

## PROJECT REIMAGINE RESOURCES

### Rating System for Resources

\*\*\* = High score This website is extremely useful and clearly explained a lot of good information.

\*\* = Medium score This website is useful and had strong information in it.

\* = Lowest score There is some good information, but it may be unnecessary.

These ratings are located before each title of the website.

If the web link leads to an article, the date of the posting or publication is provided.

### Model Schools for Reform

#### 90/90/90 Schools

\*\*\* **High Performance in High Poverty Schools: 90/90/90 and Beyond**  
<http://www.sabine.k12.la.us/online/leadershipacademy/high%20performance%2090%2090%2090%20and%20beyond.pdf>

An article by the first 90/90/90 schools researcher, Douglas B. Reeves, summarizing the success of these schools based on his research. His research includes analysis of the five common characters of High Achievement Schools and how these schools continue to use the characteristics for long-term success. Reeves also addresses the critics and cynics by providing insight into commonly heard criticisms of the program.

Date of Posting: 2003

\*\*\* **Elements of a 90/90/90 School**  
<http://www.slideshare.net/vmonacelli/elements-of-a-909090-school-presentation>

A short slideshow explaining the 90/90/90 schools and the focuses each has. This also includes nine teacher and leadership goals for high student achievement.

Date of Posting: October 2008

#### Green Dot Schools

\*\*\* **Green Dot Public Schools**  
<http://www.greendot.org/>

This thriving public school system gives insight into its successful program. Throughout the entire website, information is provided about the six Tenets of High Performing Schools. The website includes articles and other media about Green Dot Schools

### **KIPP Schools**

#### **\*\*\* KIPP: Knowledge is Power Program**

<http://www.kipp.org/>

The KIPP public school system website explains exactly what has made these schools successful. The highlights include the five pillars that are the core principles of the system and the teacher, parent/guardian, and student commitment sheets each signs when entering the school.

#### **\*\* City Journal: Why KIPP Schools Work**

<http://www.city-journal.org/2009/bc0313cs.html>

The article encompasses some of the goals of KIPP while talking about a book on the subject. Referring to Secretary of Education Arne Duncan's praise of KIPP, it explains how schools need to make a change in the educational system. This article articulates why KIPP schools work and why they should be examined.

Date of Posting: March 13, 2009

### **Tough Choices or Tough Times Model**

#### **\*\*\* Tough Choices or Tough Times Report**

[http://www.skillscommission.org/pdf/exec\\_sum/ToughChoices\\_EXECSUM.pdf](http://www.skillscommission.org/pdf/exec_sum/ToughChoices_EXECSUM.pdf)

This report explains why the United States is behind when it comes to the workforce, our education, and the cost to pay an American worker. To ensure American jobs will be saved, our schools need to change the way students learn so that we are able to do 'creative work' - research, development, design, and more. In order to accomplish this, the Tough Choices or Tough Times Model was created. This report gives a step-by-step look into a new system that can help educators. (Some steps might not be applicable at this time.)

Date of Publication: 2007

### **Chicago Community Schools Model**

#### **\*\*\* Annenberg Institute: Chicago Community Schools**

<http://www.annenberginstitute.org/Idea/Chicago.php>

This page explains the story of how the Chicago Community Schools changed drastically. The Chicago Community Schools model is explained as well as how the Chief Executive Officer of Chicago Public Schools helped add over 100 new community schools in five years. This, as well as other links to Chicago Public Schools information is provided.

## **District Reform**

### **\*\*\* The Center for Comprehensive School Reform and Improvement**

[http://www.centerforcsri.org/index.php?option=com\\_content&task=view&id=21&Itemid=15](http://www.centerforcsri.org/index.php?option=com_content&task=view&id=21&Itemid=15)

This database contains multiple articles on a range of reform topics. These articles include various guides, models, and ideas on how to reform sections of the school or the entire school.

### **\*\*\* Better By Design? : A Consumer's Guide to School-wide Reform**

<http://www.fordhamfoundation.org/doc/bbd.pdf>

This article includes 10 different models of school-wide reform. Each model is rated to show the amount of research that backs up these models, along with in-depth explanations of the model and the story of a school where this model has been used.

Date of Publication: December 1999

### **\*\*\* Best Evidence Encyclopedia**

[http://www.bestevidence.org/csr/k12\\_meta\\_borman/K12\\_meta\\_borman.htm](http://www.bestevidence.org/csr/k12_meta_borman/K12_meta_borman.htm)

This interactive page provides a way to look at a Comprehensive School Reform program for K-12 Meta-Analysis. The information includes top-rated programs, limited evidence programs, and others, along with key findings of the research, a review summary, and review methods. The page also provides specific reforms to middle school/high school and elementary school reform.

### **\*\*\* Edutopia: What Works in Public Education**

<http://www.edutopia.org/>

Thousands of articles, slideshows, videos, polls, and more highlighting success stories of K-12 school districts. These are centered around The George Lucas Educational Foundation's six Core Concepts: integrated studies, project learning, comprehensive assessment, teacher development, social and emotional learning, and technology integration.

### **\*\*\* IRRE: The Institute for Research and Reform in Education**

<http://www.irre.org/>

The IRRE works with school districts nationwide to achieve student success. The IRRE uses the First Things First program focusing on small learning communities, The Family Advocate System, and instructional improvement. This website also looks into the First Things First program and its focus in great depth.

**\*\*\* The Washington Policy Center Education Reform Plan**

[http://www.washingtonpolicy.org/Centers/education/policybrief/Education\\_Reform\\_Plan.pdf](http://www.washingtonpolicy.org/Centers/education/policybrief/Education_Reform_Plan.pdf)

This system provides what it calls "8 practical ways to reverse the decline of public schools." These 8 tasks include putting the principal in charge, creating no-excuse schools, letting teachers teach, transparency, and more. The article written by the Director of the Center for Education in Washington goes into detail of how these 8 steps can help change the decline of public education.

Date of Publication: December 2008

**\*\*\* Pathways to School Improvement**

<http://www.ncrel.org/sdrs/>

This interactive website allows the reader to explore the many "Pathways to School Improvement." These "pathways" include assessment, at-risk students, parents, the community, mathematics and science courses, literacy, teacher development and more. Each of these categories takes you to a large list of critical issues in that "pathway" and leads you to explanations, examples, and ways of changing or incorporating each category.

**\*\*\* Core Principles as a Means of Deepening Large Scale Reform**

[http://www.michaelfullan.ca/Articles\\_03/12\\_03.pdf](http://www.michaelfullan.ca/Articles_03/12_03.pdf)

Well-known author in educational change, Michael Fullan, identifies and discusses 18 core principles thought to be needed for a deep and successful large scale reform. Each principle is identified in one of three sub-headings: teaching and learning, school improvement, and school reform. The article continues by stating why these are the principles chosen, how they can be implemented in your school, identifying barriers that might be in your way, providing recommendations for using the core principles, as well as other information.

Date of Publication: December 2003

**\*\*\* Whole School Reform: Problems and Promises**

[http://www.michaelfullan.ca/Articles\\_01/06\\_01.pdf](http://www.michaelfullan.ca/Articles_01/06_01.pdf)

This article, written by Michael Fullan, discusses in great detail the problems and possible successes of achieving whole school reform. The article is split into four sections: timelines for turning around schools and school systems, values and limitations of what is known as whole school reform models, the importance of school capacity, and reforming the school infrastructure.

Date of Publication: June 2001

**\*\*\* Change.org – Education**

<http://education.change.org/>

This website provides multiple up-to-date articles and videos about ways to change education. These articles and videos include subjects such as education politics, standardized tests, teaching ideas and resources, teacher unions, and more.

**\*\* AISR: Annenberg Institute for School Reform**

<http://www.annenberginstitute.org/Idea/Whatis.php>

This institute has helped many other models already discussed including Green Dot and the Chicago Community Schools. Here, the institute explains their vision for a 'smart community' to be developed in each school district, what a 'smart community' requires, and examples of multiple school districts that have done this.

**\*\* Twenty "No-Brainers" for Reforming Education in America**

[http://books.google.com/books?id=NmGrG\\_HyVowC&printsec=frontcover#PPA4,M1](http://books.google.com/books?id=NmGrG_HyVowC&printsec=frontcover#PPA4,M1)

This book preview does not provide explanation for all twenty "no-brainers," but they are all listed at this website. Along with these "no-brainers" being listed, the first four are completely explained as well as other excerpts from the book showing some insight into some of the other "no-brainers." The option to buy the book is also available.

Date of Book Publication: 2007

**\*\* New Alternative Education Programs in Grand Rapid Schools**

[http://www.mlive.com/news/grand-rapids/index.ssf/2009/06/new\\_alternative\\_education\\_prog.html](http://www.mlive.com/news/grand-rapids/index.ssf/2009/06/new_alternative_education_prog.html)

This article from *The Grand Rapids Press* discusses Grand Rapids' new plan to help its low graduation rate – creating an alternative education program through a reliance on computer courses. This new program could be up and running as soon as this fall, and may provide new ways of learning to the students.

Date of Publication: June 1, 2009

## **Middle School Reform**

### **\*\*\* The National Forum to Accelerate Middle-Grades Reform**

<http://www.mgforum.org/ImprovingSchools/ComprehensiveSchoolReformModels/tabid/102/Default.aspx>

This forum provides multiple models used by middle-grade schools across the United States to make changes in both their school and their entire school district. Seven bullet points are provided that look at the specific models that were created by National Forum members.

### **\*\*\* Core Knowledge Model**

<http://coreknowledge.org/CK/index.htm>

The Core Knowledge school reform model is centered around a specific curriculum that encompasses history, language arts, math, geography, visual arts, music, and science. These lesson plans are provided on the website and include preschool through eighth grade instruction, as well as the arts and other special areas.  
Date of Posting: 2008

### **\*\* School Improvement Plans**

<http://www.ccsd15.net/CurriculumAndInstruction/SIP/Index.html>

This website provides actual plans that an Illinois district created for its elementary and junior high schools. These plans identify the student performance target as well as the key strategies, activities, and measures taken to achieve each target. The key strategies range from language arts to math to outside involvement.  
Date of Posting: 2009

## **High School Reform**

### **\*\*\* U.S. Department of Education: High School Reform Models**

<http://www.ed.gov/about/offices/list/ovae/pi/hs/reform.html>

There are 12 different high school reform models provided by the United States Department of Education. These models were collected as a list of models that support student achievement. The ideas in these models range from specific subjects, such as mathematics or reading, to school design, coaching programs, and more.

Date of Posting: August 13, 2008

### **\*\*\* Data-Driven High School Reform: The Breaking Ranks Model**

[http://www.alliance.brown.edu/pubs/hischlrfrm/datdrv\\_hsrfrm.pdf](http://www.alliance.brown.edu/pubs/hischlrfrm/datdrv_hsrfrm.pdf)

The Breaking Ranks Model is introduced to the reader in this article. It not only explains the model and how data-driven reform is used, but also examines the challenges of high school reform and how to have student results be the center of your reform efforts.

Date of Publication: 2001

**\*\* Eight Elements of High School Improvement: A Mapping Framework**

<http://www.betterhighschools.org/docs/NHSCEightElements7-25-08.pdf>

This article includes eight elements of high school improvement including rigorous curriculum and instruction, teacher quality, family support, and more. Each point is described in greater detail with characteristics of each that can make the point an effective one.

Date of Publication: July 2008

**\*\* The High School Reform Strategy Toolkit**

<http://highschooltoolkit.com/toolkit.htm>

This 'toolkit' looks specifically at high schools and breaks down how to implement reform measures in high schools. By looking at the organization of the school and the school day, the curriculum and instruction, assessment, student academic and social supports, staff support and initiatives, and family, community, and industry partnerships, the website provides a deeper look into multiple models that fit under each category. Each model provides further information about high school reform by explaining the model through an extended definition, essential features, research, the best possible practices, a checklist, and resources.

## **Mathematics Reform**

**\*\*\* Reform Mathematics vs. The Basics**

<http://mathematicallysane.com/analysis/reformvsbasics.asp>

This report looks into what the basics are that parents and legislators want our children to learn, and the reform of mathematics for elementary students that develops an appreciation for mathematics as well. It provides a clear definition of both 'the basics' and 'reform mathematics,' as well as different ideas of how to incorporate both types of mathematics into your curriculum. There is also a section for teachers that shows the importance of a three-part lesson plan and provides tips and suggestions.

Date of Publication: April 23, 1999

**\*\* Middle School Mathematics Reform**

<http://ustimss.msu.edu/midmathreform.html>

This report addresses the low results of the 1999 TIMSS in mathematics across the United States. In order to change the low statistics, a more coordinated curriculum was created to try and reform not only what is taught in mathematics, but how it is taught as well. This website brings up five simple ways to reform the way mathematics is taught in order to have students get the most out of the class.

Date of Publication: Fall 1999

## **Science Reform**

### **\*\*\* Physics First in Science Education Reform**

<http://www.jyi.org/volumes/volume6/issue7/features/pattanayak.html>

This article from the *Journal of Young Educators* expresses a need for reform in high school sciences. The traditional way of going through the sciences in high school is a biology, chemistry, and physics progression. The author challenges this to reform sciences to have a physics-first approach. The article discusses how a physics-first curriculum will allow students to succeed in the other sciences as well. The need for this change is explained in greater detail, as well as other websites related to the physics-first curriculum.

Date of Publication: February 2003

### **\*\*\* National Science Teachers Association**

<http://www.nsta.org/>

The NSTA website provides great ideas for science. Through both "outside of the box" techniques and ways to build a better "box," the NSTA website provides grade-specific articles, positions statements, and other materials to allow engaging science teaching techniques to develop.

### **\*\* Science for All Children- Chapter 4**

[http://books.nap.edu/openbook.php?record\\_id=4964&page=39](http://books.nap.edu/openbook.php?record_id=4964&page=39)

This book provides a guide to improving the elementary science curriculum in your district. This particular chapter zeroes in on 'Planning for the New Elementary Science Program.' The author writes in detail about those who should be involved with the new curriculum, the step-by-step planning process to make the new program a reality, an example of the school system curriculum's core topics for each grade, the importance of hands-on materials, as well as other aspects of changing a curriculum. Later in the book, the author provides examples of different school districts' success stories.

Date of Publication: 1997

### **\* K-12 Biology Teaching in Need of Reform**

<https://dcprinciples.org/publications/tphys/legacy/1991/issue2/46.pdf>

This article discusses how little science, especially biology, is taught so that students want to continue with the subject past high school. They talk about how elementary school is where biology needs to first begin. The article goes on to say how hands-on learning is what will be most helpful, and supplementing school teachers and science specialists may help until those teachers who do not know a lot about science can get caught up.

Date of Publication: 1991

### **Social Studies Reform**

**\*\*\* 'Boring' Social Studies: One Teacher's Remedy**

<http://www.edweek.org/ew/articles/1985/09/11/06210003.h05.html>

This article in *Education Week* is that of retired middle school teacher's take on why social studies is so boring and confusing for her middle school students. After looking at the textbook and speaking to the students, she explains what she finds as the downfalls of middle school social studies and a possible plan on how to change the curriculum so that the students would find it more exciting and understandable, and better prepare them for high school.

Date of Publication: September 11, 1985

### **Helping Decrease Dropout Numbers**

**\*\* The Everyone Graduates Center**

<http://www.every1graduates.org/>

This program's mission is to keep every student on the path toward graduation. It includes analysis of programs used to keep students in school, as well as tools and models that can be used for middle school and high school. There are also featured school districts that share their story of decreasing drop-out rates.

**\*\* New School Aims to Decrease Dropout Rates**

<http://media.www.reflector-online.com/media/storage/paper938/news/2007/04/20/News/New-School.Aims.To.Decrease.Dropout.Rates-2870221.shtml>

Mississippi State University worked with three local school districts to create a new school that will help lower dropout rates. This school focuses on a new way of learning – more hands-on activities compared to traditional classrooms. The interactive environment is known to help those in schools who cannot learn through lecture and sitting all day.

Date of Publication: April 20, 2007

## **Guides to Finding the Right Program**

### **\*\*\* SEDL Comprehensive School Reform Program**

<http://www.sedl.org/csr/>

This website provides a guide on how to find the right Comprehensive School Reform model for your school and how to evaluate a Comprehensive School Reform program. It also includes important components of Comprehensive School Reform programs.

### **\*\*\* Asking the Right Questions: A School Change Toolkit**

<http://www.mcrel.org/toolkit/process/ex-prof.asp>

A step-by-step 'toolkit' is presented on how to change a school by looking at a link between staff development and student learning. After seeing how to refine the questions to possibly ask, a section presents possible actions and answers to the questions provided.

### **\*\*\* Change Theory: A Force of School Improvement**

[http://www.michaelfullan.ca/Articles\\_06/06\\_change\\_theory.pdf](http://www.michaelfullan.ca/Articles_06/06_change_theory.pdf)

Michael Fullan, a well-known author in educational change, discusses flawed change theories, different theories that hold merit and why they work, and what the future might hold with the knowledge that we know about changing school systems. This article looks at those reform ideas that look on the surface to have merit, but in actuality, are flawed.

Date of Publication: 2006

## **Think Tank of Educational Issues**

### **\*\* Education Sector: Independent Analysis, Innovative Ideas**

<http://www.educationsector.org/>

This organization was created to be "an independent think tank that challenges conventional thinking in education policy." This website provides articles on a range of issues from K-12 Accountability Systems with No Child Left Behind, to Teacher Quality, to Education and the Economy, and High School Reform.

## **Assessment and Testing Reform**

### **\*\*\* Rethinking Assessment and its Role in Supporting Educational Reform**

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as700.htm>

This interactive website allows the reader to not only think about new ways to assess a student's work, but see examples of these new ways as well. Goals, different action options, and an overview of assessment allow the reader to understand why a good assessment is important to show student achievement. Pitfalls of changing the way of assessment and different points of view regarding assessment are expressed as well.

**\*\*\* FairTest: The National Center for Fair and Open Testing**

<http://www.fairtest.org/k-12>

The FairTest website explores the four concerns it has for K-12 testing: standardized tests, high-stakes decisions based on standardized tests, authentic assessment, and accountability. Each of these concerns is explored in greater detail by providing fact sheets and different articles that support their mission to end the misuses and flaws of standardized testing.

**\* Education Reform and Assessment**

<http://www.edgateway.net/er101/assess.html>

This website provides great definitions of the three important parts of assessment: standards based, alternative assessment, and accountability.

**Helpful Websites for Teachers**

**\*\*\* eInstruction - ExamView Assessment Suite**

<http://www.einstruction.com/products/assessment/examview/index.html>

This program easily generates tests, allows the student to take the test, and analyzes the students' answers as soon as the student is done. An area is also provided that allows the teacher to save old questions to easily compile a study guide for the students. The tests do not all have to be online, but can be paper, bubble form, and other types of tests.

**\*\*\* How Education Enterprises Use Virtual Worlds**

<http://secondlifegrid.net/slfe/education-use-virtual-world>

This virtual world provides training and education to educators. This form of learning allows educators to exchange ideas, learn new ways to teach classes, and discover different ways to interact with students.

**\*\*\* Tolerance.org: Teaching Tolerance**

<http://www.tolerance.org/teach/activities/index.jsp>

This website provides classroom activities about tolerance for any age group or subject that is being taught. These activities can either be immediately implemented in the classroom or can have some changes made to allow a great benefit to be created for a classroom.

**\*\*\* Teacher Tube**

<http://www.teachertube.com/>

This YouTube-like website provides instructional teaching videos that are shared among different educators. These videos include a range of information, from lesson plans to classroom video to PowerPoints and more.

**\*\* A Site for Inspired and Aspiring Teachers**

<http://www.carolsteele.net/>

This website was created to connect teachers. The website provides both ideas and services that can support teachers, and allow them to see new ways of teaching. The maker of the website, Carol Steele, also wrote a book *The Inspired Teacher: How to Know One, Grow One, or Be One*.

**\*\* Customizable Graphic Organizers for Teachers (Grades K-12)**

<http://www.teachervision.fen.com/graphic-organizers/printable/56506.html>

This website provides over a hundred customizable graphic organizers useful for schools and teachers. These graphic organizers include KWL charts, Venn Diagrams, sequencing, calendars, as well as subject based organizers for math, science, and more. Along with these useful classroom tools, the website provides graphic organizers for teachers to use as teaching tools.

**Advanced Placement Courses**

**\*\* Studies Find Benefits to Advanced Placement Courses**

<http://www.washingtonpost.com/wp-dyn/content/article/2007/01/28/AR2007012801238.html>

A Texas study encompassing the largest amount of students from various backgrounds looks at the correlation between success in Advanced Placement (AP) courses and success in post-secondary education. The study finds those who took the AP exam and did well perform better than those who took the AP course and opted out of the exam. This study counters an unpublished study believing that AP courses and tests do not help students in post-secondary institutions.  
Date of Publication: January 29, 2007

## How to Save Money

### **\*\*\* Money Saving Advice and Tips for Teachers**

<http://www.teachervision.fen.com/money-saving-tips/new-teacher/57919.html>

This article for teachers gives ways to save money in the classroom. These tips include saving money on supplies, professional development, field trips, and guest speakers. Each tip gives three to four different ways to save money in these areas.

### **\*\*\* Saving Money through Energy Efficiency**

<http://74.125.45.132/search?q=cache:uhzXJNNubiYJ:oeo.nrcan.gc.ca/Publications/commercial/pdf/eii-awareness.pdf+guide+to+saving+school+district+money&cd=4&hl=en&ct=clnk&gl=US>

This step-by-step program may be a possibility for your district to implement to save energy and money.

Date of Publication: 2004

### **\*\*\* Online Classes Can Save Schools Money, Expand Learning Time**

<http://news.education.ufl.edu/online-classes-can-save-schools-money-expand-learning-time>

Adding online classes, with teachers available to answer specific questions for each student, has been shown to not only improve the education some students are receiving, but cut costs as well. This article looks at new research from the University of Florida that shows how this might cut costs and improve education.

Date of Posting: May 18, 2009

### **\*\* Money Saving Tips for the Classroom**

<http://k6educators.about.com/od/classroomorganization/qt/moneysavingtips.htm>

These money saving tips are mainly for teachers in the classroom, but could pertain to the entire school building if put to a large scale. Although some tips apply to all ages of students, these tips are mainly for elementary teachers.

### **\*\* Schools Save Money While Maintaining Excellence**

[http://www.allegannews.com/articles/2009/05/21/cr\\_opinion/letters/1.txt](http://www.allegannews.com/articles/2009/05/21/cr_opinion/letters/1.txt)

Saugatuck Public Schools has found a way to continue to have its students perform exceptionally well despite budget cuts. This article shows the decrease in the budget and lists different cuts that the school district made, yet still was able to provide a great education to their students.

Date of Publication: May 20, 2009

**\*\* 20 Teacher-Created Money Saving Ideas for the Classroom**

<http://www.teachercreated.com/blog/?p=226>

This list was created by a teacher for other teachers to save money in the classroom. These tips mainly deal with arts and crafts projects or other hands-on learning, typically used in the elementary school setting.

Date of Posting: November 17, 2008

**\*\* More Money-Saving Tips**

<http://www2.scholastic.com/browse/article.jsp?id=227>

This article from *Scholastic Administrator* gives seven tips on how to save money in your school. Some of these tips can be easily done, and some are not for every district, but they provide other options to save money.

Date of Publication: January/February 2004

**\*\* School District Saves Money by Saving Energy**

[http://voice.paly.net/view\\_story.php?id=4630](http://voice.paly.net/view_story.php?id=4630)

A California school district was able to save money by changing the way it maintained its energy. This article talks about the energy conservation program that this district began in 2005 to save energy and money. These energy saving techniques might not be available for everyone to use.

Date of Posting: October 23, 2006

**\* 5 Ways to Save Money with Technology**

<http://privateschool.about.com/od/technology/qt/hitechsavings.htm>

This article examines five possible technologies that might save your school money. Each piece of technology is described and explained how it may help your district save money.