## Accelerated Student Achievement in American Title 1 Elementary Schools' Schematic: What, How and Why

## New 3Rs Reformation Model

## Campus Management System

- For urban and rural American Title 1 elementary schools
- Achieve accelerated and sustained student outcomes

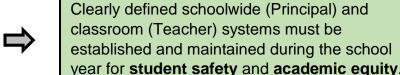


## 3 Areas of School and Priority-Order Management

- 1. **Systems** –Schoolwide (Principal) and Classroom
- 2. Resources Stop-Gap and Bridge Resources
- 3. **Personnel** Teachers, Administration, Para-Prof.

Systematic process that closes achievement gap by closing academic gaps that transforms the existential Title 1 elementary school's academic environment to that of a high SES academic school. The process is an inexpensive, simple, and replicable reform model.

1. Systems



Principal must **actively** monitor classroom resources (stop-gap/bridge) and independent reading. He or she must support teachers instructionally and proactively address difficult student discipline issues.



Principal sets all social/academic systems and priorities. He or she must know the 6 to 8 elements that matter that dramatically affect student achievement. Principal is critical hire.

2. Resources



Stop-Gap (SG) and Bridge Resources (BR) are supplemental resources to the core or adopted school/district curriculum. They have different but important instructional objectives.



Stop-Gap Resources fill the academic literacy and numeracy gaps and press a student to grade level work. Bridge Resources connect grade level rigor and application in accordance with TEKS/CCSS.



Six essential elements that must be monitored to raise student outcomes: Stop-Gap (literacy and numeracy); Bridge; Phonics; Independent Reading: Student Management

3. Personnel



Title 1 teachers are essential and must be hired based on specific criteria. Additionally, they require specific training in stop-gap/bridge resource implementation, effective classroom pedagogy and student management support. However, teachers are the last component and **not** the first addressed in the reformation process – this is due to academic student literacy and numeracy gaps



Elementary teachers possess General Certifications. Hence, teachers strongest content area is usually reading. So, math is addressed with SG and BR that yields heighten performance. So, literacy can be a primary focus.

- Schools are a mass of moving parts – **requires** simplification.
- If methodology is not **SIMPLE**, reformation model is not replicable.
- Mission/Vision Statements too long need unifying mantra: "Show-up, Work Hard, Read!" - Literacy Press but can't isolate from math outcomes - concurrently addressed.
- Faculty, students and parents understand the school's mantra – an 'umbrella' priority at the campus – that defines the campus' culture and academic identity.

- Principal must convey the importance of critical elements and their effect on student learning to staff as well as monitor with accountability - PD and during school year.
- Administration must set-up the "Principal's Classroom." All common school systems must operate with efficiency and effectiveness to define school culture on expected and accepted conduct. If not, the teacher classrooms will not emulate the structure of the Principal Classroom. Establishes schoolwide/classroom student behavior norms.
- Principal emphasizes and sets expectationsefficient classroom daily routines, effective and equitable classroom management during August PD. Stresses relational development with students and quality pedagogical processes of daily lessons.
- Principal emphasizes the importance of preserving instructional minutes via daily preparation of core lessons. (15 min. lost ='s)
- Systems provide environment for Ed. Equity.

- Principal is able to focus both instructionally and operationally on only 6 to 8 elements well. Hence, these elements must be the critical factors that significantly affect student performance.
- All core curriculum is designed FOR gradelevel work, but the vast majority of Title 1 students have academic language gaps. Numeracy gap foments in primary grades. Resources take minimal time each school day literacy and numeracy stopgap 5 to 10 minutes per school day each. Bridge Resources - 15 to 25 min.

- per day in math, science and writing.
- Resources are simple to implement, so teachers (tchr)of any experience are equally effective. Public education unique field – no entry-level work. Entry-level teachers must be able to produce on par as a veteran tchr. Methodology in "Part 2 of 2 white paper."
- Resources must be simply designed and easy to implement, so new teacher hires adapt to sustain school academic outcomes.
- Resources must be easily monitored with accountability and interventions occur in real-time - both numeracy/literacy SG/BR.
- Resources are **not dependent** on a state's standards (TEKS/CCSS), or core curriculum. so any core curriculum may be implemented.
- Stop-gap resources accelerate a child back to grade level - lessen discipline issues and heighten academic success and self-esteem.
- SG (and BR) directly address low-income student academic numeracy/literacy gaps in Title 1 elem. schools yielding school equity.

- Title 1 teachers must be placed in a pedagogical position to be equitably effective with their students.
- Teachers hired on specific qualities on Page 19 of white paper: "Part 1 of 2 "Accelerated Student Achievement..."); Instructional Specialists – (Page 20/21); Principal candidates (Pg 23).
- Entry-Level Teachers should have students with the least disciplinary issues to develop their pedagogy.
- Specific training in stop-gap and bridge resources, spaced repetition, phonics; kinesthetic learning, balanced literacy, classroom novel methodology, effective and equitable classroom management.
- Instructional specialists support classroom via daily student groups and classroom pedagogical modeling.
- Teachers focus on literacy.

The BIG WHY of the 3Rs Academic Reformation Model: An inexpensive GENERAL approach using the Right Systems, Right Resources and the Right Personnel that affords educational equity by closing the achievement gap.