

MASA GREAT START WORKSHOP JULY 21, 2010

**Getting All Employees to Focus
on Student Achievement**

Introduction

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Hinckley-Finlayson Public Schools

- 50%+ Free/Reduced Lunch
- 11% Native American Students
- 40% Mobility rate at the Hinckley Elementary School



- 2010 MCA Results
 - 55% of our students passed the math test
 - 66% of our students passed the reading test
- 2nd year of AYP - another required improvement plan (improved from eleven "below target" areas to three)

St. Croix River Education District

- PO Box 637 Rush City, MN 55069
 - Chisago Lakes
 - North Branch
 - Rush City
 - Pine City
 - East Central
 - Hinckley-Finlayson
- SCRED Executive Director - Kim Gibbons
 - 320-358-1214
 - kgibbons@scred.k12.mn.us
- Retired Directors: Gary Germann
Chris McHugh





ROLE OF THE SUPERINTENDENT

- Differences - 1993 → 2010
- Set High Expectations - Support/Encourage/ Provide Resources
- Follow-up/Accountability - a fine line so you are not micro-managing (You are NOT the principal anymore)
- Install a "sense of urgency" with the principals - Principal Goals - related to student achievement

- **Administrative Meetings**
 - Monthly
 - Student achievement always on the agenda
- **Administrative Meetings with SCRED Staff**
 - Outcomes Manager (Data Guru)
 - Collaborative Planners
 - high school math - elem. math
 - high school reading - elem. reading
 - "Data Driven Decision Making" - 10 years
 - Keypoint - using valid and reliable data that is linked to MCA's to guide system improvements; data to be reported in various formats/ways to share with principals and teachers

- **Annual Outcomes Report to the School Board**
 - presented by the SCRED Outcomes Manager
 - MCA/MAP/ORF (oral reading fluency)/Historical Comparisons/Comparisons to SCRED schools - competitive nature
- **Other Data to Board - July**
 - 4-year comparisons by grade
 - 16 area school comparison
 - What are we planning to do about it?
- **Goal:**
 - Working to tie test scores to individual classrooms patterns over years (proceed cautiously)



- **SCRED - Superintendents Operating Committee**
 - Monthly meetings - student achievement is on every agenda
- **Allocation of Resources**
 - All day-Everyday Kindergarten
 - Expand Early Childhood Program
 - Reading and Math Consultant - Ensure the integrity of the curriculum - is it being implemented properly?



ROLE OF THE PRINCIPAL

- Truly needs to be the Instructional Leader
- Research from the "Effective Schools" pointed to the importance of building leadership
- Still True Today - "Turn Around Schools"
- **Principals Need To:**
 - Maintain a "sense of urgency" with their staffs for improving student achievement
 - Ensure that the curriculum is being implemented with integrity

• **Elementary Level:**

- Scheduling
 - common prep time for grade levels
 - reading and math taught at the same time to enable flexible grouping
 - "all school" ability grouped
 - "twice a day" reading for lowest readers in primary grades (90-100)



- Work closely with outside consultant - follow-up on consultant's recommendations (protecting the integrity of the curriculum)
- Monthly grade-level graph meetings - to review the data; all students are graphed; interventions developed

- Tier 2 and 3 students (below grade level) data are reviewed weekly or every-other week as needed
- Select and support the instructional coaches/grade level facilitators
 - Lead the graph meetings with the data
 - Principal to attend as many of these meetings as possible
- Become knowledgeable on the data - Web Portal - TIES especially the Tier 2 and 3 students
 - Require the use of the data in decision making
- Motivators:
 - Ice cream sundaes for MCA grade-level improvement
 - "All-School Celebrations" - academic oriented
 - Accelerated Reading - prizes/award winners recognized; parents invited
 - I Love To Read Month - high school students; community members involved
 - Night of 1000 Stars - Jack Pearson - Will Steger

• **High School Level: (Junior High)**

- 7th/8th/9th grade teams - data
- Accelerated Reader
- Academic Pep Fests
- Incentives for MCA individual improvement



ROLE OF THE TEACHER

- Life of our elementary teachers changed - no more “private practice” - “teach to mastery”
- Staff development:
 - Inservice days
 - Follow-up consultant observations/conferences
 - Consultant-led faculty meetings
 - National Training for all willing staff members - over a ten-year period
- B.I.T. - Behavior Intervention Team - P.B.I.S.
- S.S.T. - Student Support Teams - special ed

- Advisory–Advisee - high school
- Grade Level Teams - 7, 8, 9 grade
- Graphing Meetings by Grade Level required
- High School Math Lab - added as an intervention
- R.T.I. - “duty hours”
- Special Ed Teachers - work with Tier 2 and 3 students before they qualify for special ed



ROLE OF THE PARAS

- Not grading papers and putting up bulletin boards for teacher; not the teachers gopher
- Assist in interventions - monthly 1-1 with reading - spelling - some small groups, Tier 2, 3 students
- Do the Oral Reading Fluency (ORF) benchmark testing



- Coordinate the Accelerated Reader testing - computerized system in the elementary media center
- Pictures for Accelerated Reader program for the local media; also for our All School Celebrations



DIRECT INSTRUCTION - READING MODEL

- Adopted in 1998 - followed Rush City's lead - research proven model to improve our students reading achievement
- The American Institute for Research (AIR) reviewed 800 studies to rank widely adopted comprehensive elementary school reform models

- The top two were:
 - Direct Instruction (Full Immersion Model) - Eugene, OR (S.R.A./McGraw-Hill)
 - Success For All - Baltimore, MD
- Guiding Principles of D.I. -
 - Every child can learn if we teach him/her carefully and all teachers can be successful when given effective programs and instructional delivery techniques
 - Ultimately it is the teacher who is responsible for student learning; students are not blamed for their failure to learn.
 - "If the learners hasn't learned, the teacher has not taught"

- Organization of instruction includes:
 - Instructional grouping - flexible grouping, not tracking
 - Instructional time - increased academic learning time - the time students are engaged
 - Continuous assessment



- Teacher-student interaction includes:
 - Active student participation - increasing chances for students to respond and receive feedback
 - Unison Responding - increasing student responding by having them chorally respond
 - Signals - providing a cue to evoke unison choral response
 - Pacing - promoting active student engagement with brisk teacher pacing
 - Error Correction - using error correction procedures - model, lead, test, retest
 - Motivation - enhancing motivation through high levels of student success

Hinckley Press Release

On May 18-20, Hinckley Elementary School hosted researchers from California, New York, and Washington State who are working on a United States Department of Education study of reading instruction. Hinckley was one of five schools in the nation selected for this study because of the reputation of its reading program. The researchers observed classroom reading instruction, interviewed administrators and teachers, and sat in on teacher's planning meetings. The researchers reported that they were deeply impressed by Hinckley's innovative system for providing individualized reading instruction for all students. They said that few schools in the country have developed a working system for evaluating student needs and getting individualized reading instruction where and when it is most needed.

Joseph R. Jenkins, University of Washington
Professor, Special Education



CONCLUSION

- **Role of the Superintendent** - has changed
 - Be actively involved - hold principals accountable
- **Role of the Principal** - hire good ones; don't settle for an "average" principal
 - They need to be instructional leaders
 - They need to use the data
- **Teachers**
 - No more private practice
 - Teach them to use the data and collaborate
- **Paras/Aides** - use them wisely
- **Curriculum** - Implement one that works for your student body and see that it is implemented with integrity.
