Small Learning Communities

BHSN SIT Presentation
To MCCSC School Board
January 20, 2009
The Background
Brief History

- **2003 - 2004**
  - Smaller Learning Communities Planning Grant
    - School Visits and Faculty Discussion

- **2004 - 2005**
  - SLC Implementation Grant Applied for
    - School Visits and Faculty Discussion

- **2005 - 2006**
  - SLC Implementation Grant Re-Applied for
  - Graduation Workgroup Established
Brief History (cont.)

- **2006 - 2007**
  - 4 Critical Questions
  - 8 Guiding Principles
  - 21st Century Skills

- **2007 - 2008**
  - PL 221 Plan Revised
  - Building Level Discussion Regarding Transformation to SLC model

- **2008 - 2009**
  - SIT Meets to develop plan (MCCSF Grant)
8 Guiding Principles

- Flexibility with schedule, location, instructional delivery, length of day, and school year
- Engagement with students, parents, educators and community
- Smaller school and classes - intimate environment
- Personalization
- Relationship development with each other, adults, and educators
- Positive and Safe school environment
- Relevant and broad curriculum
- Educating for life in a democratic society
The Call for Change
# Current 9th Grade Data

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of 9th graders</td>
<td>372</td>
<td></td>
</tr>
<tr>
<td>9th graders failing 1 or more classes</td>
<td>111</td>
<td>30%</td>
</tr>
<tr>
<td>9th graders failing 1 or more classes and identified sped</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>9th graders failing 2 or more core classes (math, ELA, soc st, science, PE)</td>
<td>35</td>
<td>9%</td>
</tr>
<tr>
<td>9th graders failing 2 or more core classes (math, ELA, Soc St, science, PE) and identified sped</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9th graders failing math and English</td>
<td>18</td>
<td>5%</td>
</tr>
</tbody>
</table>
# Current 10th Grade Data

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of 10th graders</td>
<td>441</td>
<td></td>
</tr>
<tr>
<td>10th graders failing 1 or more classes</td>
<td>139</td>
<td>32%</td>
</tr>
<tr>
<td>10th graders failing 1 or more classes and identified sped</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>10th graders failing 2 or more core classes (math, ELA, Soc St, science, PE)</td>
<td>65</td>
<td>15%</td>
</tr>
<tr>
<td>10th graders failing 2 or more core classes (math, ELA, Soc St, science, PE/Health) and identified sped</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>10th graders failing math and English</td>
<td>37</td>
<td>8%</td>
</tr>
<tr>
<td>10 graders failing English 9 and 10</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
The Response
BHSN Goals

- Small School Feel due to Houses
  - Building relationships
  - Identifying individual struggles and risks
  - Rewarding good behavior and achievement
  - Personalizing responsibility and respect

- Academic Achievement
  - Establish a mindset of Personal Best
  - Quick intervention when students struggle
    - Specific Protocol Established to report and respond to concerns and follow up
      - Advisory teacher and classroom teachers included
  - Increased communication with
    - Fellow faculty
    - Students
    - Parents

- Fostering extra-curricular and community involvement
From Seminar to Advisory

- Needs
  - Clear expectations of teachers
  - Specific Activities (Curriculum)
  - Advisor can initiate interventions
  - Individual, Advisory and school-wide Goals are Set and Fostered
Advisory

Goals

- Establish Behavioral and Academic Expectations and Cultural Norms
  - Monitor academic progress and communicate with parents, teachers and the student regarding concerns

- Establish and Monitor student progress on the 4-year plan
  - Begin Career Exploration and Pathway Identification

- Establish, monitor and celebrate the achievement of short and long term goals

- Facilitate Senior project/portfolio timeline and benchmarks (projected requirement for class of 2014)
  - Collect and organize materials for portfolios
Behavioral and Academic Expectations and Cultural Norms

- Mindset of Personal Best
  - Be Present
  - Be Prepared
  - Be Responsible
  - Be Respectful
  - Be Resilient
  - Be Engaged
  - Be Proud
PLC Essential Questions

- What do we expect kids to know and be able to do?
  - Defined by standards and curriculum in each course

- How do we know when they know it or can do it?
  - Assessment
    - Formative
    - Summative

- What do we do when they don’t?
  - Interventions
The Future
BHSN Structure

- **Administrative**
  - Number of Houses – 4 (approx 425 students w/ 20 teachers)
    - Student Connection to the House comes from Advisory
  - Multi-Age Advisories Grades 9-12
  - Lower/Upper Division Privilege Structure
    - Grades 9-10 Lower Division
    - Grades 11-12 Upper Division
  - Principal
  - House Director (a Current Assistant Principal)
    - one new for 2009-2010 – Board approved on April 15, 2008
  - Counselor for each House
  - Transitions/Advisory Counselor
  - Advisory Teachers
    - Equally divided representation from departments on each team
    - Approved by SIT on 10/23/08
Interventions

- **Short Term – Real Time**
  - Academic
    - Homework
    - Test / Unit Failure
  - Attendance
    - Tardies
    - Truancies
  - Behavioral
    - Classroom Misbehavior
    - Social / Emotional

- **Long Term**
  - Academic
    - Course Failure
      - Grading Period
      - Semester
    - EOC Assessment Failure
  - Attendance
    - Excessive Absences
      - Class Period
      - Whole Day
    - Habitually Truant
  - Behavioral
    - Excessive Referrals
    - Suspendable / Expellable Offenses
Resource Periods

- **Content Area Teachers Available for Help**
  - Teachers publish Office Hours
    - Portion of prep period reserved for student help

- **Resource teachers monitor homework completion**
  - Student can be sent to teachers on Office Hours
  - Students with unscheduled periods can seek help from teachers on Office Hours

- **Students can be assigned to a content specific resource**
### Lower Division

**Academically Successful**

<table>
<thead>
<tr>
<th>Math</th>
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<th>PE</th>
<th>Elective</th>
</tr>
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<td>Social Studies</td>
<td>Elective</td>
<td>Elective</td>
<td>English</td>
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### Lower Division

**Below Cutoff Points w/ Interventions**

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- **Elective Content Specific Help**
- **Assigned Content Specific Help**

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Community Service School
Students Help Tutor
Upper Division
Academically Successful

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Unassigned</td>
<td>Elective</td>
<td>English</td>
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Upper Division
Below Cutoff Points w/ Interventions

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Upper Division Interventions

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- Resource
- Elective Content Specific Help
- Assigned Content Specific Help
- Community Service School Students Help Tutor
Middle School Selection Criteria for Placement in Resource

- **Freshman Resource Required**
  - D or lower in any core class in any semester
    - English, Math, Science, Social Studies
  - 2 or more F’s in any non-core courses in any semester
    - Failed ISTEP+ Math or English

- **Freshman Resource as an Elective**
  - Parent or Student Request
2009 Sophomore Selection Criteria for Placement in 10th Grade Resource

- 2 or more F’s in any core courses in any semester
  - Removal from an elective and placement into Resource (House Director, Counselor and Core Area Teachers)
- Earned 10 or fewer credits during Freshman Year
  - Subject to modification based on review of semester statistics
Criteria for Intervention
for Students not Enrolled in Resource

Core Course Failure at any 6 weeks
– Removal from an elective and placement into Resource (House Director, Counselor and Core Area Teachers)

- Classroom teachers must call parents of all students who are, or are in danger of, receiving D’s and F’s at mid-term
  - At that time core teachers also inform parents of freshmen that if their student fails the course at the 6 weeks, the student will be removed from an elective course and placed in a Resource Class
  - For those students who fail in the second half of the 6 weeks, whose parents have not been previously contacted, the teacher will contact the parent to inform them of the failure and placement in a Resource Class
  - At the conclusion of the 6 weeks, core teachers will submit a form to the House Director and Guidance Counselor that a student has failed a course. This form also documents the mid-term or end-of-term communication with the parent.
    - The House Counselor will follow up with the student to make the appropriate schedule change
    - The House Counselor will also communicate with the Elective area teacher affected by the change

- Students may gain admission to a semester length course at start of the next semester if:
  - The Grade in the failed course(s) improves to a C- or better
  - Space is available in a semester length course that fits the student’s schedule
Other Academic Intervention Areas

- Core 40 End of Course Assessment (ECA) (Algebra I in 2009)
  - Passed Course/Passed Core 40 ECA
    - Move on to next Course level
  - Passed Course/Failed Core 40 ECA
    - Move on to next course level
    - 3 week intensive, after school test preparation prior to retake
  - Failed Course/Failed ECA
    - Retake the course and ECA at the conclusion of the course
  - Failed Course/Passed ECA
    - Retake the course and ECA (no need to pass ECA a 2nd time Shhhhh!)

- Test or Unit Failure
- Missing Assignments
- Missing Project
The Senior Project
Senior Project

- Different than how it exists now
- Requirement for Graduation
  - Class of 2014 and Beyond
- Represents a Learning Stretch for the student
  - Could grow out of
    - Personal Interest/Goal
    - Career Interest
    - Internship Placement
The End Result
Realization of BHSN Goals

- Small School Feel due to Houses
  - Building relationships
  - Identifying individual struggles and risks
  - Rewarding good behavior and achievement
  - Personalizing responsibility and respect

- Academic Achievement
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  - Increased communication with
    - Fellow faculty
    - Students
    - Parents

- Fostering extra-curricular and community involvement
The Overview
5 Year Plan

- **2009-2010**
  - Structure and Interventions for Freshmen and Sophomores in Year 1
  - Revise Seminar into Advisory

- **2010-2011**
  - Interventions expanded to Juniors in Year 2
  - Senior Project introduced as Graduation Requirement in Year 2 for class of 2014

- **2011-2012**
  - Interventions expanded to Seniors in Year 3

- **2012-2013**
  - Privileges for Upper Classmen in Year 4

- **2013-2014**
  - Senior Project for all Graduates of the class 2014 and beyond