

# Creighton Academy: Spotlight on the schedule

The Creighton Academy serves about 300 students in grades kindergarten through 6. At The Creighton Academy, every student is a member of a covey: a multi-age group of 55-60 students. Students work with both educators specific to their coveys (e.g., each covey has its own literacy teacher and its own math/Spanish teacher) and educators who work across coveys (e.g., small-group teachers, specials teachers). Additionally, MLFTC teacher candidates, paraeducators, reading interventionists, coaches and community educators join teachers in supporting students.

## Example schedule at a glance

	Mon, Tues, Thurs, Fri	Wed
7 a.m. - 8 a.m.	Breakfast/Family meeting	Breakfast/Family meeting
8 a.m. - 9 a.m.	Social Centers, STEM, or Genius Hour	Social-emotional learning
9 a.m. - 10 a.m.	Content area block 1	Content area block 1
10 a.m. - 11 a.m.	Lunch & recess	Content area block 2
11 a.m. - 12 p.m.	Project-based learning	Lunch & recess
12 p.m. - 1 p.m.	Content area block 2	Specials & dismissal
1 p.m. - 2 p.m.	Content area block 2	
2 p.m. - 3 p.m.	Specials & dismissal	

**Key: Student groupings**

- 25 to 30 students within the multi-age homeroom
- 25 to 30 students across the multi-age covey
- All 50 to 60 students across the multi-age covey

## A closer look

**Breakfast and family meeting:** All students start their day with breakfast and family meeting within their multi-age homerooms. The purpose of family meeting is to build students' relationships with each other and to support social-emotional skills development. During this time, students sit in a circle away from their desks and discuss their responses to questions introduced by educators.

**Social Centers, STEM Centers or Genius Hour:** Four days a week, students engage with Social Centers, STEM Centers, or Genius Hour. During this time, all students from the covey learn together with the core educator team.

In the Early Years House, students engage with Social Centers, a structure adapted from Tools of the Mind. During this time, students come up with a "play plan," play, and clean up. The process for creating the plans themselves changes over the course of the year. At first, educators take dictation from students, and students illustrate their plans; but as the year progresses, students attempt more of the writing themselves. At the close of Social Centers, students engage in whole-group reflection.

Students in the Intermediate House engage with STEM Centers in lieu of Social Centers. This time follows a structure that is similar to Social Centers' structure, only centers are STEM-aligned and reflection is independent. Students make a plan; implement the plan by exploring, building, creating or inquiring; then engage in reflection.

In the Upper Grades House, students engage in Genius Hour rather than Social Centers or STEM Centers. During this time, students choose a topic about which they are passionate and create a strategy to learn and share about it. Most students complete a full cycle of learning and sharing in about 4-6 weeks' time.

**Social-emotional learning:** On Wednesdays, students engage in social-emotional learning within their multi-age homeroom cohorts. Educators craft their own lessons for this time, balancing alignment with the CASEL Framework, leveraging resources created by the district's social-emotional learning task force, and ensuring the lessons are responsive to the more immediate needs of students.

**Content area blocks 1 and 2:** Each day, students attend one block period of English Language Arts and one block period of math & Spanish.

*English Language Arts:* In grades K–3, students learn through Writer's Workshop, Daily 5, and small-group reading. In grades 4–6, students learn through Writer's Workshop, Reader's Workshop and literature circles. Additionally, this time includes 30 minutes of targeted, small-group English language instruction for English Language Learners.

**Dual-language model:** The Creighton Academy takes three different dual-language approaches.

1. Immersion model: Math is always taught in Spanish. Notably, this means that English Language Learners for whom Spanish is their home language learn this core content in their primary language.
2. Continuous model: During science and social studies instructional time, students will soon alternate days learning and working in English and Spanish.
3. Targeted Spanish support: During targeted Spanish support, students receive intensive language instruction.

*Math & Spanish:* Math & Spanish block opens with 20 minutes of targeted Spanish instruction focused on vocabulary and grammar. Then, students transition to working with math content through grade-level concept development, math review, and centers. Importantly, Math instruction is delivered entirely in Spanish using a dual-language immersion model.

**Lunch & recess:** Students enjoy lunch and recess as a multi-age covey.

**Project-based learning:** Four days a week, students engage in project-based learning. During this time, all students from the covey learn together with the core educator team. Project-based learning connects directly to science and social studies standards and supports students in developing collaborative and problem-solving skills. Importantly, TCA is moving toward teaching project-based learning using the continuous model of language immersion: one day learning happens in English, the next day in Spanish, and so on. Project-based learning units typically last four weeks in the younger grades and closer to eight weeks in the upper grades.

**Specials:** Students engage with specials classes daily within their multi-age homerooms. Specials occur on a six-day rotation and change quarterly. Classes offered include physical education, art, music, STEM, targeted Spanish and band (grades 5–6 only).