If You Could Build Any School...

A Case Study Of Achievement First’s Greenfield Schools Year 1 Pilot

Research By: Dr. Deborah Sawch

Throughout the 2015-16 academic year, Dr. Sawch spent several hundred hours observing and interviewing student and staff learning, interviewing students, staff, and families, reviewing survey and student achievement data, and analyzing findings, as part of the Greenfield team’s efforts to learn and iterate during the pilot year.
In 1999, achievement gaps based on race and socioeconomic status were large and persistent, and there were few examples of schools, much less school systems, that defied this trend. Confronted by the dominant attitude that demographics were destiny, a group of committed educators, led by Dacia Toll and Doug McCurry, set out on a mission to provide equal education access to all America’s children and conceived of a school in which high expectations and strong student outcomes were the norm – where access to four-year college for low-income students and those of color was a right, not a privilege. That year, the group established their first school, Amistad Academy, in what would eventually grow into Achievement First (AF), a network of 32 high-performing public charter schools in five cities serving nearly 12,000 students.

Since the very first high school class at Amistad graduated seven years ago, AF has been committed to tracking the success of their alumni, 80% of whom are “first generation college” students. Over time, it became clear that, while 97% of AF alumni enrolled in college right after finishing their AF high school – an impressive college matriculation rate – their college completion levels were on track to be far lower – between 30–50%. While AF’s college graduation rate was drastically higher than the 8% rate for low-income students nationally, AF aspires to completely close the achievement gap and wants college graduation rates for their students that are similar to the 77% completion rate that top-income quartile students achieve.

In surveys and interviews, a number of AF alumni report difficulty managing time and working independently in college. Some also admitted feeling reluctant to ask for help when they struggle, which means that small problems become big ones too quickly, forcing many to either abandon college entirely, forsake scholarship support, take time off, or transfer to 2-year colleges. As one AF counselor notes: “Some alumni who ‘check out’ and stop trying do so because they see their challenges as too big to tackle, rather than having the self-care concepts, exercises and mindsets to help them better manage the stress and defeated mindsets that can be overwhelming.”

Several years ago, AF’s leaders reflected on these trends and recognized that they needed to do more to ensure more of their young people really thrived in college and beyond. Around the same time, within the larger world of K-12 education, the Common Core State Standards were making their jolting entrance. Far more rigorous than prior state tests on which AF students soared, these CCSS-based tests revealed gaps in AF students’ abilities to engage in higher order thinking and complex, non-standard problem-solving. These dynamics, combined with Dacia and Doug’s own personal and poignant experiences as parents of school-aged children, added urgency to rethink AF’s core model.

With all these needs as a backdrop, in the fall of 2014, they went in search of new approaches, learned more about the power of design thinking, were exposed to the great work of Diane Tavenner from Summit Public Schools, and engaged in conversations with school designers Aylon Samouha and Jeff Wetzler2 – all of which increased their sense of possibility for taking on bold innovation. They decided officially to launch what would become a multi-year innovation effort to create a new model of school for AF. Their work over the past few years, leading up to and including a 2-site pilot in 2015/16, has required courageous vision, creativity, leadership, and a strong, engaged team. The process has not always been neat and clean, but the team has adapted, and the model moves forward, improving and iterating along the way.

DREAMING AND DISCOVERING

Dacia and Doug pictured an open, green field, with nothing on it and asked the question, “If you could build any school -- to develop the best prepared students in the world -- what would you build?” From there, the project took on the name, AF Greenfield schools, to signal the bold sense of possibility that the initiative embodied.

Their early explorations led them to IDEO, an international design firm with whom they partnered in January, 2014 to engage in user-centered research and brainstorming. IDEO interviewed AF parents, students and alumni and conducted extended home visits and ethnographies to understand the daily life of students. They also conducted interviews with a number of AF teachers and leaders, as well as experts outside of AF – education pioneers, business leaders, and scholars in brain science research and social-emotional learning. In particular, schools such as Summit, Acton Academy, High Tech High, Match Next, BASIS, Ron Clark Academy, and Montessori For All inspired their imagination and generated many insights that ended up in the Greenfield model.

Throughout the process, the team conducted more than 70 deep-dive sessions and one-on-one engagements with students, parents, staff, and external advisors to iterate on the model. This culminated, in Summer, 2014, with strong enthusiasm for the emerging vision from even some of the most initially skeptical leaders across the organization.

2Aylon Samouha and Jeff Wetzler, are co-founders of Transcend, a non-profit focused on accelerating innovation in school model design. Since its inception, they have provided significant design leadership to the Greenfield project, drawing upon collectively decades of senior leadership in organizations such as Teach For America, Rocketship Schools, and Score! Education. The launch of Transcend was inspired by AF’s Greenfield Schools project, which demonstrated both the power of blue-sky, user-centered design thinking in school innovation and the need for significant, expert R&D capacity to undertake the work in a rigorous way.
The K-8 model that emerged from this design process is described below. It is important to note that over time, the specific design elements have evolved, and realizing the full potential of the design is still a work in progress.

The design process started by defining the essential outcomes that the model would seek to maximize:

► **Accelerated Academics** — Given its importance for student success, the design starts with the premise that students can and will achieve excellence in academics — the kind of excellence that would manifest in students passing the equivalent of at least 10 AP classes by the time they graduate high school, ranking with top students around the world on PISA, and performing at high levels in the country’s top universities.

► **Habits of Success** — Because students’ long-term success requires more than world-class academic knowledge and skills, the Greenfield design prioritizes six “habits of success” to intentionally foster: Curiosity, Personal Growth, Empathy, Gratitude, Drive, and Teamwork.

► **Excellence in Enrichment** — A strong conviction that emerged in this process was that all students need and deserve the opportunity to pursue excellence outside of traditional academics. As such, the Greenfield design offers students the chance to explore and ultimately go deep in one or more enrichment areas, currently martial arts, dance, music, and “STEM inventions” (e.g. robotics, coding, etc.).

► **Student, Family and Staff Motivation** — Recognizing the challenges that students will encounter after they graduate, the team decided that motivation itself should be its own outcome. The Greenfield model aims for students, staff, and families to exhibit an unstoppable level of shared commitment and drive — consistently going the extra mile to inspire each other to push on in pursuit of their dreams.

With these audacious outcomes, the question then became, how do we build a school design that maximizes these outcomes for all students? From all the research that the team explored — both user-research and expert findings — as well as AF’s own convictions, the team landed on three “design anchors” that would undergird every aspect of the model:

► **Accelerated Expectations** — This design anchor was based on AF’s lived experience – supported by a robust research base – that expectations can be a self-fulfilling prophecy. They wanted a design that was unapologetically based on accelerated expectations – not just for academics, but also for the essential “habits of success,” enrichment areas, and the motivation and hard work of everyone in the school community.

► **Awesomely Powerful Community** — This design anchor was based on the insight that a deep sense of belonging and shared purpose among all members of the school community (students, staff, families) is essential to students feeling supported, affirmed, challenged, and responsible for contributing to the success of others.

► **Ownership and Personalization** — This design anchor was based on the research and conviction that when students feel ownership over their own learning and agency over their lives, they have more of the intrinsic motivation needed to sustain hard work. Their learning paths should be tailored to meet their individualized needs and goals, making learning more relevant and students more motivated to work hard.

**CORE ELEMENTS OF THE MODEL DESIGN THAT EMERGED**

The Greenfield design centers around students’ own dreams and goals. Every student has her own Dream Team, which can include parents, caregivers, siblings, community members (such as a pastor or a coach), as well as at least one teacher (who plays the role of “Goal Coach”) and another student (called a “Running Partner”). The purpose of the Dream Team is to capitalize on all the love that surrounds students in their lives - which is often not engaged in traditional school models – to support students in articulating their aspirations, stretching their sense of possibility, catching them when they fall, and converting their dreams into goals. As an alternative to a more typical “Report Card Night,” Greenfield students lead meetings with their full Dream Teams every quarter to share goals and progress and enlist their Dream Team’s support to move forward with success.

During the school day, students are organized into close-knit Goal Teams of 8-10 students and their respective Goal Coach to reflect together on their progress and challenges, focus on specific Greenfield habits, set
upcoming goals, and work through plans for meeting them. Within **Goal Teams**, each student has a **Running Partner**, a fellow student with whom they are paired to provide additional support and accountability to one another.

In the Greenfield model, students pursue their dreams and goals through **four modalities of learning** intended to match the best mode to that particular content in a way that accelerates students’ progress. During **self-directed learning time**, students build responsibility, ownership, and identity by taking control of the pace, sequence, and some of the content of their learning through playlists and other independent learning activities. During **small-group learning**, students work with instructors in small group tutorials, to go deeper, do close-reading together, detect and correct errors, and receive individualized feedback. In **large group learning**, experienced educators lead students in seminars, debates, simulations, and scientific experimentation to explore deeper questions. The daily schedule itself offers a mixture of all three modes of learning, including two enrichment activities each day (dance, martial arts, music, and STEM inventions). Lastly, the fourth learning modality, **immersive expeditions**, happen for 1-2 weeks every 8 weeks. Expeditions are experiential opportunities for students to deeply explore the world and apply skills in a context beyond the walls of the school (and a chance for staff to have extended periods of professional development).

Compared to the pre-Greenfield AF design, students spend far less time in large-group learning and far more time engaged in self-directed learning (approx. 2 hours/day), small group learning (approx. 2 hours/day), and expeditions (4–8 weeks per year depending on the age of the student).

The school model also draws upon research in learning and motivation and builds in structures such as regular “**high-heart-rate moments**” throughout the day, as well as an approach to behavior which combines AF’s classically high expectations with restorative practices. Finally, the school has a Community Dean, whose role is to foster community by working with all staff, students, and families to build high levels of trust and shared commitment for students to pursue their greatest dreams.

To enable all of the above, the design integrates innovations in staffing and technology. Experienced teachers serve as content-specific “leads,” who facilitate large group learning environments such as humanities seminars or science labs. Leads are supported by “instructors” (often teachers in their first 1-2 years of teaching) who facilitate small group instruction, support self-directed learning, and provide extra tutorials and interventions for students who need it. Staff schedules are staggered to accommodate the longer school day so that different teams of teachers can support arrival and dismissal and still maintain full focus on planning and instruction. Further, the expeditions learning mode, which is led by a specialist team and external experts, provides internal staff with greater time for data reflection, planning, professional development and some additional vacation days throughout the year. From a technology perspective, a **personalized learning platform** brings it all together, enabling students to set and reflect on goals, move through playlists, track progress, and communicate transparently with staff and families.

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**TESTING THE WATERS: EARLY PROTOTYPES WITHIN EXISTING AF SCHOOLS**

With the above vision and blueprint sketched out, the team brought on two school leaders who would eventually lead the pilot sites. AF also created a separate R&D team – referred to as “the Greenfield Design team” that included the school leaders, two curriculum specialists with expertise in the elementary and middle school levels, a technologist, an operations lead, a project manager, and Aylon Samouha as project leader. The role of this design team was to build and/or integrate and test elements of the model, including: instructional content, technology, schedules, budgets, architectural space, staffing, and more.

In early 2015, the team set about testing components of the Greenfield design in very small-scale ways, through light prototypes within existing AF elementary and middle schools. They tested many aspects of the model, including: self-directed learning content, small–group tutorials, goal teams, community time, and high heart-rate moments. The team found these prototypes to be highly encouraging, both in terms of hard data and teacher, student and parent feedback. In the middle school, after the 6-week period under study, the 5th graders who
participated generated the highest gains in the AF network on the interim assessment, whereas previously, this same 5th grade cohort had the lowest network-wide growth. In the kindergarten classroom that prototyped elements of the new model, students made strong gains in math and in the performance of top students.

Teachers who had participated in the kindergarten pilot decided to adopt elements of the model on an ongoing basis after the pilot, even without support from the Greenfield team. Fifth grade teachers shared how they were able to foster drive in their students and thus set the bar higher for what they expected of them. One teacher shared how she was “able to push a student from a 7 to a 10.” In surveys and interviews, students shared excitement about their engagement and learning in ways that suggested the power of the model. One student reported that being “a strong student means also to teach yourself and go beyond the boundaries of learning.” Parents raved as well. When describing her child’s experience during the pilot, one 5th grade parent noted that her son “made more progress this week than I’ve seen him make all year. It’s like a light came on.”

The prototypes also revealed some gaps and new insights. The team quickly realized how important it is to establish clear routines for self-directed learning time and to scaffold the modules to optimize student engagement. They also saw that for students to get the benefits of authentic reflection during goal-setting time, students needed more time and more deliberate practice (which they began using journals to support). Finally, through rapid prototyping, they appreciated how fast teachers’ instructional practice can change with deliberate cycles of iteration on key aspects of the model, such as close reading strategies and allocation of time within instructional blocks.

MOVING FROM PROTOTYPE TESTING TO WHOLE-GRADE PILOTS

Building on enthusiasm and learnings from the early prototyping, AF developed two, whole-grade pilot settings: one for middle school grades 5 and 6, and the other for kindergarten. These were set up as opportunities to work with students, staff and families to continue building and refining the design in action. As such, AF kept the Greenfield design team intact, so that it could have capacity to support the school, study what was working (or not), make real-time adjustments along the way, and continue to build content.

In early 2015, the school leaders recruited staff members for the pilot settings and collaborated closely with other members of the design team to create all aspects of the model, from instructional content and assessments, to technology, to staff roles and PD, to social-emotional habits development curriculum, to space design, and much more. By April 2015, Community Deans, responsible for cultivating and sustaining strong school culture, were hired; by June 2015, almost all other staff members were hired. Staff training began in July 2015, and students arrived in late August 2015.

Heading into these whole-grade pilots, AF knew that this pilot year would likely be THE most informative part of the design process, because elements of the model could be tried and refined in real-time based on results and experiences of students, staff and families. At the end of the first year, much has been learned so far.

A Very Challenging Start…

In both the kindergarten and middle school pilots, students and staff entered with gusto and enthusiasm but quickly, the team discovered that students varied widely in their readiness for the increased autonomy and responsibility that the model provided. Some thrived with the freedom, racing ahead in their playlists and challenging the design team to keep up with the pace of content creation. However, many students responded to the large self-directed-learning spaces and long blocks of time with behaviors that were off-task or unfocused. Quickly, it became evident that scaffolding – in the forms of clearer and more explicit expectations, more structure and support for some students, and modifications to the school’s schedule (3 iterative schedule revisions over 12 weeks) – would be necessary to ensure that students’ behavior did not fall below a ‘waterline.’ In addition, AF increased coaching and support in classroom management and instruction for staff.
members across both pilot sites. In the kindergarten pilot, which was staffed almost entirely by teachers who had taught at AF the year before, these adjustments and iterations led to a more stable culture and a strong foundation to implement more and more elements of the model, with growing success.

However, in the middle school pilot, with more new staff, the challenges persisted. This resulted in delaying the launch of certain elements of the model that had been planned to launch from the start – such as dream teams, elements of goal teams, explicit habits of success development, and expeditions – to focus on stronger implementation of the core classroom culture expectations throughout the different learning modalities, enrichment, and goal team time.

Even so, many staff felt increasingly confused, frustrated and unsuccessful. Students – while they enjoyed many aspects of the model such as directing their own learning and additional enrichment – were not exhibiting the habits of success, and several had more oppositional relationships with teachers than anyone would want (particularly given the model’s aspiration for a more restorative orientation towards behavior). Design team members found it hard to see that the significant work they had put into content creation was not playing out in execution. In short, the combination of a new model, new leadership, new staff, and rapid changes led to significant challenge and struggle in the middle school pilot throughout at least much of the fall and into the winter.

The design team continued to iterate on aspects of the schedule, simplified roles and responsibilities of new staff, and modified content to provide more scaffolding for struggling students. They also brought in additional leadership and teacher support to reboot culture and foster more effective instruction. Slowly but steadily, middle school culture stabilized, and more and more elements of the original model’s design were introduced, including dream teams and expeditions.

The ability for AF to make so many critical, responsive model shifts in a matter of months is a testament to the mindset of iteration and the R&D capacity to support it. A typical school team would not have the capacity to make these sorts of shifts so rapidly.

Amidst The Challenges, Many Bright Spots...

Despite the challenges described above (and while it is premature to draw definitive conclusions), there is emerging evidence from the pilot school year that suggests the Greenfield model has promise:

**Academics:**

- End-of-year kindergarten reading scores exceeded AF’s ambitious goals of 90% proficient and 40% advanced levels, and the team is hopeful that greater exposure to word and world knowledge will show even more payoffs down the road in comprehension. Math gains at mid-year were off-target, despite high levels of student achievement on math modules during self-directed learning. The team responded by making mid-year adjustments to the curricular scope and sequence, and by the spring administration of the NWEA MAP test, nearly 60% of students showed at least 75th percentile growth from the start of the year (which exceeded the team’s ambitious goal of 45%).
In the middle school pilot, despite 30% new students to the school (who had not previously been at AF schools) and the many challenges described earlier, grade 5 and 6 ELA weekly quiz scores rose during the year, and, by late spring, routinely ranked #1 or #2 in the AF Connecticut network. Teachers indicated that close-guided reading in small and large groups, coupled with self-directed learning (SDL), have helped deepen levels of reading comprehension and sophistication. Grade 5 math exceeds the CT network average, although grade 6 math scores are below the average. Interventions were put in place later in the year to address math performance in particular, with many students volunteering to meet with individual teachers to work on math after school.

Habits of Success and Enrichment:

To assess progress towards other outcomes - such as habits of success and motivation, the design team has conducted mixed methods research that includes classroom observations, interviews, surveys, and student focus groups. In the kindergarten pilot, students have begun to exhibit empathy, curiosity, and gratitude in ways that reveal the impact of the model’s intentionality around social-emotional development. For example, students regularly cheer for friends who make progress, care for others who are sad, and remove themselves from a situation when frustrated (so they can calm down and write about or illustrate their feelings in the reflection chair). Teachers throughout the elementary school building report that this kindergarten class is particularly kind, calm and mature compared to prior years.

With respect to building drive, students in the kindergarten and middle school pilots report that they like self-directed learning (SDL) for the chance to drive progress towards their goals. As one student put it, “I love SDL; I can go at my own pace and pick and choose what I want to do.” Another middle-schooler keenly observed, “I like SDL because I know that in life, I won’t always have a teacher telling me what I need to know. In SDL, I figure it out for myself.”

With respect to building the habits of personal growth and teamwork, enrichment and expeditions have proved particularly valuable, as students engage in activities outside their comfort zone. External experts have joined the staff to facilitate robotics, art, playwriting, architecture, debate, international culture, farming, ceramics, Shakespeare, 3D design, and photography. In many cases, students initially wanted to give up, but they persisted and designed, for example, robots that would clean their houses, and a proposed addition to the school facility. Music, in particular, has offered students opportunities to learn to play an instrument, to appreciate the power of practice, to identify patterns, to lead by teaching others, and to work together to create beautiful sounds. Students bring their instruments home, play them during lunch, and stay after school to play some more.

Motivation:

Despite the ups and downs of living in a new school pilot, the teachers and students of Greenfield have demonstrated persistence. In the kindergarten pilot, there has been no student attrition, and in the middle school, attrition is at 1.4% (versus a network average of 2%).

As for staff, every staff member in the kindergarten is expected to return next year, and over 90% of the middle school teachers to whom AF extended offer letters are expected to return. In kindergarten, 100% of parents attended their child’s first Dream Team presentation in October, and they sustained their involvement throughout the year—98% attended in December, and 95% attended in March. Parents mouthed giant “wows” during Dream Team time as their children shared presentations that revealed their academic and personal goals and achievements, as well as strategies for success. After one father listened to his daughter’s presentation, he said, “I’m so proud of you. I didn’t know you could do all that!”
Lesson 1: While bold school model innovation holds great promise, it is not for the faint of heart. Be ready to flex and problem-solve on the fly.

Inviting parents, teachers, students, and the community to engage in bold re-thinking of school is no small ask. It is messy as everyone adopts to new and evolving iterations. Everyone must be in a spirit of ‘perpetual beta,’ willing to change course as needed. Two examples:

► While AF and New Haven Public Schools had partnered successfully in other ways, the New Haven Board of Education, after extensive debate, decided not to commit its support for Greenfield as a new school charter. While the AF team was disappointed, they quickly pivoted and requested a modification of the charter of an existing school (Elm City) instead so that they could still move forward with the full-grade pilots.

► Throughout the year, the school schedule iterated multiple times to optimize student and staff experience. For example, an initial feature of the middle school Greenfield pilot was its longer school day (7:30a-5:00p), designed to allow students time to engage in enrichment activities, SDL, and goal teams and to minimize work out of school. Early on, it became clear that a 5:00p dismissal pushed beyond everyone’s physical and emotional bounds. AF decided, mid-year, to shorten the day and adjust the schedule to preserve the vision while making the day more feasible.

Lesson 2: Design matters, but only if accompanied by strong leadership and scaffolded change management.

► In the pilots, almost everything has been new for everyone: new modalities of learning, new roles, new students, new approaches to culture and behavior, new means of engaging parents and families, new technology. Literally, no one has been doing a job that they - or really, anyone - have done before. With so much changing, the more experienced kindergarten pilot leader and teachers had an easier time than the newer leadership and significant number of new teachers in the middle school pilot. For the returning staff, the core elements of school leadership and basics of teaching were already ‘in muscle memory,’ leaving more capacity to innovate and support the school through change.

► That, said, regardless of staff experience, the importance of pacing change was a key lesson. The team originally set out to implement the entire Greenfield model from the beginning of the school year. It quickly became clear that sequencing elements would become important, not just because of how much change people could absorb, but also because every element would require its own iteration and refinement. As the kindergarten leader reflected, “Greenfield is supposed to be an iterative model, but we don’t want it to seem like it’s lurching and require our teachers and students to make huge changes constantly.”

Lesson 3: Especially in models with increased student agency, clear expectations and strong classroom management from Day 1 really matter.

► During summer training, the Greenfield model was introduced to staff in a context that assumed far greater student readiness for autonomy than turned out to be the case for many students. As such, the team underinvested in establishing clear expectations and building routines and protocols (for moments such as transitions or self-directed learning time) and in teachers’ classroom management skills that would enable learning. Given this, when students displayed behavior that was not conducive to learning or community, staff unfortunately had to respond reactively and were not prepared to do so in the most effective ways.

► While the kindergarten pilot was able to recoup faster than the middle school pilot, and both eventually stabilized, the teams learned a lot about scaffolding and proactive support for teachers and students. The key now will be to ensure that traditional behavioral supports begin to peel back as students demonstrate readiness for greater autonomy in order to foster the habits of success that Greenfield aims to develop.
Lesson 5: Serious, replicable innovation requires real R&D capacity to do right.

- With 32 schools and nearly 12,000 students in its network, AF has many demands on its organizational plate. By essentially building a dedicated R&D lab (through the Greenfield project) to develop a new model for the future, AF has endeavored to be what Tushman and O’Reilly term an “ambidextrous organization”—at once focusing on operational excellence today while also innovating for the future.

- To do this, they created a multidisciplinary “skunkworks” R&D team that is dedicated to this ambitious project and unencumbered by running the rest of the organization. In close partnership with teachers and school leaders, the Greenfield design team has built every aspect of the model, supported implementation, and assessed progress through quantitative and qualitative data. Every five-weeks, the team has met with school leaders to analyze all data, prioritize changes, and iterate the model in real-time. They have now begun codifying the model to support the spread to new grades and eventually new schools. All this has required significant funding and human capacity, but—just as with investment in innovation in other sectors—the bet is that the investment will pay off, not just in breakthroughs for students across AF’s own network but also for the sector at large, especially given AF’s total open-source policy on sharing.

WHAT’S NEXT?

No doubt, more lessons will continue to surface, and the story of Greenfield is still in its opening chapters. Based on the emerging bright spots and learnings to date, AF has decided to expand the pilot from three grade levels (K, 5, and 6) in the 2015–16 school year to seven grade levels (K–6) in 2016–17 and to situate the pilot in one single school site, under a seasoned leader. This will allow for further development, testing, refinement and codification of the model for future expansion to other AF schools and to the field at large. At the same time, AF will never lose sight of its enduring aims to address educational inequity and foster college access. It will push for innovative and effective ways to pace, learn from, and share the Greenfield model so that educators and children everywhere can fully participate in the world that awaits them.
Sample Schedule Grades 3-6

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45</td>
<td>Martial Arts or Dance</td>
</tr>
<tr>
<td>8:25</td>
<td>Writing — Small Group</td>
</tr>
<tr>
<td>9:05</td>
<td>Reading — Self-Directed</td>
</tr>
<tr>
<td>9:45</td>
<td>High Heart Rate</td>
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<tr>
<td>9:55</td>
<td>Math Investigations - Small Group</td>
</tr>
<tr>
<td>10:35</td>
<td>Math — Self Directed</td>
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<tr>
<td>11:15</td>
<td>Lunch/Recess</td>
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<tr>
<td>11:55</td>
<td>Humanities Seminar or Close Reading</td>
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<tr>
<td>12:35</td>
<td>Humanities — Self Directed Learning</td>
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<td>1:15</td>
<td>Music or STEM Inventions</td>
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<td>Science Investigations</td>
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<td>Science — Self-Directed</td>
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<tr>
<td>3:15</td>
<td>Goal Team Time</td>
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