

# SB 168 Recommended Strategies—Middle Schools

The following strategies are recommended for use with students who are performing at the **Novice** level in the areas of **reading** and **mathematics**; however they are effective for all students. Schools should select from these strategies, based on their students' needs. These strategies work best when incorporated into school-wide systems. When systems are implemented for use school-wide, all students benefit.

## Curriculum

---

1. Students will be instructed using materials (i.e. texts, graphics, etc.) that reflect student diversity.
2. Students will be given work that is rigorous (e.g., Connected Mathematics Program).
3. Students' mathematics and literacy work will be aligned with core content for assessment, 3.0.
4. Students will be taught appropriate reading strategies related to content in all classes. Strategies will be those recommended by the following resources:
  - Classroom Strategies that Work (Marzano)
  - Guided Comprehension
  - Strategies that Work (S. Harvey)
  - Reading Reminders (Jim Burk)
  - Closing the Achievement Gap (Freeman)
5. Students will encounter the core content multiple times before being assessed on CATS.
6. 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

---

1. Students will be frequently assessed using multiple forms of quality CATS-like assessments (i.e. open response, multiple choice, portfolio-appropriate writing, on-demand) to direct reading and mathematics instruction. These assessments must be embedded in regular classroom instruction.
2. Student work will be analyzed on a regular basis to assess student's growth toward proficiency.
3. Students will be grouped for assessment based on brain research findings.
  - Time of day
  - Teacher-Student Match
  - Placement in Testing Room
  - Pacing
4. Students will learn specific method to help them answer math and reading open response questions.
  - Graphic organizers
  - SRE/Four Column/M.A.T.H./Bravo methods
5. Students will learn how to best answer math and reading multiple choice questions.
  - How to bubble
  - How to make a best estimate and choose the best answer
6. Students will be taught how to analyze their own piece of work and how to improve their work based on their analysis.
7. 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

# SB 168 Recommended Strategies—Middle Schools

- Teach a student how to analyze their own piece of work.
- Teach a student how to improve their work based on their analysis.

## Instruction

---

1. Struggling students will receive math and reading instruction that builds on their prior knowledge and connects it to new learning (scaffolding).
2. Struggling students will be taught core content that is scaffolded to build towards proficiency.
  - Culturally appropriate materials
  - Collaborative learning
  - Graphic organizers
  - Reading strategies
3. Struggling students will be grouped and regrouped within reading and math classes based on student results in order to differentiate instruction.
4. Struggling students will receive instruction that is engaging, compelling, rigorous, and relevant.
  - Mike Rutherford's work
  - Larry Bell's work
  - Ruby Payne's work
  - TESA
5. Struggling students will be given multiple and varied opportunities to master the skills and concepts both, during and beyond reading and math class time.
6. Struggling students will effectively use technology to impact their learning.
7. Struggling students will receive resources (i.e., time, space, staff, materials, etc.) that strategically and specifically meet their individual needs.
  - Experienced, competent teachers with novice performers.
  - Block schedules
  - Double LA and/or Math periods.
  - 6<sup>th</sup> grade immersion in Literacy and Math
  - Extended day/year learning opportunities
  - Utilization of related arts time for literacy or math instruction.
  - Read 180
8. Deliver instruction in a variety of learning styles to help students understand Core Content.

### **For students with disabilities all recommendations listed in this document are very appropriate. Additional recommendations in instruction are:**

1. Utilize the collaborative models (co-teaching, supportive, consultative) to ensure students are receiving high level of core content materials.
2. Consistently use the specifically designed instruction and accommodations/modifications listed on the IEPs.
3. 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).
4. ECE teachers and regular education teachers should be provided common planning (whenever possible) to analyze student work and plan lessons together.
5. 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.
6. Consult with ECE Consulting Teachers to access resources and training opportunities.

# SB 168 Recommended Strategies—Middle Schools

## School Culture

---

1. Student progress will be consistently tracked and reviewed by teachers and administrators to inform and adjust instructional practices.
2. A School-wide behavior plan (based on CHAMPS) should be designed, implemented, monitored, and reviewed in order to provide students a safe, orderly, and equitable classroom/school environment. Student discipline data should guide plan.
3. Ensure that the classroom materials and resources as well as the school environment (i.e. pictures, charts, etc) are reflective of student diversity.
4. Use Agenda Planner to regularly communicate between school and homes of struggling students.

**For students with disabilities all recommendations listed in this document are very appropriate. Additional recommendations in the area of school culture are:**

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

## Professional Development

---

1. Teachers will receive on-going P.D. using appropriate and most effective reading strategies in the content areas.
  - Classroom Strategies that Work (Marzano)
  - Guided Comprehension
  - Strategies that Work (S. Harvey)
  - Reading Reminders (Jim Burk)
  - Closing the Achievement Gap (Freeman)
2. Offer P.D. at the transition levels (5-6, 8-9) in the areas of Literacy and Math.
  - Gold Days
  - Feeder School Visits
3. Provide teachers P.D. to enable them to recognize and teach to proficiency.
  - Focus on recognizing, selecting, writing, and scoring quality Open Response, Multiple Choice, and On-demand questions.
  - Focus on analyzing and benchmarking student work.
  - Provide on-going Read 180 and Connected Math P.D., including use of technology such as graphing calculators and computers.
  - Offer CCG grade level focus groups, particularly in literacy and math
  - Provide teachers ways to differentiate instruction in literacy and math.
4. Provide job embedded P.D. that focuses on culturally relevant/culturally responsive teaching.
  - Coaching by a mentor teacher
  - Collaborative planning with teams and/or department
  - Job shadowing in different schools or classrooms.
  - Support from resource teachers.
5. On non-flex P.D. day, participate P.D. in diversity, understanding cultures, understanding poverty, working with males, particularly African-American males, working with students with disabilities, etc.
  - Understanding Poverty (Payne)
  - Removing the Mask (Payne & Slocumb)