

Spotlight on the schedule

Kyrene de las Manitas Innovation Academy

Fall 2022

Kyrene de las Manitas Innovation Academy in Tempe, Arizona serves about 400 students in Grades K–7. Each student is a member of a learning studio, which is a multi-age group of 70–120 students. Students in most learning studios are supported by core teams of up to six dedicated educators: one teacher executive designer, two team teachers and three teacher candidates. Additionally, special education teachers, special area teachers, specialized paraeducators, academic interventionists and community educators join the core educator team to support learners. The school will expand to K–8 in 2023–24. Read on to find out how they're implementing a Next Education Workforce model.

Example schedule at a glance

	Monday, Tuesday, Thursday, Friday	Wednesday
9:15–11:15 a.m.	English language arts/Social studies	English language arts/ Social studies lab
11:15–11:50 a.m.	SEL/Mindfulness	Math lab
11:50 a.m.–12:30 p.m.	Lunch and recess	Lunch and recess
12:30–2 p.m.	Math	Choice lab 1 Choice lab 2
2–2:40 p.m.	Innovation/STEM	Early dismissal/Educator team meeting time
2:40–2:55 p.m.	Outdoor recess	Early dismissal/Educator team meeting time
2:55–3:40 p.m.	Specials/educator team meeting time	Early dismissal/Educator team meeting time

A closer look

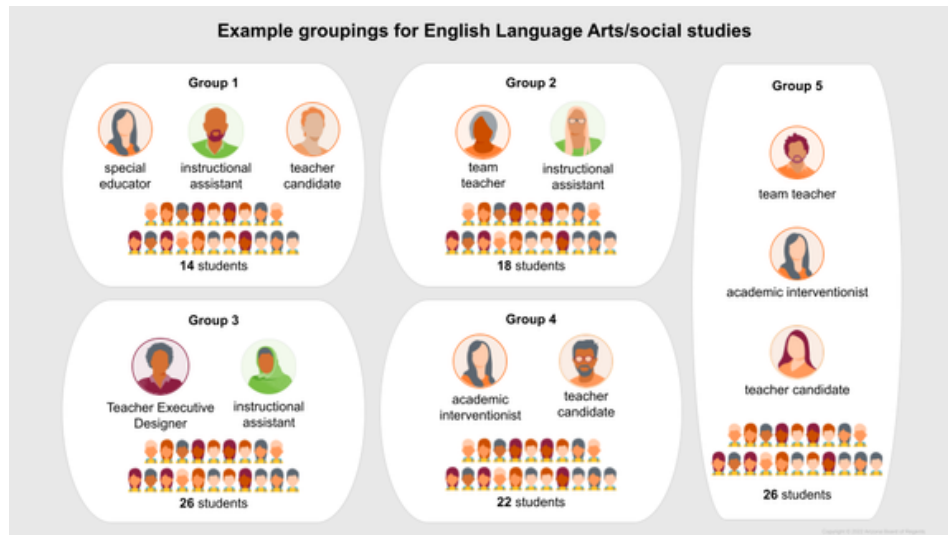
Assembly

During Assembly, all students and educators from the learning studio come together in one space. They review the day's schedule, preview upcoming events, set goals and more.

Math and English language arts/Social studies:

Each day, students engage with two extended content area sessions: Math and English Language Arts/Social Studies.

- Kyrene de las Manitas develops lessons with the support of district-adopted curricula, adapted for a project-based learning approach.
- Currently, project-based learning units tend to be subject-specific (e.g., math units are separate from ELA/Social Studies units); however, looking ahead, the school plans to adopt a multidisciplinary approach to unit development so that learners will be engaged in thematically related lessons across several (if not all) classes.
- Math and English Language Arts/Social Studies class rosters change quarterly based on formative student learning data, and teams make smaller shifts in student groupings on a weekly basis as determined by ongoing progress monitoring and students' social-emotional needs.



English language arts lab/Math lab:

Wednesday's English Language Arts and Math lab time is devoted entirely to re-teaching and enrichment, with students engaging in instruction targeted to their specific learning needs and interests in small groups, large groups and through engagement with i-Ready's adaptive personalized learning software.

Innovation/STEM:

All core team educators support Innovation/STEM time. Here, students engage with Mystery Science and FOSS curricula and deepen engagement with their multidisciplinary project-based learning units.

SEL/Mindfulness:

All core team educators teach SEL/Mindfulness. Grades K–5 follow the Sanford Harmony curriculum, while Grades 6–7 engage with Second Step. At times, the school counselor may join learning studios to co-teach SEL/Mindfulness time.

Specials

All students work with the art teacher, music teacher, physical education teacher and library paraeducator each week. Additionally, these four extended educator team members offer all students choice labs every Wednesday (see below).

Choice labs 1 and 2

Each quarter, students select two choice labs with which they will engage each Wednesday. Choice Lab offerings are collaborations between core and extended team members that offer students an opportunity to further explore their interests. Example choice lab offerings include book clubs, coding, passion projects, drawing studies and drum circle.

Educator meeting time

Core educator teams have shared planning and meeting time each day – for 50 minutes during special area classes Monday, Tuesday, Thursday and Friday and for up to two hours after early dismissal on most Wednesdays. During these times, teams analyze student learning data as part of their studio-based professional learning community, adjust student groupings and co-plan units and lessons. School leader Sarah Collins says that this has led not only to collective efficacy but also to increased connectedness among educators.