

2023 Gene Bottoms Pacesetter School Awards

CRITERIA AND NOMINATION PROCESS

SREB's annual Making Schools Work Conference provides a forum for schools to share their successful school and classroom practices and to be recognized for making changes that result in student success. Schools that self-nominate and are selected to be recognized as a Gene Bottoms Pacesetter School at the conference agree to make at least one presentation to share their efforts with other schools in the Making Schools Work network. Pacesetter Schools are celebrated during the conference's opening general session and in special networking events.

With designs for elementary grades, middle grades, high schools and technology centers, Making Schools Work empowers school teams to create improvement plans that address key school and classroom practices in **five focus areas**:

- engaging students through **quality instruction**
- **aligning curricula** with state readiness standards
- ensuring that students can **explore careers** and **complete career pathways** that align with their interests and aptitudes
- providing **student supports** that promote readiness
- creating and supporting **cultures of continuous improvement**

At the 2023 Making Schools Work Conference in Orlando, Florida, SREB will recognize outstanding elementary and middle grades schools, high schools and technology centers that have taken actions to address the key practices and are achieving success in meeting bold goals related to graduation, readiness, and credential attainment.

All nominations must be received by **December 1, 2022**. Please send completed forms to Scott Warren at Scott.Warren@sreb.org.

To be recognized as an outstanding Pacesetter site, schools and centers must:

- Demonstrate engagement in SREB's Making Schools Work network of schools by:
 - Receiving technical assistance for the implementation of SREB's Making Schools Work framework of key practices;
 - Hosting a [curriculum and instruction review](#) or [career pathway review](#) in 2021 or 2022;
 - Participating in SREB's [2021 or 2022 student and teacher surveys](#); and/or
 - Attending the [2021 or 2022 Making Schools Work Conference](#)
- Provide evidence of taking actions to implement changes in school and classroom practices for at least one of the key practices (see page 2);
- Provide evidence showing how students have achieved success due to the changes;
- Participate in the 2023 Making Schools Work Conference and present a session aligned with the key practice for which the school is being recognized.

Making Schools Work Key Practices

We invite applicants to visit our website (links below) to explore the indicators associated with each Key Practice. Priority is given to nominations that show evidence of aligning their actions with specific indicators.

For High Schools and Technology Centers

1. Help teachers embrace school and classroom practices that elevate learning, promote a growth mindset and ensure each student has access to intellectually demanding course work and resources.
2. Ensure each student can develop and complete a high-quality program of study — a progressively intensive, nonduplicative sequence of secondary and postsecondary general and/or CTE courses, cocurricular learning experiences and accelerated learning options — that culminates in the attainment of recognized industry and/ or postsecondary credentials.
3. Help students master the essential concepts of the state's college- and career-preparatory curriculum by teaching academic content through the lens of real-world problems and projects.
4. Ensure each student, including underrepresented and nontraditional students, has equitable access to intellectually challenging academic and technical studies that emphasize the mastery of skills needed in the workplace and further education.
5. Use research-based instructional strategies and innovative technology practices to actively engage each student.
6. Provide teacher teams with the training, time and support they need to improve instruction, align lessons with standards, create interdisciplinary assignments and develop innovative instructional practices.
7. Encourage each student to participate in developmentally appropriate, structured work-based learning experiences that connect the classroom and the workplace and align with students' personal interests and goals.
8. Involve the whole school community in creating and offering personalized career guidance, advisement and social-emotional supports that empower students to pursue a full range of career and college options.
9. Design tiered systems of extra help and accelerated learning opportunities that help each student become an independent learner and complete a challenging academic and technical program of study.
10. Engage the whole school community in continuously analyzing data to identify problems of practice, devise action plans for solving those problems and monitoring student learning outcomes.

For the Middle Grades

1. Establish policies and practices that inspire each student to complete intellectually demanding courses that prepare them for success in high school.
2. Design and deliver instruction that helps each student understand and achieve the full intent of state standards.
3. Help teachers in all disciplines, including English language arts, social studies, science and mathematics, integrate literacy strategies into their instruction, assignments and assessments.

4. Ensure each student, including underrepresented and nontraditional students, has access to high-quality courses, instruction and resources.
5. Use research-based instructional strategies and innovative technology practices to actively engage each student.
6. Provide teacher teams with the training, time and support they need to work together to improve instruction.
7. Provide developmentally appropriate career exploration experiences that prepare each student to make informed career pathway choices in high school.
8. Provide guidance programs that empower each incoming middle grades student and rising ninth grader to transition successfully to the next grade.
9. Personalize supports for each student based on their unique identified needs.
10. Engage the whole school community in continuously analyzing data to identify problems of practice, devise action plans for solving those problems and monitoring student learning outcomes.

For the Elementary Grades

1. Create a culture that inspires learning and promotes excellence for each student, teacher and member of the school community.
2. Design and deliver instruction in which both the content being taught and the instructional choices teachers make help students understand the full intent of the standards.
3. Design and deliver instruction that promotes the development of literacy skills by integrating literacy standards in all content areas.
4. Design and provide robust, standards-driven instruction that challenges students to complete high-quality assignments across the curriculum.
5. Provide the time, structures and supports for teachers to collaboratively plan instruction, assignments and assessments that address the needs of each student.
6. Provide each student with authentic learning experiences that tap into children's natural curiosity and spark awareness of their community, country and world.
7. Establish meaningful opportunities for parents and community partners to support teaching and learning at the school.
8. Ensure each student is prepared for educational success through access to high-quality academic and social-emotional counseling and support services.
9. Support each child and family in the school community with the curricular, instructional and social-emotional resources they need to thrive.
10. Provide effective instructional leadership that establishes, cultivates and sustains the shared vision and mission of the school and engages the whole school community in using data to identify problems, develop and implement plans to solve these problems, and monitor progress as part of a continuous improvement process.