Reallocating Resources To Increase Student Achievement

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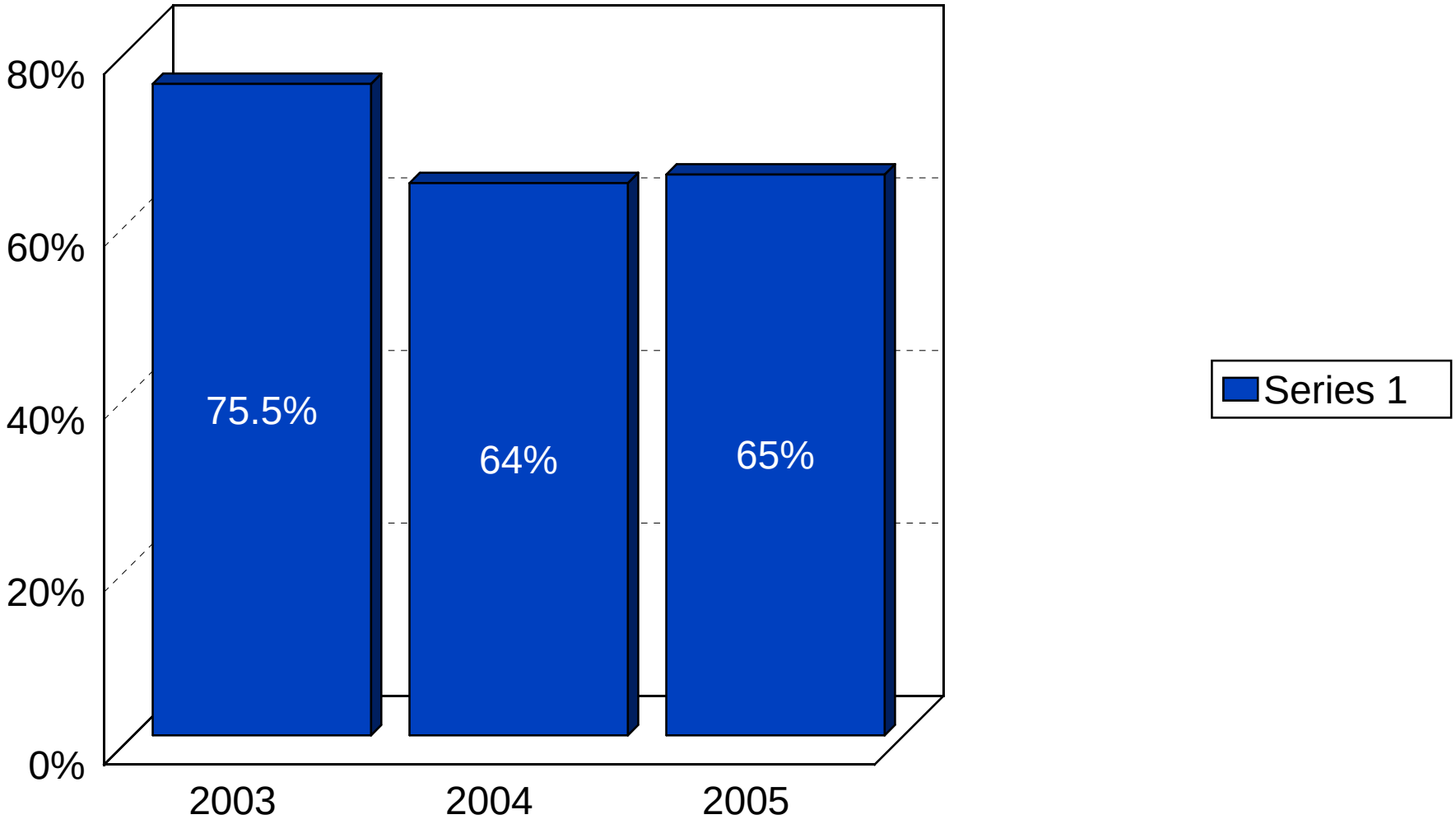
Laying The Foundation for Change

- Surveys
- Review Current Achievement Data
- Site-Based Team Initiatives

4th Grade Reading Scores 2003-2005

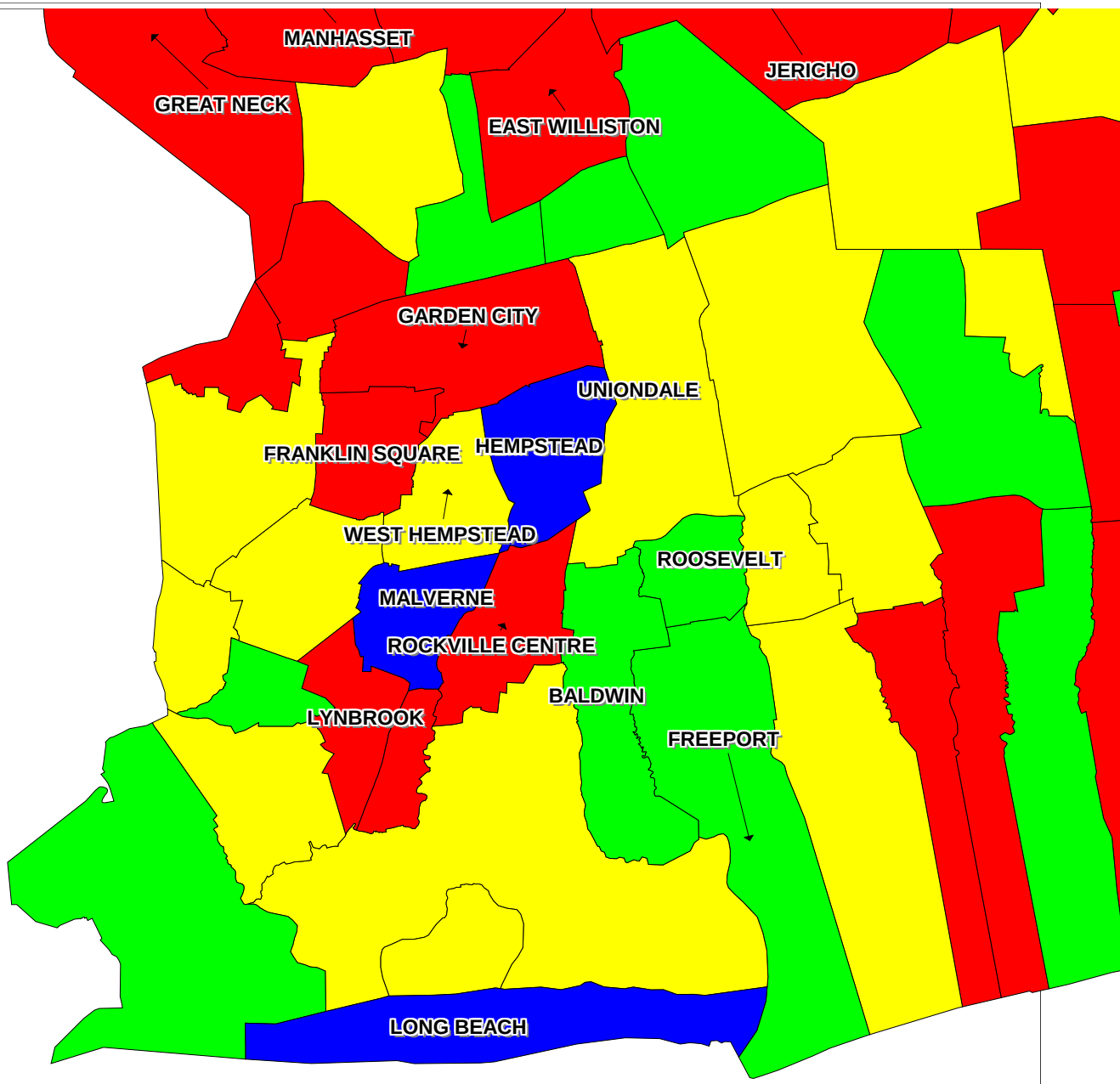


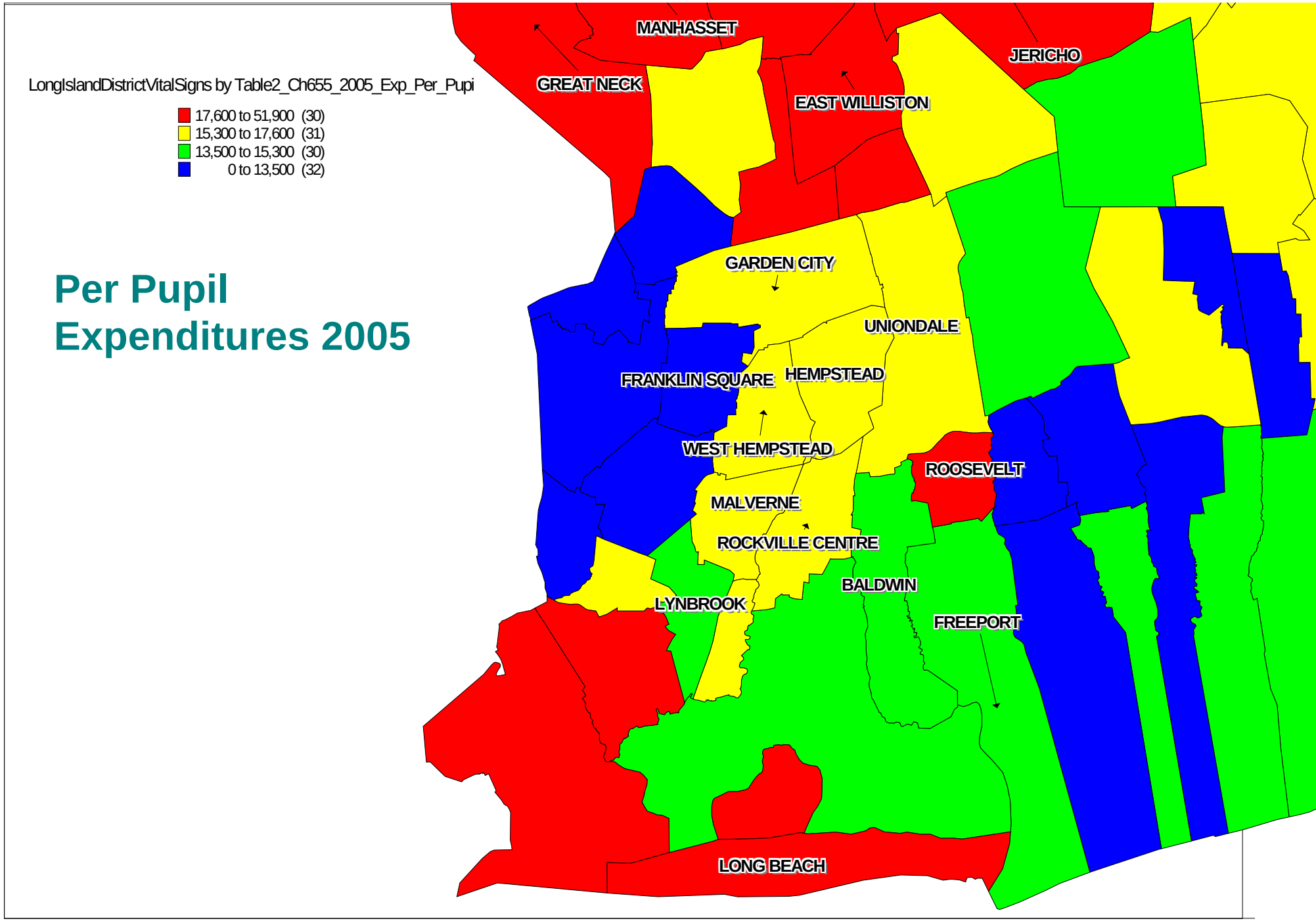
Hempstead Public Schools

LongIslandDistrictVitalSigns by G4ELA_PCT_PASS_2005

- 91 to 100 (26)
- 86 to 91 (34)
- 81 to 86 (27)
- 0 to 81 (36)

2005 ELA Grade 4




LongIslandDistrictVitalSigns by Table2_Ch655_2005_Exp_Per_Pupi
17,600 to 51,900 (30)
15,300 to 17,600 (31)
13,500 to 15,300 (30)
0 to 13,500 (32)
Per Pupil
Expenditures 2005
MANHASSET
GREAT NECK
EAST WILLISTON
JERICHO
GARDEN CITY
UNIONDALE
FRANKLIN SQUARE
HEMPSTEAD
WEST HEMPSTEAD
ROOSEVELT
MALVERNE
ROCKVILLE CENTRE
BALDWIN
LYNBROOK
FREEPORT
LONG BEACH

Initiatives

1. Improve Literacy via the use of Block Scheduling
2. Improve Use of Technology in the Classroom

New Educational Strategies

- 90 Minute Literacy Block
- Ability Literacy Groups (8 students)
- Professional Development Program in Literacy
- Utilize Trained Volunteers
- Reassign Teaching Staff
  - Curriculum Coaches
  - Reading Teachers
  - Resource Room Teachers
  - Speech Teachers
  - Teaching Assistants
  - Classroom Teachers
  - Special Teachers (Art, Music, Media, Physical Education)

Implications

Supporters & Detractors

- Classroom teachers felt the literacy strategies could **reach more children** & be more effective.
- Parents felt it would provide **more individualized instruction**.
- Central Office and all of the stakeholder groups felt these strategies would **address the achievement gap**.
- Special teachers **did not feel they were equipped to teach reading**.
- Special education teachers and others felt their **contracts were violated** because they were not hired to teach reading.
- Implementing this initiative will help **solve equity issues surrounding teacher contract and working conditions**.

Research

- Larger blocks of time (90 minutes) allow for:
- a more flexible and productive classroom environment, along with
- more opportunities for using varied and interactive teaching methods.

- Other benefits listed by Jeffrey Sturgis (1995) include:
- more effective use of school time
- decreased class size
- increased number of course offerings
- reduced numbers of students with whom teachers have daily contact
- the ability of teachers to use more process oriented strategies.

School Budget

Increase Technology to Improve Reading Comprehension

- improve standardized test scores
- form collaborative groups to address areas that need improvement via item analysis
- facilitate the grading of standardized exams with computerized scanning equipment
- purchase software and computer simulated equipment to improve students' learning in the classroom

Defining a New Education Strategy

- Provide staff development funded by eliminating categorical programs
- Staff development will be targeted towards literacy and technology initiatives

Reallocation of Funds for Technology Initiatives

- **Train** the instructional staff to utilize the Smartboard
- **Teachers will collaborate** to create lessons which focus on the research process and problem solving using WebQuest and the Smartboard
- Provide students with **internet links** that will allow them to extend their knowledge base at school and home

Why should we allocate financial resources to support technology initiatives?

Reallocation of funds to close the achievement gap

- Students differ in their educational needs.
- Pupils with Limited English Proficiency, with disabilities, or from economically disadvantaged households pose a greater educational challenge than do students without these disadvantages.
- Many states, like New York, have long recognized the importance of providing additional funding for students with high needs (i.e., who are unequal in some sense and must be treated unequally).
- The proliferation of categorical aids and additional student weightings as components of state school finance systems is evidence of this recognition.

(www.nysed.gov)

Technology to Improve Reading Instruction

Four key capabilities were supplied by teachers using traditional materials, such as books and audiotapes, or by computers, have proven to be important components in reading instruction. Computers can now provide each of these capabilities to support teaching and learning in new ways, as is described in the following section. For examples of specific software that provide these capabilities to support reading instruction, see **Learning to Read in the Computer Age, by Anne Meyer and David Rose (1999). www.neirtec.org**

Instructional Strategies

1.Computer-based programs to analyze students' responses on short answer and extended response questions

2.E- books to promote fluent reading

Key Questions to Consider about Technology and Teaching Children to Read

Is a process established in your school or district for reading specialists, technology specialists, classroom teachers, and special educators to collaborate on reviewing the possibilities and recommending uses of technology to enhance reading instruction?

What technologies (hardware and software) are available in your school or district to support reading instruction? How are they currently being used? How are teachers prepared to use them effectively?

Which of the five components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) need to be strengthened in your school or district? Which technologies can enhance these components?

How is your school providing reading instruction to students who are reading below their grade levels? ESL students? Special needs students? How can technology support teachers in helping these students?

Is information being provided to parents about how technology can help their children learn to read both at school and at home?

(www.neirtec.org)

- Before instituting major schedule changes, it's desirable to have a common vision, a good plan, and strong support of all stakeholders, says Carroll. Ideally, the superintendent, school board, principals, teachers, students, and parents should all be provided with opportunities to learn about the proposed innovations, and have plenty of chances to discuss the ramifications.

- Larger blocks of time allow for a more flexible and productive classroom environment, along with more opportunities for using varied and interactive teaching methods. Other benefits listed by Jeffrey Sturgis (1995) include: more effective use of school time, decreased class size, increased number of course offerings, reduced numbers of students with whom teachers have daily contact, and the ability of teachers to use more process oriented strategies.
- Adequate staff development time is also essential, say Canady and Rettig. Teachers who have taught in thirty-five to fifty minute time blocks for years need help in gaining the necessary strategies and skills to teach successfully in large blocks of time.
- The AmeriCorps Tutoring Outcomes Study also found students made the most gains in programs when they met with their tutors at least three times per week and programs conducted formal evaluations, trained tutors both prior to and during the tutoring program, and were moderately or fully implemented.
- Tutors receive training both prior to and during the course of tutoring. Training tutors, particularly ones with limited prior experience tutoring reading, is a critical component of a successful tutoring program.
- Research found that breaking students into smaller teacher led groups (typically three to ten students) helps students learn significantly more than students who are not instructed in small groups. Other research suggests that small groups (three to four members) produce more positive results than larger groups (five to seven members). Smaller groups typically result in more efficient use of teacher and student time, lower cost, increased instructional time, increased peer interaction, and improved generalization of skills.