

SREB



# BEYOND TINKERING

*A Design for Whole School Reform*

Presentation by

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*Director of School Improvement*

# Paths to SREB



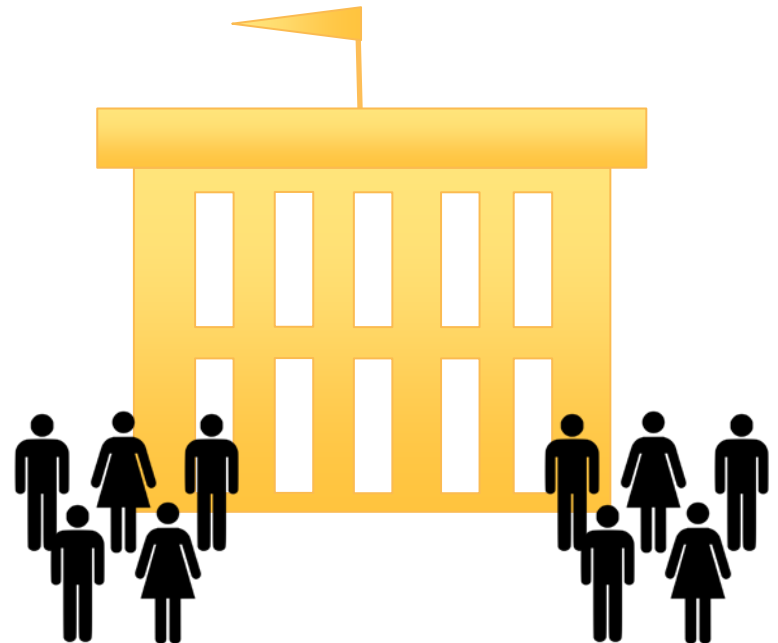
BMP READY ASPIRE BMP PBIS  
SIC SLICE  
RTI CBA ACT COMPASS CEDARS BMP ESEA SIC  
PEP

# SCHOOL IMPROVEMENT

SIC COMPASS SLO READY ACT PBIS  
ESEA ASPIRE CEDARS AVID  
SLICE CBA EVASS ASPIRE  
SIC CBA PBIS

# Essential Question

How do we move beyond individual improvements into a culture of comprehensive school transformation?



# Context – Comprehensive Reform

“The world has changed profoundly over the past four decades. The economy, the role of technology, and our nation’s global role have all been transformed. Against this dynamic background, one institution has remained mainly unchanged: our elementary and secondary schools... Far too many students are disengaged, dropping out, ill prepared for jobs and civic responsibilities.”

SC State Board of Education, Purpose Statement 2011

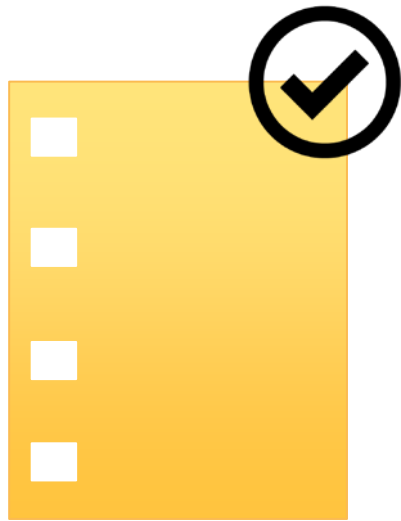
# Context – Comprehensive Reform

“The idea of improving schools by developing *professional learning communities* is currently in vogue. People use this term to describe every imaginable combination of individuals with an interest in education—a grade-level teaching team, a school committee, a high school department, an entire school district, a state department of education, a national professional organization, and so on. In fact, the term has been used so ubiquitously that it is in danger of losing all meaning. For PLCs to work they have to be systemic” Rick Dufour

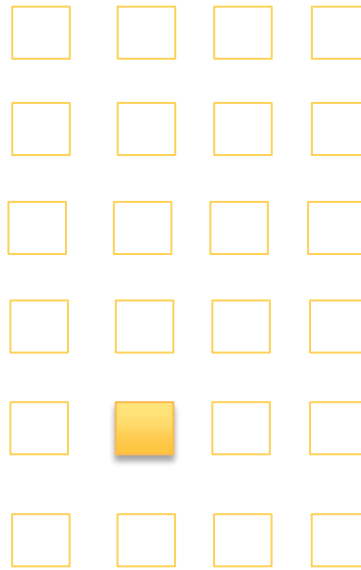
# Context – Comprehensive Reform

According to Fullan, we need to “reposition the role of the principal as overall instructional leader so that it maximizes the learning of all teachers and in turn all students” (p. 6).

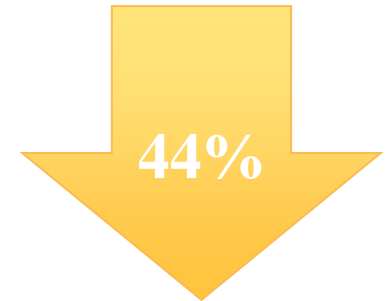
# Why the need for change?



**High School Exit Exams**  
*Minimal Level for Maximum Retention*



**High School Graduation**  
*US Ranks 18<sup>th</sup> of 24 Industrialized Nations*



**Job Satisfaction**  
*among US Educators*



**Dissatisfied Educators**  
*Would Leave for Another Profession*



# Why the need for change?

*... a glimpse at South Carolina*

*Reading is not taught beyond*

**3<sup>rd</sup> Grade**

*yet*

**38% of 4<sup>th</sup> Graders**

*are functionally illiterate and*

**72% of 4<sup>th</sup> Graders**

*read below grade level*

**19% of Students**



*who took the ACT™ were deemed*

**College Ready**



**28% of Students**

*fail to complete high school within 4 years; most are dropouts*

*In Charleston County,*

**20% of 9<sup>th</sup> Graders**

*read at a 4<sup>th</sup> grade level or worse*

**50% of Students**

*who enroll as freshman at a 4-year college fail to graduate within 6 years.*

# Why the need for change?

And for the big one:

“The main finding is that most parents (89%) see higher ed as the path to good jobs rather than an exercise in personal cultivation. They also see vocational and pre-professional training as more likely to lead to that outcome than study in the liberal arts. Finally, the poll found that parents care a lot about price. 68 percent of parents with high-school age children reported that they will be very or somewhat likely to restrict where their children apply to study based on the tuition they’ll be charged.” PDK Poll 2014



# Instructional Changes

*Aligning the Right Things*

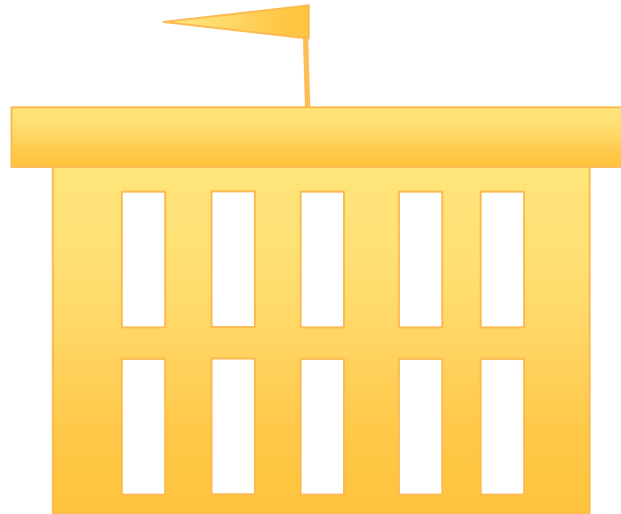
Curriculum/Instruction  
Teachers  
Literary Foundation  
Mathematics

&

*C&CR State Standards  
Teachers  
All Subjects  
Fluency & Understanding*

# Instructional Changes

*A Stronger Foundation*



CATE Instruction + Academic  
Standards

Project-Based & Problem-Based  
Learning

Effective, Research-Based  
Strategies

Students as Self-Directed Learners

# Instructional Changes

## *Designing Better Tools*



**Grade-Level Assignments &  
Assessments**  
*Meeting the Proficient Level*

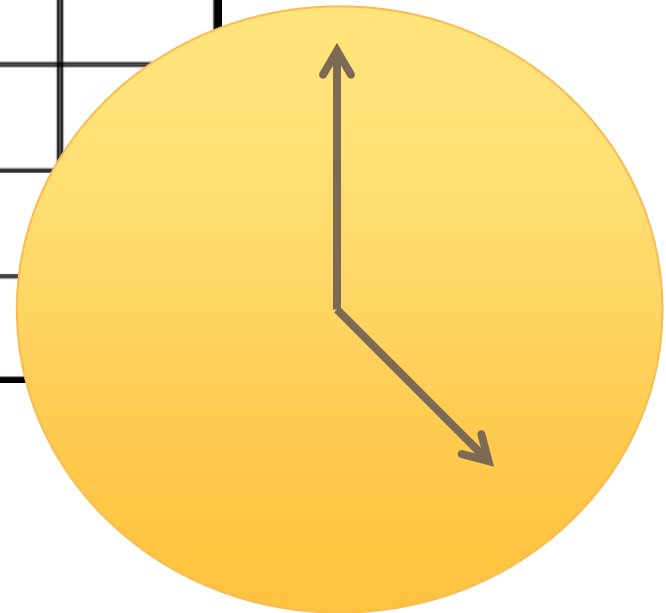


**Utilize Technology**  
*Screening for Student Engagement*

# Structural Changes

*A Matter of Time*

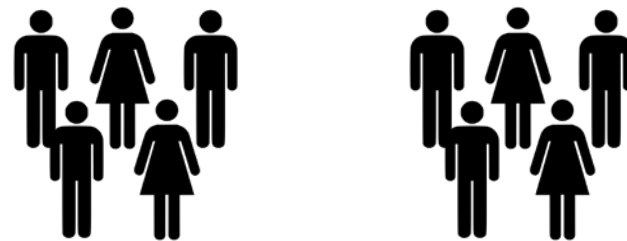
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



# Structural Changes

## *Teamwork On and Off Campus*

**Continuous School Improvement**  
*Involving Faculty and Stakeholders*



**High-Wage, High-Demand Fields**  
*Success Starts at the Source*



# Structural Changes

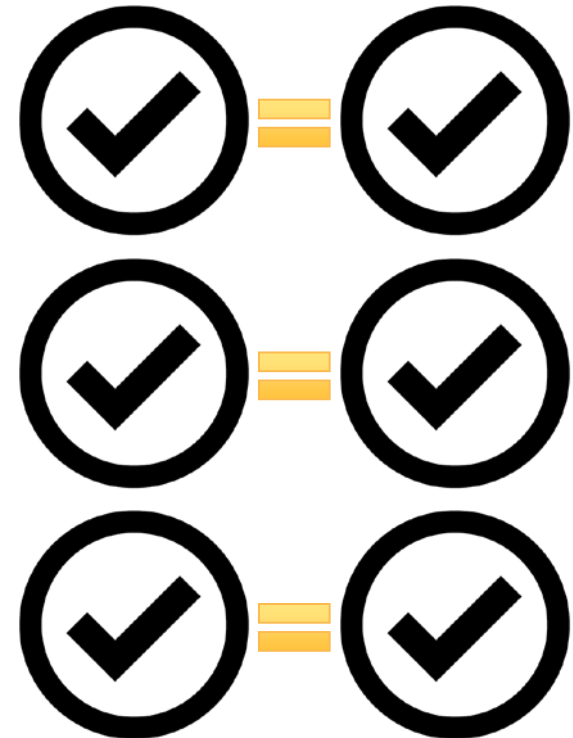
*Expand dual credit opportunities*

*Implement*



with student programs of study

and increase access to certified training

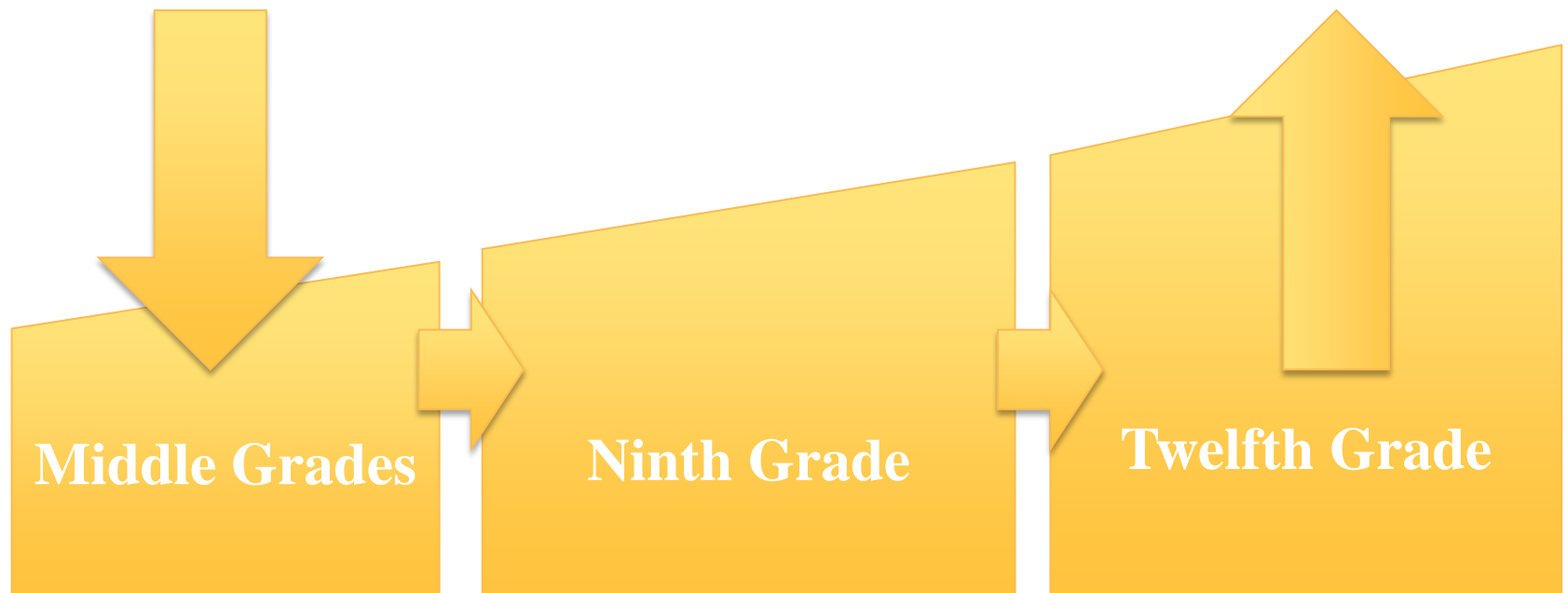


# Support Changes

*Transition Up and Out*

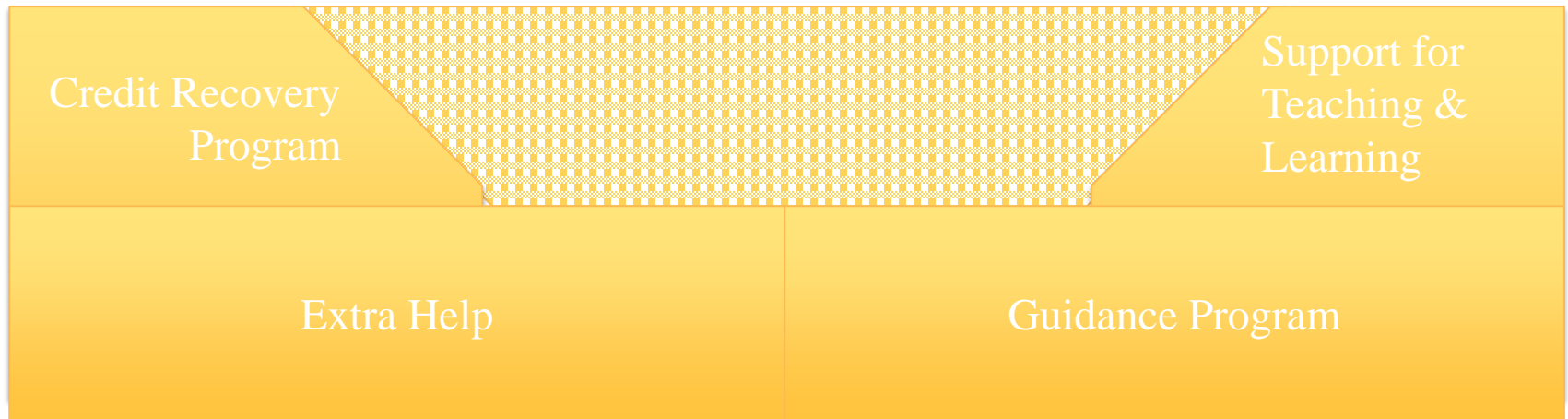
*Develop programs that assist in the*

**Transition to**



# Support Changes

*A Safety Net for Teachers and Students*

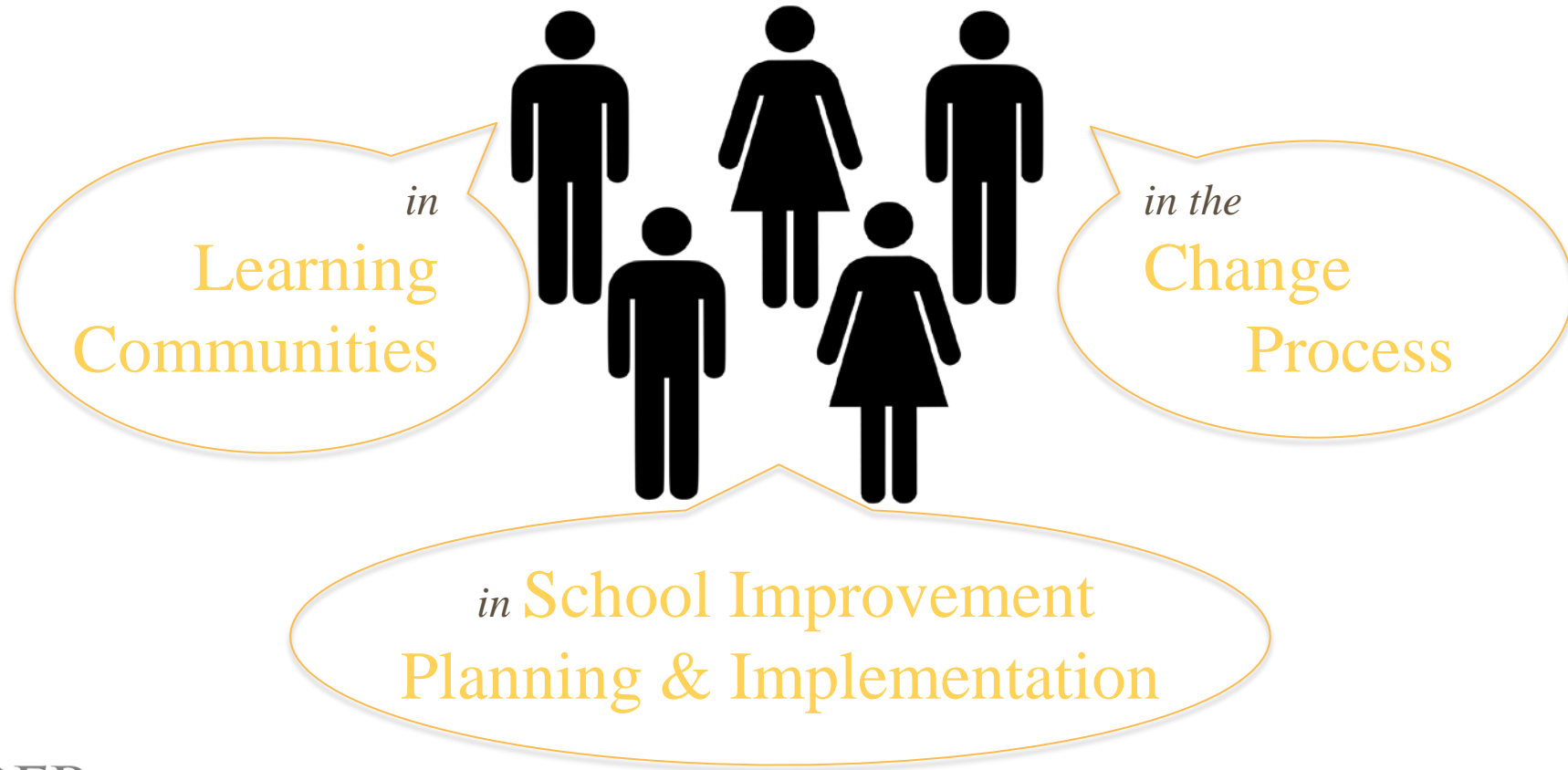


# Leadership Changes

## *Distributed Leadership*

*Develop processes that*

**Involve ALL Faculty and Staff**



# Leadership Changes

## *Culture of High Expectations*

*Engage faculty in determining and implementing practices that communicate a*

**School-wide culture of raised expectations**

*for*

**Instruction,  
Attendance, and  
Discipline**



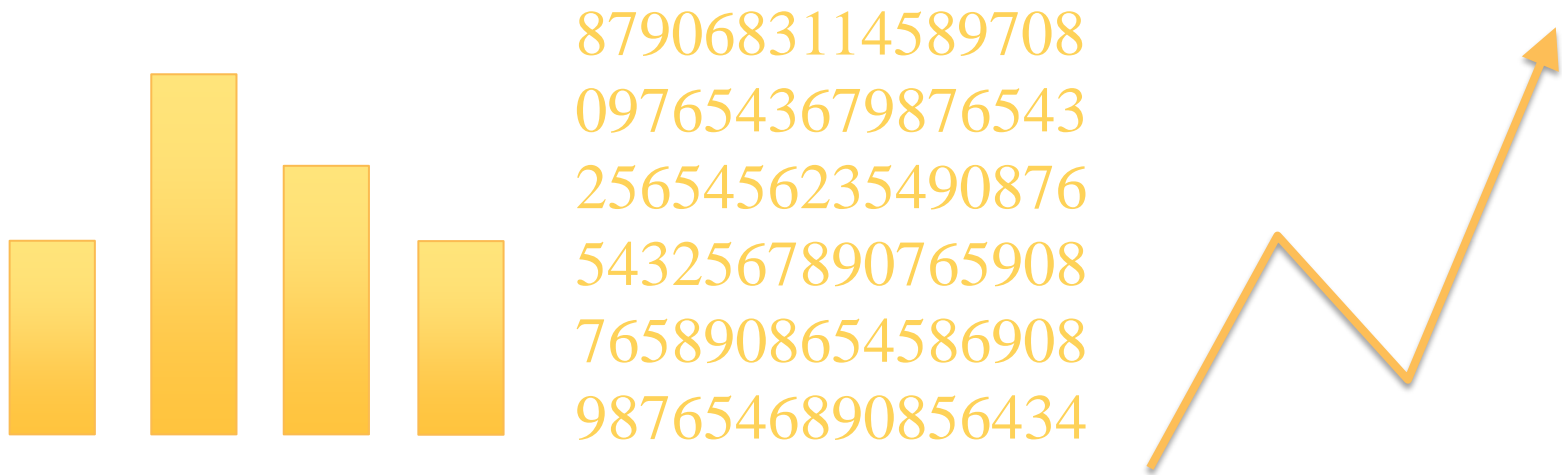
# Leadership Changes

*Instructional Leadership & Strong Relationships*

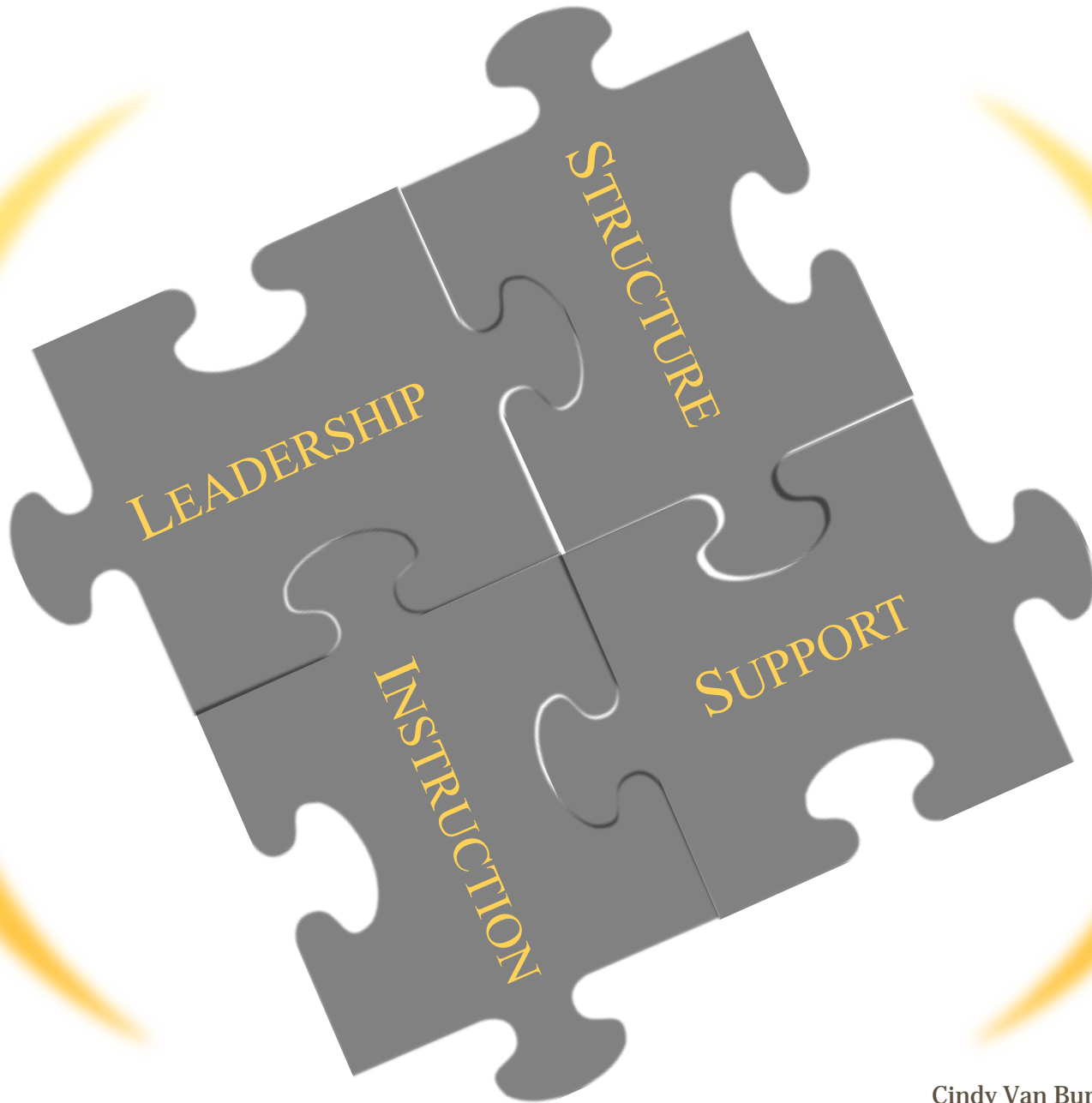


# Leadership Changes

*Relevant Data, Development, and Reflection*



**GROWTH** & *Improvement*





# Special Opportunity District

HWTS

MMGW

TCTW

LDC

MDC

LCL

AC

All of these are SREB initiatives that work. We are now seeing the need to put them together into something comprehensive.

# Special Opportunity District

- 5 year plan
- At least 6 schools – 3 middle and 3 high
- Schools that are good and want to be great or below average schools who want to improve
- Customized to the needs of the district
- New concept
- Requires true commitment from the school, district and state
- Funded mostly by Gates Foundation money
- Schools get big bang for buck

# SREB will offer...

- LDC training
- MDC training
- School-embedded support visits for both
- Leadership development
- Implement one AC curriculum
- Counseling for Careers
- HSTW/MMGW site development
- Summer institute to offer readiness courses
- Support for use of classroom data
- Support to look at the use of time in the school

Thank you for coming...

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