

Beating The Odds: Raising Student Achievement



Presented by:

Thelma M. Forte Ed.S.

Principal Union Elementary DaVinci Magnet School

The Perfect World: The Principal's Bucket List



- The Role of The Instructional Leader
 - The Role of The Classroom Teacher
- The Importance of Student Voice and Choice
- The Power of Professional Learning Communities
 - The Power of Teaching The Whole Child

Facts About Union

- Union has 330 students in grades Pre-K through Kindergarten.
- Union C.A.M.S. is in the fifth year of school improvement for literacy, but met state standards last year with a 35 point gain in literacy.
- Thelma Forte' is the sixth principal in ten years.
- Union C.A.M.S. has received an Educational audit from the Arkansas Department of Education.
- Union C.A.M.S. has a poverty rate of 98.5 percent.
- Thirty-five percent of tested students receive services for dyslexia.
- 80% of the students at Union C.A.M.S. are African-American.
- 60% of the students at Union C.A.M.S. are classified as at-risk students. They receive outside services

Test Score Information

Literacy Scores: 17% of the students were proficient in 2008.

Mathematics Scores: 19% of the students were proficient in 2008.

Literacy Scores: 90% of the students were proficient in 2012.

Mathematics Scores: 85.5% of the students were proficient in 2012.

*****73% gain in Literacy *****66% gain in literacy

Recent Awards

- Outstanding Educational Performance Award
- Beating the Extreme Odds: Mathematics and Literacy
- Renaissance School of Excellence
- National Board Certified Counselor
- Arkansas Elementary Counselor of the Year
- Master Principal Designated School
- National School of Change Award



The Role of The Instructional Leader

- Weekly Checklist
- Visibility in the Classroom
- Instructional Reports
- Analysis of Data
- Identify Master Teachers
- Daily Observations
- Data Management
- Clear Expectations



Teachers respond to powerful feedback.

Fourth Grade Graduation



The Role of The Classroom Teacher

Four Guiding Questions

1. Who is learning?
2. Who is not learning?
3. What are we going to do about it?
4. What resources can we use to help the students?



Student Data Walls

Video Clip: Managing Student Data



The Role of The Classroom Teacher

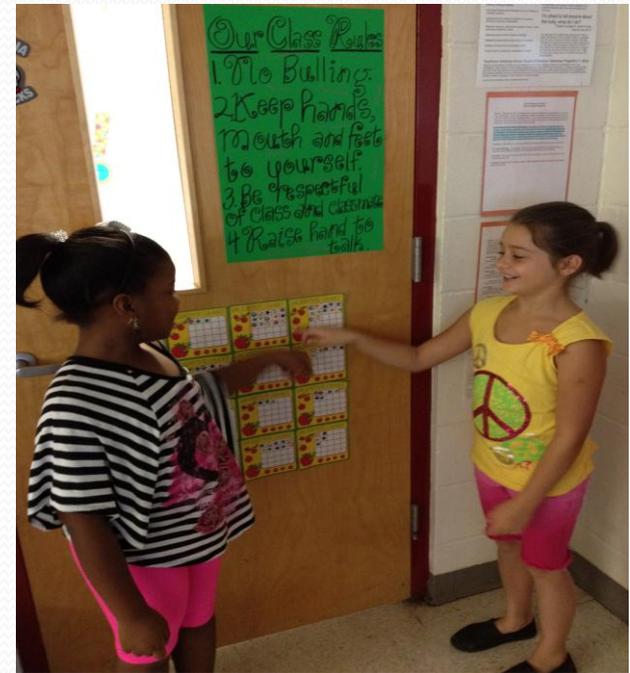


- Two-way Conversation
- Conferences for Hard and Soft Data
- Student –Led Conferences
- Reflection for Students and Teachers
- Acceleration/Remediation

Student Data Conferences

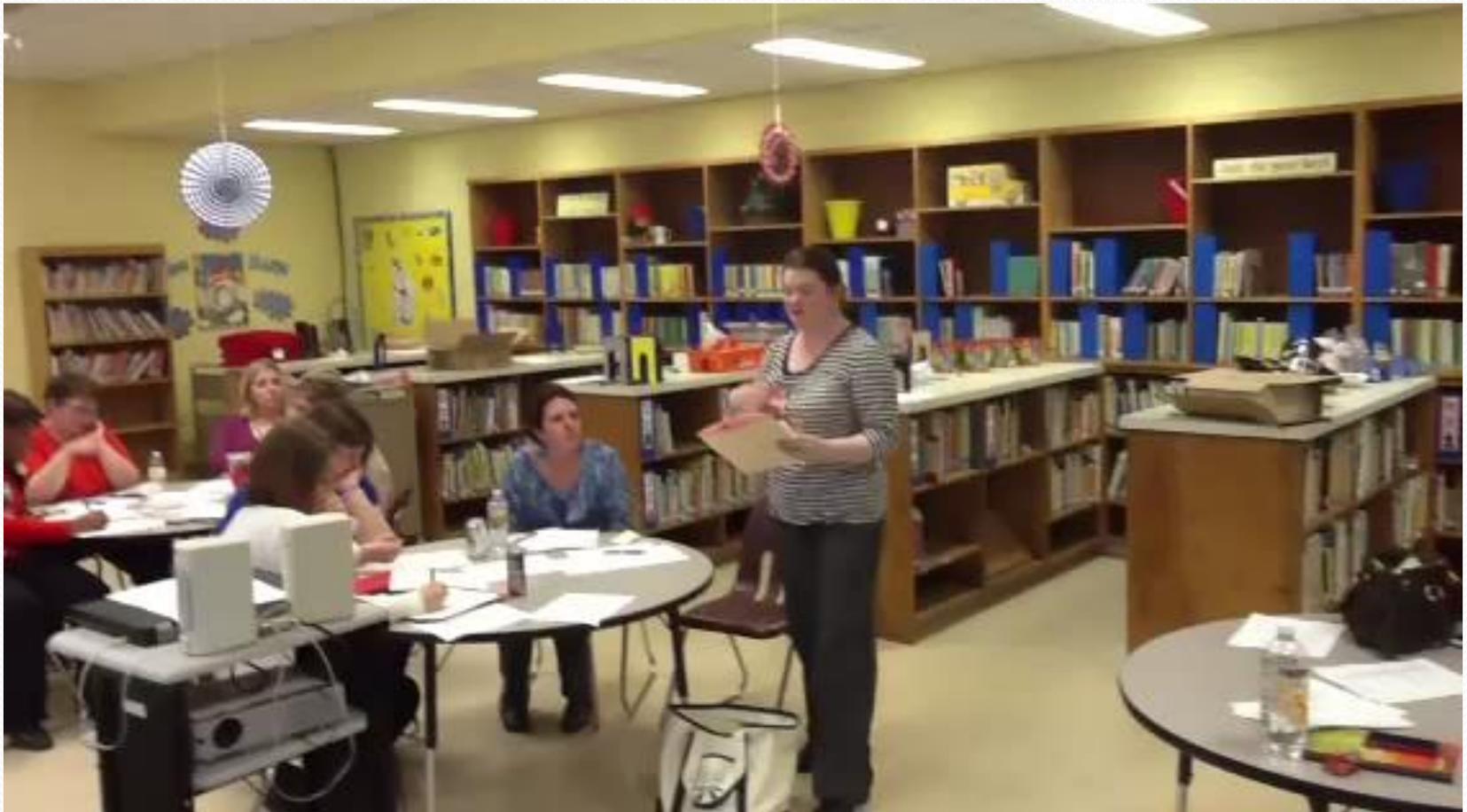
The Importance of Student Voice and Choice

- Varied Instruction
- High Interest Lessons/Materials
- Self Assessments
- Peer Assessments
- Authentic Assessments
- Creating a Learning Frenzy!



Student Ownership of Data

PLC: Master Teachers In Action!



The Power of Effective PLC's

- Data Analysis
- Teacher Collaboration
- Cross-Grade Level Meetings
- Action Research
- Teacher-Led



Cross Grade Level PLC's

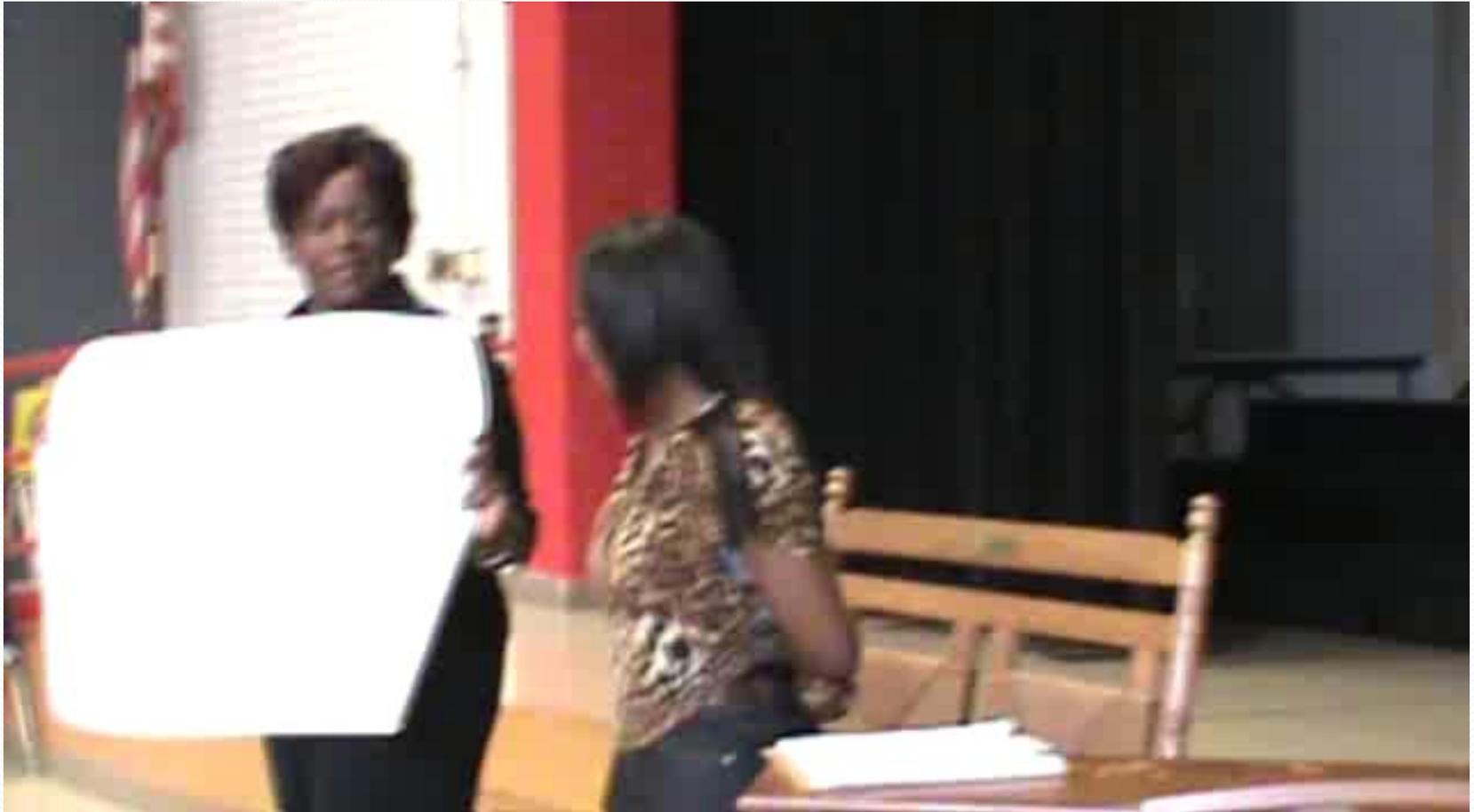
Educating The Whole Child

- Authentic Learning Experiences
- Technology Infusion
- Art Integration
- Student Character Development Opportunities
- A Culture of Excellence!



Safety Patrol

Authentic Learning Experiences Video



Increasing Student Achievement: It's a Journey; Not a Destination!

- Sink or Swim
- Best Lessons of the Day
- Try Again
- Safety Nets



Resources

College or Prison Bound?

- I am a successful business person, and I would like to donate money to your school .
- My parole hearing is next month on the 20th. Would you serve as a character witness?



<p>Preferred reality: What do we want our grade level interaction to look like as we work across the grade levels?</p>	<p>Helpers: Pros: There are things that would make the relocation process productive.</p>	<p>Hindrances: Cons: There are things that would make relocation counter-productive.</p>	<p>Actual Reality: How much time are we spending in cross-grade level conversations?</p>
<p>All grade levels are going to be on target. No gaps in instruction.</p> <p>(Curriculum related; teacher growth related)</p>	<p>Fourth grade students are bigger. They need bigger rooms.</p> <p>(Teacher preference; not related to curriculum. Classroom Management Related)</p>	<p>Second grade students would be too far from the bathroom.</p> <p>(Classroom management related; not related to teacher or student growth teacher preference)</p>	<p>We are not spending enough time in deep conversations across the grade levels.</p> <p>(Curriculum related and time management related)</p>

Instructional Checklist

Student Interventions/Data Based Decision Making

_____ Informal observations are used to monitor and adjust instruction to meet the needs of every learner.

_____ Students are given choices in their selection of tools when they solve mathematics problems. (Ex: Students have access to blocks, concrete objects, white boards, cubes, etc).

_____ Word problems are modified to meet the learning needs of the students. (EX: Some students will need a one step problem. Other students may solve a two step problem).

_____ Students receive additional scaffolds to improve reading, writing, and mathematics skills. (Ex: peer tutoring, one-on-one instruction, small group instruction, immediate feedback, etc).

Instructional Checklist Continued

Feedback

_____ Feedback is immediate and it highlights a specific student action.

_____ Feedback is delivered in various forms. (EX: Peers can offer feedback. Teachers can provide feedback. Student data charts such as the AR book charts for every passed AR exam are examples of non-verbal feedback).

_____ Feedback is a change agent. It is designed to improve the student's academic achievement. (Students know what they have done well or they know what they must improve to improve academically).

_____ Feedback is designed to build teacher-to-student relationships or peer-to-peer relationships.

Expectations for The Oral Presentation	I have mastered the skill. Advanced	I am almost there. Proficient	I am getting there. Basic	I can get there with extra help. Below Basic	My Teacher's Score
Did I speak clearly?					
Did I read the PowerPoint without any mistakes?					
Did I make eye contact with the audience?					

Name of Book:

Student's Name _____

Self-Assessment Grade _____

Expectations for Student Work Graphic Organizer Worksheet	I have mastered the skill. Advanced	I am almost there. Proficient	I am getting there. Basic	I can get there with extra help. Below basic
Did my writing make sense?				
Did I spell words correctly?				
Did I identify my most favorite part of the book? Did I write a topic sentence and two supporting details?				
Did I stay on topic?				
Did I complete the final copy independently?				



Student's Name	Level of Proficiency	Data Used to Determine the Level of Proficiency	List of Current Interventions	Suggestions for Additional Interventions	How will you leave the interventions in place?	How will you evaluate the effectiveness of the interventions?

Contact Information



- Thelma.Forte@tasd7.net

Union Elementary DiVinci Magnet School

870-772-73421