

# SB 168 Recommended Strategies—High Schools

## Curriculum

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- Ensure that the curriculum is aligned with the Academic Expectations, Core Content for Assessment Transformations and the Program of Studies.
- Monitor classrooms and student work to ensure that the work is rigorous and aligned with Core Content for Assessment.
- For Math and English, implement double-block courses for 9<sup>th</sup> & 10<sup>th</sup> graders who are below grade level. Use the same teacher for both blocks, both years, to teach a standards-driven curriculum and move students to grade-level performance by the end of the 10<sup>th</sup> grade.
- Merge the Comprehensive track with the Honors track.
- Significantly increase the number of Advanced Placement courses, and aggressively recruit enrollment by minority and lower socioeconomic students.
- Struggling students must encounter the Core Content multiple times before the assessment year. Core Content must be spiraled throughout many years of instruction. Struggling students may only encounter Core Content in the school setting.

## Assessment

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- Primary Focus is on open-response questions: instructors design, score, and teach students to answer ORQ's using methods similar to S-R-E and M-A-T-H. Enabling all students to break down complicated assessments into manageable steps and to "work what they know."
- Regular measurement and tracking each grading period of student proficiency by teacher, student, course, and content area.
- Each grading period, English teachers conference with each of their students to compare one finished piece of writing against the corresponding marker paper and the competency skills continuum. English Dept. analyzes samples of work and regularly commits to instructional adjustments to address gaps.
- Common final exams and ORQ's for each course, regardless of comprehensive or honors level.

Build a student's self confidence in answering Open Response questions and build a student's understanding of the purpose of Open Response questions:

- Teach a specific method to help a student answer an OR question
  - Graphic organizers
  - SRE/Four Column/M.A.T.H/Bravo methods
- Teach a student how to best answer a multiple choice question
  - How to bubble
  - How to make a best estimate and choose the best answer
- Teach a student how to analyze their own piece of work.
- Teach a student how to improve their work based on their analysis.

## Instruction

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- Determine learning styles of students and vary instructional strategies and learning activities.
- Use technology to vary instruction.

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- Build lessons and units around a rigorous and relevant essential question(s) or problem(s). Measure effectiveness of strategies by student performance and engagement, not by teacher activity. Teachers regularly adjust instruction based on student results.
- Prioritize a common set of school-wide, classroom management techniques that balance the establishment of a clear, consistent structure, with the nurturing of every student from every context, to reach proficiency
- Implement common, research-based inquiry techniques to promote more authentic classroom engagement by all students.
- Implement a vital few reading strategies schoolwide.
- Use TESA (Teacher Expectations and Student Achievement) type process to ensure all students are engaged and treated equitably.
- Assign one or two buddies to each student who needs assistance. Major tasks of peer tutors are to rephrase classroom assignments, explain homework assignments, and hold one another accountable for organization and study habits.
- Deliver instruction in a variety of learning styles to help students understand Core Content.

## School Culture

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- Ensure that the classroom materials and resources as well as environment (i.e. pictures, charts, etc) are reflective of student diversity.
- Consolidated Plan: obsession of entire staff around ONE component
- Establish powerful incentives for both teachers and students to improve on CATS. Through regular rituals, routines, and celebrations, principal shapes a clear vision of HIGH EXPECTATIONS for all students to reach proficiency, no excuses.
- Use TESA to ensure high expectations.

## Student, Family, Community Support

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- Identify, and prescribe interventions for the struggling students through disaggregated data.

Provide additional time through:

- Inschool ESS
- L.I.N.K.
- Saturday programs
- Neighborhood-based tutoring programs
- Safety nets: implement case management plan for kids identified with deficiencies: 20G, ACT Work Keys scores, discipline, and/or attendance.
- Advisor-Advisee system to develop relationships with students, monitor each IGP, and identify individual student needs.
- IGP connects each student to career paths and shadowing experiences.
- Establish student-led parent conferences by mid-year for all freshmen.
- Mentors from the community connect with students.
- Use data on Individual Student Plans, Individualized Education Plan, and Program Service Plans to ensure the specific academic needs are addressed.

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- Engage parents of struggling students in helping their students through “help workshops”.
- Encourage parents to participate by providing packets, non traditional communications strategies such as audio/video tapes, language interpretations, etc. Work with FRYSCs and Neighborhood Centers to assist in providing training as well as connecting with parents.

### Professional Development

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- Quality Teams of teachers, led by administrators, regularly measure their effectiveness and focus on student results to make corrective, instructional adjustments.
- Quality teams, within departments that have the most significant achievement gaps, implement the Lesson Study process. Teachers will collaborate to systematically examine and improve their practice by teaching, critiquing, revising, and reteaching each others’ lessons, and regularly measuring student results to gauge their effectiveness in eliminating achievement gaps.
- Provide P.D. in assessing and using learning styles to inform (direct) instruction.
- Provide P.D. in using the TESA process and using accommodations in CCG’s.
- Participate P.D. in Diversity, understanding cultures, understanding poverty, working with males particularly African-American males, working with students with disabilities, etc.

**For students with disabilities all recommendations listed above are very appropriate. Additional recommendations are:**

### Instruction

- Utilize the collaborative models (co-teaching, supportive, consultative) to ensure students are receiving high level of core content materials.
- Consistently use the specifically designed instruction and accommodations/modifications listed on the IEPs.
- Utilize the interventions written within the CCGs and the extensions/ accommodations listed in the appendix of the CCGs (remember these are listed for all students).
- ECE teachers and regular education teachers should be provided common planning (whenever possible) to analyze student work and plan lessons together.
- Utilize strategies that help students increase access to the core content. [e.g. Teaching the S.M.A.R.T.S. Way (Concentration Plus™, Look It Up™, How Would You Ask That?™ ) and Kansas Learning Strategies (graphic organizer, sentence writing strategies, unit/lesson organizer)]. Professional Development can be provided on these two interventions.
- Consult with ECE Consulting Teachers to access resources and training opportunities.

### School Culture

- A Behavior Intervention Plan (BIP) required for some students [developed from the Functional Behavior Assessment (FBA)], should be implemented consistently by school staff.