Alternative Schools (Agave, Project More, and TAP)

TAPP and Project MORE African American and Latino student enrollment	
Program	**Student Enrollment**
TAP	African-American: 8 Latino: 47
Project MORE	African-American: 6 Latino: 57

The TUSD Teenage Parent High School is a small alternative school designed to support pregnant and parenting teens to finish high school while parenting. TAP includes four nurseries and provides access to all classes required to complete a TUSD high school diploma. TAP is a accredited school that provides both direct instruction and credit recovery courses as well as targeted instructional supports in math and reading. TAP provides hands on experience, mentoring and instruction in all aspects of parenting through structured course work and lab experience in the schools nurseries. TAP also provides courses in Early Childhood Education which focus on developing professional skills needed to work in early childhood education and day care settings.

TAP also provides several counseling and mentoring programs that focus on parenting, self realization, preparing for college and healthy living. TAP partners with many organizations in the greater Tucson Community including but not limited to the Pima County Diaper Bank, Teenage Outreach Pregnancy, Nurse Family Partnership, Young Lives, WIC, Pima County Health Department, Pima County Fire Department, Pima County Police Department, the United Way of Tucson, Pima One Stop, Helping Hands, Pima Community College, the University of Arizona, Make Way for Books, the Pima County Public Library, Youth on Their Own and several TUSD departments and community resources to provide mentoring, scholarships, courses on parenting, birthing, infant and toddler safety, car seat safety, reproductive heath, and a variety of other topics which are addressed during our homeroom block.

Project MORE Alternative High School served juniors and seniors seeking flexible web-based learning options supported by personalized instruction with an emphasis on credit recovery. The student population was predominantly students in dire need of credit recovery due to gaps in their educational enrollment and academic success in traditional high schools. Due to the focus on credit recovery and dropout prevention, each student was afforded a more personalized learning experience with more control over time, path, and/or pace of their learning in order to put students back on track to graduation.

In the 2014-15 school year, Project MORE moved from a direct instructional model to Edgenuity, an online web-based learning option. This was a major change and the District assessed the impact. After obtaining feedback from students, the District explored a new instructional model, Blended Learning, and a new master schedule that would better meet the needs of Alternative Education students and increase enrollment.

Blended Learning was a model in which online curriculum served as the backbone of student learning with offline reinforcement/advancement activities. Students move on a customized, fluid schedule among learning modalities designed to facilitate individual academic progress. The teacher of record instructed on-site, and the students learned primarily on the brick-and-mortar campus, with the exception of homework assignments. The teacher of record provided face-to-face support on an as needed basis through activities including small-group instruction, group projects, and individual tutoring.

TUCSON UNIFIED SCHOOL DISTRICT
PROJECT MORE HIGH SCHOOL
"MORE Opportunity, MORE Potential, MORE Achievement"
440 South Park Avenue
Tucson, Arizona 85719
Telephone   (520) 225-2600
FAX (520) 225-2601

June 15, 2015

Dear Parent/Guardian/Student:

Project MORE is a small, TUSD alternative high school for juniors and seniors, with a focus on credit recovery and dropout prevention. We use a blended web-based learning approach. This approach affords you a personalized learning experience with control over time, path, and/or pace of his or her learning in order to graduate.

We looked at your transcript and feel we could expedite your path to graduation even as early as December 2015 depending on your credits needed. Project MORE has the flexibility to schedule only the classes you need to graduate. We worked with your current high school and the administration would like to offer this opportunity to you.

If you are looking to expedite the graduation process we would like to support you. Project MORE is not mandatory but if you would like more information please fill out an online application at http://edweb.tusd1.org/MORE/ or call for an appointment at 520-225-2600.

We look forward to hearing from you.

Respectfully,

Israel Macias-Reyes   Cindy Amundson,
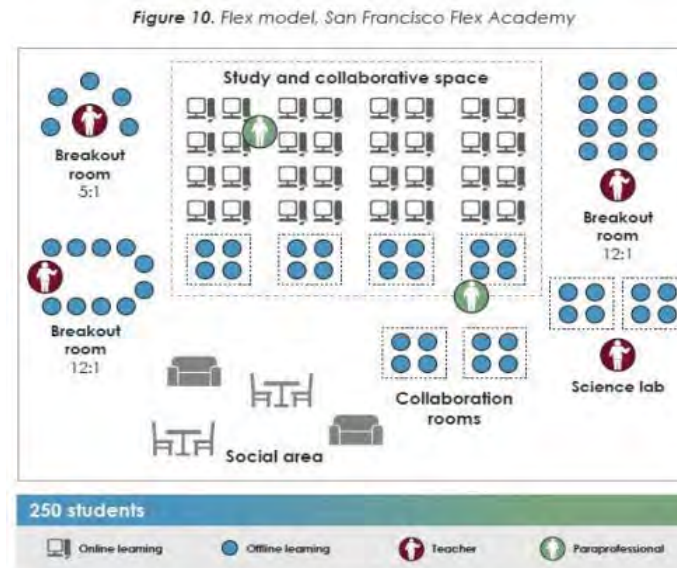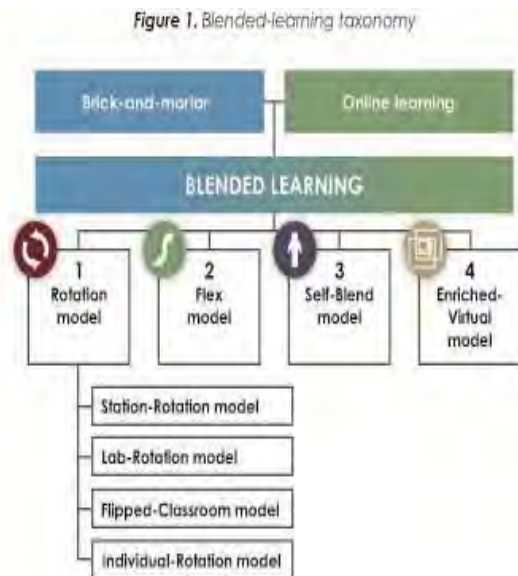 Principal   Learning Support Coordinator

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Project MORE Alternative High School Instructional Flex Model:

Blended Learning *is a model in which online curriculum serves as the backbone of student learning with offline reinforcement/advancement activities. Students move on a customized, fluid schedule among learning modalities designed to facilitate individual academic progress. The teacher of record is on-site, and the students learn primarily on the brick-and-mortar campus, with the exception of homework assignments. The teacher of record provides face-to-face support on an as needed basis through activities including small-group instruction, group projects, and individual tutoring.*

There are four predominant blended learning models: Rotation, Flex, Self-Blend, and Enriched-Virtual models (Figure 1). ***Project MORE Alternative HS*** *is implementing a* ***Flex model*** *(Figure 10) for the 2015-16 SY.*

Figure 1. Blended-learning taxonomy

Figure 10. Flex model, San Francisco Flex Academy

Project MORE Alternative High School Instructional Flex Model:

Project MORE is currently in the early stages of online learning using Edgenuity in the 2014-15 SY. We are now striving to implement a Flex Model. With this approach, material is primarily delivered online. Although teachers are in the room to provide on-site support as needed, learning is primarily self-guided as students independently learn and practice new concepts in a digital environment. Teachers monitor student progress and based on their progress and need may direct students to projects, labs, off line activities or individual options.

Curriculum: We have taken Edgenuity content and built courses that follow TUSD's curriculum guides. In addition, some of our courses are "chunked" to provide student with ¼ credit in order to incentivize credit completion. Below is an example of what we have done to "chunk" an Algebra1 Q3 course and monitor how students progress. Initials depict students and how they are progressing:

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Diagram below explains to students the Pathway to Success as they proceed through Edgenuity. It provides a visual rubric regarding interventions/actions and percent of assignments/quizzes students will need in order to finish content. This allows for increased teacher intervention when students have to "See Your teacher" before they can move on with the course.

Edgenuity Pathway to Success for Students
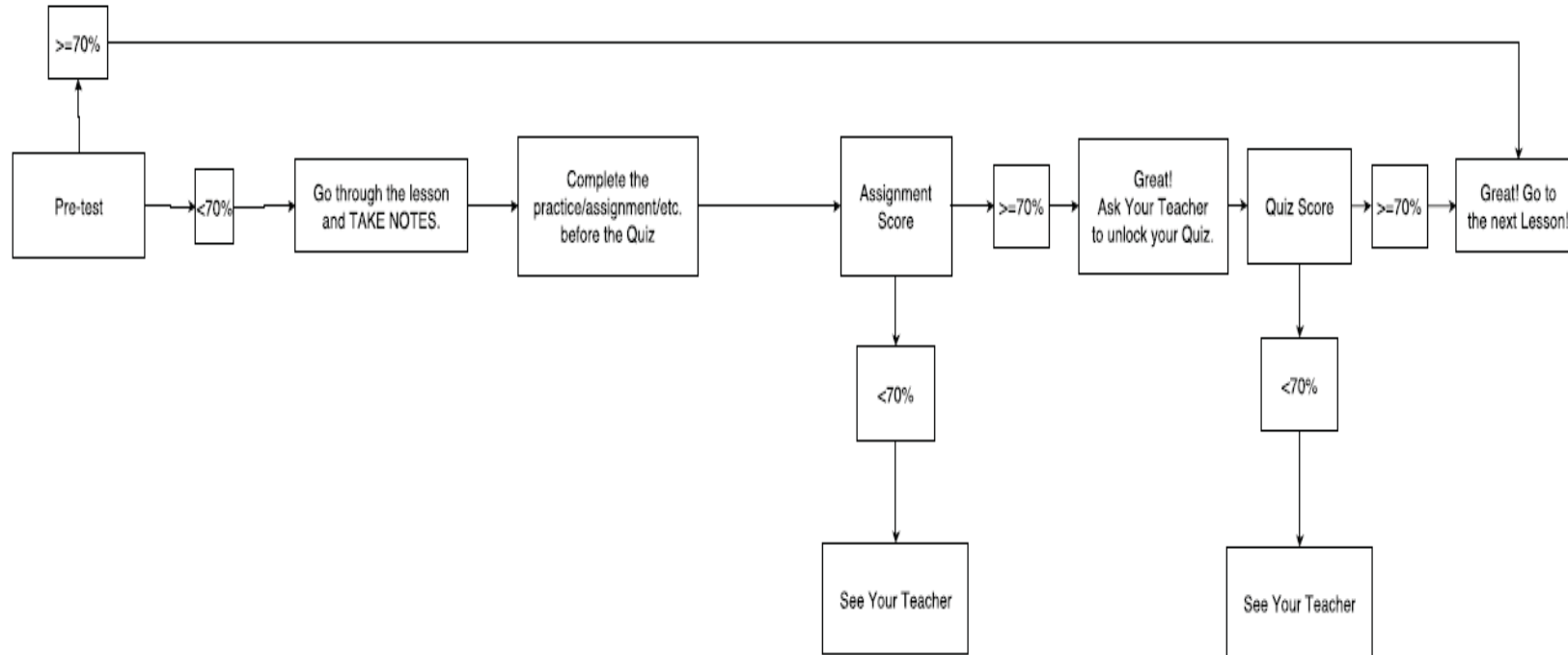
Role of Teachers/Staff:

Project MORE has established protocols for all teachers and staff to follow and skills needed to be successful in a blended learning environment. Teachers and staff must:

- Create a culture based on explicit norms and high academic expectations; encourage students to own their learning
- Analyze student progress data daily, and use this information to make decisions about interventions
- Facilitate a variety of learning opportunities for students such as one on one tutoring, small group instruction/interventions and project- based learning
- Be flexible and willing to team- teach and differentiate their roles to support the learners
- Be able to teach effectively offline as well as online
- Maintain productive communication and connection to families

Framework:

Below is the Teacher Framework for Blended Teaching Competencies. It will be a major PLC focus in 2015-2016

Framework for Blended Teaching Competencies

Framework Continued:

MINDSETS	**What** Core values or beliefs that guide thinking, behaviors and actions that align with goals of educational change and mission **How** Understood, adopted, and committed to
QUALITIES	**What** Personal characteristics and patterns of behavior that help an educator make the transition to new ways of teaching and learning **How** Coached, encouraged, and reinforced
ADAPTIVE SKILLS	**What** Higher complexity that are generalized across domain/jobs. Help people tackle problems and tasks where the solution might be unknown or that require organizational learning and innovation **How** Developed through modeling, coaching, and reflective practice
TECHNICAL SKILLS	**What** Skills that are known and specific to task and domain. Observable "know-how" and basic mechanics and expertise helpful for execution and implementation of day-to-day job (for teachers instruction) **How** Acquired and mastered through instruction, training, and practice

iNACOL Blended Learning Teacher Competancy Framework
October 2014

Our Daily Flex Approach*:*

- Monday, Tuesday, Thursday, and Fridays begin with a thirty-minute advisory period during which advisers work with students to develop a daily plan based on data from the previous day
- Students are required to take three periods a day with the option of staying a fourth.
- Students have an option of late start, attending periods two through four.
- Students work independently and at their own pace through two online courses during three block periods per day
- During blocks, students choose how to progress through their online courses and on-site teachers provide individual support on an as-needed basis (through small group instruction, group projects, and/or individual tutoring)
- MORE LAB is open to all students wanting to advance their credit recovery
- MORE LAB is mandatory for students needing to make up missed time during the week.
- Weekend Academy (offered on Friday evenings and on Saturdays) is available for additional credit recovery or acceleration

Why do we need this alternative?

In our research, we have found that most schools and programs that serve "at-risk" student populations favor the Flex model.

"We have learned that the traditional education system itself creates hurdles for students and schools. It's no longer viable to rely on one-size-fits-all curriculum or move students on in age-based cohorts regardless of if they need more time or have the prerequisite skills for the next grade. The traditional A–F system is designed to motivate students extrinsically through competition rather than by developing intrinsic motivation, leaving many students with huge gaps in foundational content knowledge. Others may be so discouraged as to disengage from learning and school." - Maximizing Competency Education and Blended Learning ~CompetencyWorks 2015

With the use of technology and a blended learning model, we have started to change how we deliver instruction to any time and any place. Students have MORE opportunities for personalized education and enabling us to stretch learning beyond the classroom and the traditional school day. We are changing the mindset.

According to CompetencyWorks, "When students understand themselves as having agency and choice, they begin to own their learning and are more motivated and engaged." Project MORE Alternative HS is offering agency and choice for TUSD students.

Why Project MORE

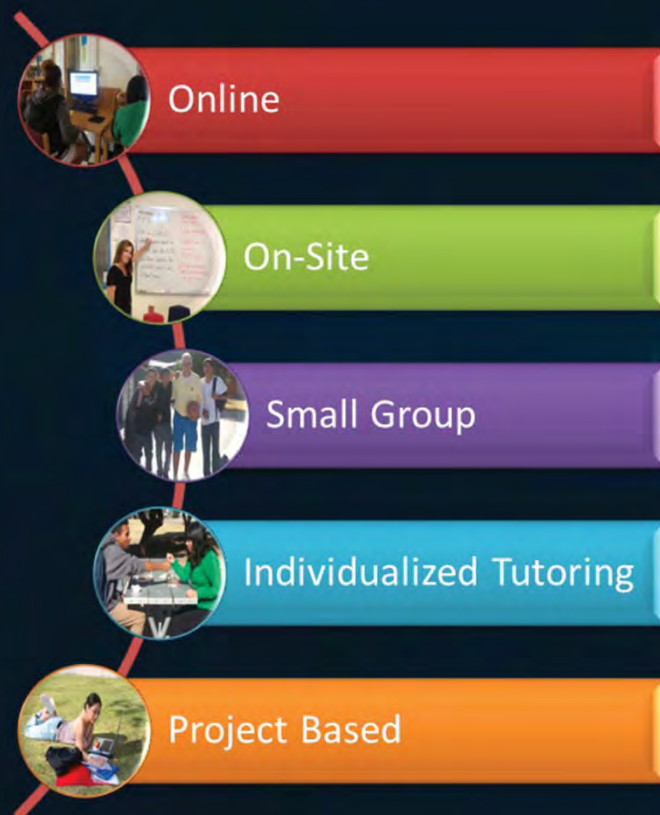⇒ Personalized Learning

⇒ Flexible Schedule

⇒ Self-Paced

⇒ Small Class Sizes

⇒ Focus on Two Courses at a Time

⇒ 1/4 Credits Given

⇒ Credit for Work Experience

<u>Success Criteria</u>

⇒20 Hours of Attendance Per Week Minimum

⇒Complete One Credit Per 4.5 Weeks Minimum

⇒Commitment to Academic Goals

⇒Support Collaborative Community

2015-2016 Project MORE Bell Schedule

M, T, TH, F Block	Wed Early Out Block
1st Bell 8:25	1st Bell 8:25
Period 0	
8:30-9:00	Period 1
Period 1	8:30-9:30
9:00-10:30	Period 2
Period 2	9:35-10:35
10:35-12:05	Lunch
Lunch	10:35-11:05
12:05-12:35	Period 3
Period 3	11:10-12:10
12:40-2:10	Period 4
Period 4	12:15-1:15
2:15-3:45	MORE LAB
MORE LAB	12:15 – 1:15
2:15 – 3:45	