



10 High Impact Strategies

for School Improvement

Clear Learning Goals

- Adhere to your standards.
- Know where you are going, build all lesson plans on this.
- Involve students in where they are going, be transparent.
- Post daily for reference and check-in (board dress).
- Make standards language familiar to students.
- Frequently self-check: "Is this what students need to know?"
- Reference pacing guides, curriculum guides, assessments often!

Instructional Pacing

- Chunked instruction.
- Display instructional sequence for transparency.
- Ensure procedures/routines are established for transitions.
- Make the most of all instructional time (have go-to activities for unexpected schedule changes).
- Keep going (this is where cumulative reviews are effective).

Explicit Teaching/Questioning

- Model everything, Assume nothing!
- Be very direct, proximity, close.
- Call specific students.
- Push for more in-depth questioning and answers.
- Allow wait time (don't let students off so easily).

Data-Motivated Instruction

- Utilize a Growth Mindset.
- Understand Proficiency Awareness.
- Know where your students are at based on Expected Proficiency.
- Identify your highs, middles, lows and subgroups.
- Be transparent with your students.
- Utilize data displays.
- Have students utilize data notebooks/or worksheet.
- Target interventions based on personal student goals.



Cumulative Daily Review

- Bell-ringers, exit tickets, etc. should incorporate previously taught objectives.
- Assessments should incorporate all content learned. (Modeling standardized tests with random ordering as well)
- If it is an assessment item, it should be reviewed (chunk reviews over several days).
- Take time to review all skills.
- Repetitive practice will culminate in better retention.
- Repetitive practice will build learning confidence.

Classroom Discourse

- Allow students opportunities to engage in rich dialog with each other.
- Student in groups does not equal cooperative learning. (Pay attention to the conversations.)
- Keep reaching during questioning.
- Allow wait time
- Rigor is often associated with classroom conversations.

Literacy Across the Curriculum

- We are all reading teachers.
- All assessments require reading.
- There is Key Vocabulary in all content areas.
- Utilize Word Walls.
- Incorporate writing into all lessons. (Journaling, responses, formative assessment)

Multiple Exposures/Differentiation

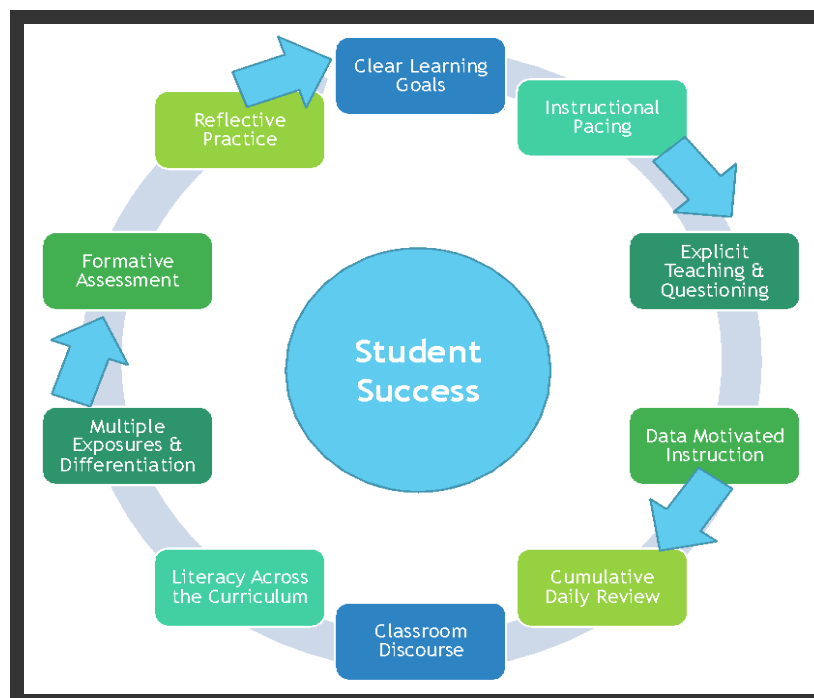
- “The more ways you teach, the more students you reach.”
- Can be achieved through varied sequence of instruction.
- Consider that rigor for one is different than rigor for another.
- Incorporate literacy and technology.
- Project-Based Learning blended with rote exercises.
- Ensure cooperative grouping is not individuals work independently in “cooperative” groups.

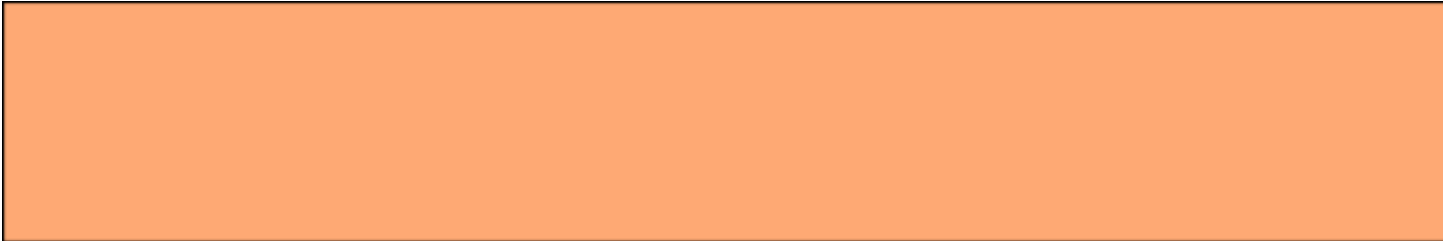
Formative Assessment

- Formative Assessment is a “process.”
- Formative Assessments are a “product.”
- Occur multiple times day daily, resulting in the answer to “How do you know?”
- Need to be differentiated.
- Informal and not graded.
- First line of defense against student misconceptions.

Reflective Practice

- Keep track of what works well in lesson plans, journal.
- Consider if you have reached everyone, each student in each class.
- When you ask deep questions, ask even deeper questions. Keep going.
- Push yourself to grow professionally through organizations and in-house leadership opportunities.
- Know your limitations and strive to improve them.





Teacher Action = Student Impact



Date:	Observer:	Teacher:
Grade/Subject:	Standard:	

Strategy	Evident Y/N	Specific Examples:
Clear Learning Goals		
Instructional Pacing		
Explicit Teaching/Questioning		
Data Motivated Instruction		
Cumulative Daily Review		

Classroom Discourse		
Literacy Across the Curriculum		
Multiple Exposures/ Differentiation		
Formative Assessment		
Reflective Practice		

