

**Secondary Schools Review Committee**  
**Compilation of “concerns”**  
**May 20, 2009**

**Curriculum**

- Prioritize curriculum goals so that students have opportunities to develop, revise and reflect on work
  - Maximize K-12 alignment within programs
  - Emphasize depth of learning (core body of knowledge)
  - Develop significant interdisciplinary connections
- Increase programmatic options and enhance course design to maximize student engagement
  - Provide real world and/or work-related experiences
  - Establish avenues to pursue personal interests/explorations (internships, etc.)
  - Reexamine how courses are weighted to make sure that they don't limit flexibility
- Improve skills development
  - Literacy (e.g. financial, cultural, visual, informational, numeric, technological)
  - Workplace ready skills
  - Meta-cognitive skills and learning how to learn
  - Self-awareness/ goal setting skills

**Instruction**

- Identify effective instructional practices that lead to high achievement for all learners
- Develop feedback loops for current students, parents and recent graduates to give input into what's working
- Expand opportunities for sharing and reflection on work
- Expand opportunities for personalization within lessons to enable students to pursue individual interests and passions
- Ensure that homework is meaningful, relevant to class content and appropriate for every learner
- Examine effectiveness of support service models (Special Ed and ELL) to ensure appropriate and rigorous learning opportunities
- Integrate formative assessments to guide instruction for each learner

**Time and Organizational Structures**

- Create a flexible schedule – varied start times, potential for virtual classes instead of “brick and mortar” instruction (Alternative ways of earning credits)
- Explore models for remediation that allow students to develop essential skills while keeping up with their class

- Examine GHS policies and practices for a balance between freedom and responsibility (e.g. attendance policy, student center use, open/closed campus)
- Address concerns about impact of class size on student achievement
- Provide opportunities for meaningful connection(s) with staff members and/or community members (e.g. mentorship, advisor/advisee, independent study)

### **Whole Student Development**

- Examine sources of student stress and choices students make in dealing with that stress (e.g. cheating, substance abuse, absences)
- Examine de facto segregation in the buildings (by choice, by schedule, by tracking)
- Encourage responsible decision-making so that time required to complete schoolwork outside of the school day does not negatively affect participation in co-curricular activities, having a job, and overall student health
- Foster students' enjoyment of learning