



NYMA 2010-2011 ACADEMIC OUTLINE

July 17, 2010 Parents Informational Meeting

General Principles

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□ Starting in 2010-2011

- We will be a military school culture in the NYMA tradition. We will maintain Corps leadership (and accountability) that will be assigned based on merit to cadet upperclassmen which has been a staple of the NYMA tradition since 1889. This unique part of the NYMA experience remains the cornerstone of our operations that sets us aside from other independent schools.
- Academically we will offer a re-engineered and fully re-mapped academic curriculum seeking out the cutting edge in 21st century education and leadership development that is best fulfilled within our military model. Again, we intend to enhance the aspects of the NYMA experience and curriculum that clearly distinguish our graduates from others in the increasingly competitive market for college acceptances.

General Principles

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- Beginning next year we will offer cadets a choice of “tracks of intention” that will lead to specialized diplomas that will be awarded by the school beginning in 2011-12. They will include:
 - Classical/College Prep Diploma Track
 - Service Academy Preparatory Track
 - Research & Technology Innovation Track
 - Teach for America Education Track
 - International Diplomacy Track
 - Business/Entrepreneurial Leadership Track

Requirements within each track will have sufficient commonality so that students will be able to choose (or change) at various points in their NYMA career their diploma “intention.”

General Principles

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- We are designing and implementing a curriculum with a focus on
 - ▣ College-relevant skill development.
 - ▣ Content-rich expeditions in the core disciplines and in fields connected to leadership and excellence.
 - ▣ Teaching that strategically employs a mixture of teaching styles, and class meetings that incorporate a wide degree of differentiation that can be tailored to distinct learning styles.
 - ▣ Small class-sizes where no cadet falls through the cracks.
 - ▣ Regular one-on-one tutoring and mentoring opportunities for students of all learning styles.
 - ▣ Teachers hired for their potential and trained to provide well-informed, inspired, and highly motivational instructional challenges.

General Principles

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- We are going to include an emphasis on writing and grammar in the 2010-11 curriculum and beyond.
- Latin I will be offered in the curriculum in 2010-11 and we will build the program year-by-year until we can offer a complete Latin program including honors and AP courses.
- NYMA teachers beginning in 2010-11:
 - Will be graduates of respected colleges and universities.
 - Will be able to enrich the student experience beyond the classroom.
 - Will be expert in the content they are instructing as evidenced in their major discipline and interests.
 - Will be consistently trained and monitored for success (and their own personal career fulfillment) in a learning environment that will be grounded in continuous improvement and academic entrepreneurship.
 - In summation we will have instructors in our faculty next year (either full time or part time) who are committed to kids, committed to training future leaders and public service pioneers, and who share our desire to build a groundbreaking institution that will become known as one of the finest globally-focused, aspiration-driven, military-model, independent schools in America.

General Principles

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□ 2010-2011 Specifics

- The small size of the corps and our new philosophies for academics at NYMA will enable us to focus on each cadet and create a *customized academic strategic plan* for every student. We intend to teach our kids to be intentional as they navigate the learning process and strategic as they think about how their actions in high school will effect their future.
 - This intention and strategic focus will help your child seize his or her opportunities and gear their approach toward their strengths, while also helping faculty map areas of strength and potential for each individual.
 - Each cadet will meet with an advisor in August, October, February, and May to create, address and update their strategic academic plan and assess areas where they have been successful in reaching toward their goals, and areas where they have lagged.

General Principles

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□ 2010-2011 Specifics

- We will operate using the trimester format again in 2010-2011 as we study the most productive flow of the academic year for the future.
 - We will add at least one day of Saturday morning classes per month beginning in September. Saturday classes will be planned extensions or enhancements of the regular weekday core curriculum that will emphasize experiential education and active learning.
 - We intend to increase the number of instructional days in our year schedule to allow for teaching opportunities that meet or exceed those available to faculties in America's most successful independent schools.

General Principles

- ▣ In terms of daily schedule, we will have a modified block schedule of eight periods next year that will feature 195 classroom minutes per week/per course. That breaks down as three class meetings of 40-minutes and one block 75-minute class for each course. This format will allow for:
 - in-depth study in every discipline,
 - a heavy dose of experiential (hands on) education in each discipline within the curriculum,
 - time for one-on-one work between teachers and students (both cadets currently struggling in a given area and those who seek to extend beyond the curriculum),
 - daytime study halls that will enable more tutoring and independent study activity and will lighten the loads in evening study halls,
 - a 75-minute class meeting for every class yet with adequate frequency of class meetings for disciplines such as languages and math.

General Principles

- ▣ Cadets will be required to carry seven classes in the eight period schedule which will include work in:
 - the five core disciplines (Language Arts, Social Sciences, Mathematics, Physical Sciences and Languages),
 - JROTC studies,
 - “Applied Arts and Technology” that will incorporate a project-based learning opportunity each cadet will be involved in and focused work in areas of student need and intent. For example, this is the slot in the schedule where in addition to their project work one day a week, band members and music students will have three days of small group lessons and practice opportunities, riders will have the opportunity to work on horsemanship, and others will participate in writing and technology workshops.

General Principles

- Across the curriculum in 2010-11 we will offer a wide range of classes inspired by our energized school academic mission and driven by the training and background of our teaching staff. We will offer honors and/or AP opportunities in EACH core discipline heavily supported by instruction and tutoring offered by faculty, administration and guest instructors such as alumni, neighbors and friends of the Academy.
 - Whether or not an College Board sanctioned AP course is offered in a discipline (which is a bureaucratic process we are now beginning) we will nonetheless offer advanced classes as an honors section (and this will be so marked on the transcript) and ANY cadet will have the option of taking the official AP test in any discipline, regardless of whether he or she has taken a College Board sanctioned course.
 - We will provide personal and group tutoring in preparation for cadets who choose this path -- whether or not they were able to take an AP or honors section.

General Principles

- All cadets will be required to perform a reasonable amount of community service hours OUTSIDE of the Academy gates in Cornwall as part of their degree requirements. We will make service placements for cadets at appropriate institutions in the area and arrange for appropriate times for the cadets to serve. This activity will not be performed ad-hoc, but will be organized, assessed and curriculum-driven so it is not just a "check-box" type service requirement for the cadets, but truly a service learning experience that enriches (and does not needlessly disrupt) their academic studies.
- Every cadet will be required to take part in afternoon (after school) activity all three seasons (trimesters) of the academic year regardless of athletic interest or ability.
 - This not only puts the corps on the road to the new NYMA where we graduate kids who are active, involved and multiply capable, but also ensures for parents that their children are making the most of their time away at school and that they are productively supervised by adults, not simply warehoused.
 - We will offer at least one interscholastic option for each gender during each season (two if possible for either gender or both) as well as non-competitive but equally active and enriching co-ed activities such as an Outdoor Program (which would include trekking, orienteering, rock climbing, wilderness skills, obstacle course, etc.).

General Principles

- One exciting new feature of our curriculum is that we intend that every NYMA cadet (over 15 years old) in 2010-11 will take part in and receive certification in at least one of several available levels of American Red Cross training including:
 - First Aid, CPR and AED
 - Lifeguard Training
 - Wilderness First Aid
 - Emergency First Responder
 - And other levels of training/service opportunity that aspiring young leaders can access such as volunteer firefighter, EMS, small boat rescue, swift water rescue, and other options we can arrange with local agencies.

General Principles

- NYMA leadership (administration and senior staff) will support student aspirations actively next year by personally bringing the NYMA 2.0 vision and the new curriculum principles guiding our activity directly to the admissions offices of every major college and university in New York State, New Jersey and nearby New England as well as to each out-of-region school that our juniors and seniors cite as their intended targets. We will explain the new NYMA to these constituents (either physically in person or in Skype meetings) and pitch the unique qualities that graduates of the Academy will offer to schools they apply to. We will work the college application process actively with each student in 2010-11 to ensure that cadets are matched with the right school for them, and that this process accounts for their highest aspirations for post-secondary studies.

General Principles

- Faculty, staff and administration will have integrated responsibilities throughout the academic, afternoon activity and residential life curriculum beginning in 2010-11. Faculty and staff living in residence halls will take on a more "dorm parent" oriented role than has been the case in the past. The cadet's experience on campus will include constant and accountable supervision and "parenting" by a trained and committed adult.
 - Teachers will be assigned dorm support roles on campus during evening study halls so that cadets have access to tutoring and support during this critical time of productivity, reflection, and accomplishment.
 - We will have family-style meals frequently during the school year at which all campus based faculty and staff (in-dorm and faculty row) will be expected to attend and lead a table. Faculty will be expected to lunch in the mess hall on weekdays whether or not there is a family-style meal planned. All faculty assigned on duty for weekends will be expected to dine with the cadets in the mess hall for all meals.

General Principles

- Weekend life at NYMA will include a wide spectrum of on-campus and off-campus activity that ensures we are meeting our objective of having active, interested and capable students, and that we are actively teaching our cadets whenever they are with us. Fully utilizing the campus is our chief goal. Using the "Farm" property for camping and outdoor activity, accessing the pool for open swim and pool games, accessing Scarborough Hall for weekly showings of classic and modern films, intramural games, service projects on campus, dances, open coffee houses for student music and performance, weekend football game watching parties, etc.
- Also, we will need to have "weekend duty" teams of faculty that will supervise these and other traditional boarding school weekend activities including trips to the mall, movies, and other off campus attractions, trips to West Point football games, day trips to NYC, off campus camping and hiking trips, Paintball and other adventure games, college visit overnights where seniors and juniors can "hit" 3 or 4 different schools in the area for tours over a weekend, etc. Basically, we want kids to really struggle with the decision between going home and sitting around in their living room or staying on campus and being active, upbeat and accomplishment oriented for the weekend.

General Principles

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The key is that every cadet will have adults who are motivating and inspiring their energies and best-efforts during their weekend

Like an engaged parent would!

- Obviously, events like interscholastic sports competition on Saturday, Parades on Sunday and other special events that make up the drumbeat of the unique NYMA life of a teenager would remain on our agenda! Renewing the tradition of having several games each season that are "featured" and having the corps (other than those competing) march in before the contest would be a great pride-building initiative for next year and would symbol to parents and students of other schools that "NYMA is here to stay".

General Principles

The corps leadership will be given the authority and responsibility of their charges that has always been a staple at NYMA and will be trained and supported by the faculty and tactical staff to succeed as leaders among their peers. Properly supervised and well planned, this is a unique student opportunity unavailable in any other independent school. Giving student officers responsibility for the department and academic progress of their charges, ***in a way that is supervised and monitored carefully by TACS and faculty who are present in the life of the dorms,*** connects to the true values of the NYMA experience and the true rewards of the "intentional" learning NYMA 2.0 promotes.