Conference Objectives

1. **High-performing schools prepare all elementary, middle grades and high school students for challenging high school and postsecondary studies through targeted transition strategies and individual academic and career goals.**
   a. Implement strategies to improve student transitions from the elementary grades to the middle grades and from the middle grades to high school.
   b. Learn how to identify at-risk middle grades students and provide accelerated curricula to prepare them for high school studies.
   c. Develop high school literacy- and math-ready courses for students not ready for challenging high school studies.
   d. Reduce the percentage of students having to take remedial courses in college by adopting SREB’s Literacy Ready and Math Ready courses for seniors.
   e. Discover how pacesetting high schools set up their students for success and graduate 90 percent or more prepared for college and a career.

2. **High-performing schools become familiar with literacy and math tools and strategies designed to advance literacy and math achievement in elementary, middle grades and high schools resulting in more students being college and career ready.**
   a. Learn how the Literacy Design Collaborative (LDC) can engage elementary students to acquire foundational reading and writing skills.
   b. Discover how LDC can improve middle grades students’ literacy skills and achievement in all discipline areas.
   c. Acquire information on how LDC can engage students in reading complex texts in high schools and technology centers as a way to advance academic and technical achievement.
   d. Learn how the Mathematics Design Collaborative (MDC) and formative assessment lessons (FALs) introduced in elementary schools can advance students’ math achievement.
   e. Discover how adopting MDC and using FALs in the middle grades can engage and motivate students and advance their readiness for high school.
   f. Obtain information about MDC and FALs that high school and technology center teachers can use to advance student mathematical readiness for both college and careers.
3. High-performing schools create engaging assignments that facilitate problem-solving skills across all academic and career and technical education (CTE) fields at the elementary, middle grades and high school levels.
   a. Give assignments in elementary, middle grades and high school that motivate students to achieve grade-level and college- and career-readiness standards.
   b. Design STEM (science, technology, engineering and math) learning experiences for all students in the middle grades.
   c. Learn how to design assignments in science, social studies and elective courses that encourage students to think critically while also preparing them for further study and a career.
   d. Inspire student creativity and entrepreneurship through challenging assignments and senior projects.
   e. Design math assignments that advance students’ reasoning, understanding and application of math to solve real-world problems.
   f. Become informed about successful strategies middle grades and high schools are using to prepare black and Hispanic male students for college and careers.

4. High-performing schools double the number of young adults who acquire industry-recognized credentials and/or a degree by age 25.
   a. Motivate students by designing real-world, project-based assignments in CTE and academic classes that require students to draw on their academic, technical, technology and 21st-century skills to complete.
   b. Discover what career and technology centers can do to create accelerated career pathways resulting in more students graduating from high school with a credible industry credential and college credit toward an associate’s degree.
   c. Learn about Advanced Career, a STEM-based curricula that combines college-ready, academic content with hands-on, project-based assignments to address state and national workforce needs.
   d. Design career pathway programs of study that connect high schools, postsecondary and work-based learning opportunities that lead to an advanced credential, degree or both.
   e. Learn how CTE teachers are designing authentic and rigorous project-based assignments and the impact it’s having on student motivation and academic and technical readiness.
   f. Design a curriculum and a set of learning experiences that add a math and literacy teacher to a CTE center so that students can earn literacy and math credits.
5. High-performing schools use technology to create a more individualized learning experience for students and teachers that promotes higher-level thinking, collaboration, real-world experiences and the 21st-century skills needed to succeed.
   a. Use strategies to implement technology to advance literacy and content achievement in core academic, CTE and other elective courses.
   b. Learn how to design a flipped classroom to guide students as they collaborate to solve problems in class and to more effectively identify and support struggling students.
   c. Understand how 1:1 technology and BYOT (bring your own technology) can be an integral part of curricula and how to support teacher and student innovation as they use digital and online resources to learn and succeed inside and outside the classroom.
   d. Learn how to connect with other teachers via social networking to share and plan.

6. High-performing schools provide students with the extra help, resources and guidance needed to successfully advance to high school and postsecondary studies and careers.
   a. Identify struggling and at-risk students using Response to Intervention (RTI), differential instruction and other methods to provide extra help in an efficient and timely manner to accelerate learning and achievement.
   b. Learn how to create a guidance, advisement, and college- and career-counseling system that engages middle grades and high school students through ongoing career exploration activities and prepares them for further education, training and 21st-century jobs.
   c. Engage parents with the support and information needed to help their children see the connection between success in the middle grades and high school and success in a career and postsecondary studies.
   d. Use timely and engaging classroom management strategies to help minimize behavior problems and disruptions in the classroom and school.
   e. Learn how to reduce bullying and establish a school culture where students feel safe and can focus on learning.
   f. Learn strategies to maintain rigor while accommodating SPED (special education) students in academic and CTE classrooms.

7. High-performing schools modify school schedules to provide time for instructional planning by designing professional learning communities that facilitate collaboration aimed at improving student learning and success.
   a. Develop novice and veteran teachers through ongoing professional learning, collaborative planning, and evaluation of student assignments and learning.
b. Understand the advantages of organizing high schools around broad career themes.

c. Discover flexible, non-traditional scheduling alternatives that provide time for teachers to meet and plan assignments within and across disciplines that are intellectually demanding and align to college- and career-readiness standards at the elementary middle grades and high school levels.

d. Improve interdisciplinary teamwork and communications between academic and CTE teachers to develop and align assignments that prepare students for all postsecondary options.

e. Work with business and industry partners to develop authentic projects and work-based learning and networking opportunities for students allowing them to understand the skills they need to succeed in the modern workplace.

8. High-performing schools build the capacity of school and district leaders to support improved instruction, provide strong leadership skills and implement effective learning strategies.

   a. Use school and classroom data for continuous improvement of instruction in school practices.

   b. Use effective classroom observation, feedback and support to help embed proven literacy and math instructional practices in middle grades schools, high schools and technology centers.

   c. Learn how to turn around a failing school or district and create a leadership succession plan that ensures school improvement gains made will not be lost.

   d. Learn what effective high school principals and technology center directors do to align career pathways to postsecondary studies and employment opportunities.