



GE Conference

July 2008

Agenda

- Introduction
- What have we learned?
- So what?
- Our data
- Our stories
- What's ahead

What have we learned?

- Student voices need to be heard
- How we meet sets the context for our conversations
- Do you really know the student in front of you? How many of their teachers and adults know the lives of their students?
- We need a spiritual awakening
- We need to examine the cultures of our school communities; need to get feeling from administrators to foster a support system and community feeling for kids and adults
- Block – focus on the realm of possibilities rather than obstacles
- Need mentorship and male role models, especially for African-American males; continue advisories
- What makes kids/groups feel safe to speak?
 - Know the agenda and what the topics are that the kids are being asked to address
 - Have to sense the tone of conversation – don't be offensive; body language;
- Peter and Pedro – linked to Responsive Classroom
- It takes a village is the reality
- Children learn differently; need partnerships at all levels
- What happened in 8 weeks of filming documentary – change can happen more quickly than we think
- Need to differentiate systems of support for children – who has a champion, who doesn't?
- School leaders need to be talking with teachers – how does our modelling of the learning environment among adults align with the way we want to see change in our classrooms?
- How many other kids are out there that need to be saved or connected with? How willing are we to step across boundaries and lines?
- Need to take responsibility for student achievement – how good are we at helping the students who need help? We need to accept responsibility for the children we have.
- Where do we find the time to have conversations that are important but not necessarily urgent – when do we get to talk about the “big” questions and get to know each other?
- Do not give up on parents – need a consistent voice with parents – we're all adults
- What do we know about our families

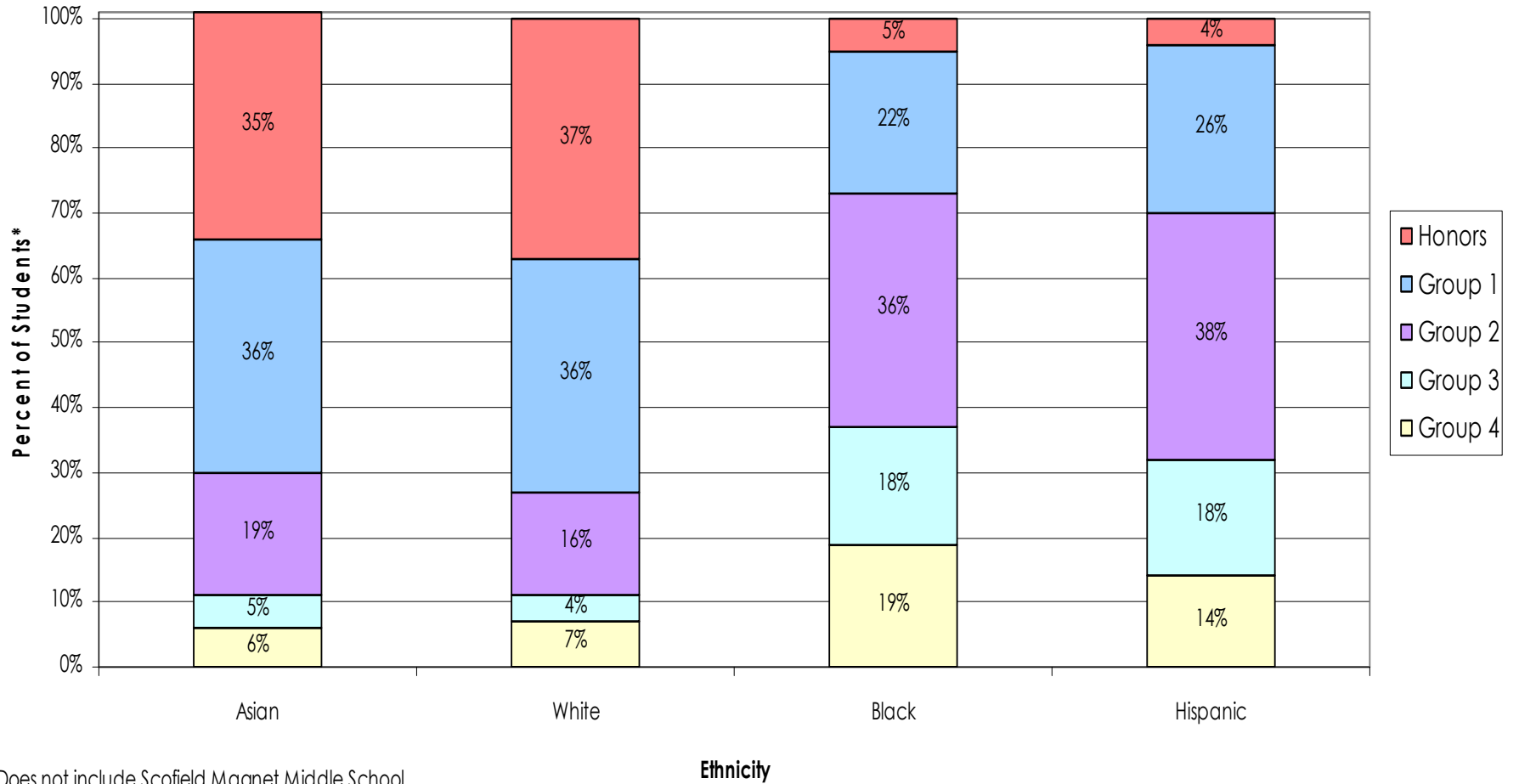
So What?

- Be open-minded; take each day as it comes;
- What we do in our schools has to be consistent across our schools and district
- What are we going to do about tracking/grouping?
- Need to look at what we're going to do, not just as isolated individuals in the classroom?
- Look for possibilities and positive people
- How do we change culture in a school building by giving people more time to talk to each other? How does it conflict with constraints – look at it as possibilities and positives
- Monthly meetings are technical, not adaptive
- Create more community involvement and more open lines of communication – need more information about resources that are available
- Need district-wide meeting with groups of individuals from different interests

A System of Excellence...

- **College Readiness**
 - Core curriculum in every school for every child
 - Explicit expectations for adults to use best practices
 - Embedded professional development (PLC's and Coaches)
 - Direct intervention with struggling students
- **Performance Management and Accountability**
 - Compliance with State and Federal laws
 - Strategic targets
 - Regular review of key metrics
 - Reciprocal accountability
- **Family and Community Engagement**
 - Aligned internal systems
 - Academic support
 - Social Emotional Learning
 - Parent leadership

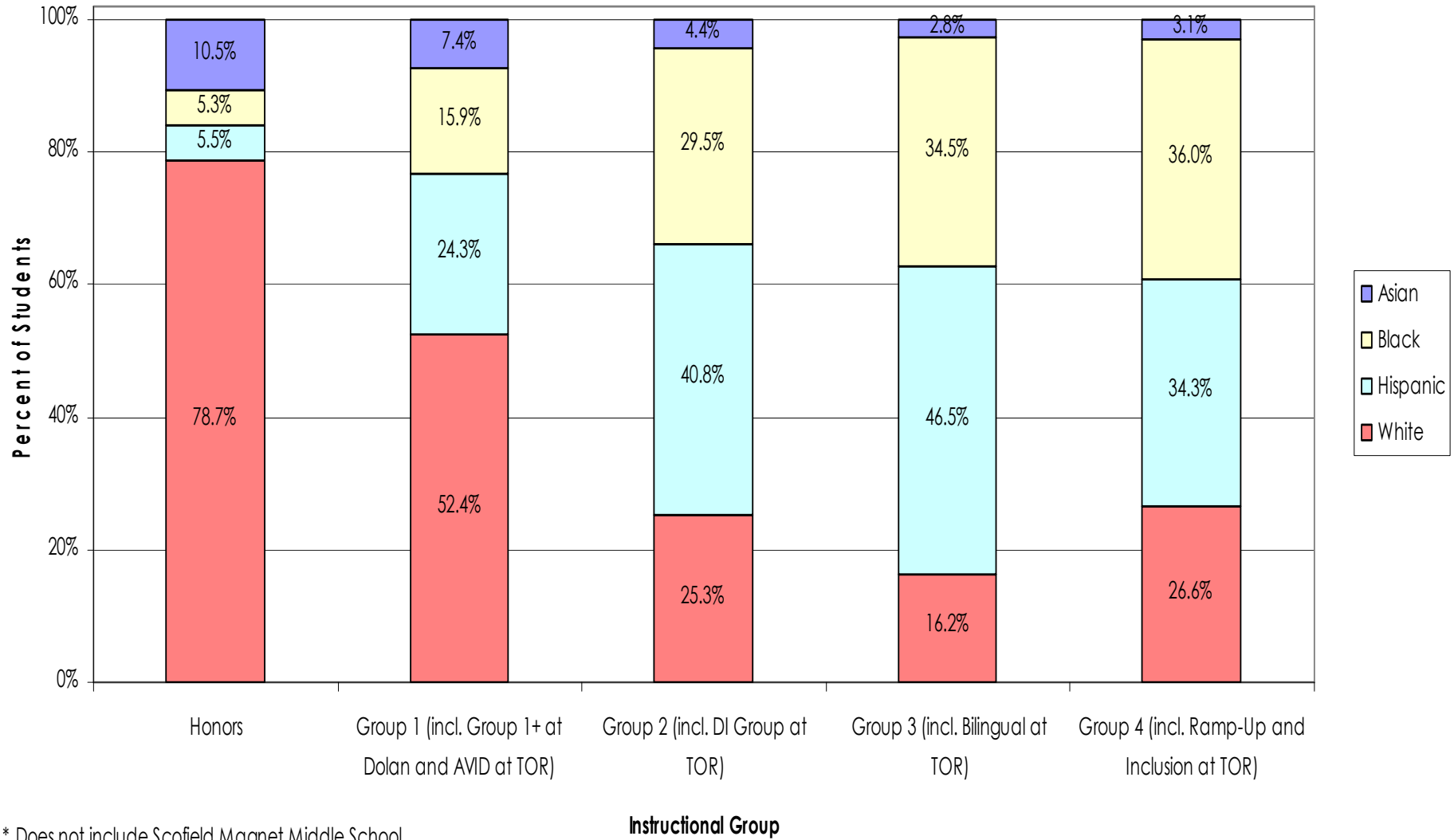
FIGURE 1:
Distribution of Middle School* Students Across Instructional Groups**
Fall 2007



* Does not include Scofield Magnet Middle School

**Totals may exceed 100% due to rounding

FIGURE 1.5:
Distribution of Middle School* Instructional Groups by Ethnicity**
Fall 2007



* Does not include Scofield Magnet Middle School

**Totals may exceed 100% due to rounding

FIGURE 2:
Middle School Achievement on Spring 2007 CMTs by Instructional Level
READING

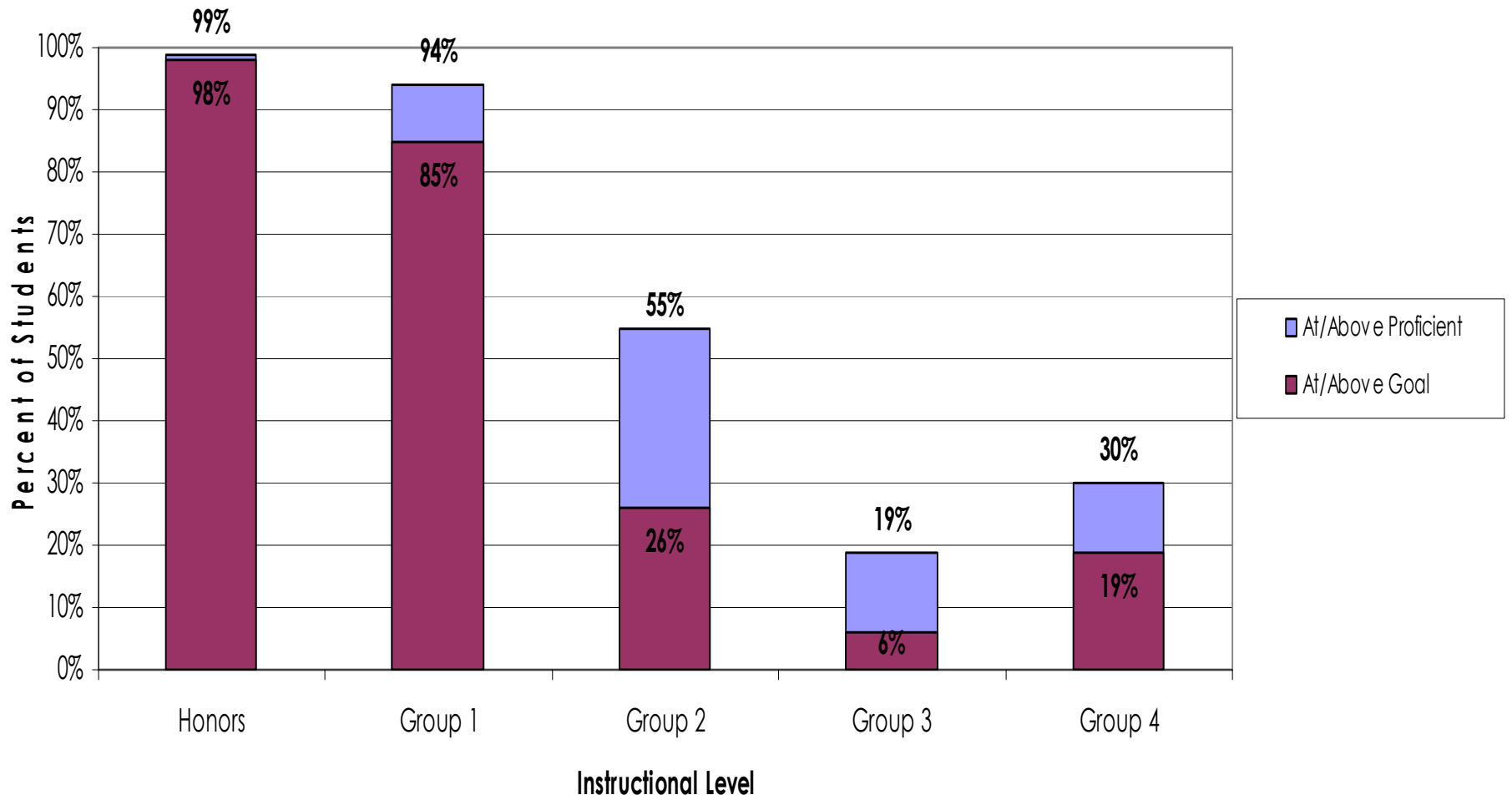


FIGURE 3:
Middle School Achievement on Spring 2007 CMTs by Instructional Level
MATH

