Facing Challenges
Improving Schools

Why Can’t We be a School Like That?
Great schools “row as one”: they are quite clearly in the same boat, pulling in the same direction in unison. The best schools we visited were tightly aligned communities marked by a palpable sense of common purpose and shared identity among staff ~ a clear sense of “we.”

Lickona & Davidson, 2005
A Straightforward Inventory

When you start with an honest and diligent effort to determine the truth of the situation, the right decisions often become self-evident...you absolutely cannot make a series of good decisions without first confronting the brutal facts.

Collins, 2001
Facing the Brutal Facts

Successful Schools Have a Vision ~

Why can’t we be a school like that?

Successful Schools Identify Shared Goals on Attendance, Behavior, Performance ~

Are we ready to commit to practice?

Kouzes & Posner (2007)
Research...has demonstrated the effects of teachers on student achievement. Research has shown that there are large additional components in the longitudinal effects of teachers, that these effects are much larger than expected, and that the least effective teachers have a long-term influence on student achievement that is not fully remediated for up to three years later.

Sanders & Rivers, 1996
What the Data on School Performance is Saying…

- Attendance Rates
- On Time Graduation Rate
- Performance by AYP Subgroups
  - Economically Disadvantaged
  - Minority Population
  - Special Education Students
## Our AYP History

<table>
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<tr>
<th>Student Population</th>
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## Our On Time Graduation Rate

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Discipline Issues

*Lack of consistency with administration
*Lack of consistency with teachers
*Lack of consistency results in an increase of classroom management issues
*Discipline issues within the classroom cause a disruption in the learning process for other students
*Classroom disruptions lead to a decrease in student performance
What Does it All Say…

- We need to sharpen our focus on making the physical plant healthy again.
- We need to sharpen our focus on Subgroups’ Performance, esp. in science & math.
- We need to find incentives to get kids in school, esp. Special Education and Economically Disadvantaged students.
- We need to have a discipline system that is fair, firm and consistent across administration and teachers.
- We need to raise the level of expectations for ALL students and increase graduation rates for same.
We Need Plans That:

- Must be attainable
- Must address our concerns
- Must be fair and supported by research
- Must follow best practice
- Must empower teachers
Improvement Plan for Plant

Closed Trailers

New Stair Treads

Uniformly furnished classrooms

Upgraded computer labs

Reorganized office & library
Plan for Collaboration

Learning Suites arranged by grade level

Common work areas for teachers by grade level

Common planning by subject area
## Core Subject Area Common Plan

### Math

<table>
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<tr>
<th>Teacher</th>
<th>Room</th>
<th>A-1</th>
<th>A-2</th>
<th>A-3</th>
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### Special Education Inclusion

#### Special Education

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Restructuring Perspective

Revisit all IEP’s

Align BIP’s with current expectations

Use “BSP” program as a net rather than a base

Physical change of teachers being isolated to being embedded
Instructional Support Teams

Collaboration among Counselor, Administrator, Social Worker

Students targeted for behavior, attendance, & grades

Pyramid of services available
Attacking Underachievers: The 44 Club

Targeted Freshman students

Exceptional teachers mentor up to 4 students

Monitor progress, mentor, & provide recognition
Discipline Consistency: Demerit System

- Provides Consistency
- Ties consequence to frequency and seriousness
- Strong communication to students regarding expectations
Saturday School

Opportunity for additional remediation

Students can recover from test and absences

Consequence without removing services for special education students
Recidivists: The Wednesday Hang Gang

Targeted students stay with administrator

Opportunity to build relationships

Focus on academics, team building, & decision making
改善出勤率：GTS俱乐部

目标

针对即将升入9年级的学生

与管理员/指导员团队联系

提供激励和认可
Algebra I Double Block Program

Increased time & structured learning

Smaller, collaborative setting

Keeping pace with 4 year plan
DB Alternative to Failure Program

- Failure is not an option
- Increased level of services
- Low student-teacher ratio
- Uses data to pinpoint individual strengths and weaknesses
“Carrying the Mail” Program

Academically focused on students who have failed a benchmark or SOL test

Every staff “adopts” one of these students

Provides monitoring, tutoring, & incentives
Sequestered Remediation

Catches students while they are in school

Focus on one subject at a time

Use the best teachers to work with small groups
AYP Dinners

Target AYP Subgroups

Invite families, students, staff, and community

Showcase resources, achievements, and scheduling information
Site-Based In-service: Professional Development

- Teachers provide input
- Focus on student achievement
- Collaboration with other schools
- Going after technology literate teachers
Everyone performs better when they take charge of change.

- It’s time to get your Leader on!

- Are you ready to make something happen?
References


References, cont.

