



W · I · D · E · R LEARNING ECOSYSTEM

Spring Convening - Student Session

2019: Day in the Life of a student for each school



Blackstone
Charter Academy
Rhode Island



Common Ground
High School
Connecticut



Manchester
High School
Connecticut



Manchester West
High School
New Hampshire



Nokomis
Regional High
Maine



Somerville
High School
Massachusetts



Winooski
High School
Vermont



Day in the Life

1. What will a typical day in the life of a student look like in the 2021-22 school year?
 - Students are currently editing a video they have produced following interviews and profiles they completed with several students currently experiencing what we are envisioning for all students. This includes multiple, meaningful, high-quality learning pathways aligned to their interests and aspirations. The central theme is personalized pathways that are grounded or launched from more collective experiences in the earlier years (grades 9 + 10).
 - Specifically: nurturing community, meaningful experience in thriving/nurturing community on campus in team, interdisciplinary courses, focus time building core academic skills, options/choices for increasing interests (chorus, art, CTE). Earlier years: more common, community, collaborative learnings experiences with opportunities to explore interests; then increase the level of customization as students progress/age
 - In later years (grades 11-12), students' pathways are more specialized and tailored to their interests and involve programs like CTE Industry Certification, Early College, or co-designed internships and Extended Learning Opportunities and Work Experiences.
 - The common outcome is that through these pathways students are acquiring, practicing, and demonstrating the skills outlined in the NRH PoG. In addition to meeting all graduation requirements, students will have the opportunity to earn seals or endorsements such as CTE certifications and other work-readiness seals as well as college credits indicating an elevated preparation for college study.



Somerville

Day in the Life

8:00 AM: Yahaira arrives to school and heads to the cafeteria to grab a quick breakfast. She sees a group of her friends and chats with them in the common area before heading to her English class. On her way to class, her Health Career teacher asks her about her internship at a local pharmacy. When she enters, she pulls her Chromebook out of her bag, logs in to her Portfolio, and rereads her Capstone Position Paper. Yahaira's paper focuses on the impacts that the rising cost of prescriptions had on families in Somerville. She begins to edit her Senior Exhibition portfolio and uploads a recent interview with a pharmacist. Yahaira's English teacher helped her craft the interview questions and she was able to complete the interview during her internship hours. As she works on her portfolio, Yahaira develops a few follow-up questions to ask her mentor to supplement the interview.

9:30 AM: Yahaira changes for dance class and begins learning a new routine. The well-lit, brand-new multipurpose space that holds her dance class also serves as a yoga studio, a meditation room, and, after school, a practice space for students to work on their routines for the upcoming Multicultural Fair.

10:45 AM: Yahaira heads to science class, anatomy and physiology. The class has just started a unit on the immune system, and Yahaira and several other Health Careers students are working on personalized coursework that is specifically tied to the medical field. Students in the Dental Assisting and Cosmetology programs enrolled in A&P have their own specialized coursework tailored to their respective fields.

12:00 PM: Lunch break! With today's warm sunshine, Yahaira heads out to the picnic tables to eat. She chats with her friends and makes a plan to meet up after school in the library. A few of her friends are taking precalculus, which Yahaira aced last trimester, so she offers to check the math for their "exponential functions in the real world" presentations.

12:30 PM: As her friends head to their community groups, clubs, and workshops, Yahaira changes into her internship uniform and takes the bus down to a nearby CVS Pharmacy. She works closely with a pharmacy technician mentor, gaining hands-on experience while earning credit as part of her Health Careers program. Near the end of the internship time, Yahaira and her mentor discuss Yahaira's interview with the pharmacist, and Yahaira asks the questions she developed in English class earlier that morning.

2:45 PM: Yahaira arrives back at SHS just before dismissal and heads to the library to work on her anatomy and physiology coursework. As she finishes up the most recent assignment, her friends join her and they work on the math they discussed earlier.



Blackstone

Day in the Life

What will a typical day in the life of a student look like in the 2021-22 school year?

As a general overview, we will have many more students off-campus, pursuing different opportunities. They will easily understand our expectations for meeting our External Learning (and core academic) proficiencies. Our consolidated Habits of Mind will have clear benchmarks and our redesigned daily schedule and transcript will honor these changes and also be acceptable to institutions of higher education. Because we will have worked with students and families to create an integrated and proficiency-based program, and because one of our priorities will have been to develop a library of materials explaining our process, it will be easy for Blackstone students to share with outsiders how they demonstrate proficiency within the wider learning ecosystem. Students will have a full understanding of Blackstone's priorities and will identify with our Portrait of a Graduate.

More specifically, an 11th-grade IEP student will arrive to school before 8 am, attend our daily Morning Meeting (whole school), eat breakfast, chat with her advisor and ten fellow 11th-grade advisees, and then attend Humanities class on a block schedule. Within Humanities class, she will work with her group members to finalize the testimony that her group is scheduled to deliver at the monthly RI Board of Education meeting around a new state policy affecting English Language Learners. The group's testimony contains text-based arguments and is strengthened by a counterarguments section, and the presentation has been put into a PowerPoint. The student and her groupmates practice their public speaking skills, and self/peer-evaluate on a rubric before their teacher assesses their proficiency. After Humanities class, the 11th grader spends time in her Academic Enrichment class, getting assistance with her writing and presentation skills so she's ready for the testimony. After lunch and silent sustained reading time in advisory, this student takes public transportation to the local CVS Pharmacy, the job training site that was arranged for her through our ELO coordinator and the RI Office of Rehabilitation Services. At her site, her supervisor rates her on the 5 cross-curricular proficiencies (2 in math, 2 in external learning, 1 graduation proficiency) and provides her and the school with the feedback. The student meets with her advisor upon arrival back to campus to input the data into Xello, and she's able to log proficiency in 2 of the 5 standards after just 2 weeks at CVS.

Another Blackstone student in the 12th grade starts his day by using public transportation (we provide RIPTA passes) to arrive at the Young Voices office in Providence, RI for a 9 am meeting. At this meeting, he is working with YV staff and 2 other Blackstone students designing a website and planning guide for low-income undocumented students living in Rhode

Island who are trying to access different higher ed opportunities. The group is also reaching out to guidance offices at different urban high schools in Central Falls, Pawtucket, and Providence to schedule confidential information sessions for these students. Not only is this work meeting the requirements for this student's Senior Project, but he's able to meet 8 other proficiencies, as measured by the proficiency rubrics in wide circulation. After the YV meeting, the student returns to Blackstone for lunch, a check-in with his Blackstone (Senior Project) Coach, and a Painting class that helps him meet some of the required Arts standards. After school, this senior meets physical education standards by participating on the Central Falls High School baseball team, rather than trying to cram a traditional PE course into his already busy schedule. The team is 9-2 for the season!



Common Ground

Day in the Life

[Vision >](#)

More languages, off-campus internships, more college credit-bearing courses on and off-campus, paid opportunities.

Students own their pathways, know their choices, reflect on where they have gone, and project forward to where they are going. This is true at every grade level -- students' choice is scaffolded starting in 9th grade.

As students move around our campus, the building feels busy and active, but not over-filled or frantic. They settle to work in places designed to support the different kinds of learning they are doing.

Students move seamlessly between learning opportunities on Common Ground's campus and beyond. Through continued work with the City of New Haven and Southern Connecticut State University, students move safely and efficiently between their high school and college classes.

Wherever they go, students know there are some things they can rely on. POWER is stressed. Common Ground's foundational building blocks are present. Nearly every school day, students have substantive, sustained interactions with their guides and guidance groups. Portfolios are a tool for exploring and reflecting on the pathways that students are traveling. Students are developing deep relationships with their grades, but also across grades. Every student is known well by multiple adults.



Manchester West

Day in the Life

Students will have a schedule with all the classes that they want and those classes will depend on what their interests are. For example, if a student is interested in the medical field, they will emphasize on math and science courses on their schedule. Even if the student has a full schedule, they would be able to have lunch and advisory every day. A student can also choose to leave out a block on their schedule to do an internship. For instance, the medical driven student can go over to CMC for shadowings. Internships can give students the opportunity to gain insights from the outside world other than school. Also, student's schedules can be flexible and change if it concerns work hours and family commitments. Here are the stories of two students in the 2021-2022 school year.

Soraya is a sophomore at West. She is a refugee from Congo and has lived on the West side of Manchester for the past five years. She has not received EL services for the past six months because of her proficiency. She speaks French fluently and is the main language used at home. Soraya is interested in the medical field and thinks she might want to become a nurse, physical therapist or doctor.

It is Tuesday, February 15, 2022. Soraya likes to get to school early to meet with friends and get some breakfast. At 7:45, she goes to her locker and settles in at her first class, Economics. Today, there is a special presentation by two members of the finance department. They are going to answer questions about the Mayor's proposed budget. During the three times the class met last week, learners were given the task of going through the budget in small collaborative groups to gain some understanding and to write some clarifying questions. Soraya was very interested in the line items about health and welfare, so her questions are mostly about that. When the bell rings, most of Soraya's classmates have taken their seats, which are arranged in a circle. Ms. F. introduces the members of the finance department and takes her seat inside the circle. One of Soraya's classmates has volunteered to run the discussion this morning. Other members of the class that were not on time at 8 am, come in and take their seats in the circle. Soraya and Ms. F. are a little annoyed that these students are late because there are special guests, but they know things come up. Soraya gets to ask her questions about the budget and she takes notes on all the questions. At about 9:10, Ms. F. shares next steps with everyone and thanks the members of the finance department. Some students leave and some linger to ask some more questions. At 9:18, Soraya leaves to get to her next class.

At 9:25, Soraya is in Chemistry and Health. A few announcements come on and her classmates settle in. Today, learners are finishing up their presentations from a project they had been working on for the last few weeks. Soraya presented last week, so today it's just listening and learning from her peers. The project asked learners to explore how chemistry knowledge helps medicinal chemists make decisions about pharmaceuticals. Part of the project requirements was that learners had to interview students at the Massachusetts School of Pharmacy and Health Sciences, which is across the river in Manchester. Some of those learners

are sitting in on the presentations to give feedback. During the first presentation, Soraya took some notes for herself and wrote some questions for the presenter. In the Q&A session, Soraya asked her questions. After the first presentation, Soraya's classmate, Hector asked her to give him feedback on his presentation. He was up next. Each student has to ask two classmates to give feedback on presentation skills. As Hector presented, she filled in the feedback sheet and managed to write some notes for herself as well. After Hector's presentation, the class gets a little break to stretch, go to the bathroom, or ask the first two presenters some questions. After settling back in, Soraya listens to the last two presentations. At 10:35, the presentations are complete. Ms. H. leads the class in a debrief of the day, reviews who will be presenting on the next class date, and students are able to move on to their next class at 10:42.

Soraya heads to lunch at 10:55. Last year, she had lunch at 12:55, so this was a big shift. The lunch is pretty good. There is a salad bar every day and on a couple days of the week, there is food from cultures represented at West. Last semester, some Congolese mothers came in to teach the staff how to make Poulet Moambe. It's been served a couple of times, not as good as at home, but it's nice to be recognized. Soraya's favorite is spicy Nepali noodles. After lunch with her friends, Soraya heads to her job shadow at Catholic Medical Center, a ten-minute walk.

This week, she is shadowing in cardiac rehab. It looks like a senior citizen exercise class, but the physical therapists and nurses are watching each patient very carefully. There are six stations, five are exercise stations and one is a blood pressure and heart rate station. Yesterday, she learned about the best ways to find the heart rate on a patient. Today her mentor lets her know that she will be practicing taking heart rate. Soraya is excited and learns that it's not as easy as she thought it was. At the end of the exercise class, she writes her daily reflection in her journal. She thanks her mentor and heads back to school for advisory.

Soraya loves her advisory. Ms. K. is amazing and is always supportive. Today, they are starting to get ready for 10 grade round table. This is the second year 10th graders are doing round table at West, so Ms. K. reminds everyone that it's not a perfect system and there will be opportunity to give feedback at the end. Today, they sit in a circle and do Soraya's favorite check-in Roses and Thorns. Soraya shares that her rose is checking heart rate and her thorn is how she felt when some peers came in late during block 1. After everyone has shared, Ms. K. asks everyone to read through the process for round table silently. After a few minutes, she asks if there are any clarifying questions. No one has any, so Ms. K. says, "If I was a student, I would be wondering what would happen if my parent is not able to come to my round table." Soraya speaks up and says that last year her mother was not able to come to her student-led conference because of work, but that Ms. K and Mr. D. were there to present to. She also says that she went home and did her conference with her mom too. More kids start to ask questions and before they know it, it's time to go. Ms. K. lets everyone know they will continue the discussion tomorrow.

Soraya rushes upstairs to English. She gets to class before the bell before class starts but realizes she has to go to the bathroom. By the time she gets back to class, Mr. G. has started the activity. He greets her and tells her what group to join. Today, they are reading three different poems. They are also given a set of three images. Their task is to make sure everyone in the group has an understanding of each poem. They then as a group have to connect each poem to an image and write why they think those two connect. At the end of the activity, they get into different groups and do a think, talk, listen protocol. Mr. G. leads a debrief and then it's book

club time. This is Soraya's favorite part of English. At the start of the year, the class got into book groups and could choose any book they wanted to read. Ms. Ryan the librarian got them through interlibrary loan and they had six weeks to make a reading plan. Some days during this time, they discuss the book, and sometimes they just get to read. Today is a reading day. Soraya's group is reading *Americana* by Adichie. They go to the library where there are comfy chairs and they read for the rest of the day. At 2:45, the end-of-day announcements come on and kids start to leave. Soraya finishes her chapter and leaves the library to head to the Student Culture Team meeting.

At the student culture team meeting, the group is planning the spring Community Dinner. The group gets into planning committees and reports back ideas at the end of the meeting. Soraya is on the food committee. They are brainstorming ways to get more people involved in making food this year. At 4 pm, the meeting is adjourned and Soraya walks home.

After dinner, Soraya reads a little, writes a few more notes for Hector about his presentation, and gets ready for bed.

Hector is a senior at West. He has lived on the West side his whole life. He has seen a lot of change since he was a freshmen. On many mornings, Hector helps his mom get his little brother and sister ready for school and on the bus. His mother works as a nurse third shift and on nights that she works, she often gets home just before the bus leaves. Last night his mother did not have to work, so he is using the morning to prepare for his second block presentation. He knows his mother's schedule, so he asked Ms. H if he could do his presentation today so he'd have that extra time in the morning.

At 9:00 am, Hector gets to school and gets a quick snack at the school store. At 9:20, he takes his seat in Chemistry and Health. He is a little nervous about his presentation but knows that if he doesn't do well, he can try again. He has to ask two peers to give him feedback. He asks his friend, Brian, but knows he should also ask someone who is not his friend, so he asks Soraya. She presented last week and did a really good job. After his presentation, Mrs. H. lets the class have a break. Brian gives him his feedback right away, but Soraya asks if she can give it to him tomorrow; she wants to write a few more notes. After a few minutes, everyone settles in for the two last presentations. During the debrief, Mrs. H. asks the class what evidence they saw of quality presentations today. Some students said they saw evidence that students practiced. Hector felt good about that.

Hector then heads to advisory. Even though he is in Chemistry and Health, Hector does not want to go into the medical field. He is really interested in becoming a gardener. He has a little container garden at home where he grows beans, tomatoes, and potatoes during the summer. Mr. D. asked for some volunteer seniors this year to do a capstone project, Hector was not sure that he wanted to do it alone, so he came up with an idea to do an advisory project. Not his original intent, but Mr. D. thought it was a good idea. So, during the week, students in Hector's advisory take turns tending to cold lettuce beds in the courtyard. Today, Hector and Brian head out to check on the plants, harvest some leaves that are ready, and head back to advisory to record their observations and their harvests.

After advisory, Hector eats lunch and then heads outside to wait for his ride to New Horizons. New Horizons is the homeless shelter and soup kitchen on the east side of Manchester, and Hector got an internship in their greenhouse. He works there until 2:15 and then walks home to make sure his brother and sister get off the bus. When he gets home, he

records his walking mileage and his heart rate, which is part of his ELO plan for physical education.

At 6:30, there is a meeting at the high school for seniors and their parents. His mother has the night off, so after dinner, the whole family goes to the school. His brother and sister go to the gym for activities and Hector and his mom go to the auditorium for the presentation. Then it's home for bed.



Manchester High CT

Day in the Life

Provided below are some stories of students currently enrolled at MHS who have been impacted by our Barr Planning Grant, and how they would have taken advantage of our planned full implementation. These students illustrate an assortment of experiences that we feel represent the diversity present in Manchester and at Manchester High School. By year three of implementation, we want every student to have the opportunity for their schedule/story to be as unique as the students themselves, but built on and indicative of the structures depicted below.

Grade 9 - Class of 2022 K. is a freshman who still has some questions about which academy is right for him. Earlier this year K. took a multiple intelligences inventory, has conferenced with a teacher, and created a “Vision Board” in his freshman seminar course. Because he is still undecided about his academy selection K. will spend a part of his day today visiting academy-aligned classes in his top two choices and speaking with teachers.

Grade 10 - Class of 2021 M.(wrongly) chose the Medical Careers Academy as a largely disengaged Freshman who would have benefited from our planned, more rigorous selection process. Today she’ll attend her chorus class where she has found her passion as an accomplished vocalist. After school, M. will take on the role of the Mayor of Munchkinville before traveling as team manager for the varsity boys basketball game to their tournament game.

Grade 11 - Class of 2020 As a junior, A. day is largely filled with core academic classes required for graduation. A. only, in school, academy aligned course is AP Computer Science Principles, but he has extended his learning beyond the walls of MHS by completing the Google IT Certification coursework online. Today after school, A.will be leading the MHS E-Sports competition team against a neighboring high school.

Grade 11 - Class of 2020 V. is a junior at MHS in the Global Studies Academy. She has a full schedule of challenging core classes and also takes electives such as French 3, Chorus, and Drawing. After school, V. works for an advertising company in an unpaid internship. As part of this internship, she has created an online menu for a local breakfast restaurant. While V. is learning a lot through this experience, she has come to the conclusion that marketing is ultimately not a career that interests her long-term.

Grade 12 - Class of 2019 H. is an aspiring Physician's Assistant on track to graduate this spring and attend Seton Hall. H. has a full slate of Honors and AP level courses. To get a jump start on her P.A. program H. has extended her learning by enrolling in an EMT course that meets today after school for 3 hours as well as this weekend. As such, H. would have benefited from a flexible schedule that allowed her to start her day later.

Grade 12 - Class of 2019 The Performing Arts Academy is home to senior R., who next fall will be the first member of his family to attend college. Today during Flex, R. will meet with his Flex mentor to work on an application for a Greater Hartford Arts Council summer paid apprenticeship in filmmaking at Real Art Ways. After school R. will help run the Open Mic program, where he sometimes performs original music.



Day in the Life

During SY 21-22

It is 8:00 a.m. and Nepali music resonates throughout the space, signaling the start of a new day at the transformed WMHS. Students rush through the central entrance heading to different parts of the recently expanded campus- some head to their advisory, others meet in the foyer for transport for half-day internships, while still others head to their first learning block of the day. My eyes scan the tapestry of student artwork that represents over thirty countries around the globe, displaying the richness of our diverse student body. Every student, as part of their Personalized Learning Plan, have the chance to introduce an elder to the community through an interactive sound installation in the lobby. Before starting the day, I try to listen to a story that connects me to our learners- the kids love listening to these stories that celebrate the cultures that make WMHS such a magical place. The energy is palpable as I make my way to my first class.

Fawzia, a 14-year-old student, rushes into a learning studio, signs on to her laptop, and pulls down her playlist for the week, making visible to her how each learning experience throughout her day “lights up” respective GXs and GPs. This data visualization is a simple way to ensure that Fawzia’s education isn’t happening to her, but rather, she is navigating her own pathway, and over the course of her 7-year journey from grade 6 to grade 12, she grows as a learner, a community member and an owner of her experiences.

Fawzia begins her day in an extended expedition learning block. Fawzia is working with her peers to solve a complex problem that was presented to them two weeks earlier by the Mayor of Winooski - the noise of the F-35s of the Vermont Air National Guard at the neighboring Burlington International Airport continues to challenge the community. The Mayor had asked her expedition team to help develop a campaign to raise awareness about the harmful impacts of that noise on their community. They have a presentation scheduled to the City Council in one month to make recommendations for how to address this issue, engaging students and families in a shared process. This experience is so cool - she can actually work on real-world problems while learning - and she sneaks another peek at her laptop to see that this experience touches on Communication, Critical Thinking, and Culture & Community GXs and her Speaking, Civics, and Cross-Cultural Engagement GPs.

I next meet up with Anil, a 17-year-old 12th grader, as he gets ready to leave for his weekly placement at a biotech start-up on the University of Vermont (UVM) campus. Because of a partnership that began during the Fall of 2019, WMHS students have an opportunity to transfer their learning from their high school coursework to real-world settings within parts of the university and its affiliated organizations. Anil completed a biology course last year, after which he had two options as an upper-level learner - do a presentation of learning at JunePo (June Exposition) in front of an authentic audience of scholars (peers and staff) or do an extended application of learning during the following term to earn 2 college credits, in which he would be assessed for his proficiency in demonstrating a set of biology and Critical Thinking skills through a real-world task. The applied learning experience is more rigorous, but as the first in his family to consider going to college, Anil is interested in working at a company and the potential for mentorship, as well as getting free college credits.

My next stop is an 8th-grade advisory. Today, community mentors are coming in for an extended session to showcase the stories from their community. As a way to deepen connections between the mentors and students, they have collected each other's stories and put them together as multimedia presentations. The students have been building to this point throughout the school year, and both students and mentors are giddy before they start. Sara and Sonam get ready to share- their presentation takes the form of a talk show where they interview each other, while photographs of their home, family, and community float behind them on a screen.

My final stop of the day is in a 9th-grade math class. I sit next to Jacob who has been struggling for some time with his math skills. This class period will find him in a small group with ten other students and one facilitator who will be introducing the concepts of surface area and volume. The facilitator, however, is located off-site at UVM School of Education. The students will spend 25 minutes today on concepts before rejoining the rest of the class on a community gardening project, where they get to apply the math concepts to design (and ultimately build) a garden on the campus, shared with two community groups. Jacob is now more eager to learn because this building project is fun and engaging, and brings geometry to life.