REAC"H
RIGOROUS
EDUCATION TO
ACCESS
CAREER AND
COLLEGE
HORIZONS

JUNE 6, 2019
PARENT INFORMATION NIGHT
Current REACCH Staff

- Ms. Boyle - 8th Grade REACCH ELA Teacher
- Ms. Heidner - 8th Grade REACCH Academic Success
- Ms. Simoni - 8th Grade REACCH ELA Teacher
- Ms. Stalter - 8th Grade REACCH Math Teacher
- Ms. Louis - 8th Grade REACCH Science Teacher
- Mr. Cheshire - 8th Grade Administrator
- Ms. Hunsberger - 7th Grade REACCH ELA Teacher
- Ms. Baermann - 7th Grade REACCH Math Teacher
- Mr. Darlington - 7th Grade REACCH ELA Teacher
- Ms. Hartway - 7th Grade REACCH Science Teacher/Academic Success
- Ms. Hilson - 7th Grade Administrator
- Ms. Teague - 6th Grade REACCH ELA Teacher/Academic Success
- Ms. Conner - 6th Grade REACCH Math Teacher
- Mr. Berry - 6th Grade REACCH Science Teacher
- Ms. Breslin - 6th Grade REACCH ELA Teacher
- Mr. Garrison - 6th Grade Administrator
to start with……..

• REACCH is **NOT A REMEDIAL PROGRAM**
• REACCH is a **CHALLENGING OPTIONS PROGRAM!**
REAC²H- MISSION STATEMENT

• All students can and will learn to high levels of complexity with active participation, focused instruction and support in the REACCH learning community
MY PERSONAL VISION FOR REAC\textsuperscript{2}H

• **All students can and will learn at high levels of complexity if:**
  1. Time is flexible
  2. There is an increased level of support
  3. Students believe that their teachers believe in them
  4. Students see themselves as capable and competent learners
  5. Students develop resilience and perseverance
  6. Students develop a sense of community with their peers for academic and emotionally support
REAC$^2$H BACKGROUND INFORMATION

• All students must be prepared for college
• Important preparation for college is taking “Challenging Option Courses”
• Students who frequently don’t enroll in challenging options courses include:
  • Work hard, but aren’t challenged
  • Low SES
  • Don’t have role-models who went to college
  • From underrepresented ethnicities
• Students are capable of doing so much more than what is being asked of them
• Value of taking challenging option courses
REAC²H BACKGROUND INFORMATION

• How were students selected?
  • Teacher recommendations
  • Academic potential
  • The belief with support, flexibility of time and structure the student will thrive in a challenging options course
VALUE OF CHALLENGING OPTION COURSES

• At Monroe High School, Honors and Advanced Placement course are self-selected

• Without prior Honors or challenging option courses, most students aren’t prepared for those courses

• Reasons for not being prepared:
  • Task demand
  • Reading (amount, and analytical analysis)
  • Critical Thinking
  • Critical Writing
  • Study Skills

• These skills are critical for being prepared for the demands of a post-secondary education
**REAC^2H OVERVIEW**

- 120-8th grade students, 120-7th grade students, and 120-6th grade students
- Block of time
- Courses taught- Language Arts, Math, Social Studies, and Science
- Teachers trained in Pre-Advanced Placement Strategies
- Instructional goals are to:
  - Increase task-demand
  - Increase Rigor *through*
    - Critical reading
    - Critical Writing
    - Critical Thinking
REAC$^2$H OVERVIEW

• Provides up to 230 minutes of time to work with students (Student-need driven)
• All teachers will have common expectations (academic and behavioral)
• All teachers have been trained in Pre-Advanced Placement Instructional Strategies
• Teachers’ goal is to academically challenge the students to reach their full potential
• Flexibility in grouping students
• Creates a community of learners
• Our ultimate goal is for all students to be ready to access Honors and Advanced Placement courses in high school and beyond.
REAC$^2$H OVERVIEW - CONTINUED

• Teachers pairing down instructional learning targets and looking for connections of content learning targets
• Consistent: academic, behavioral, and grading practices
• Shifting from bell driven instruction to student -driven
• Puma Time- potentially connected to REAC$^2$H for additional academic support
REAC²H OVERVIEW - CONTINUED

• Addressing work completion - Puma Time + Working Lunch
• Academic Success Class - (ASC)
  • 30 students - only
  • Skill remediation
  • Study skills
  • Note taking
  • Test taking
REAC$^2$H OVERVIEW - CONTINUED

- Academic Success Class- (ASC)- continued
  - Career exploration
  - Essential career skills
  - Post-secondary educational opportunities
  - Financial Aid/Scholarships
TERM DEFINITIONS

• Rigor - *what is it?*
  • Level 1 - Gathering
  • Level 2 - Processing
  • Level 3 - Applying
  • Level 4 - Extending (Thinking)

• All students are expected to learn at high levels
• Students supported at high levels
• Students will demonstrate learning at high levels
TERM DEFINITIONS - CONTINUED

• Task Demand – What teachers ask for
  • Well-crafted work that is completed with precision
  • Requires attention to accuracy, detail and presentation
COMMITMENTS- STUDENTS

• Students come to school with a “Growth Mindset”
  • With hard work and support I can learn anything I set my mind to learning
• Community of Learners
• Students come to school each day, prepared to learn (sleep, meals, homework and mind-set)
• Acceptance that if selected for the ASC the student will need to give up time in their elective class.
COMMITMENTS- PARENTS

• 60 minute monthly evening parent information meetings
• Helping students to develop the resilience and tenacity required to be in a challenging option courses
• Things will get difficult, but the learning will occur only if the student learns to overcoming the challenges they face
• No drop policy
STUDENT AND PARENT TESTIMONIALS
PARENT QUESTIONS

• What questions do you have?