

## HALIFAX REGIONAL SCHOOL BOARD High School Intervention Framework

**PURPOSE:** This report is presented to the board for information.

**BACKGROUND:** On February 29, 2012 the Halifax Regional School Board (HRSB) accepted *The Report from the Superintendent's Task Force on Alternative High Schools*. This report made thirty three recommendations for enhancing support to high school students.

The following report addresses the first three recommendations:

1. It is recommended that an enhanced intervention framework be developed and implemented throughout all high schools as the foundation of the model to provide a continuum of supports for struggling high school students.
2. It is recommended that early intervention programs before students fail (e.g. credit insurance) be developed and implemented in all high schools.
3. It is recommended that interventions specifically targeting Grade 10 students demonstrating attendance or academic achievement concerns be developed and implemented at all high schools.

**CONTENT:** A working group was formed to research, dialogue, reflect and compile information on best practices to support students who struggle to be successful in high school. The group met on the following dates: November 28, December 19, January 23, February 7, March 7, and March 27.

The attached framework of interventions builds on the work of The Report from the Superintendent's Task Force on Alternative High Schools. The framework evolved after investigating current research in education on how best to support high school students who struggle. The framework offers flexibility and outlines options so that a school can select interventions which will work best within the context of their school. The interventions need to be both flexible and individualized to meet the learning needs of the students. The expectation is that interventions and supports be provided, as needed, to students who struggle at every HRSB high school in each of the three framework areas:

- High Quality Instruction and Assessment
- Relationship Building
- Opportunity to Learn

The Report from the Superintendent's Task Force on Alternative High Schools focused on two guiding concepts – intervention needs to be

offered along a continuum to suit the needs of individual learners, and secondly, flexibility is essential, especially for students who struggle with the traditional pathway of school. This framework offers schools choices in developing interventions in key areas to meet both the needs of the learner and the school. The continuum is built around a number of options schools can implement to help students who struggle to be successful within the structure of the high school experience.

High schools need to focus on intervening before a credit is lost. The committee believes that when a student is not meeting with success it is incumbent upon the home school to establish supports and interventions. Each high school needs to develop a predictable response to support students who are struggling which begins with the junior high to senior high transition process. Every student, no matter which school they attend within the HRSB, should be able to access supports in key framework areas to assist them in meeting with success. The level of intervention will be unique to each student's needs. It is important that this consistency of support exist across schools in HRSB. The framework allows individual schools the opportunity to develop interventions that best match their school context and staff strengths in meeting the needs of students who struggle.

The framework is not a program in and of itself rather it is a resource to guide schools in selecting interventions in a timely manner designed to respond to students who struggle.

- COST:** N/A
- FUNDING:** N/A
- TIMELINE:** To be determined
- APPENDICES:** Appendix A: High School Intervention Framework (May 2013)
- RECOMMENDATIONS:** It is recommended that the Board receive this report for information.

It is recommended that the Board endorse, in principle, the recommendations in this report.

It is recommended that the Board direct the Superintendent to develop an implementation plan for the recommendations in this report.

**COMMUNICATIONS:**

AUDIENCE	RESPONSIBLE	TIMELINE
High School Principals	Danielle McNeil-Hessian	May 22, 2013

**From:** For further information please contact Danielle McNeil-Hessian,  
Director – School Administration by way of email at  
[dhessian@hrsbc.ca](mailto:dhessian@hrsbc.ca).

**To:** Senior Staff  
Board  
May 6, 2013  
May 29, 2013



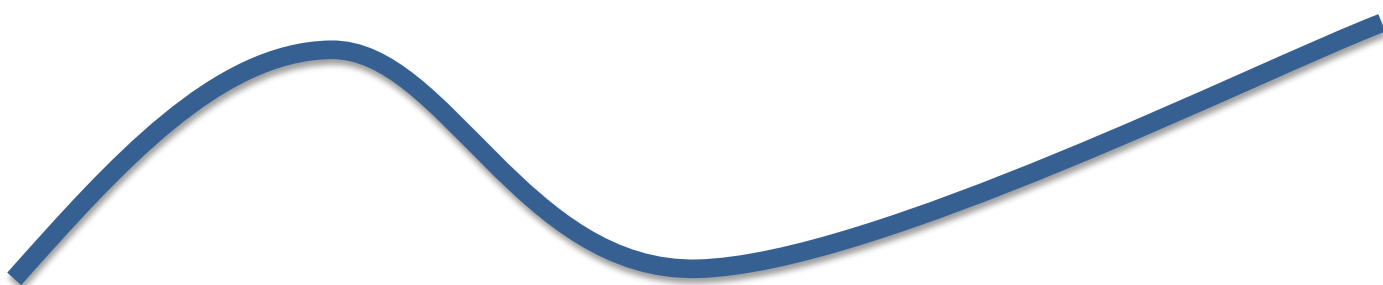
# High School Interventions Framework

(May 2013)



Response to: Superintendent's Task  
Force on Alternative High Schools  
(April 2012)

# High School Interventions Framework



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# Introduction and Background

On February 29, 2012 the Halifax Regional School Board (HRSB) accepted the report from the Superintendent's Task Force on Alternative High Schools. This report made 33 recommendations for enhancing support to high school students.

## The following report addresses the first three recommendations:

- ✓ It is recommended that an enhanced intervention framework be developed and implemented throughout all high schools as the foundation of the model to provide a continuum of supports for struggling high school students.
- ✓ It is recommended that early intervention programs before students fail (e.g. credit insurance) be developed and implemented in all high schools.
- ✓ It is recommended that interventions specifically targeting Grade 10 students demonstrating attendance or academic achievement concerns be developed and implemented at all high schools.

The following working group was formed:

- Pam Nicholson Comeau, Supervisor School Administration
- Jenny Kate Hadley, Vice Principal, Dartmouth High School
- Greg MacKinnon, Principal, Prince Andrew High School
- Anne Marie Melnyk, Supervisor School Administration
- Joe Morrison, Principal, Millwood High School
- Debbie Rowsell, Principal, Cole Harbour District High School
- Susan Tomie (chair), Supervisor School Administration

The group met on the following dates: November 28, December 19, January 23, February 7, March 7, and March 27.

The following framework of interventions builds on the work of *The Report from the Superintendent's Task Force on Alternative High Schools*. The framework evolved after investigating current research in education on how best to support high school students who struggle. The framework offers flexibility and outlines options so that a school can select interventions, which will work best within the context of their school. The interventions need to be both flexible and individualized to meet the learning needs of the students. The expectation is that interventions and supports be provided, as needed, to students who struggle at every HRSB high school in each of the three framework areas:

1. *High Quality Instruction and Assessment*
2. *Relationship Building*
3. *Opportunity to Learn*

The Report from the Superintendent's Task Force on Alternative High Schools focused on two guiding concepts – intervention needs to be offered along a continuum to suit the needs of individual learners, and secondly, flexibility is essential, especially for students who struggle with the traditional pathway of school. This framework offers schools choices in developing interventions in key areas to meet both the needs of the learner and the school. The continuum is built around a number of options schools can implement to help students who struggle to be successful within the structure of the high school experience.

For each extra year a student stays in school it costs Nova Scotians about \$5400.00. In the Nova Scotia Department of Education's report *kids & learning first* (2012), Dr. Ben Levin estimates that as much as 25% of what is spent on high school education in Nova Scotia is spent on students repeating courses or years. This is not a good use of students' time, can affect their interest in school, and lowers their self-esteem. It also wastes as much as \$80 million a year, money that could be spent more effectively (p. 12). Investing in successful interventions to support learners who struggle could assist at redirecting these funds to other uses in the school system. Dr. Levin states that, real increases in high school graduation rates require an organized system for knowing your students and for intervening early, before students fail (Levin, 2011, p. 11).

High schools need to focus on intervening before a credit is lost (credit insurance) in hope of reducing the reliance on the current practice of intervening after (credit recovery). The committee believes that when a student is not meeting with success it is incumbent upon the school to establish supports and interventions. Each high school needs to develop an intervention model to support students who are struggling, which begins with the junior high to senior high or high school to high school transition process. Every student, no matter which school they attend within the HRSB, should be able to access supports in key framework areas to assist them in meeting with success. The level of intervention will be unique to each student's needs. It is important that there be consistency in providing supports to students who struggle across schools in HRSB. The framework allows individual schools the opportunity to develop interventions that best match their school context and staff strengths in meeting the needs of students who struggle.

The framework is not a program in and of itself rather it is a resource to guide schools in selecting interventions in a timely manner designed to respond to students who struggle. Equity in education is about ensuring that all students get what they need to be successful. Fairness is providing all students with what they need to achieve (Benigni & Miller, 2010, p. 53).

## Recommendations

1. It is recommended that an enhanced intervention framework be developed and implemented throughout all high schools as the foundation of the model to provide a continuum of supports for struggling high school students.
  2. It is recommended that early intervention programs before students fail (e.g. credit insurance) be developed and implemented in all high schools.
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## Intervention Framework

### 1. High Quality Instruction and Assessment

**Research says:**

Improving teaching and learning are keys to success. Learners, who struggle, like all students, need choice in assignments, clear standards/learning targets for good work, the opportunity to revise and improve work, opportunities to work with peers, and supportive assistance when they struggle to achieve outcomes. Schools need to build a climate to support instructional improvement. Nothing has a greater impact on student learning than the quality of teacher instruction.



**Indicator** What does this look like at your school?

**Know your learner**

- ✓ Comprehensive transition plan from junior high to senior high and from grade to grade or school to school
- ✓ Intentional, planned connecting and monitoring by a teacher/staff with students who need support to establish school routines starting from the first day of school and continuing throughout the semester
- ✓ An expectation that each teacher takes ownership for knowing the strengths/challenges/interests of students who struggle through transition meetings/notes/student records and ongoing interactions and assessments
- ✓ A plan of action with established teacher responsibilities to support students who struggle. The plan is developed through the team which supports students (such as School Planning Team (SPT), At Risk Team, Intervention Team...). Documentation is essential

**Intervention Plan**

- ✓ Based on a comprehensive review of the learner profile the team oversees the referral process, which involves a review of the cumulative history, transition notes, assessment history, and identified strengths and challenges. The team explores support and/or resource possibilities and decides on actions, responsibilities, and monitoring
- ✓ Supports are matched to challenges and builds upon the strengths of student/staff/teachers
- ✓ Assigns specific responsibilities
- ✓ Provides opportunities for identified students to access supports as needed
- ✓ Considers flexibility in planning the student's schedule/timetable/mentor time. The planning of the school day needs to reflect the individual student's strengths/challenges, their learner profile, attendance pattern, school history, success with assignment completion, emotional /social/ mental/health concerns, support from home and/or outside agencies
- ✓ Considers such options as Virtual School, different schedule/timetable, seminar style sessions, study blocks, Co-op, chunking learning, project based experiences/assessments to assist students who struggle to be successful
- ✓ Ensures an assigned adult connects with the student starting on the first day of school and continuing throughout the semester
- ✓ Provides ongoing, frequent monitoring, and review
- ✓ Considers the research, which reinforces the connection between completing assignments and student success. Students need to complete assignments in order to receive the necessary feedback to improve. Consider models such as assignment completion room / credit recovery
- ✓ Documents the supports, interventions and ongoing progress

**Identify members of your team**

- Guidance, Resource, teachers, staff members, administration
- African Nova Scotia/ Mi'kmaq/ Aboriginal Student Support Worker
- Youth Advocate Worker/ Youth Health Center Coordinator
- HRSB Social Workers
- Other Board/community-based support staff/groups (Behaviour specialist, school psychologist, liaison officer, post-secondary institutions...)

- ✓ Assign specific responsibilities to team members to support the student's intervention plan
- ✓ Outline the procedures for team members to follow when a student is not being successful
- ✓ Assign a team member as the primary contact to communicate with the student and their parents / guardians
- ✓ Explore options to support classroom instruction and/or enhancing skills through resource – one on one or small/groups (i.e. to develop functional literacy)
- ✓ Utilize technology resources to support literacy levels and learning 21<sup>st</sup> Century skills
- ✓ Ensure students who struggle have access to a balanced selection of courses, high quality instruction/assessment, and available learning resources/opportunities
- ✓ Consider offering seminars for students on career planning skills such as resume writing, job search, post-secondary studies

- ✓ Focus on quality instruction and balanced assessment (formative and summative) practices differentiated to support learners; make classrooms motivating to enable students to see themselves as capable and successful
- ✓ Ensure that feedback is timely so that student can monitor his/her learning
- ✓ Administrator walkthroughs with follow-up feedback to teachers about quality instruction and assessment strategies to support engagement and learning success
- ✓ Utilize technology in meaningful ways to engage and support 21<sup>st</sup> Century learners
- ✓ Provide professional development to teachers in supporting identified students who are struggling to meet their specific needs
- ✓ Intentional matching of students to teachers for success or grouping of students for support
- ✓ Consider scheduling students who struggle with fewer teachers
- ✓ Consider the role of resource and/or other teachers in creating a co-teaching model to support both students and the teacher

## 2. Relationship Building

### **Research says:**

Studies of students who dropout tell us that the strongest single factor in students' leaving or staying in school is their feeling that someone in the school knows who they are and truly cares about their future. Over and over, students who dropout reported that nobody seemed to care about what happened to them (Levin, 2010, p.96). Study after study shows us examples of how even one caring adult can make a big difference in a student's life. As Levin says, getting to know students as people is the strongest single factor in raising our expectations as to what they can do (p.97).

Indicator	What does this look like in your school?
Relationship Building	<p><b><u>Mentorship</u></b></p> <ul style="list-style-type: none"> <li>▪ Identify students through grade to grade or school to school transition meetings</li> <li>▪ Assign mentor matched to student/process should ensure support is consistent from year to year</li> <li>▪ Daily contact, focus on building positive relationships and student success</li> <li>▪ Establish process for the mentor to report progress</li> <li>▪ Ongoing monitoring and aligning of learning resources and supports</li> </ul> <p><b><u>School-wide</u></b></p> <ul style="list-style-type: none"> <li>✓ Develop a common approach to communicating with students focused on relationship building</li> <li>✓ Encourage staff to make connections with students both inside and outside the classroom</li> <li>✓ Seek out professional development opportunities for staff focused on building positive relationships with all students particularly those who struggle</li> <li>✓ Consider actively recruiting students for teams, clubs, groups, and other activities that could engage them in the school community or consider creating an opportunity that does not exist specific to identified students</li> <li>✓ Provide support for students who need to understand the structures of school and how to be a successful student</li> <li>✓ Consider service learning and leadership activities to help students develop a sense of purpose and become more positive about schooling</li> <li>✓ Remove potential barriers to student participation in school clubs, teams... (e.g. fees)</li> </ul>

Communication with parents / guardians that impact on student success

- ✓ Make personal connections with the parents/guardians to involve them in the student's plan for success
- ✓ Develop a welcoming environment that values the parents / guardians involvement in their student's education
- ✓ Develop a communication plan that works for the parents / guardians to support their involvement
- ✓ Identify the staff member who will be the primary contact with the parents / guardians
- ✓ Consider providing supports such as workshops for parents / guardians that will support their involvement in student's education

### 3. Opportunity to Learn

#### **Research says:**

Effective intervention plans need to ensure that students receive the appropriate supports to be successful. If the current level of time and support a student is receiving is not resulting in his or her learning, the school intervention plan must provide a different approach to help the student meet with success. This means doing things differently, not repeating the same things.

Research shows that schools need to assign students to the support, it cannot be invitational. Students most in need of support in order to be successful are often the least likely to pursue it. The intervention plan should respond immediately to an individual student who struggles and provide additional time and support only until the student demonstrates proficiency. The plan needs to be flexible to address the individual needs of learners (Dufour & Marzano, 2011 p.180–186).

Indicator	What does this look like in your school?
Scheduling	<ul style="list-style-type: none"> <li>✓ Consider scheduling models that support program delivery and / or student needs</li> <li>✓ Considering pairing courses like Learning Strategies 10 / English 10, African Canadian Studies 11 / English 10</li> <li>✓ Consider the research which says, <i>effective teachers have the greatest impact on improving the achievement of students who struggle</i>, when assigning who should teach students who struggle</li> <li>✓ Consider grouping students in cohorts that best support teaching and learning</li> <li>✓ Increase the importance of a student's course selection to support their career path planning</li> <li>✓ Examine student's timetable to ensure their course load is balanced each semester. Match teachers' instructional approach to student learning style</li> </ul>
Student Registration	<ul style="list-style-type: none"> <li>✓ Ensure that parents / guardians receive information about course selection and program options in a variety of ways</li> <li>✓ Establish procedures that best guide students who struggle to select courses / programs aligned with their post-secondary/ career goals</li> <li>✓ Establish procedures for students who are new to your school who may be identified as needing access to interventions/ supports</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>✓ Ensure regular/daily/weekly monitoring of student attendance, identify students who require early intervention and support and implement an individualized plan to support improvement</li> </ul>
Supports outside of classroom	<p><u>Options to consider:</u></p> <ul style="list-style-type: none"> <li>▪ Peer Tutoring</li> <li>▪ Best Buddies</li> <li>▪ School clubs/activities (existing or creating)</li> <li>▪ Sports Teams</li> <li>▪ The Black Educators Association/ Cultural Academic Enrichment Program</li> <li>▪ Golden Key tutoring</li> <li>▪ Credit Recovery, Academic support</li> <li>▪ Youth Advocate Worker, Liaison officers</li> <li>▪ African Nova Scotian support worker</li> <li>▪ Mi'kmaq/ Aboriginal Student Support Worker</li> <li>▪ Youth Health Centre</li> <li>▪ Community/ Volunteer tutors (or mentors)</li> <li>▪ Focused one on one support to help student gain confidence in their ability to learn</li> </ul>

## Recommendation

3. It is recommended that interventions specifically targeting Grade 10 students demonstrating attendance or academic achievement concerns be developed and implemented at all high schools.

## Transitioning to High School

Preparing for High School	Transitioning
<p>Keys to success</p> <ul style="list-style-type: none"> <li>➤ Make transitioning as individualized as possible</li> <li>➤ Provide junior high teachers, counsellors, parents/ guardians, and students with as much information about courses and programs as possible</li> <li>➤ Use all means of communication to get information out to parents/ guardians</li> <li>➤ Take time to review course selections for students. Do they match up with transition notes? Are semesters balanced?</li> <li>➤ Establish process to ensure information is passed on year to year, teacher to teacher.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Think about who goes to visit the junior high. The principal can visit and set up dates, meet with the administration team. Selected staff members and students can assist with the presentation to students. Guidance counsellors, registrars, and administration should be involved in providing information about course selection and should find ways to assist students and parents/ guardians with the process. Have you considered a registration evening where students and parents/ guardians with questions can come to the high school and register with high school staff? Have you considered inviting junior high guidance counsellors over for a lunch and learn session focused on course selection? Have you considered coordinating a meeting whereby junior high math teachers can meet with high school math departments to gain clearer understandings of high school math courses?</li> <li>✓ Think about what information will be valuable to collect- academics, Resource and Learning Center caseload, behavioural concerns, other supports, peers that students should be with and groupings that the high school should try to avoid, information from outside agencies. You need detailed and accurate information to plan for student success. Consider designing and using a template to help feeder schools understand the information that will be most helpful. Consider record keeping/ process to avoid loss of transition information. Allow enough time for transition meetings to discuss student needs. The more time you invest in gathering what you need to</li> </ul>

	<p>understand your new students the more thorough transitioning will be. You may want to consider an additional meeting(s) specific to identified students who struggle.</p> <ul style="list-style-type: none"><li>✓ Plan your parent/guardian night. It will be helpful to involve high school students in the presentation. You need to be able to share program information in a way that informs parents/guardians as they help their child register and select courses. Have you considered an orientation video about your school, perhaps put together by your student leadership team? A tour of the building? A modified schedule? Consider asking the junior high to personally contact the parents of students who struggle to ensure that they are aware of the event.</li><li>✓ Plan your student orientation. This is best run by your student leadership team. It should be fun, welcoming, and exciting. You may want to consider having students sign up for extra-curricular activities on this day with a plan in place to re-connect with these students if they do not show up for the first meeting. Get students engaged as early as possible.</li><li>✓ Consider collecting information on students who would best benefit from a mentoring relationship at the high school. Who needs an adult to reach out from day one to build a positive relationship with the student? <u>Frequent</u> monitoring and relationship building with <u>intention</u> will help a lot of students meet with success in high school, especially early in the school year. Transition meetings with receiving schools should ask- <i>Which of your students will need us the most? And why?</i> Develop plans prior to September for these students.</li><li>✓ Facilitate multiple visits for junior high students who may need extra support to transition to high school.</li></ul>
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## Grade 10

Grade 10	What does this look like in your school?
<p>Keys to success</p> <ul style="list-style-type: none"> <li>➤ Frequent monitoring starts on day one. The first few weeks are critical in settling and engaging students in planning for success, especially those students who were identified through transition meetings as needing support.</li> <li>➤ Attendance issues are often symptomatic of other concerns and need to be investigated early and frequently.</li> <li>➤ Schools need to establish or designate a team to oversee interventions to support learners who struggle. This could be a School Planning Team or a sub group of school staff best positioned to provide support to learners.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Course selection for grade 10's is deliberate. Are student course loads balanced each semester? Have transition notes been actualized? Teacher to teacher/ class to class/ year to year/ level to level?</li> <li>✓ Scheduling for grade 10's can assist with helping students who struggle to be successful. Courses such as Learning Strategies 10 or Career Development 10 can assist in helping students set goals for future employment. Have you considered setting up intentional instruction in such areas as- <i>How to be a high school student? How to stay organized? How to manage workloads? How to study? How to write a resume?</i> Seminar sessions such as these should be considered for some grade 10 students during a common block, after school or at the lunch hour.</li> <li>✓ Think about the teachers of the Grade 10 students? Qualities of the grade 10 teacher? Number of teachers the student is scheduled to work with? Location of grade 10 classrooms? Making positive matches between teacher and student.</li> <li>✓ Monitoring attendance and assignment completion needs to be done more frequently with grade 10's. Interventions need to be put in place as soon as possible. Schools have to determine who will take on this responsibility and what team they work with to bring forward concerns and develop strategies to support student success.</li> <li>✓ Students who struggle often need support or assistance to connect to an adult in a building. This must be a <u>purposeful</u> and <u>intentional</u> action to build relationships and reach out to students. Schools have to determine who will monitor and follow-on with individual students. Progress needs to be shared with the team that oversees learners who struggle. Ensure students who have been</li> </ul>




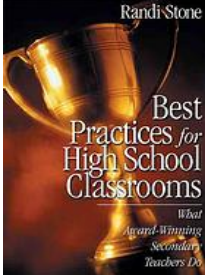
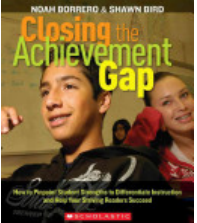
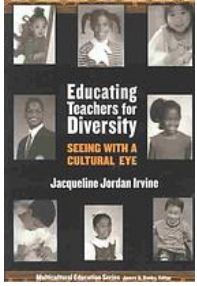
	<p>identified by junior high staff and/or high school staff as needing an adult connection are actively part of your school's mentoring program.</p> <ul style="list-style-type: none"><li>✓ Consider the motivation of the learner- Are they connected to the school? Are they able to be successful with the work? What are their interests? Knowing a student's learning profile will help schools find ways to connect the student to school and a specific well-matched mentor. What are the barriers and how can they be eliminated?</li><li>✓ Power School provides schools with the ability to easily search out data on students. Reviewing and monitoring data can help schools flag students who may be struggling</li><li>✓ Consider optimal class sizes for grade 10 students within your staffing allocation to best meet the needs of the learners</li></ul>
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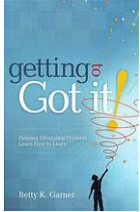
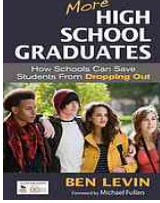
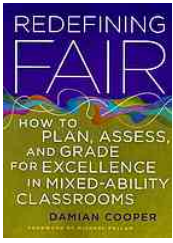
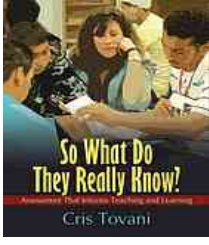
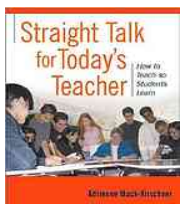
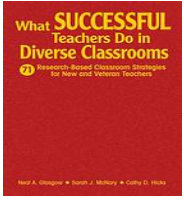
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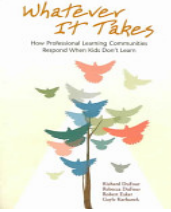
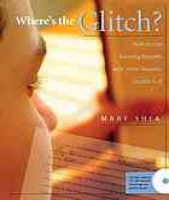
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## Suggested Resources

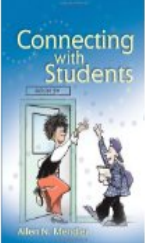

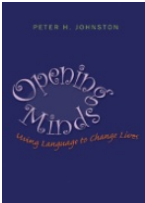
### High Quality Instruction and Assessment:

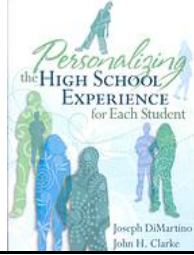
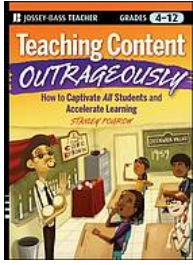

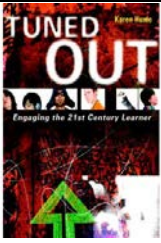

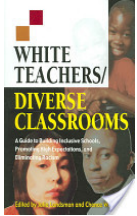
Title / Author	Summary	Availability
<p><i>Background knowledge : the missing piece of the comprehension puzzle</i>, Douglas Fisher and Nancy Frey</p> 	<p>Douglas Fisher and Nancy Frey help you develop lasting subject-area understanding with ideas for modeling, guided practice, productive group work, and independent work that effectively engage adolescents. You'll learn to: distinguish incidental knowledge from core background knowledge; check students' understanding prior to a unit with tools such as opinionnaires, interest surveys, and anticipation guides; model how to activate and apply prior knowledge so kids can wrestle with new content; build up students' background knowledge through virtual fieldtrips, YouTube, guest experts, and more; and provide collaborative ways for students to develop expertise, show what they know, and own their learning. --From publisher's description.</p>	<p>One copy sent to HRSB Senior High Schools (May 2013)</p> <p><a href="#">HRSB Library</a> – 2 copies</p>
 <p><i>Best practices for high school classrooms : what award-winning secondary teachers do</i>, by Randi Stone</p>	<p>Shares the teaching strategies of some of the country's best high school educators, providing real-life examples and tactics for teaching reading and writing, math, science and technology, social studies and geography, and visual arts and physical education, and including tips on incorporating technology throughout the curriculum, and handling special needs.</p>	<p><a href="#">HRSB Library</a> – 1 copy</p>
<p><i>Closing The Achievement Gap: How to Pinpoint Student Strengths to Differentiate Instruction and Help Your Striving Readers Succeed</i>, by <a href="#">Noah Borrero</a> and <a href="#">Shawn Bird</a></p> 	<p>To meet the instructional needs of the increasingly diverse students in today's middle and high schools, teachers must be more than content area specialists—they must also know how to teach reading. In this practical resource, two teachers share the research-based, classroom-tested techniques they've developed that allow you to teach reading strategies as you teach content. Easy-to-use strategies help you pinpoint students' strengths so you can differentiate your instruction with targeted lessons. This powerful, yet practical approach will help every student succeed.</p>	<p><a href="#">HRSB Library</a> – 1 copy</p>
 <p><i>Educating teachers for diversity : seeing with a cultural eye</i>, Jacqueline Jordan Irvine</p>	<p>Offers advice for closing the achievement gap of low-income African American students in urban schools -- Focuses on issues of assessment for K-12 students and teachers of color -- Explores the declining number of teachers of color in the United States and its relation to school failure among African American and Latino students -- Outlines a curriculum for teacher education programs to help them produce culturally aware and effective teachers -- Examines how colleges of education can reverse the cycle of failure for students of color by producing teachers who are culturally responsive -- Concludes with a summary of the work and recommendations of such scholars as James A. Banks and Sonia Nieto.</p>	<p><a href="#">HRSB Library</a> – 10 copies</p>

<p><i>Getting to "got it!" : helping struggling students learn how to learn</i>, Betty K. Garner</p>		<p>In this book, Betty K. Garner focuses on why students struggle and what teachers can do to help them become self-directed learners. Difficulty reading, remembering, paying attention, or following directions are not the reasons students fail but symptoms of the true problem: underdeveloped cognitive structures the mental processes necessary to connect new information with prior knowledge; organize information into patterns and relationships; formulate rules that make information processing automatic, fast, and predictable; and abstract generalizable principles that allow them to transfer and apply learning.</p>	<p><a href="#">HRSB Library</a> – 2 copies</p>
 <p><i>More high school graduates : how schools can save students from dropping out</i>, by Benjamin Levine</p>		<p>The comprehensive guide helps school leaders and government policymakers boost high school graduation rates. Levin's proven system has been implemented successfully in hundreds of high schools.</p>	<p><a href="#">HRSB Library</a> – 3 copies</p>
<p><i>Redefining fair : how to plan, assess, and grade for excellence in mixed-ability classrooms</i>, Damien Cooper (Cdn)</p>		<p>In <i>Redefining Fair</i>, the author confronts the resistance and obstacles schools experience when implementing differentiation and shows how to overcome them. Learn how to define proficiency accurately and differentiate to help all students achieve it. With a focus on mixed-ability classes, the author outlines instructional practices that engage, empower, and motivate students. Using stories, strategies, case histories, and sample documents, he explains how to implement equitable instruction, assessment, grading, and reporting practices for diverse 21st century learners.</p>	<p><a href="#">HRSB Library</a> – 1 copy</p>
 <p><i>So What Do They Really Know: assessment that informs teaching and learning</i>, Cris Tovani</p>		<p>Cris describes the systems and structure she uses in her own classroom and shows teachers how to use assessments to monitor student growth and provide targeted feedback that enables students to master content goals. She also shares ways to bring students into the assessment cycle so they can monitor their own learning, maximizing motivation and engagement. --from publisher description</p>	<p>Two copies sent to HRSB Senior High Schools (May 2013)</p> <p><a href="#">HRSB Library</a> – 2 copies</p>
<p><i>Straight talk for today's teacher : how to teach so students learn</i>, Adrienne Mack-Kirschner and Lois Bridges</p>		<p>"Adrienne Mack-Kirschner, a National Board Certified teacher, has created a no-nonsense guide to good teaching that shows you how curriculum, organization, and mindfulness can combine to help make your classroom a place where kids go to learn and achieve, not just collect a grade." "Mack-Kirschner includes numerous reproducibles - checklists, forms, evaluations, and self-evaluations - that help you clearly establish goals and expectations, and help your students meet them."--BOOK JACKET</p>	<p><a href="#">HRSB Library</a> – 1 copy</p>
 <p><i>What successful teachers do in diverse classrooms : 71 research-based classroom strategies for new and veteran teachers</i>, Neal A. Glasgow, Sarah J. McNary, Cathy D. Hicks</p>		<p>Bridging the gap between theory and practice, this one-of-a-kind resource focuses on cultural awareness and culturally responsive teaching of students who are economically disadvantaged, sexual minorities, English language learners, and those who have special needs. Grounded in peer-reviewed research, each classroom strategy contains: a clear, concise description of the recommended strategy; a synthesis of the research base; guidelines for application within the classroom; precautions and pitfalls to avoid during implementation; source citations for further</p>	<p><a href="#">HRSB Library</a> – 6 copies</p>

<p>Whatever it takes : how professional learning communities respond when kids don't learn, Richard DuDour et. al.</p> 	<p>research and follow-up.</p> <p>The authors use their own experiences, including Adlai E. Stevenson High School's "Pyramid of Interventions," to find ways that all students can learn based on interventions and organizational improvement. They demonstrate how to systematically and aggressively target students who cannot seem to learn, creating places of action, experimentation, and a willingness to test ideas.</p>	<p><a href="#">HRSB Library</a> – 6 copies</p>
 <p>Where's the Glitch: how to use running records with older readers, Mary Shea</p>	<p>Many students find themselves struggling to learn from texts because glitches in their reading process block learning, cause frustration, and impede success. The source of these problems can be difficult to discern. Where's the Glitch? identifies why readers stumble and presents strategies designed to get them back on track and reading well. Mary Shea shows you how to use modified running records (MRRs) to pinpoint where readers struggle with comprehension, to determine their current reading level, and to assess the specific skills they already possess.</p>	<p>Two copies sent to HRSB Senior High Schools (May 2013)</p> <p><a href="#">HRSB Library</a> – 4 copies</p>

### Relationship Building:

Title / Author	Summary	Availability
 <p><i>Connecting With Students</i>, Alan A. Mendler</p>	<p>This book outlines positive strategies for bridging the gap between teachers and students through personal, academic, and social connections, offering a guide to help teachers create a personalized refuge of safety and risk-taking for all students.</p>	<p><a href="#">HRSB Library</a> – 2 copies</p>
 <p><i>Mobilizing the Community to Help Students Succeed</i>, Hugh B. Price</p>	<p>The real-world experiences captured in this book convince me that well-organized communities working in sync with schools and educators can do even more to stoke students' desire for achievement. A thoughtfully designed and faithfully executed campaign to motivate youngsters to succeed in school creates a "win-win-win," for educators, for students, and for entire nations — present and future. (author)</p>	<p><a href="#">HRSB e-book</a></p>
<p><i>Opening minds; using language to change lives</i>, Peter Johnston</p> 	<p>Grounded in research, <i>Opening Minds: Using Language to Change Lives</i> shows how words can shape students' learning, their sense of self, and their social, emotional and moral development. Make no mistake: words have the power to open minds-or close them. -- from publisher description</p>	<p><a href="#">HRSB Library</a> – 6 copies</p>
<p><i>Personalizing the high school</i></p>		

	<p>experience for each student, Joseph D. Martino, John H. Clarke</p>	<p>Discusses the six most pervasive problem areas in high school education today, and what schools are doing to connect with students, personalize learning, differentiate instruction, and make high school curriculum more relevant.</p>	<p><a href="#">HRSB e-book</a></p>
<p>Teaching content outrageously: how to captivate all students and accelerate learning, grades 4-12, Stanley Pogrow</p>		<p>This volume provides methods for classroom instruction that meets standards and keeps students interested in the material presented. In this book, Stanley Pogrow shows teachers how to transform standards-based content lessons into dynamic and "outrageous" learning experiences that leave students so enthralled and fascinated they readily meet the learning goals. Drawing from a model successfully used with underperforming students, the author introduces the "Outrageous Teaching" method showing how teachers can integrate humor, surprise, imagination, character, and dramatic storyline to create lessons that are riveting, effective, and meaningful.</p>	<p><a href="#">HRSB e-book</a></p>
<p>Text me a strategy : how to encourage students to develop the skills they need to become independent learners, Kathy Paterson</p>		<p>This timely book offers teachers practical tools that promote student learning and personal growth in our fast-paced information age. Building on students' love of text messaging, this book offers 100 "crisp and snappy" strategies that are easily taught, reviewed, and reinforced by teachers.</p>	<p><a href="#">HRSB Library</a> – 1 copy</p>
	<p>Tuned Out: Engaging the 21st Century Learner, Karen Hume (Cdn)</p>	<p>Disengaged and resistant learners don't enjoy school, don't achieve to the levels of their engaged peers, are problems for their teachers and, if not turned around, contribute to the alarming number of students who drop out of school before ever getting their high school diploma. A central premise of <i>Tuned Out</i> is that if something is important to student engagement, it is equally important to teacher engagement. Therefore, some of the suggested actions are for students, some are for teachers, and some are for use by facilitators of adult learning.</p>	<p><a href="#">HRSB Library</a> – 3 copies</p>
<p>You've got to reach them to teach them : hard facts about the soft skills of student engagement, May Kim Schreck</p>		<p>Navigate the hot topic of student engagement with a true expert. The author explores the many factors involved in bringing out the best in students, such as relationships, emotions, environment, and expectations. Become empowered to demand an authentic joy for learning in your classroom. Real-life notes from the field, detailed discussions, practical strategies, and space for reflection complete this essential guide to student engagement.</p>	<p><a href="#">HRSB Library</a> – 1 copy</p>
<p>White Teachers / Diverse Classrooms: A Guide to Building Inclusive Schools, Promoting High Expectations, And Eliminating Racism, Julie Landsman, Chance Wayne Lewis</p>		<p>This book encourages reflection and self-examination, calls for understanding how students can achieve and expecting the most from them. It demonstrates what "s" involved in terms of recognizing often-unconscious biases, confronting institutional racism where it occurs, surmounting stereotyping, adopting culturally relevant teaching, connecting with parents and the community, and integrating diversity in all activities. This book is replete with examples of practice and telling insights that will engage teachers in practice or in service. It should have a place in</p>	<p><a href="#">HRSB Library</a> – 2 copies</p>

	every classroom in colleges of education. Its empowering message applies not just to teachers of Black students, but illuminates teaching in every racially diverse setting.	
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Article on Extracurricular involvement:

Educational Leadership December 1999/January 2000 | Volume 57 | Number 4 Understanding Youth Culture Pages 87-88

Research Link / Extracurricular Activities: The Path to Academic Success?

By John H. Holloway

<http://www.ascd.org/publications/educational-leadership/dec99/vol57/num04/-Extracurricular-Activities@-The-Path-to-Academic-Success%2%A2.aspx>