



EXPANDED LEARNING OPPORTUNITIES Vision and Parameters

The vision for expanding learning opportunities in Denver Public Schools is:

To support schools in providing a well-rounded education for all students that maximizes time in the school day and year for core instruction, intervention and acceleration and enrichment opportunities.

In the pilot years, schools will work to expand learning opportunities along four “ELO Parameters.” Execution of the parameters below should be informed by each participating school and student needs.

1. Maximize time that currently exists within the school day.

This means:

- Minimizing transitions during class time by setting up common routines and rituals across the school.
- Maximizing bell-to-bell instruction through well-planned and executed lessons.
- Minimizing non-academic or non-enrichment time.
- Utilizing data provided in the Quality Time Analysis to create a plan that strategically addresses the above.

2. Use time more effectively for core instruction, intervention/acceleration, and enrichment.

This means:

- Providing sufficient time for implementation of core curriculum. For example, at the middle school level, this means a minimum of 60 minutes daily for each core content area.
- Not simply repeating lessons a second time in the day. Instead, schools must develop strategic intervention schedules and plans to meet student needs based upon student data.
- Creating a schedule that is informed by student data and provides students access to the targeted academic supports and interventions they need to become college and career-ready. The schedule should provide daily math or reading interventions to students who need them. The schedule should provide daily opportunities for acceleration to students who are at or above standard.
- Providing enrichment that are intentional, rigorous, and support student strengths. Enrichment should be based on student interest and teacher passion and expertise. Some electives may be

considered part of this enrichment time. The daily schedule should reflect multiple enrichment opportunities for students but may not be offered for every student every day depending on individual student needs for intervention and/or acceleration.

- Developing a schedule that provides flexibility, allowing students to move between intervention/acceleration opportunities and enrichment opportunities based on individual progress and needs.
- Providing enrichment, intervention and acceleration as a part of Tier I, core instruction.
- On a case by case basis, the schedule could allow students engaged in appropriate, private out-of-school activities to receive independent study credit for participation.

3. Expand time beyond the current school day or year.

This means:

- Participating schools aim to add 300 additional hours to their school year, or offer a school year that allows for a minimum of 1,450 hours of learning time (8.5 hours/day x 170 days).
- Adding at least one more purposeful hour to the school day to create an eight-hour day for *middle schools*.
- Adding enough time to the school day or year in elementary and high schools to do whatever it takes to meet school and student needs.
- This may be accomplished by:
 - Staggering teacher schedules during the day, week, or year.
 - Extending the teacher's work day, either by getting to their 40 hour weekly maximum and/or paying them to work longer than 40 hours a week.
 - Paying teachers to work additional days in the school year.
 - Introducing community partners or blended learning approaches into the school day.

4. Ensure time for teachers to collaborate in order to support and develop their professional practice so the above parameters can be implemented with consistency

This means:

- Demonstrating that there is time in the schedule (beyond current duties, prep, and meeting time) and an intentional structure for teachers to collaborate, analyze data, plan and/or share practice daily.
- Additional teacher collaboration time should be intentional, meaningful, applicable to teachers' work, and directly support the school-wide instructional focus and goals.
- Taking into consideration the maximum two hours of professional duties, including 45 minutes of uninterrupted individual planning time, allowed by the collective bargaining agreement.

Recommended and Encouraged: Incorporate innovative approaches using community partners or blended learning for portions of student time.

This means:

- Working with current community partners to offer an innovative approach that capitalizes on both the unique resources of the school and the school partner.
- Exploring possible new partnerships to bring in new resources and ideas, creating opportunities for expanding learning and increasing adult capacity in the school.
- Utilizing technology to embellish and supplement student learning.
- *Thinking of expanded learning time in highly innovative ways is both recommended and encouraged.*

EXPANDED LEARNING OPPORTUNITIES (ELO) PLAN 2011-2012

In order to sufficiently plan for implementation of expanded learning, a written document must be in place to provide guidance and communication between stakeholders. Please bring an initial draft of this document to the February 3, 2012 session if you are planning to attend. The final draft will be due February 8, 2012.

Part I. Educational Focus

- Share your school's vision and mission.
- State your school's instructional focus and briefly describe your rationale for pursuing expanded learning opportunities and how expanded learning time will support your school-wide instructional focus. Be sure that your school-wide instructional focus is aligned with your Unified Improvement Plan.

Part II. Addressing "ELO Parameters"

- Describe how your proposed schedule meets each of the DPS ELO Parameters.
- Describe and explain why you selected specific ELO strategies/approaches to support your new schedule. Be clear about how your schedule evolved from your instructional focus, your Quality Time Analysis, and your UIP. Use additional student data as supporting evidence.
- Please attach your draft master schedule and for each grade level, please attach a sample teacher schedule, and one or more sample student schedules to the plan and provide any narrative you think necessary to support your expanded day/year proposal.

Part III. Budget and Sustainability

- Describe the major assumptions and changes in your budget for 2012-2013 that support your proposed expanded day/year, include any innovative and cost-efficient strategies you used to incorporate ELO into your schedule.
- Attach 2011-12 and 2012-2013 budgets include grade level enrollment for both school years.

Part IV. Stakeholder Engagement

- Provide the names and roles of your ELO Leadership Team members.
- Staff: Describe the specific steps your ELO Leadership Team took to inform and involve school staff in the development of your new school day. How did you gauge staff support? How much support is there for the new schedule?
- Students and families: Describe how your ELO Leadership Team communicated with and received input from students and families about the proposed new school day? How did you gauge their support? What level of support exists for the new schedule?

ATTACHMENTS

- A draft master schedule
- For each grade level, teacher schedules, and one or more sample student schedules
- 2011-2012 and 2012-2013 budgets

- 2011-2012 and 2012-2013 enrollment by grade level