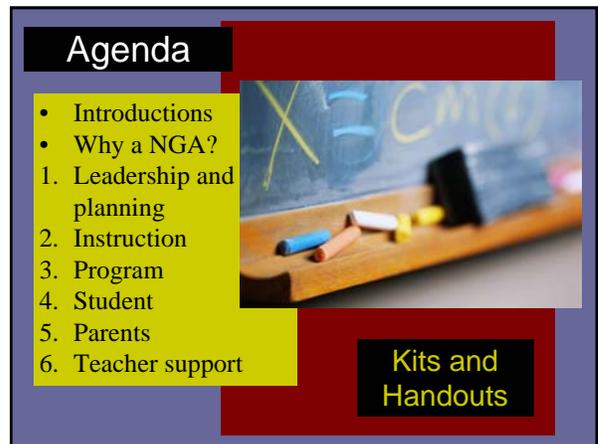
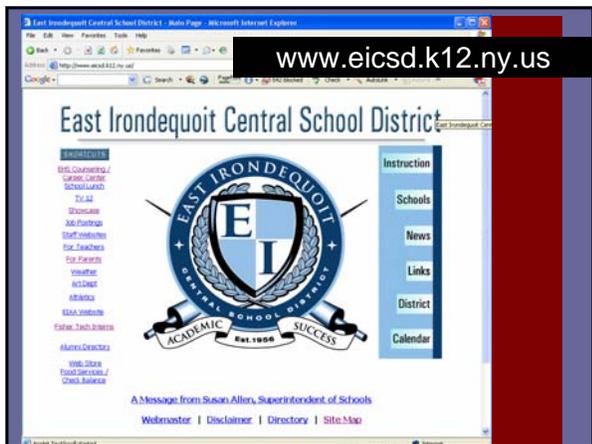
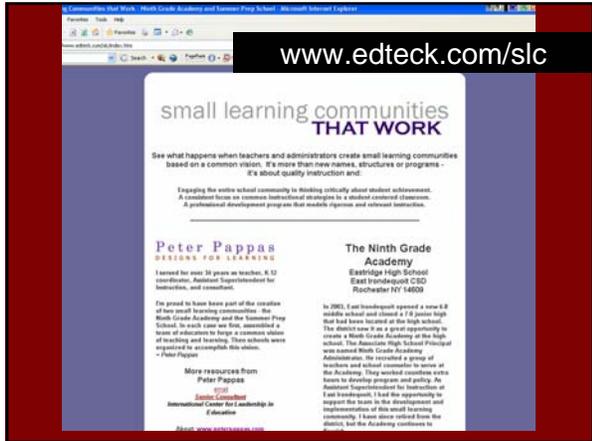
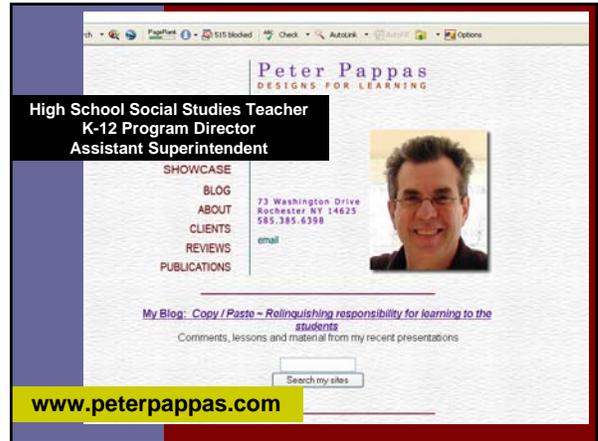


Ninth Grade Academy Planning Workshop

Peter Pappas and Matt Laniak



For more resources: "Small Learning Communities that Work" www.edteck.com/slc/

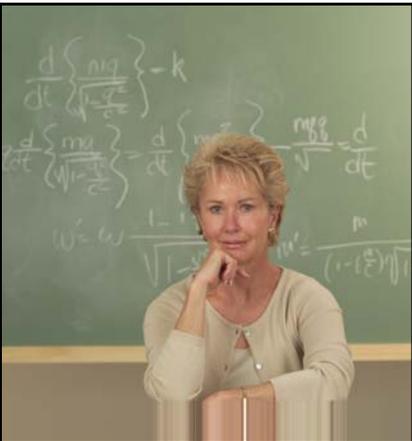
Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak

Format



- We introduce topic / share our experience
- Small group time for planning (we circulate)
- Large group collaboration

Define Rigor and Relevance



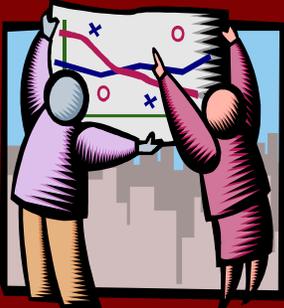
Follow a strategic planning model

1. What is our current situation?
2. Where do we want to be?
3. How do we get there? List the steps we will follow.
4. Who will be responsible for accomplishing the step?
5. When is the estimated time for completion of this step?
6. When was the step actually completed?
7. Does this step involve formal reports or decision sessions with others?

Goal – students who can function in an academic or real-world setting that is unpredictable and vital

Learn to research, think, problem-solve and write like a **scientist, engineer, coach, artist, historian, mathematician, writer, musician,**

Rigor and Relevance in the 21st Century



Students must take on the challenge of intellectual workrather than just look for the right answer.

Rigor: Bloom's taxonomy

Evaluation: appraise, defend, predict

Synthesis: compose, design, develop

Analysis: compare, contrast, categorize

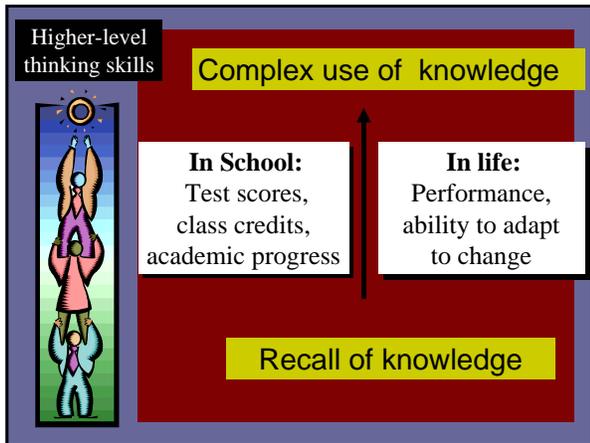
----- Basic Skills -----

Application: demonstrate, illustrate, solve

Comprehension: describe, explain

Knowledge: memorize, name, recognize, recall

Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak



Question: A cruise ship carries 200 passengers and crew. Each life boat carries 30 passengers. How many lifeboats will the ship need?

Almost one-third of the incoming 9th graders who took a NAEP math test answered **“6 remainder 20”**

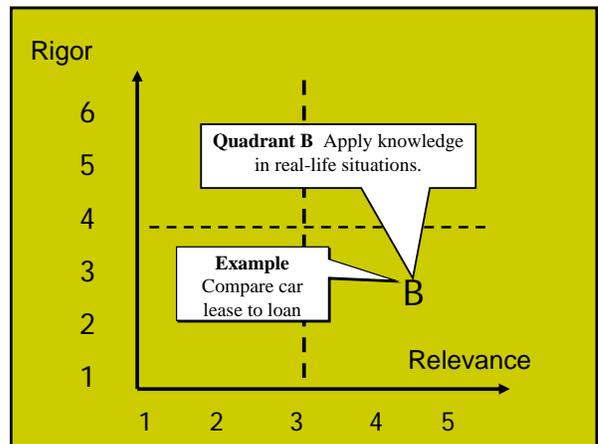
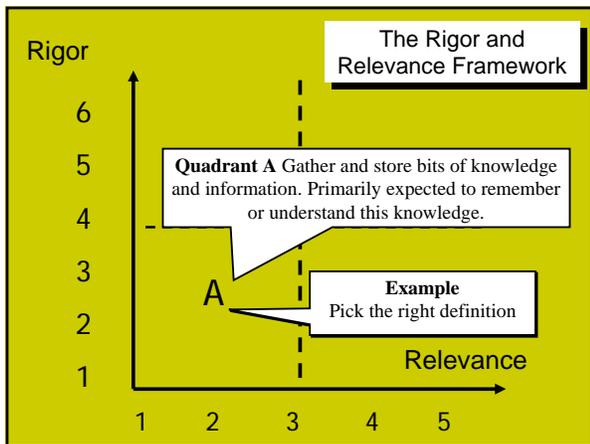
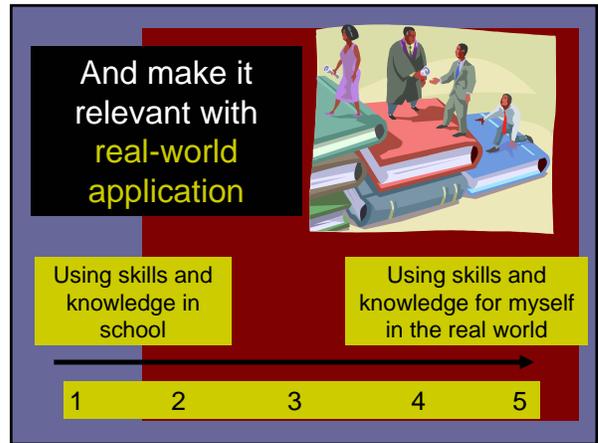
The illustration shows a green lifeboat with a red and white striped life preserver on the ocean. A person is visible inside the boat.

“I could memorize very easily, and became valedictorian.

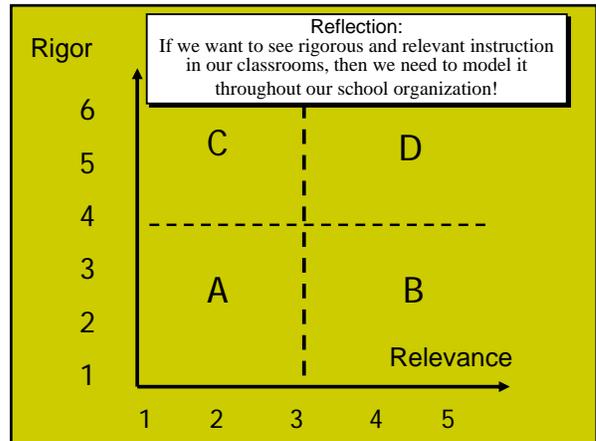
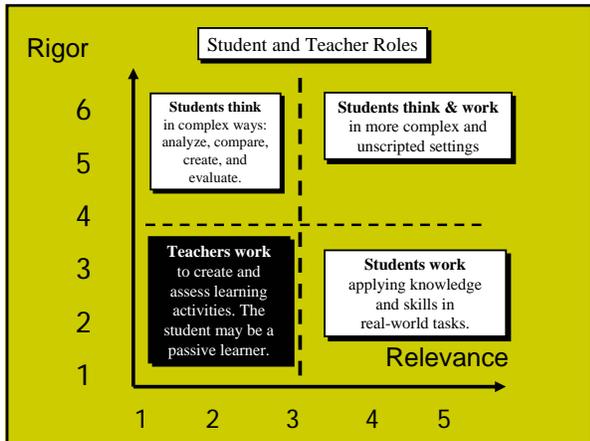
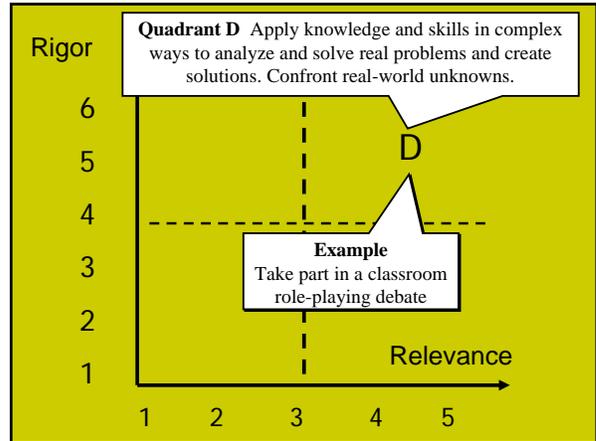
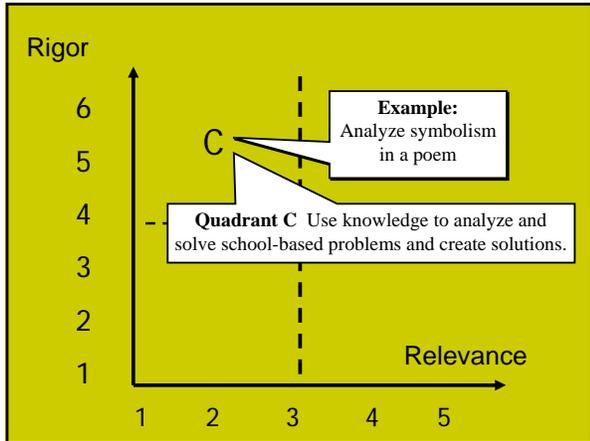
But I was **embarrassed that I understood much less** than some other students who cared less about grades.

I felt that **my brain was a way station for material** going in one ear and (after the test) out the other.”

~ HS Student quoted in Wiggins and McTighe *Understanding by Design*



Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak



Negotiate 3 reasons why you need a Ninth Grade Academy?

Why did we need a NGA?

DVD - our teachers and students talk about our NGA.

Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak

Viewing, listening, reading skills overlap

1. **Identify details** – groups of words, visual elements.
2. **Recognizing context** –where is this taking place, time period, who's involved
3. **Identify relationships** –who are the people what is the relationship between them.
4. **Identify opinions** –in the source information.
5. **Infer meaning** –the difference between literal information and what it means.
6. **Make predictions** – based on the information, what will happened next?

Instructional activity – summarizing and comparison skills

1. Working as individuals – recall comments, ideas, facts, opinions from the DVD
2. Write them down [one comment per Post-it.]
3. Share your Post-its with a small group
4. Work collectively to group the Post-its.
5. Give a title to each group

Planning Session



- We introduce topic / share our experience
- Small group time for planning (we circulate)
- Large group collaboration

Leadership,
Planning,
Communication
and
Collaboration



In 2003 we replaced our 7-8 Junior High with new 6-8 middle school



2002 – Matt, then assistant principal, charged with design of NGA

- Recruit teachers from HS.
- Weekly planning meetings
- Input from parent's committee of SBT
- Teachers work collectively in the planning of all curriculum and program

Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak

A NGA teacher:
"I **first got excited** about the Academy in Jan '03. Matt **saw it through to reality**. Too often reform just comes and goes.

He's concerned about **getting the data we need to support our students**. He knows how to **align it with the standards**.

There's a **huge difference** in how we run the Academy."

A NGA teacher:
"Two years ago we got together. Matt assigned the **teaching roles** and helped us work through the **policy development**.

We didn't set this up in one day - **we all put in many extra unpaid hours**.

It's not about debating ideas. It's been **about collaboration**."

Staff teamwork

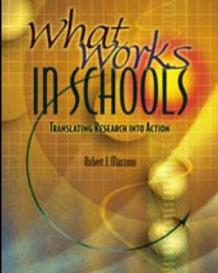
- Meetings are held each Tuesday to discuss student issues with all NGA teachers, counselor and principal.
- Everyone gets to know all students.
- Issues are dealt with quickly and consistently.
- Share problems and successes.

A dedicated staff who share a philosophy and work as one cohesive group

Curriculum, data and instructional model



What's your vision for instruction?

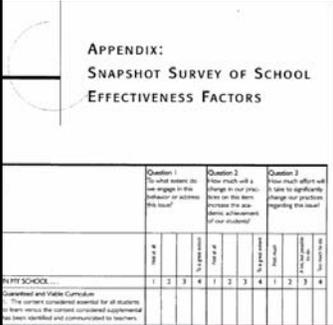


Robert Marzano:
What Works in Schools

"35 years of research concretely identifies the factors that are the **primary determinants of student achievement**."

Robert J. Marzano, What Works in Schools: Translating Research into Action, 2003

What should we focus on?



• Do we engage in this practice?

• How much would it impact student performance?

• How feasible is it to implement?

Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak

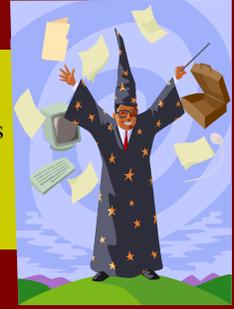
district / school-level factors

- A guaranteed and viable curriculum
- Challenging goals and effective assessments
- Parent and community involvement
- A safe and orderly environment
- Staff collegiality and professionalism



teacher-level factors

- Sequencing and pacing instruction
- Effective teaching techniques and consistent learning strategies
- Classroom management



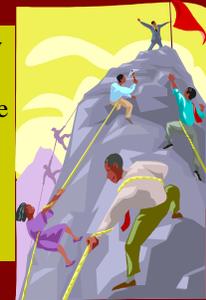
student-level factors

- Supportive the home environment
- Learned intelligence and background knowledge
- Student motivation



effective programs make a difference

“The districts that are highly effective at the district- and teacher-level factors produce results that almost entirely overcome the effects of student background.”



Use consistent approaches

- Academic vocabulary
- Set purpose for reading
- Compact the curriculum
- Learning strategies



Academic vocabulary list

October 2004

WORD OF THE DAY

Latina Remed. Rate	Mon	Tue	Wed	Thu	Fri	Sat
1						
2						
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Ninth Grade Academy Planning Workshop

Peter Pappas and Matt Laniak

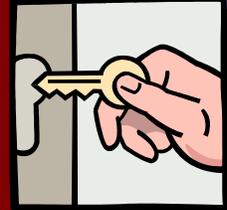
Latin Bound Base	Mon	Tue	Wed	Thu	1
	pel: to push				
durare: to harden, to last	4 endure <i>verb</i>	5 endurance <i>noun</i>	6 durable <i>adj</i>	7 duration <i>noun</i>	8 Super
pendere: to hang, to be suspended	11 Columbus Day	12 pendant <i>noun</i>	13 pendulum <i>noun</i>	14 pending <i>adj</i>	15
natus: to be born,	18 nature <i>noun</i>	19 natal <i>adj</i>	20 native <i>adj</i>	21 nativity <i>noun</i>	22
magnus: great, grand	25 magnificent <i>adj</i>	26 magnify <i>verb</i>	27 magnanimous <i>adj</i>	28 magnitude <i>noun</i>	29

Do we help our students set purpose for their reading?

Think of purpose we set for our reading

Students need to know what they should expect to learn

- Main points or details?
- Sequence of events?
- Author's viewpoint?
- Connections to previous learning?



Would your students benefit from standardized reading assignment form?

1. Specific passage and due date
2. Purpose – what should they know or be able to do?
3. And pay special attention to:
 - **New vocabulary** that they will encounter
 - **Text features** – headings, bold face, images, data, graphs, footnotes
 - **Reading tips** – skim, make predictions, summarize, organize details, take notes

Used a curriculum inventory to align and focus our program across grade levels

Section 4: Have we developed and effectively implemented instructional activities that will enable student to master higher-level thinking skills (analysis, synthesis and evaluation) and problem-solving strategies?

Section 4 A Use the following ratings to answer the part A inventory questions.

- 1 Not at all
- 2 To some degree
- 3 For the most part
- 4 To a high degree
- U Unsure, not able to find out.
- X Practice varies too widely to give a single rating

Primary	Interm	JH	HS	Inventory Questions
				To what extent have instructional activities been developed that enable students to master higher-level thinking skills (analysis, synthesis and evaluation) and problem-solving strategies?
				To what extent have we developed pacing charts and timetables?
				To what extent are the standards, instructional activities and pacing charts available to faculty and staff?
				To what extent are the standards, instructional activities and pacing charts utilized in instruction?

Learning strategies are tools.
What's in your toolbox?

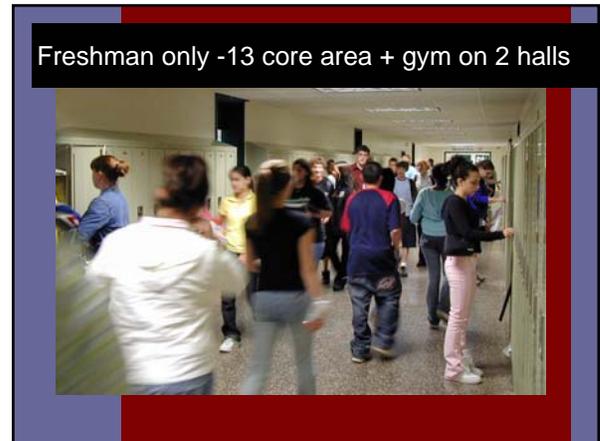
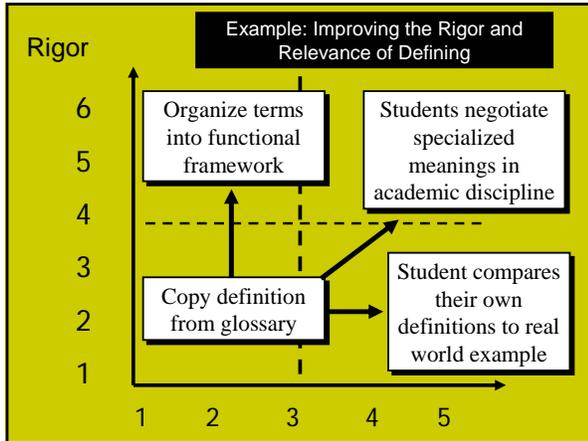


Consistent focus on learning strategies

- Define: negotiating meaning
- Summarize: synthesis and judgment
- Compare: assessing similarities and differences



Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak



- Schedule**
- One 57 minute block that meets 3 out of 4 days for all Regents and Pre AP courses
 - Students receive 1 credit per course
 - Two 57 minute blocks for math for any student scoring a 2 or lower on the Math 8 exam
 - Students only receive 1 credit for taking Math 9 and Algebra
- English 9 with emphasis on literacy implemented for the 06 school year for all students who scored a 2 or lower on the ELA 8.

Ninth Grade Academy Planning Workshop

Peter Pappas and Matt Laniak

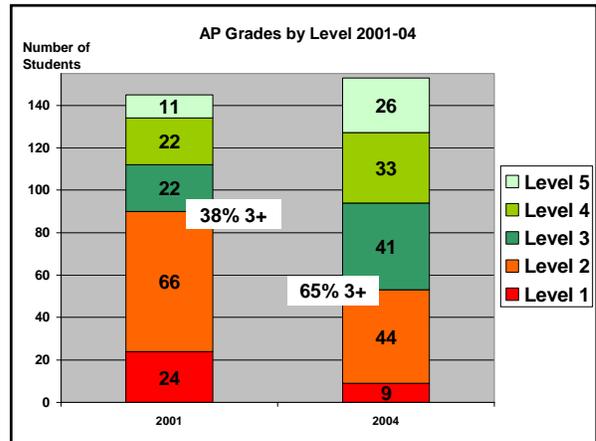
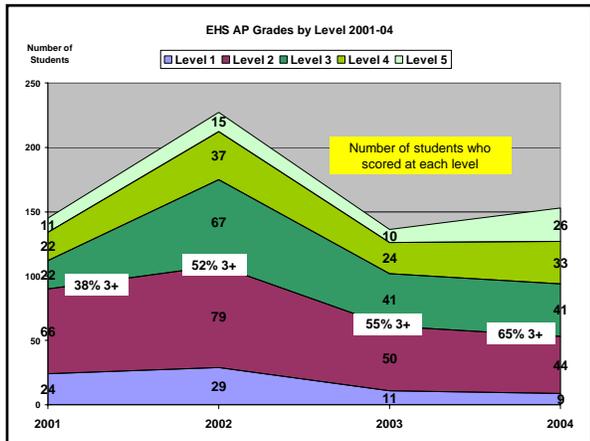
Challenging goals and effective assessments



- Use classroom level assessments that **measure progress**, offer **timely feedback** on specific knowledge and skills for specific students.
- Use the feedback to **influence instruction**.

Launch rigorous honors program with new NGA

- The development of a true honors program for 9th graders
- Maintaining ridged standards for students to continue in the honors/AP program and holding true to these standards
- Increased summer pre-requisite work



Intensive tracking of student progress toward graduation with NYS Regents diploma

Bi-annual review of each student 9 - 12 Principal, counselor and ASI

Identify gatekeeper course that are impeding progress

Now have the 3rd highest graduation rate in county

A district data protocol was developed with collaboration of teachers and admin to define "who" could see "what" data.

Data shared with (audiences a - f)	Student performance data organized by (columns 1 - 4)			
	1. Individual teacher data	2. Groups of teachers: Department / grade level / team data	3. Aggregate grade level data by building	4. District wide data
a. Individual teachers can see	Their students' data	The aggregate of their group (No scores specific to other teachers)	Aggregate building / grade level	Total district grade level
b. Groups of teachers can see		The aggregate of their group	Aggregate building / grade level	Total district grade level
c. School Board can see (in public session)			Aggregate building / grade level	Total district grade level
d. Public can see			Aggregate building / grade level	Total district grade level
e. Principals can see			All data	
f. Central office admin can see			All data	

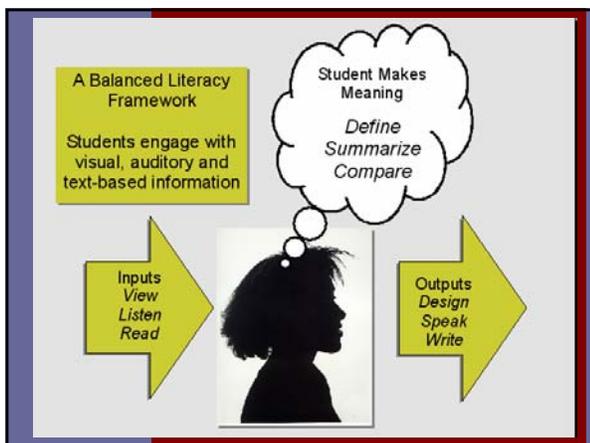
Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak



Why do students struggle?
The problem is not illiteracy, but **comprehension**.
The bulk of struggling secondary readers can read, but **cannot understand what they read**.
~Reading Next

Guide students to use learning strategies to construct meaning

“What’s going on here?”
“What do you see that makes you think so?”



Motivate students - connect them to their learning

What am I learning today?
Why am I learning it?
How can I use this knowledge and these skills to make a difference in my life?
How can I work with teachers and other students to improve my learning?

Ninth Grade Academy Planning Workshop

Peter Pappas and Matt Laniak

Maintain non-negotiable expectations

1. Come to class on time, prepared and ready to learn. A responsible student will be on time and have all required materials upon entering the room.
2. Complete all homework assignments. A responsible student will complete all homework assignments, with maximum effort, on a daily basis. If the homework assignment is challenging, an attempt must be made with a considerable amount of effort and quality. Homework will be completed in 5 subject spiral notebook.

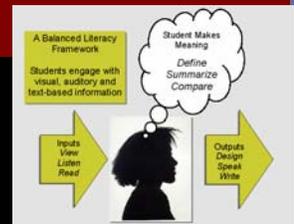
3. Participate and ask questions. A responsible student will ask specific questions during class time. Participation is essential to success. You will ask questions pertaining to the lesson or homework assignment when necessary. You will also answer questions during class. You will participate at least: 2 times per class.
4. Listen attentively to instruction. A responsible student listens attentively to the teacher's lesson, and asks questions immediately upon any confusion pertaining to the instruction. Notes will be taken in spiral notebook.
5. Complete assigned class work. A responsible student will use class time to complete his or her assigned class work. Time in class must be used constructively. You will complete: all assigned class work.

"At the start of the year I had many students who came to class **unprepared**. I made it clear that it was **unacceptable**. When students are unprepared, we all get pulled down. I set **high expectations** – there was no tolerance for students that did not have their homework done.

~ NGA Teacher

NGA teacher,

"Our students are **successful** because we use **learning strategies** that put students **in charge of their own learning.**"



"We **shift the responsibility** of learning from teacher to **student**.

When a student understands how each step maximizes his or her achievement and or success, they enjoy modeling this type of good academic behavior.

Guided and independent practice in **critical thinking, vocabulary, summarizing, analyzing...**" ~ NGA Teacher



How do you connect with parents?

Ninth Grade Academy Planning Workshop

Peter Pappas and Matt Laniak

K-12 Parent Involvement Survey
 Developed by Peter Pappas
 Assistant Superintendent for Instruction
 East Irondequoit CSD www.eicsd.k12.ny.us
www.peterpappas.com

Section A: How do you get your information about our district?
 Please put a check in the box provided for each of the following communication methods used by our school district.

Information Source	I frequently get useful information from this source.	I do not usually use this source to get information	I would like to see the district expand the use of this source to provide more information to parents.
1. Notices brought home by my child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Class Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. PTA/other Parent Group Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. School Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. District Newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. District Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey them

Engage our parents



- Parenting training
- New website
- Email
- Redesigned family curriculum nights

Enlist parents as partners

- Many need assistance in supporting an academic home environment.
- Presentation to 8th graders, summer orientation, parent university
- Academic pledge of support

“Responsibility is essential to academic success and achievement. We expect our students to enter our class prepared to learn, in order to attain academic success, a student must fulfill his or her academic obligations.”
 ~ NGA Teacher

Eventually, the **parents backed me up** on these expectations. Before long, students came to class, **fully prepared to learn** with their books, supplies and completed homework. **Now the students are making great progress.** The Academy has allowed **me to be a better teacher.**” ~ NGA Teacher

How do you recruit and support teachers?

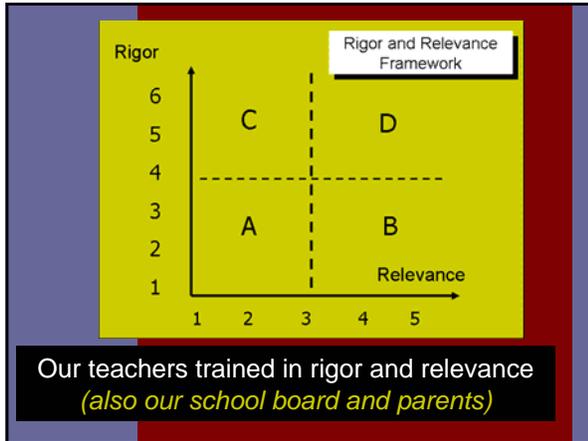


Reflective professional development

- Training
- Follow up observations and conferencing
- Teacher-led collegial discussion group

If we don't provide an **intellectually stimulating environment for teachers**, why do we think they will provide them for kids? ... Art Costa

Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak



Do I have to become a reading teacher?

1. Subject-area teachers **reinforce instruction strategies** that are effective in their subject areas
2. Students are encouraged to **read and write like subject-area experts**
3. Student achievement will improve - as their skills improve, they **become independent learners**

You can choose to support literacy skills while you teach your content

The single highest failure rate in high school is Algebra I

“After pregnancy, it’s the leading indicator of high school dropout.

The leading indicator of success in Algebra I is English 8.

The Algebra I test is a reading test with numbers”

~ Doug Reeves, District Administrator April '05

www.edteck.com/read/

content reading strategies THAT WORK

Literacy and Content Area Reading Strategies For Academic Success

Visit my Blog and download Literacy Strategies for the Multicultural Classroom

STRATEGIES FOR STRUGGLING READERS

Meet the “Word-Caller”

The “word-caller” reads orally with accuracy and fluency. Silent reading appears rapid, attentive and purposeful. These students can respond to “right-there” questions when they are allowed to reread but their responses are disorganized and tenuous; they cannot generalize, summarize, synthesize, analyze, infer or evaluate. They do not grasp the relationship of ideas or their importance or relevance. “Word Callers” need support to realize that reading is about constructing meaning and to develop and apply those tools.

The “word-caller” also:

- Provides minimal written responses; their work lacks elaboration.
- Seldom volunteers responses; or raises hand to answer but “forgets.”
- Performs poorly on tests that require comprehension or understanding.
- Prefers group work for answers.
- Exhibits poor comprehension skills; may read widely and frequently but without understanding.
- Has limited language and vocabulary; does not grasp multiple meanings, connotative meanings, or figurative language.
- Can decode words that are not in oral vocabulary.
- Appears attentive when “reading” but disengages when response is required.

What the “word-caller” says about reading and themselves:

- “I can read it, but I do not know what it says.”
- “I can read it, but I do not know the answers to these questions.”
- “I understand more when someone reads to me.”
- “I don’t understand what is expected of me.”

Summer academy model - student support plus PD for teachers

Title I and Title III (ESOL) funds pay for student AIS.
Title II funds pay for teacher training.

Ninth Grade Academy Planning Workshop
Peter Pappas and Matt Laniak

Matt Laniak NGA Founding Principal
Supportive leadership for teachers



“Matt is everywhere. He’s at our meetings, in the halls, in our classes. All the things he does it what makes the Academy work.”

He demand’s accountability and the students respect him for it.

He’s helped us to show students that they can do it. They now want to be the best and many are now able to guide their own learning.”

“We’re no different than most teachers, but because of the support we’re outstanding teachers.”

I’m so grateful for the opportunity I’ve had to teach in the Academy for the last two years. I’m seeing that it can happen.

This is the best experience I could have hoped for.”