

Riverview High School: Spotlight on the schedule

Riverview High School serves 90–120 students in grades 7 through 12. Many of these students have left their assigned district schools due to disciplinary reasons or are transitioning out of juvenile detention or residential treatment centers. The school comprises two educator teams: a junior high school team with four educators serving 30–40 students, and a high school team with seven educators serving 60–80 students. Teams are also joined by Mary Lou Fulton Teachers College (MLFTC) teacher candidates, a counselor, social work interns and licensed therapists.

Here, you'll find an example 12th-grade student schedule and an example high school educator schedule. Keep in mind, while the teams do work from schedules, those schedules are educator-built, student needs-driven and include flexibility. A student who requires additional time in a given content area might work with the educator team to adjust their schedule for that day. As needed, counselors, mental health interns and licensed therapists work with educators to identify appropriate times to meet with students.

Example student schedule: Jason, grade 12

Student schedule at a glance

Students typically attend Riverview for a single semester (two quarters) or a full year (four quarters). Their classes change on a quarterly basis; however, they are always enrolled in English Language Arts and math.

Below, you'll find an example schedule for Jason, a 12th-grade student at Riverview.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
8:15 – 11:15	Math/ELA	ELA/Social studies	Math/ELA	ELA/Social studies
11:15 – 11:45	Lunch			
11:45 – 2:45	PE/Credit recovery	Math/Art	PE/Credit recovery	Math/Art

A closer look at Quarter 1

Math/ELA: Jason arrives at his interdisciplinary math and ELA class at 8:15 and opens his laptop at a work station on the periphery of the room. Other students are at their work stations too, some alone, some working in partners and others in small groups.

Together, the multi-grade class is working on answering a broad research question about math through inquiry: “What past, present, and future relationships does math have with practical applications for cultures and individuals?” Jason is interested in owning his own construction business, and today he plans to focus on researching a more targeted and personalized question that connects his own interests and career ambitions to the unit topic: What math skills will I need in order to be an effective business owner in the field of construction?

He checks in with his math teacher first, works for a time on aligned content in ALEKS, and then receives a formative assessment from his math teacher based on real-time data from ALEKS. Then, he checks in with his ELA teacher. In this second check-in, he engages in a formative assessment of his progress relative to finding suitable sources for his research and confirms he is on track with building his understanding of the unit content and his work toward answering the unit’s research question. Together, they agree on next steps for his project.

After checking in with his ELA teacher, Jason returns to ALEKS for a few more minutes before departing for a small-group therapy session on anger management facilitated by one of the school’s Everybody Matters social work interns.

Lunch: There are no passing periods at Riverview, so when Jason’s small-group therapy session ends, he enjoys lunch with his friends outdoors and watches as a few peers squeeze in a quick basketball game.

PE/Credit Recovery: Jason’s afternoon block of physical education and credit recovery begins promptly at 11:45. Jason checks in with his credit recovery teacher and, feeling a bit sluggish after lunch, he proposes starting the afternoon with a workout in the school’s weight room.

Thirty minutes later, feeling rejuvenated, Jason returns to the credit recovery classroom to tackle science coursework through Pearson. He works for 45 minutes, then takes a break to play a short game of flag football outside with the PE teacher. Then, Jason returns to work toward science credit recovery through Pearson’s distance learning platform.

Toward the end of the block, Jason checks in with his credit recovery teacher once more to ensure he’s making adequate progress toward his daily and weekly goals and to set tomorrow’s goals.

Example educator schedule: Mr. Moore, high school English Language Arts and lead teacher

Educator schedule at a glance

Educators at Riverview almost always co-teach interdisciplinary blocks, and the interdisciplinary content area focus changes on a quarterly basis.

Below, you'll find an example schedule for Mr. Moore, who teaches high school ELA and serves as the team's lead teacher.

Monday	Quarter 1	Quarter 2	Quarter 3	Quarter 4
7:30 – 8:15	Team planning time			
8:15 – 11:15	Class 1, Math/ELA	Class 1, ELA/ Social studies	Class 1, Math/ELA	Class 1, ELA/ Social studies
11:15 – 11:45	Lunch			
11:45 – 2:45	Class 2, Math/ELA	Class 2, ELA/ Social studies	Class 2, Math/ELA	Class 2, ELA/ Social studies
2:45 – 3:30	Team planning time			

A closer look at quarter 1

Morning team planning time: Mr. Moore leads a meeting with the team in which they consider how they'll structure the week in light of last week's learning data, students' social-emotional needs, and students' learning needs and interests. Together, they agree on a few adjustments that will allow for one subset of students to spend additional time working toward their math goals. They also plan around the group therapy schedule for the week and ensure they have agreed on a plan for two students to begin more intensive services with a therapist from Southwest Behavioral & Health Services.

Class 1, Math/ELA: Mr. Moore checks in with two different small groups of students to ensure they are clear on their learning plans for the day, then meets with several students individually to engage in formative assessment, pausing regularly to respond to students' questions and monitor student progress.

Half-way through the period, he delivers a content burst on paraphrasing to four students who need additional help with this skill. Then, after checking in with the math teacher, Mr. Moore steps out to take a quick break, use the restroom, and makes a few parent phone calls. Because educators at Riverview almost always co-teach, they take breaks when they need them.

At the close of the class period, Mr. Moore does quick project checks with every student, jotting notes about what they might focus on the following day.

Lunch/Prep: Mr. Moore eats lunch with the MLFTC resident, whose program area of focus is math. Because Math and ELA are co-taught this quarter, Mr. Moore has plenty of opportunities to observe the resident working one-on-one with students and delivering content bursts to small groups. Together, they discuss the resident's plans for the afternoon block: whom she will prioritize checking in with and what content she plans to teach to a small group of students.

Class 2, Math/ELA: Most of the students in Mr. Moore's afternoon class are putting their finishing touches on their unit projects, so Mr. Moore plans to spend the bulk of the period engaging in individual check-ins to support students with self-assessment and reflection.

Half-way through the period, Mr. Moore observes the MLFTC resident deliver a content burst to a small group of students and notes feedback he will share during afternoon planning time.

Afternoon team planning time: Mr. Moore kicks off the team's planning meeting with a focus on interdisciplinary connections between math/English Language Arts and social studies/art before stepping out to attend a short leadership team meeting focused on anticipated enrollment changes for Quarter 2. Upon returning, he confers briefly with the MLFTC resident to share feedback on her math content burst. Then, he spends the remainder of the time co-planning with the math teacher and resident.