

# **New England Secondary School Consortium**

**April 7 & 8, 2011**

# NxGL Innovation Lab

- ❑ 6 states selected to transform public education system to lift quality of learning and achievement.
- ❑ Personalizing Learning
- ❑ Comprehensive system of learning supports
- ❑ World-class knowledge and skills
- ❑ Performance-based learning
- ❑ Anytime, everywhere opportunities
- ❑ Authentic student voice

# NESSC

## The Framework

### Success Factors

- ❑ Leverage Points the focus of the work at GNGHS
- ❑ Design Features: The intentional predetermined features of a policy
- ❑ Implementation Contingencies: As they relate to foreseeable contingencies with policies
- ❑ These success factors lead to system change that lead to Positive Student Outcomes

# Leverage Points

- Increase academic aspirations, achievement, or attainment for all students
- Promotes greater equity in learning, performance, or life outcomes for students
- Generates positive ripple effects throughout the educational system

# GNGHS Outcome Measurement

- State assessments and data collection from NWEA and SAT
- School-based achievement data
- Attendance and Grades
- School-Wide consistency with teaching and learning climate

# Redefining Our Focus

Despite our successes, based on a three-year average our academic achievement data remains at unacceptable levels.

- Cohort class of 2009 75% graduation rate
- Cohort class of 2010 80-85% projected graduation rate
- 5 yr. average of graduating class attending 4yr. and 2yr. colleges of 75% with a range from 71% to 77%.
- 25% of all students fail at least one class per semester
- Based on the Maine Department of Education, our Adequate Yearly Progress (AYP) reports that our high school is not meeting AYP targets, and is referred to as a Continuous Improvement Priority School in reading, and on a Monitor status for math

# Global Best Practices Self-Assessment Tool

- Teaching and Learning
- Organizational Design
- School Leadership

# Organizational Design

- ▣ Vision Mission
- ▣ School Culture
- ▣ Multiple Pathways
- ▣ Transitions
- ▣ Interventions/Support
- ▣ Time - Space
- ▣ Data Systems
- ▣ Continual Improvement



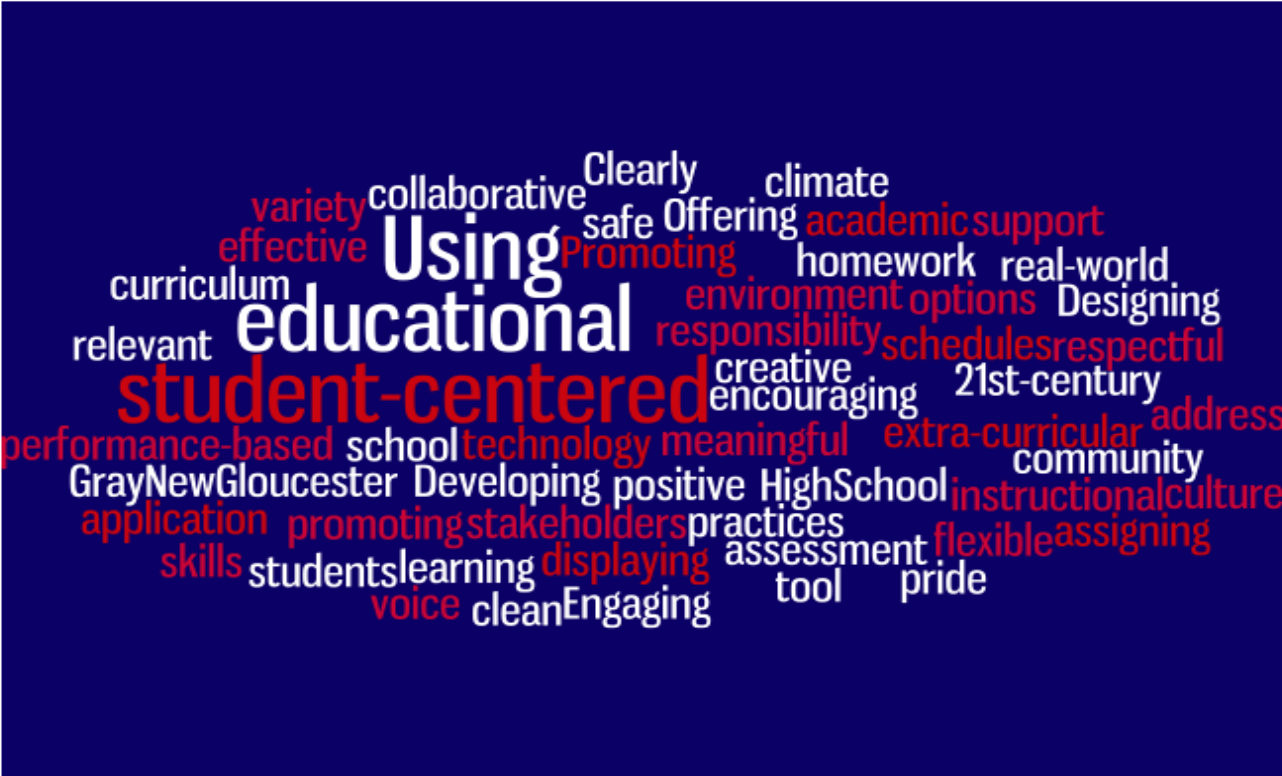
# Shared Vision

GNG used the RISC model to develop a shared vision by both staff and students

## The Process

- a. Written Statement
- b. List of words organized
- c. Words organized
- d. Statement developed by groups
- e. Reviewed and consensus vote by staff
- f. Staff and students work to develop one statement reflecting their group
- g. Reviewed and accepted by staff students

# Shared Vision



# Setting Staff Norms

**What are your honest expectations of participants in this conference?**

Creating a positive culture that will accomplish our mission

- On three sticky notes - write three beliefs you have about appropriate norms for this conference
- With your "neighbors" organize these beliefs into categories covering similar ideas
- Turn your categories into action statements
- Choose one to report out to the group

# GNGHS Staff Norms

- ☐ Respect
- ☐ Communication
- ☐ Positive, Building-wide Acknowledgement
- ☐ Procedure

# Climate at GNG Timeline

## Foundation

- Framework
- Shared Vision
- Interdisciplinary Groups
- Staff Norms

## Feedback

- Staff Survey
- Student MyVoice Survey on Climate in School

# SCHOOL CLIMATE SURVEY QUESTIONS

- ❑ 1. Your building administrator(s) is/are respectful and responsive to your needs as a teacher. ( 5= Strongest agreement, 1= Weakest agreement)
- ❑ 2. Your building administrator(s) has/have conveyed a clear mission statement for improvement of learning standards in the high school. ( 5= Strongest agreement, 1= Weakest agreement)
- ❑ 3. Your building administrator(s) is/are building a relationship of mutual professional respect with the staff ( 5= Strongest agreement, 1= Weakest agreement)

# Questions

- 4. Your building administrator(s) is/are working to develop and promote a collegial work environment. ( 5= Strongest agreement, 1= Weakest agreement)
- 5. Your building administrator(s) is/are readily accessible to you. ( 5= Strongest agreement, 1= Weakest agreement)

# Questions

- 6. Your building administrator(s) has a positive relationship with the students and genuinely cares about them. ( 5= Strongest agreement, 1= Weakest agreement)
- 7. Your building administrator(s) inspire themselves and their staff members to constantly strive for improved student outcomes( 5= Strongest agreement, 1= Weakest agreement)



# Questions

- 8. Your building administrator(s) empower the staff for growth and ensure that the staff members can participate in the school's ongoing development. ( 5= Strongest agreement, 1= Weakest agreement)
- 9. Your building administrator(s) provide the conditions for successful implementation of technology.( 5= Strongest agreement, 1= Weakest agreement)
- 10. Your building administrator(s) is/are dedicated to reform efforts intended to improve student learning .( 5= Strongest agreement, 1= Weakest agreement)

# Climate at GNG

## Future

- Leadership Team Changes
- Critical Friends Group
- Continue use of both Interdisciplinary and departmental groups
- More opportunities for teacher voice and leadership

# Maine Course Pathways

<https://maine.epiconline.org>

# Global Best Practices Next Generation Learning

- 2.4 & 2.5 Transitions, Interventions and Support
- Personalization and Comprehensive Systems of Support

# Case Study

## Kris-8th grader

■ In your dream school, what support services would benefit Kris?

■ Partner Talk

# Literacy/Writing Course

- Summer 2010- Principal, Asst. Superintendent, Guidance Director, Literacy Specialists- Planning
- .5 credit elective
- Sent letters to prospective candidates
- Based on NECAP & NWEA scores

# Literacy/Writing Course

- 10 Freshmen students
- Reading comprehension
- Writing
- Vocabulary
- Reading Fluency on individual level
- Reading Fluency on grade level text

# Plan Do Check Adjust

- January 2011
- 9/10 students on track to pass English 9
  - Other freshmen have failed English 9
    - NWEA scores
    - Create new course?



# English Recovery 9/10

- 9th and 10th graders
- Selected by teacher recommendation
- Guidance Team
- Keep a small class size-currently 13
- Include transfer students
- English with a literacy skills base

# School-wide Literacy

- How can we build a school-wide literacy initiative?
- One piece of a Comprehensive System of Support
- Include all content area teachers
- Summer 2010- Asst. Superintendent, Principal, Literacy Specialist, Librarian
- Plan-Do- Check-Adjust

# School-wide Literacy

- Your School Improvement Team decided to focus on literacy skills across the content areas. Choose one literacy instructional focus that you would target the first year.
- Vocabulary
- Comprehension
- Writing
- Grade level reading fluency

# Literacy Twins

- Librarian & Literacy Specialist
- Whole School presentation October 2010
- Focus on Vocabulary & Comprehension
- Focus on Informational Text
- Underlying theme student engagement

# School Wide Literacy Strategies

- ▣ Vocabulary

- ▣ Frayer Model

- ▣ Word Sorts

- ▣ Visuwords.com

- ▣ Semantic Feature Analysis

- ▣ Comprehension

- ▣ Double Entry Journals

- ▣ Main Idea-Supporting Details

- ▣ Before, During, After Reading

- ▣ Annotating text

- ▣ Graphic Organizers

# Departmental Meetings

- November 2010-January 2010
- More personalized coaching to content area specialists
- More dialogue among team members
- Data collection- Department needs

# Future Steps

- Plan-Do- Check-Adjust
- School-wide literacy initiatives
- Transition from Middle School
- Superintendent, Asst. Super.,  
Principals, Team of HS/Mid/ teachers
- Differentiated instruction within Content  
Area classrooms
- Student voice/Student Choice

# Transitions

- Interventions and supports for at-risk populations



# Time and Space

- Our scheduled  
Professional Development Opportunities

# Data System

- Educate software that is designed to track student progress and successful completion of standards. Allows the school to personalize the data collection system to meet the needs of both the school and student.

# Council for Continual Improvement

- Council that meets monthly including all of the school community stakeholders. The council is responsible to plan, check, and adjust the transition to standard-based education district-wide.

# Maine Team

## GNG

Paul Penna, Principal

Erin Maguire, Math Teacher, Leadership Team

Linda Morehouse, Literacy Specialist

Ben Braasch, Special Ed Teacher