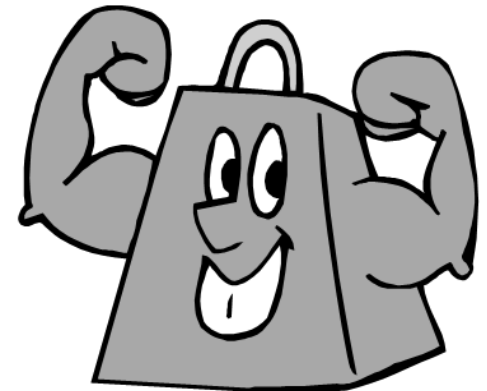
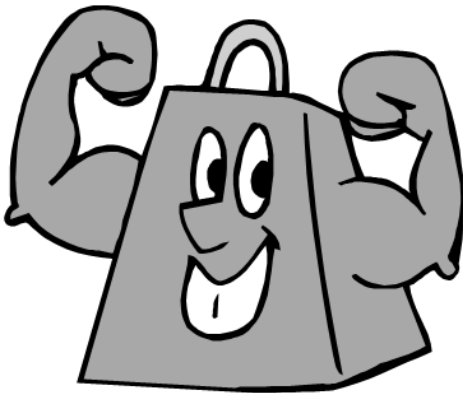


# Flexing *for Success.*

TASSP Conference  
June 10 & 11, 2010

Joe Gordy, Principal, Graham Junior High School  
Robert Loomis, Principal, Graham High School  
Gary Browning, Asst. Principal, GJHS

**Graham ISD**

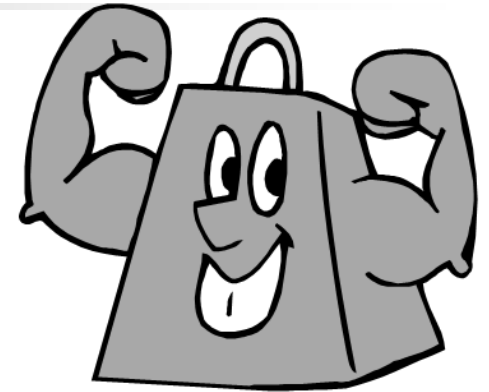




# GJHS- Who we are

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- Grade 6, 7, 8 Campus
- Rural
- +/- 530 students
- 41% Economically Disadvantaged
- 22% Hispanic
- 43 Teachers
- Our clientele is changing, are we?

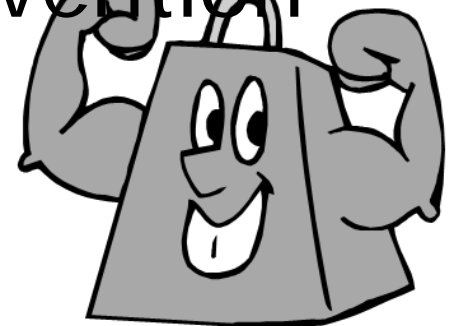




# Flex Philosophy

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- Program initiated @ GJHS in 2008-2009
- Graham Junior High will strive to increase the focus on:
  - Academic emphasis
  - UIL academic competitions
  - Focused academic intervention for success on TAKS

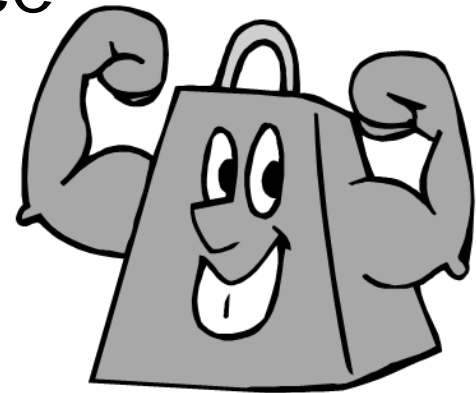




# Flex Philosophy – How?

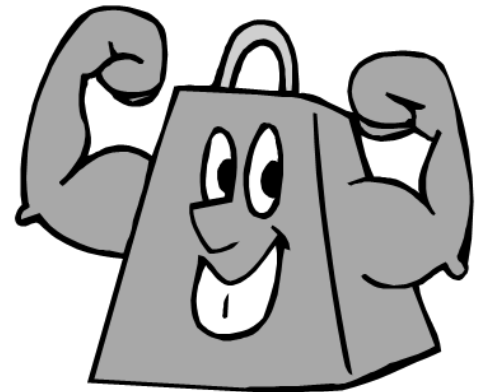
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- Utilizing instructional time within the school day
- Data driven decisions
- Homeroom tutorial periods
- Targeted academic assistance



# Creating a culture that emphasizes academic success

- Motivational signage
- Positive relationships – Dogie Pal program
- Recognition throughout the year (Hopper) and a year-end Awards Ceremony
- Focus – Dogie Power Day
- Additional support
- PR – utilize local newspaper
- Principal Conferences





# GJHS Schedules - FLEXING

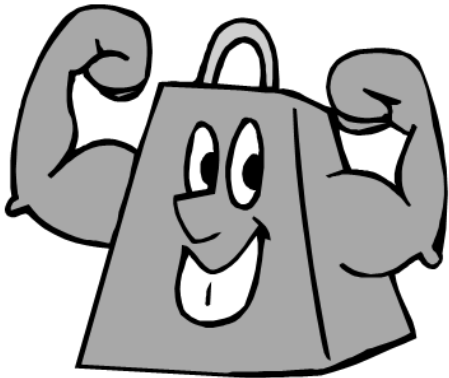
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## ■ Bell Schedule Basics

- 8 classes per day
- 49 minutes per class
- 4 minute passing period
- 30 minute lunch

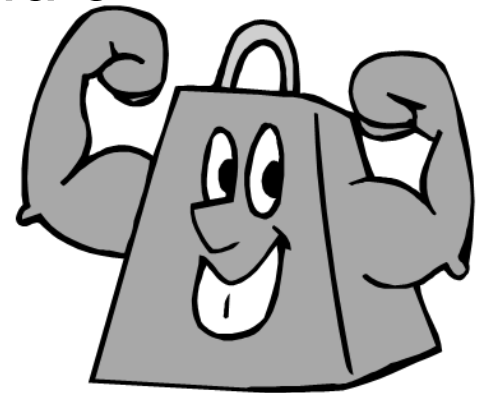
## ■ Flex/Activity Schedule

- 8 Classes/day + a 38 minute "FLEX" time
- 44 minute classes
- 2 minute passing period to FLEX
- 30 minute lunch
  - Pep rallies, assemblies
  - UIL Period
  - Flex Period
- See bell schedules GJHS



# FLEX Scheduling – Summary

- Using an alternate “Flex” schedule allows us to have 9 periods.
  - Used 2-3 times a week from October – April
  - Fall – UIL Flex Period
  - Spring – Intervention Flex Schedule
  - FLEX days indicated on website





# UIL Academic Contests

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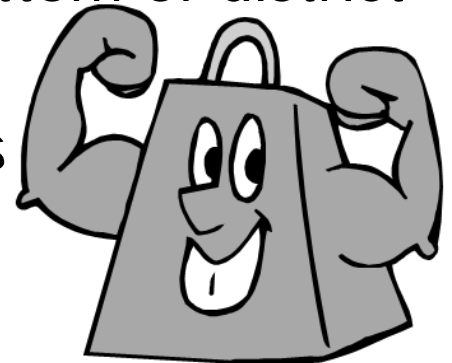
- The Issues:

- Low participation numbers

- After school practice
- Low morale/ emphasis

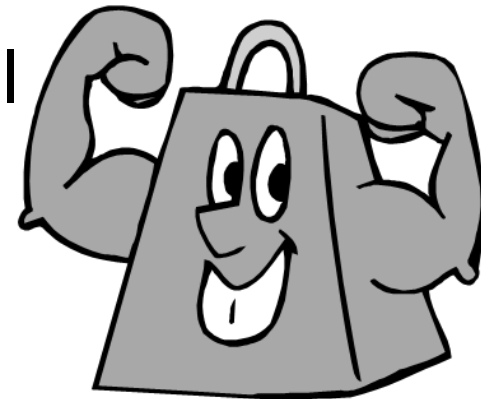
- Low performance

- Consistently placing near the bottom of district UIL Academic Contests
- 2006-2007 – 5<sup>th</sup> out of 6 schools



# UIL Academic Contests

- The Solution (for us)
  - Utilize activity period schedule to create a UIL Academics period within the school day
  - Students involved in UIL Academics attended class for subject area – rotate if in more than one competition
  - Other students assigned study hall
  - Study hall list posted in cafeteria

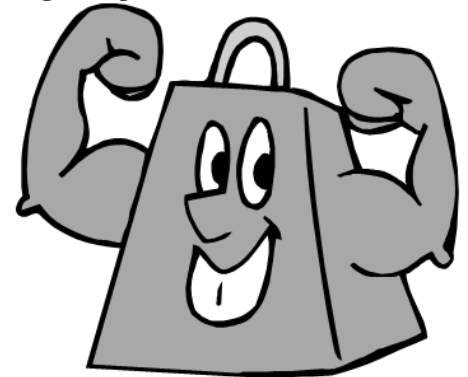




# UIL Academic Contests

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- The Solution – (Teachers)
  - 17 UIL coaches (2 for math & science; one for other events)
  - small stipend
  - Coach event during school hours
  - Recruit/ drum up interest in event



# UIL Academics – Structures (2-3x week)

- Within the UIL Flex Period of school day
  - UIL Coaches host practice for their event
  - Students may try out and practice for events
  - Teachers/ paraprofessionals without UIL duties monitor study halls
  - Students not involved in UIL are assigned a study hall
  - Expectation – All students will bring materials to study hall.

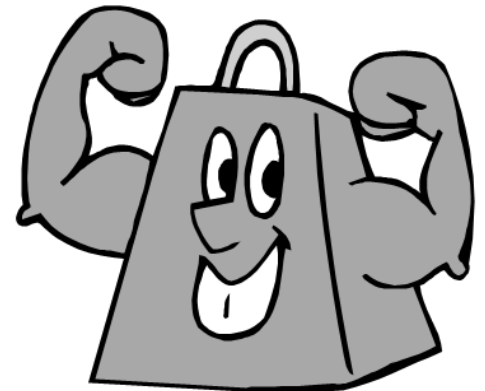




# UIL Academic Contests

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- Structures-
  - What Does it look like?
    - Sample study hall list 6<sup>th</sup> grade



# UIL Academic Contests

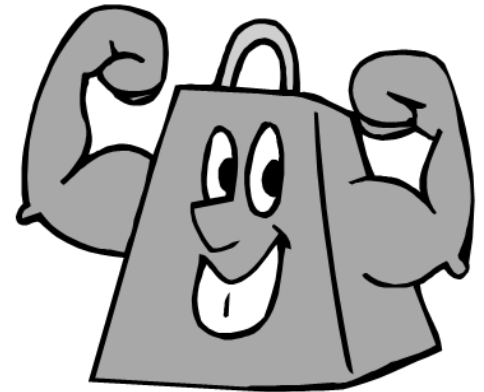
## ■ The Results

### ■ Participation has increased

- 108 participants in 2007-2008
- 153 participants in 2008-2009
- 152 participants in 2009-2010

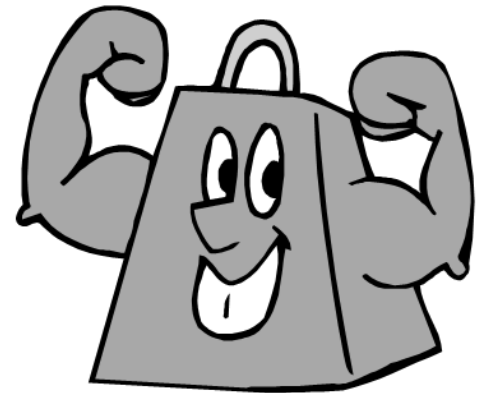
### ■ Performance has increased

- 5<sup>th</sup> place – 67 pts behind 2<sup>nd</sup> – 2007-2008
- 2<sup>nd</sup> place – 58 pts above 3<sup>rd</sup> – 2008-2009
- 2<sup>nd</sup> place – 274 pts above 3<sup>rd</sup> – 2009-2010



# TAKS Intervention FLEX

- Use teacher expertise to provide intervention to students identified through data
  - Six weeks grades
  - Unit benchmark results and class performance
  - Yearly Checkpoint results
- Class size 4-6 students

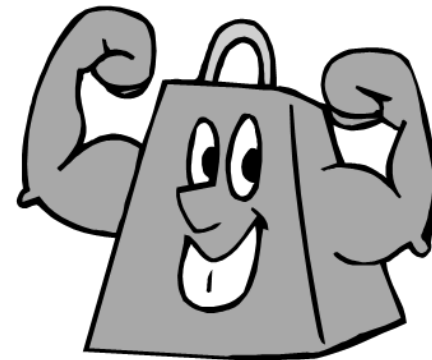




# FLEX – DATA-Driven Decisions

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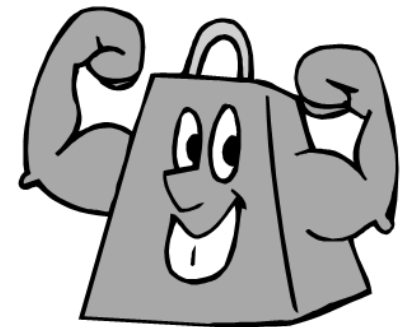
- GJHS strives to employ data-driven decision making
  - AEIS-it software utilized to ensure that the previous years' TAKS data is broken down and disseminated to all teachers.
  - Yearly Benchmark (2009 Released TAKS) data also disseminated through AEIS-it.
  - Unit Benchmarks used by teachers



# FLEX Intervention Grouping

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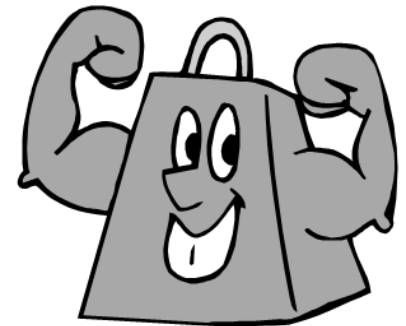
- Students identified using multiple data sets.
- Students in need of intervention are placed with a departmental teacher for additional instruction.
- Intervention groups of 4-6 students.
- Grouped by objective as possible.
- 38 minutes of focused instruction per FLEX day.
- 2-3 days per week



# Flex Intervention Grouping

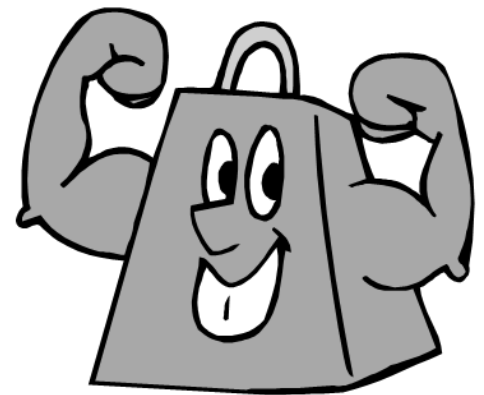
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- Students who do not require the targeted academic assistance are able to choose from FLEX areas: gyms, computer labs, cafeteria, or library
- Attendance is taken in each area
- Students may only attend the area they selected
- See Attached FLEX with REWARD AREAS

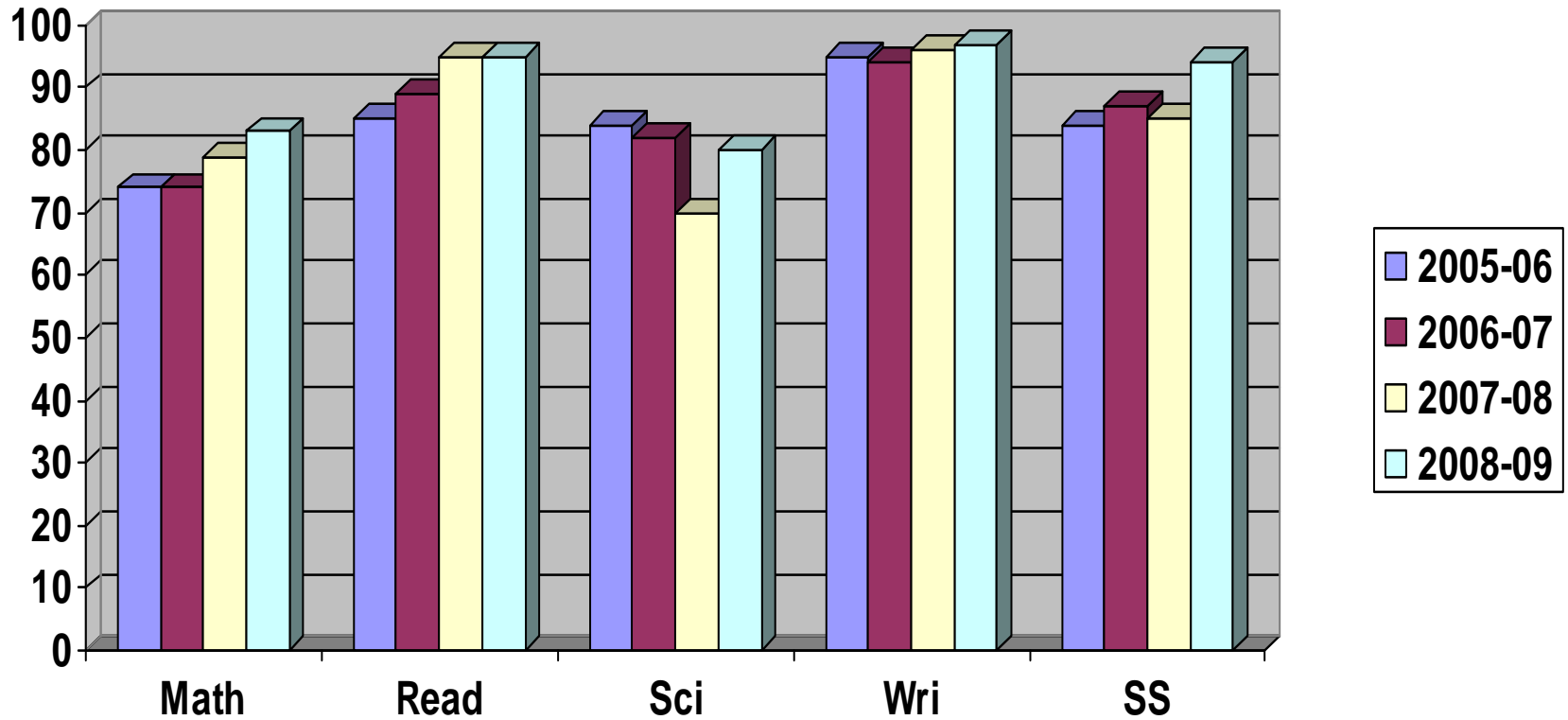
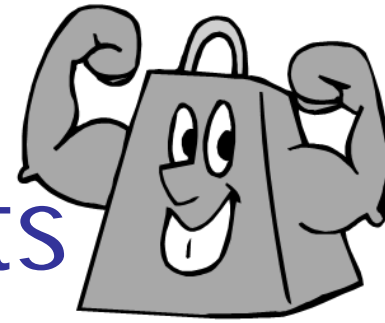


# FLEX Intervention Results

- Gains have been made in all areas except reading – change 0
- Hispanic and Economically Disadvantaged students continue growth
- Positive morale

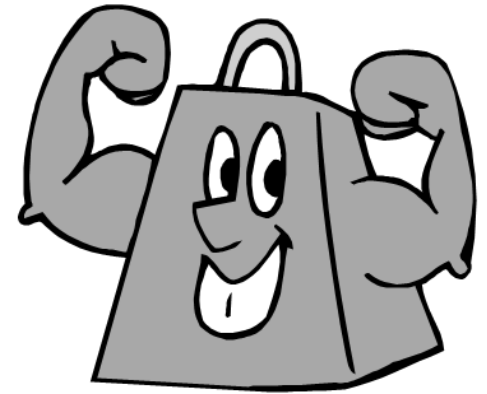


# FLEX Intervention Results



# FLEX Intervention Keys

- Small groups
- Targeted instruction
- Interactive intervention
  - Group
  - Online tutorial
  - Gaming
- Relationships
- Give students a chance to achieve at a high level.
- 'What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely; acted upon it destroys our democracy.' John Dewey

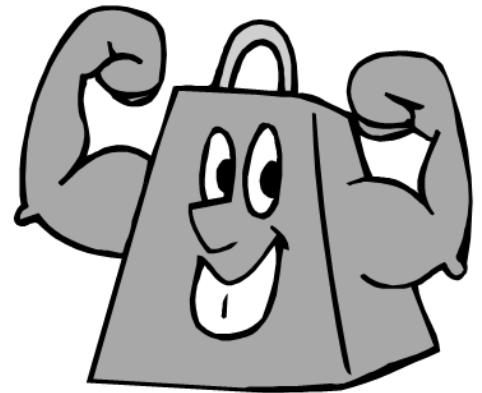




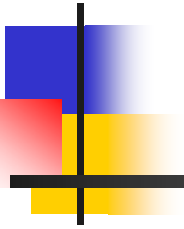
# Flexing for success?

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- What do you do that is different to address student needs?
- “Creative thinking may mean simply the realization that there's no particular virtue in doing things the way they always have been done” – Rudolf Flesch



*for access.*



# TASSP Conference

## June 10 & 11, 2010

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