3:00-3:45 PM | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction) | FLEX (Individual time working on coursework and small group direct instruction)) |
| 9 | 3:45-5:15pm | Music/Art/Dance Instruction -Core Teacher Office Hours -Tutoring | -Music/Art/Dance Instruction -Core Teacher Office Hours -Tutoring | -Music/Art/Dance Instruction -Core Teacher Office Hours -Tutoring | -Music/Art/Dance Instruction -Core Teacher Office Hours -Tutoring | -Music/Art/Dance Instruction -Core Teacher Office Hours -Tutoring |

