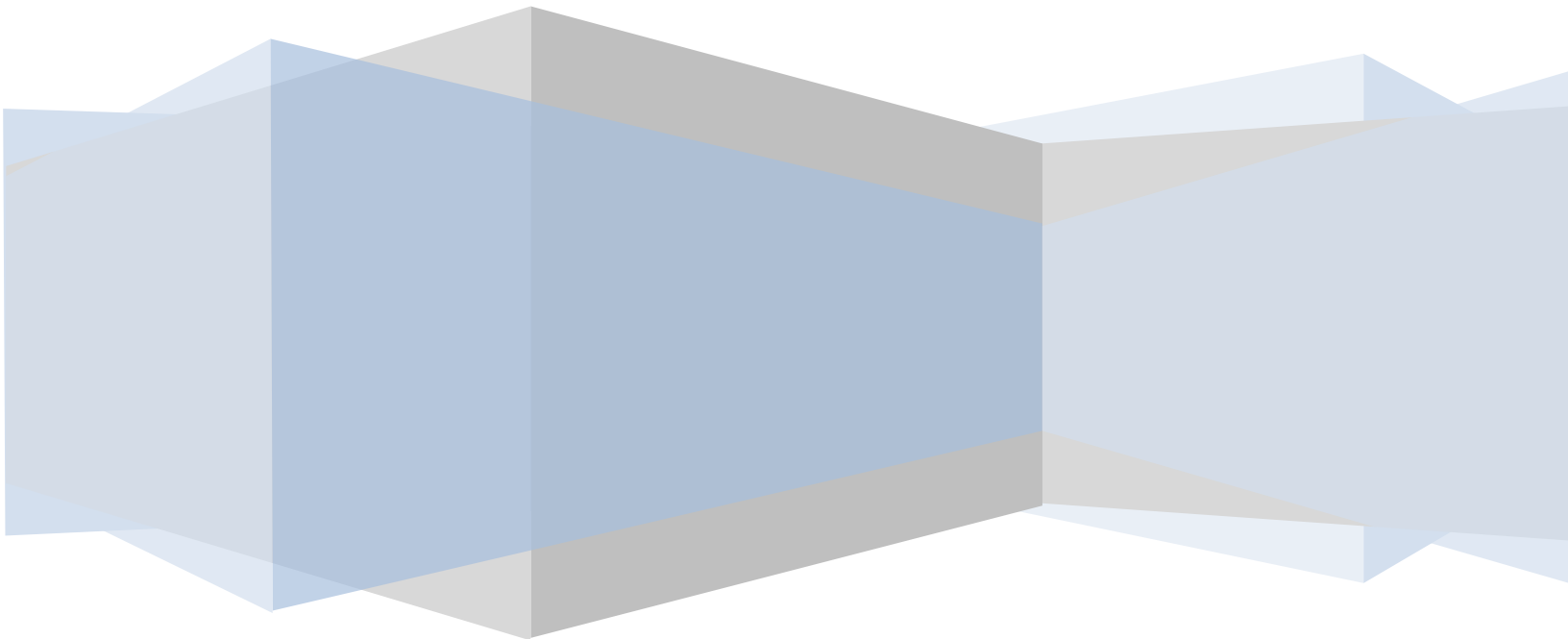


Larry Bell's Comprehensive Closing the Achievement Gap Program

A Highly Systemic, Collaborative, Cooperative Approach



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Program Goals

Goal 1 – The primary goal of this program is to improve student achievement as evidenced by an increase in test scores over previous years.

Goal 2 – If the school (or district) did not make AYP the year before, the goal is to make AYP during this school year. If the school did make AYP the year before, the goal is to achieve double-digit gains overall in all tested subjects.

Goal 3 - If Larry has spoken in the district before, the program will keep morale and enthusiasm from his earlier presentation going throughout the year by injecting additional knowledge, passion and enthusiasm into the district at four **critical** times. If Larry has not been in the district before, the program will boost morale and enthusiasm and help maintain it throughout the year.

Goal 4 – The program will also assist a school or district by allowing leadership teams to share best practices that are taking place within that school or district. This applies not only to the “Larry Bell Strategies,” but to other breakthroughs as well. These sessions allow participants to share successful strategies while providing a common language within the school or district.

The Building Principal’s Responsibilities

This staff development is teacher driven and designed to support the principal.

The principal’s primary responsibility is to assign at least one administrator to the team. This demonstrates support and also provides a person who can answer administrative type questions and concerns during the meetings.

Administrators must be willing to examine teacher made tests and ensure that the few agreed upon requirements are on the tests.

In schools or districts where lesson plans are collected, ensure that the strategies are reflected in the lesson plans.

Periodically conduct “walkthroughs” with a clipboard and note how, by whom and where the strategies are being implemented and:

- a. Brag over the P.A. on teachers by name and tell what they are doing right.
- b. Brag on an entire class for something positive you saw.
- c. At each staff meeting set aside a block of time and allow the “Larry Bell Leadership Team Members,” or any other teacher to share successes or breakthroughs regarding the strategies.

Have private “**conversations of encouragement**” with any teachers not doing the minimum expectations with the strategies.

Basic Program Format

There are four meetings with “Larry Bell Leadership Team Members” from participating schools.

The meetings must be spread out over the course of the year, with the final meeting occurring between 6 – 8 weeks prior to the state test in question.

The number of team members should average between 7 – 9 members depending on the size of the school.

If most of the schools in a district are participating, the central office should also have a team involved and participating.

The recommended meeting time is 8:30AM – 3:00PM. The time schedule can be adjusted but the day must end at 3:00PM, due to travel considerations.

The Meeting Format

Opening – self-introductions

Groups and/or teams work together and then share the following with the entire group:

- A. What are some ways your teachers and school are implementing the most recently presented “Larry Bell Strategies?”
- B. What are some issues, problems or concerns your teachers encountered implementing the “Larry Bell Strategies?”
- C. How was “buy-in” achieved?

Groups and/or teams work together and then share the following with the entire group:

- A. Other than the “Larry Bell Strategies,” what is another school or district initiative that you are using and having success with?
- B. Tell why you think it is working and HOW you are using it.

**Introduction of the next “Larry Bell Strategies” occur here.
(See next pages!)**

Closing

- A. What will be your priorities from today’s material?
- B. What objections do you anticipate and how do you plan to address them?

Suggestions for Composition of the “Larry Bell Leadership Team”

Seven – Nine Members (minimum)

- This number can be slightly higher depending upon the size your staff.
- There must be enough members to create “critical mass.”
- There should be at least one administrator, but having more than one is fine.
- There should be at least one positive teacher who is popular with colleagues, regardless of what the person teaches.
- There should be a grade level chairperson, department chairperson or team leader for every subject, grade level or team.
- There should be a few additional influential teachers from the school on the team also.
- It is also desirable to have a parent representative on the team if possible.

THE FOUR “CORE” MEETING DAYS

Options are available to adjust the program to custom-design the days to best fit the needs of your school or district

Day 1:

1. Addressing the building culture
 - Three clear criteria
2. Putting “Systems of Excellence” in place
3. Classroom culture – three measurable actions in every classroom
4. The 12 Powerful Words – Minimum Expectations
 - Three things each teacher should do with them
 - A six minute daily exercise
 - Fantastic four – every two weeks
 - The Fab 5 - three weeks before the state test every student must be able to do 5 fabulous things with the 12 Words
 - The proper use of the DVD for the 12 Powerful Words
 - Additional options to integrate the words into the school climate
(It is absolutely imperative that all teachers follow the program consistently with intentionality and fidelity)
5. The UNRAAVEL Reading/Comprehension
 - A six minute daily exercise
 - The importance of released state test items
 - The use of benchmark questions
 - The use of benchmark “type” questions
 - Color coding
 - All, 4, 3, 2, 1
 - One and a half times three-fourths
 - The proper use of the DVD for UNRA(A)VEL
6. Five actions that alienate African American students (or other disenfranchised groups) from their teachers
7. Developing a “New Teacher Tip SHEET”

(Other areas as determined by participants)

Day 2:

1. Building academic endurance and stamina for long tests
 - Ways to lengthen tests throughout the year
 - How to help pre-school and kindergarten students build endurance
 - Self-defeating procedures teachers use that reduce student academic endurance

2. Helping students handle the “pressure” of standardized testing
 - Individual activities
 - Class activities
 - Four teacher techniques
 - Test-taking “relief” actions

3. Developing and implementing Simulated Test Days
 - Why they are critical for feedback to teachers regarding **this** group of students
 - How to use the teacher, grade level and administrative forms provided
 - End of day meetings to discuss findings

4. Disciplining across cultures without hearing “You are picking on me because I am....”
Research from:
 - Lisa Delpit
 - Dr. Jawanza Kunjufu
 - Dr. Samuel Betances
 - Dr. Ruby Payne

5. The 7 step method
 - Eliminate the three things that hurt your scores the most
 - Have a common method to help each other

(Other topics as determined by the participants)

Day 3:

1. Five ways to motivate your most unmotivated students
 - Five elements of an inspiring lesson plan
 - The two that should be done everyday
2. Twenty Standardized Assessment Techniques for the classroom teacher
 - At this time of the year each teacher analyzes their class to determine which actions on a daily basis will fill in the “gaps” their students are still showing
3. Developing your **critical** dossiers
 - Grade level best practices
 - School level dossier
 - Personal dossier
 - Special education, ESL etc. dossiers
4. Personal techniques for strengthening teacher-student relationships
 - Eight simple techniques to get the relationship “right”
5. The five simple truths about closing the “gaps”

(Other topics as determined by participants)

Day 4:

1. “Exactly” what teachers should stress the last 6 – 8 weeks
 - Use the “power” questions to be sure
 - Focus in like a laser with three techniques
2. Utilizing an incentive program
 - Students will take the test seriously
 - Few, if any, will put their head down and go to sleep
3. Twenty-two common mistakes made by administrators preparing schools for standardized testing
 - Teams decide which mistakes their school should address
 - How other schools addressed these mistakes
4. The ABC’s of testing
 - The process of showing students, particularly low-achievers, how to prepare and last through the longest of tests
 - How teams can change some of the letters to specifically match their student’s needs

(Other topics as determined by participants)

A List of Topics You Can Substitute to Custom-Design Your Presentations

- 16 correctable errors that totally annihilate any chance some “at-risk” students have of doing well on standardized tests
- 20 strategies that help low-achieving students during the actual tests that must be practiced
- The 5 curricular issues that every teacher must address
- 10 strategies to help African American students handle negative peer pressure
- 5 teaching strategies that inspire normally dis-interested students
- Avoiding cross-cultural mis-communication and eliminating unnecessary referrals
- Using testing programs (common assessments) to tremendously improve student achievement
- 12 Powerful Words – that trip-up “at-risk” students on standardized tests
- 10 classroom teaching strategies found in “model” schools that closed the gap(s)
- 20 standardized assessment techniques used to overcome the lack of parental involvement
- 5 major academic obstacles that “at-risk” students must overcome
- The “UNRA(A)VEL” mnemonic – a powerful reading/test taking strategy
- 5 actions that alienate black students from their teachers
- 5 factors found in high-achieving low-income homes (and classrooms)
- A video tape that demonstrates most of the strategies
- Research on the Power of teacher expectations- Why every teacher can reach every child
- Strategies to create a classroom culture of high expectations through personal relationships
- Seven common mistakes made by teachers with “at-risk” students
- Five ways to inspire the most “unmotivated” students
- Eight personal techniques that transcend all “barriers”
- Strategies that enhance respect in the classroom
- Thirty-two ways to present a lesson without ever having to lecture
- Overcoming seven self-defeating characteristics of low-achieving students

Additional Program Options

Parent Night Presentation – Title: “The Power of a Parent Workshop”

- A ninety minute evening presentation that finishes on time.
- “Usually” Thursday nights as people do not seem to mind as much coming out on this night.
- They can bring the whole family. Since no babysitter is needed, turnout is higher. My remarks, although primarily directed at adults, will involve and excite the little ones as well.
- There is a five page parent-friendly, double-sided handout with ways parents can help their children achieve greater success in school.
- Sometimes this presentation is offered 7 – 8 weeks before state testing so parents can be reminded that these tests are important for several reasons, and receive critical tips on how to help their child prepare for the tests.
- Also I conduct these presentations throughout the year with the idea towards helping parents help their child do well all year long in school.
- It is wise to have students do a presentation AFTER I speak on this night. This increases turnout.
- It is also helpful to alert local churches and community organizations to get them to help with turnout.

Student Assemblies

1. "Respect" Assembly
 - Respect for self
 - Respect for peers or classmates
 - Respect for teachers

2. "Study Skills for Cool People" Assembly
 - How doctors became doctors
 - How pilots became pilots
 - How college students became college students
 - The 12 Powerful Words song
 - The UNRA(A)VEL song

3. Martin Luther King Day Celebrations
 - Excerpts from his most powerful speeches
 - What those words are saying to us today
 - Why his life was so important

Community Events

(As determined by you)

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