

# SB 168 Recommended Strategies—Elementary Schools

## Curriculum

---

- Provide a course syllabus/outline and learning expectations with rubrics and standards in all classrooms at all levels.
- Adopt and use relevant multicultural textbooks and curriculum.
- Develop a process of curriculum gap analysis to determine inclusion of multi-cultural perspectives, and include multi-cultural perspectives in all instructional activities.
- Expose students to a wide and rich range of literature, multicultural, informational, practical work place, and persuasive texts.
- Follow closely the Core Content Guide for assessment.
- 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

---

- Present examples of proficient student work in faculty meetings to develop and implement strategies to get all students to proficiency.
- Effectively collect, analyze, and use student work samples [portfolios pieces, Open Response Questions (ORQ), Multiple Choice Questions (MCQ) weekly] to inform and change classroom practice.
- Make available all disaggregated data to teachers.
- Use past two years trend data (both cognitive and non-cognitive) to hold previous grades accountable for persistent gaps.
- Use data to design individual student plans and prescriptive instructional strategies.
- Make individual student data available to all teachers.

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

---

- Make students aware of desired learner outcomes in all classrooms.
- Eliminate activities that do not address rigorous standards or are not directly tied to Program of Studies/Core Content.
- Require that the results of all testing be used to prescribe instructional strategies to enhance achievement of under-represented children and not for purposes of tracking or categorizing.

# SB 168 Recommended Strategies—Elementary Schools

- Examine various options for increasing the numbers of trained individuals in a classroom with working students. Use in-class models, not pull-outs.
- Incorporate instructional practices that support an inclusive environment for all students.
- Work toward the creation of smaller learning groupings under the guidance of highly trained competent and caring adults. The certified teacher works with the lower achieving children.
- Set teacher expectations to demonstrate culturally relevant and specific instructional practices appropriate for diverse populations.
- Eliminate lower track and provide quality inservice to teaching staff to assist students with higher-level thinking work.
- Use school staff expertise to design individual student plans based on student's evaluation and needs.
- Enable and inspire students to embrace and engage in a more rigorous curriculum (pushing in a positive way).
- Allow students to be creative using their own specific learning styles.
- Use humor, making instruction enjoyable not boring.
- Create an environment where it is an acceptable to take a risk.
- Incorporate rhythmic music, culture, and movement in learning activities.
- Teach test taking language (power verbs such as describe, explain, compare, contrast. . .).
- Deliver instruction in a variety of learning styles to help students understand Core Content.

## To improve Reading scores:

- Engage students in directed literacy activities 2.5 hours each day.
- During reading, use charts and webs with students.
- Have students read stories, poems, or books other than textbooks daily.
- Read aloud to students every day for at least 20 minutes.
- Read newspapers and magazines with students weekly.
- Talk about what you are going to read before every guided reading activity.
- Talk about what you have read everyday.
- Write about what you have read 2-3 times a week.
- Use Literature Circles in classroom instruction.

## To improve Math scores:

- Use hands on materials other than books, worksheets, or calculators 3-4 times a week
- Have students work in groups/pairs to solve problems 3-4 times a week
- Write about math 2-3 times a week.
- Have students to use a calculator at least twice a week.
- Have students draw pictures or charts to help explain their thinking 2-3 times each week.
- Have students discuss different ways to solve problems daily.
- Have students work on mathematics that is tied to "real-life" experiences weekly.

## To improve Writing scores:

- Implement a schoolwide writing plan.

# SB 168 Recommended Strategies—Elementary Schools

- Use CCG and Marker Papers to inform practice.
- Use the Writing Process and Writer’s Workshop Model in classroom instruction.
- Minimize teacher talk by using learning strategies that are more student focused and active, such as small-group tasks, simulations, role playing, dramatic readings, and cooperative learning.
- Honor students’ natural learning styles and ways of learning (i.e. encourage students to use cultural styles of storytelling to demonstrate their translation and reading comprehension skills).
- Provide opportunities for students to talk through learning tasks together - posing questions, finding solutions, and demonstrating mastery.
- Use student’s cultures, experiences, and orientations as instructional tools.
- Differentiated instruction - adjustment of pace, depth, resources, product, process, and delivery of content; replacing or adjusting assignments so that they assure appropriate level of challenge and continuous progress (independent study, tiered assignments, flexible skills grouping, mentorships/apprenticeships, acceleration).
- 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 make a best estimate and choose the best answer
  - Teach a student how to analyze their own piece of work.
  - Teach test taking strategies.
- Utilize the ECE collaborative models (co-teaching, supportive, consultative) to ensure students are receiving high level of core content material.
- 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 appendi 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.
- 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, unit /lesson organizer.) Professional development can be provided on these interventions.
- Consult with ECE Consulting Teachers to access resources and training opportunities.

## School Culture

---

- Develop and implement a plan that ensures that the school reaches out to create a community that values students from diverse backgrounds.
- Introduce a peer-mentoring program to counteract negative peer pressure.
- Encourage inclusion of under-represented students in advanced curriculum.
- Provide opportunities to acknowledge and address prejudice, negative perceptions and stereotyping that emanate from individuals and institutions.

# SB 168 Recommended Strategies—Elementary Schools

- Evidence of high expectations for all students should be embedded in the objectives and strategies of the Comprehensive School Improvement Plan (CSIP).
- Honor students' methods of communication and language structure. Allow children to express themselves in their own words. Empower children by hearing their "voice".
- Implement positive reinforcement strategies with emphasis placed on relationship building rather than extrinsic rewards. Make each child feel wanted, accepted, respected, and valued. Model behavior you want (be what you want to see).
- Build students' confidence by supporting, encouraging, listening.
- Implement Child Development Project to develop a positive, respectful, responsible, caring school and classroom culture.
- Include more culturally different images, artifacts, experiences, and incidents in classroom decorations and as props for teaching.
- Create genuine partnerships between students and teachers so that students actively participate in making decisions about how their learning experiences will occur and be evaluated.
- A Behavior Intervention Plan (BIP) required for some students [developed from the Functional Behavior Assessment (FBA)], should be implemented consistently by school staff.

## Student, Family, Community Support

---

- Devise a system of outreach to all parents providing information about curriculum, instruction, assessment, and instructional options.
- Promote adult role modeling (especially recognized names), mentoring, and counseling for under-represented students.
- Implement non-traditional ways of communicating with parents of non-achieving students. Increase number of positive contacts.
- Develop and incorporate into CSIP individual school plans for building relationships with parents, students and teachers to encourage success.  
These plans could include:
  - Parents/school events in churches, community centers
  - Parents/teacher home visits
  - Provide satellite parent meeting to focus on specific topics such as testing, Primary Program, portfolios, and Advance Program classes.

## Professional Development

---

- Provide high-level curriculum training for all teachers, Instructional Assistants, Administrators, and SBDM Council Members.
- Provide professional development in the various learning strategies.
- Link professional development to individual student achievement.
- Provide continuous professional development that increases teacher knowledge/understanding of cultural differences and the importance of making connections with all students. Include dealing with perceptions and stereotypes.
- Offer professional development on lesson plan format, learning styles, cultural accommodations, and differentiated instruction.
- Monitor effectiveness of professional development and its impact on student learning.

## SB 168 Recommended Strategies—Elementary Schools

- Provide professional development *on interacting with students of diverse backgrounds:*
    - Teaching teachers “how to teach” ongoing and beyond content delivery.
    - Assess and identify learning styles and provide strategies of integration in the classroom.
    - How to self-assess and make necessary adjustments.
    - How to build positive relationships with all students.
    - How to ask and encourage questions.
    - Having high expectations.
    - Design and deliver professional development to all teachers to internalize beliefs and exhibit behaviors of high expectations.
-

# SB 168 Recommended Strategies—Elementary Schools

## Leadership

---

- Develop a school mission statement that includes rigorous standards for all students.
- Develop school mission policies and actions that evidence and ensure an inclusive and responsive school climate for all students. This needs to reflect a high level of commitment to success for all students.
- The faculty is unified in belief in all students. Everybody is in the same boat, oars in the water, paddling in the same direction, which must be the right direction.

## Organization/Planning

---

- Focus staff development funding to support novice reduction strategies.
- Allocate program resources based on needs and gaps as evidenced by the data.
- Use effective scheduling to provide access to include all students in rigorous curriculum.
- Study and learn from successful and Effective School Literature.

Provide additional time through:

- In-school Extended School Services (ESS)
- Linking Instruction with Neighborhood Kids (L.I.N.K.)
- Saturday programs
- Neighborhood-based tutoring programs
- Extended calendar (Atkinson/Engelhard)
- Rising Stars