

CHCCS Culture

*Student Issues Centered on
Stress and Discipline*

Greenhouse Project

Guiding Principles

- *Growth Mindset*
- *Equity focus in all schools and programs*
- *Professional learning that is valued, embedded and implemented*
- *Culture of collaboration, civility and mutual trust*

Long-Range Plan

Vision

Our commitment to instructional excellence, focused on thinking and problem solving, will inspire and empower students to achieve and grow as globally competitive learners.

Related Goals

- 1. Instructional excellence, focused on thinking and problem solving, will be evident in all classrooms***

Related Goals

2. Achievement gaps will be eliminated, with all students experiencing a minimum of one year of learning growth each year and a minimum of 1.5 years of learning growth for students scoring in the lowest quartile/quintile

Related Goals

3. The culture of the CHCCS will be one that encourages innovation, risk taking, excitement for learning and personal growth in a trusting partnership with the community

Related Goals

4. A system of accountability measures will be developed and implemented to accurately report growth in student learning

Specific Strategies

Instruction

- *Common Assessments*
- *Coaching Model*
- *Technology and Innovation*
- *Ensure Best Practice*

Specific Strategies

Achievement/Opportunity Gaps

- *Growth Mindset, Principles of Learning, culturally relevant instructional practices, Response to Intervention (RtI)*
- *Academic supports and re-teaching, data dashboard*
- *Equal opportunity schools*
- *Equity teams, data review*
- *Pre-Kindergarten access, parent education*

Specific Strategies

Culture

- *Academic and personal integrity*
- *Service learning*
- *Student schedule review*
- *Review of discipline protocols and procedures with focus on disproportional representation of minority students*

Specific Strategies

Discipline Review (part 1)

- *Involve parents and students*
- *Review classroom management expectations and training*
- *Review past and current data*
- *Examine character development models for effectiveness and consistency*

Specific Strategies

Discipline Review (part 2)

- *Impact of School Resource Officers as it relates to discipline*
- *Student input solicited*
- *Administrative rules, regulations and consistency of implementation*
- *Recommendations presented to the Board of Education*

Specific Strategies

Accountability

- *Individual student learning portfolios*
- *Monitor success of academic interventions and supports*
- *In-house report card*
- *Review grading practices with focus on accurately reflecting student learning and growth*

Specific Strategies

Professional Development

- *Embedded*
- *Teacher leadership and training*
- *Training related to instruction and classroom expectations*
- *Leadership development*

Specific Strategies

Communications Plan

- *Series of public forums related to long-range plan strategies*
- *Quarterly reports to Board of Education and the community*

Growth Mindset

Concerning Data...

- *CHCCS leads the state in overall test scores*
- *Leads the state for students with disabilities and LEP*

But...

- *Ranks 8th for African-American students*
- *Ranks 5th for Latino*
- *Ranks 46th for Economically Disadvantaged*

Student Stress

Student Survey

- *Class Rank/GPA*
 - State Board*
 - Legislators and Admissions Offices*
- *Extra-curricular activities*
- *Enrichment activities*
- *Course selection decisions*
- *Pass-fail opportunities*
- *Online classes - NCVPS*

Advancement Project Study (2010)

Found that get-tough policies like zero tolerance and high-stakes testing have “turned schools into hostile and alienating environments.” The end result of these policies is a “school to prison pipeline” in which students throughout the country are “treated as if they are disposable, routinely pushed out of school and toward the juvenile and criminal justice system.”

www.advancementproject.org

Civil Rights Lawyers

No Child Left Behind

Intended to focus on the plight of the disadvantaged, but its emphasis on increased testing and accountability has probably widened the gap between the haves and have nots

Need to Focus on Classrooms

“The fact is that equality in education remains more of a hope than a reality. Civil rights leaders need to realize that until a high-quality education is available (provided) to all minority children, standards-based accountability is a form of discrimination.”

Ronald Wolk
Wasting Minds

Student motivation and excitement for learning (not grades or rank) is the most important prerequisite for success in school

Multiple Measures to Assess Student Learning and Academic Performance

- *Exhibitions*
- *Portfolios of work*
- *Oral exams and end-of-course tests*
- *Internships*
- *Research*
- *Other demonstrations of learning*

Creates excitement and has meaning

Dropping Out

- *Why do students choose to leave?*
- *Decision to opt out is usually by 4th-6th grade*
- *Often noted in the failure to learn to read*
- *No Child Left Behind*
 - *Has not reduced dropout rate*
 - *Has not closed the gap*

What Do We Need To Do?

- *Implement with fidelity strategies on long-range plan*
- *Be open to new and exciting research-based opportunities*
- *Personalization – relationships*
- *Incorporate new technologies*
- *Success for all*
- *Be transparent*