

AIM 4 MIA

Mission Possible: Making Instruction Accountable

Kelly Hurtado

Kimberly McNally

Lisa Wasko-Cothrun

Michael Baun

Matt Abney

Well in the summer of 2009

Kelly said wouldn't it be fine

If we had a way of measuring all that we do

Her motivation wasn't just altruism or

Customer service or personal vision fact is

Guys from the state would be coming through

Mission Possible

The Rose Academies, as alternative high schools for students with poor academic standing, will honor the promise of education by:

- Training students in the fundamental skills needed to graduate high school, transition into continuing education or college, and explore career choices
- Expanding how students learn how to think
- Creating life options/opportunities for each graduate

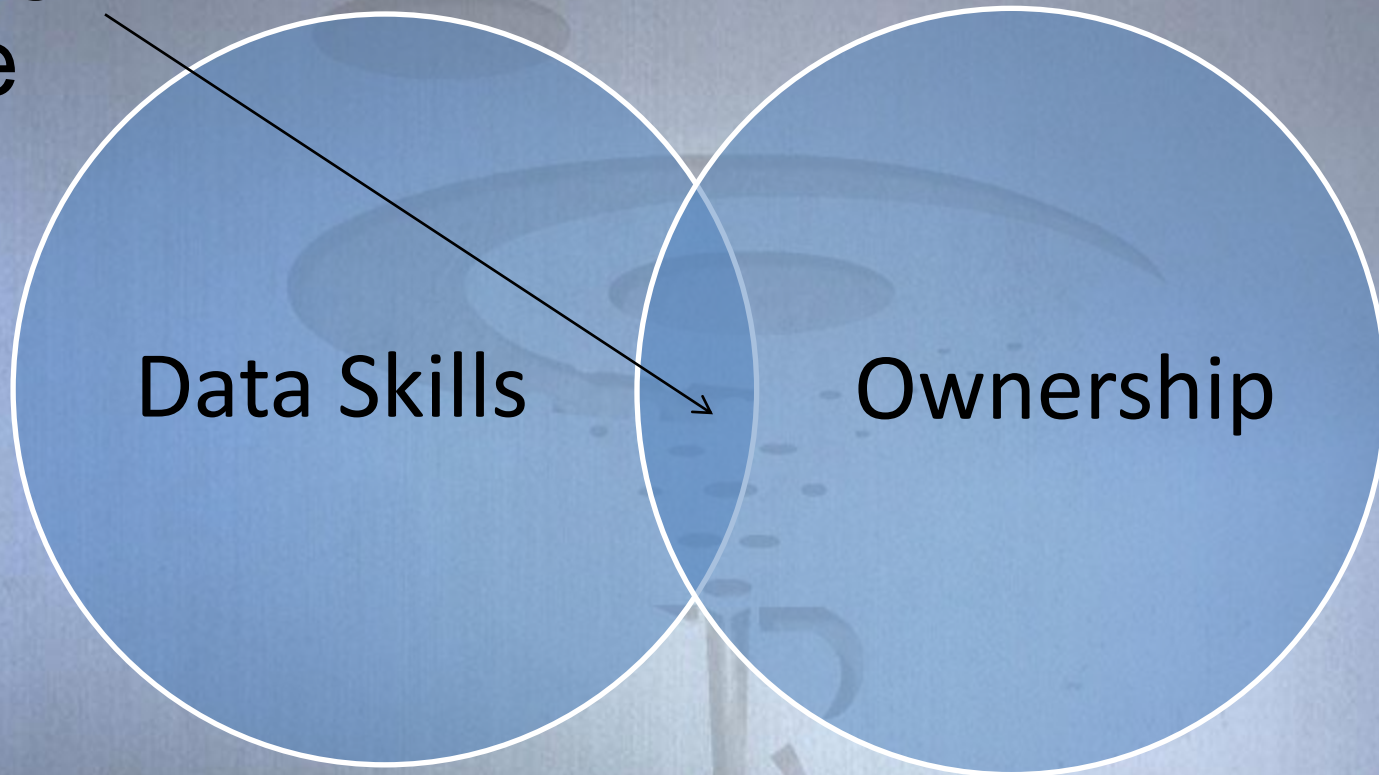
Model for Instructional Accountability



Systemic Change

- changes in “what” people do;
- changes in “how” things are organized or systems that hold everything in place; the systems that control the culture, personnel, programs, and financial resources; and
- changes in the organization’s purpose - its mission, vision, goals; the “why” that sits behind, above, below, and underpins ***why we do what we do***.

Change in
Value



Now she called the dang things MIA goals

But MIA's an acronym as you well know cause

Making instruction accountable is too much to
say

We'd be measuring students and gathering data
crunching numbers

And trying to find other ways to

Improve their achievement and say ROSE is
making the grade

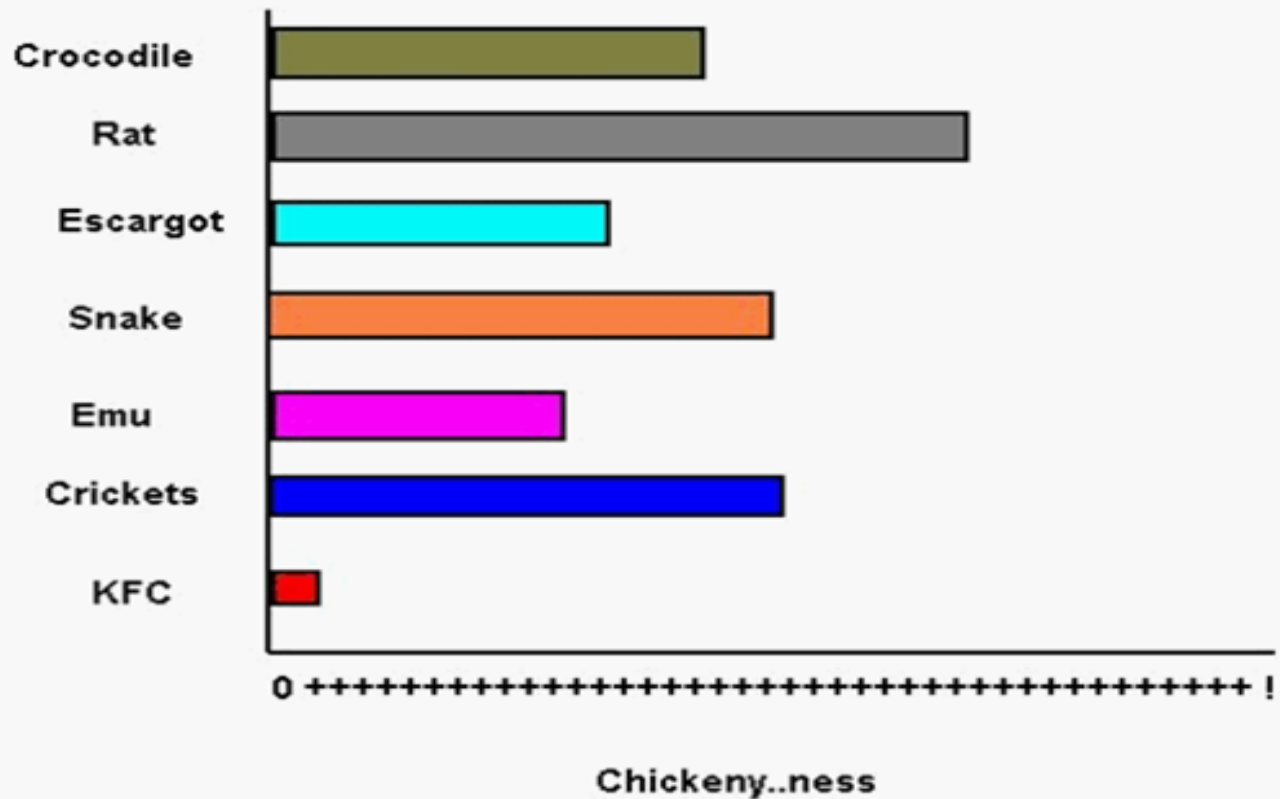
Training in the Fundamental Skills:

MIA Goal

1.0 Students continuously attending the ROSE Academies for a minimum duration of one year will demonstrate their ability to use written language

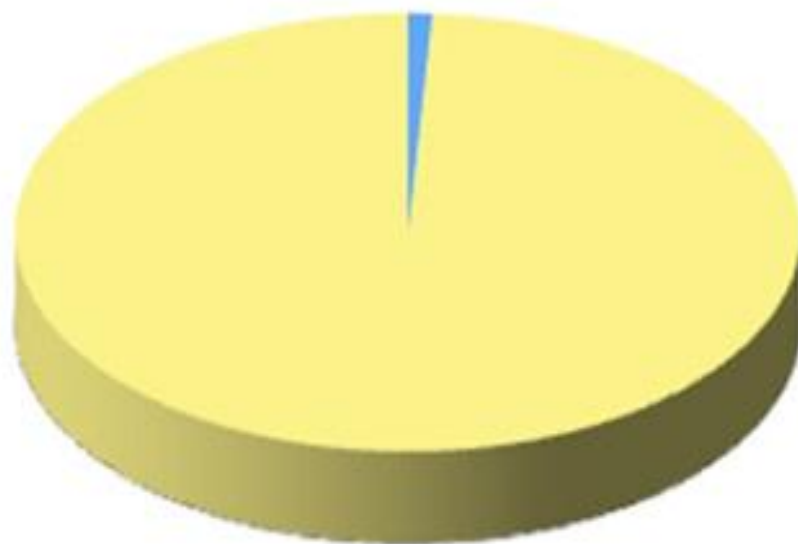
Objective 1.2 50% of all students continuously enrolled for the 2009-2010 school year will demonstrate an increase of 10% in two or more rubric writing traits tested by the state's 6-trait rubric when compared to their Fall writing sample as measured by student essays in any content area.

Things that Reportedly Taste Like Chicken



GraphJam

Laser Pen Usage



■ Presenting
important
information

■ Making my cat go
#%&! insane

GraphJam

DATA SKILLS

- What is data?
- How do we acquire data?
- Why is it important?



Professional Learning Community (PLC)

- At the beginning...
- Growing pains
- Git 'R Done



Training in the Fundamental Skills:

MIA Goal

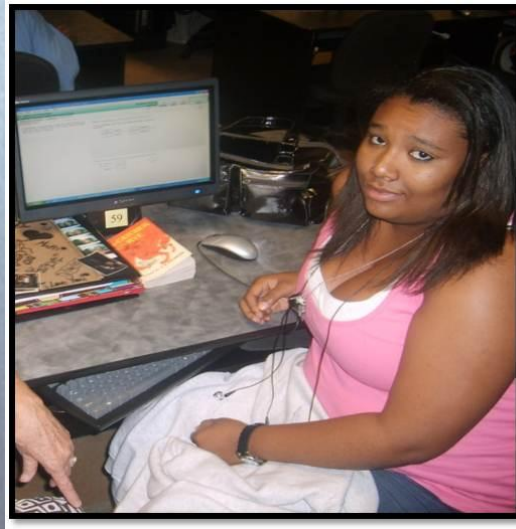
1.0 Students continuously attending the ROSE Academies for a minimum duration of one year will demonstrate their ability to use written language

Objective 1.2 50% of all students continuously enrolled for the 2009-2010 school year will demonstrate an increase of 10% in two or more rubric writing traits tested by the state's 6-trait rubric when compared to their Fall writing sample as measured by student essays in any content area.

Sticky Story.....



Student Name	Ideas Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Student A - Fall	3	2.5	2.5	3	3	3
Student A - Spring	5	3	3	5	5	5
Student B - Fall	2.5	4	3	3	2	3
Student B - Spring	3	5	3	4	4	4



	Ideas Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
2 weeks	1.1	1.2	1.1	2	1.5	2
3 weeks	1.5	1.2	1.3	2.1	1.7	2.2
4 weeks	2	2.9	1.8	2.7	2.1	2.3



Writing labs

School Wide Growth

	Fall 2009	Spring 2010
Conventions average	3.1	3.6
Ideas and Content average	3.3	3.8
Voice Average	3	3.8
Word Choice average	3	3.7
Sentence Fluency average	2.6	3.6
Organization average	2.8	3.7
Total Average	2.97	3.7

So Kim and John step in to point the direction

With PD and posters and data collection

And made it seem like everything would be just fine

Meanwhile I'm guessing when there was nobody there

They were biting their nails and pulling their hair

And I think John's hair went grey for the very first time

Expanding How to Learn: MIA Goal

6.0 Students continuously attending the Rose Academies for the duration of three or more months will demonstrate growth in their ability to follow school and social rules.

Objective 6.1

85% of all students will incur zero days of suspension.

Expanding How to Learn: School Growth Data Results

MRA Student Population:	329
# Referral Students w/Suspension	27
# Referral Students w/o Suspension	223
All Students w/o Suspension	302
% w/o Suspension	92%

Expanding How to Learn: OWNERSHIP

- Student
- Principal
- Teacher



Expanding How to Learn: PLC- Shared Language and Value

- What is Principal Ownership?
- How was this implemented?
- Why was this important?

And that Kim McNally well you couldn't find her

But only cause her desk was covered in binders

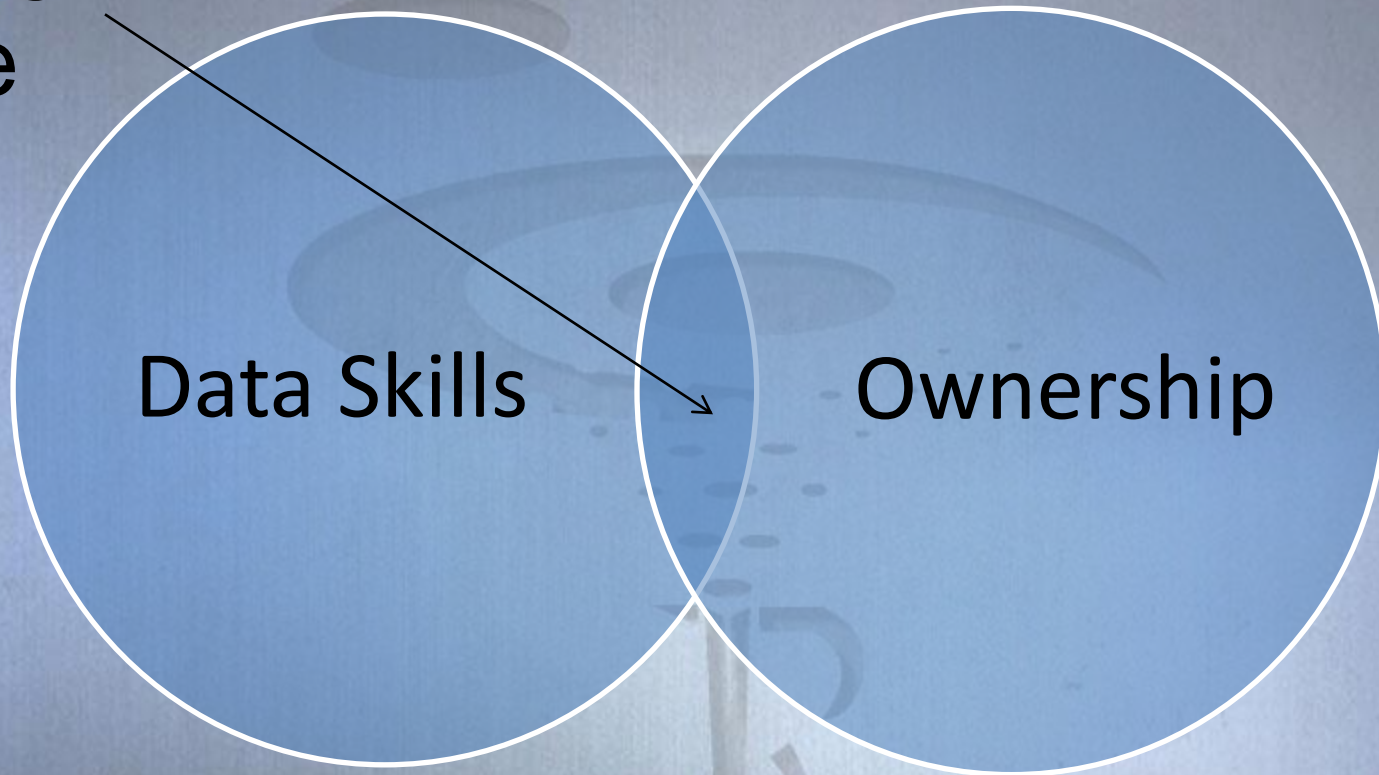
She was buried in there like a kid who built up a
fort

And the binders were filled with masses of
paper

So not a single datum would ever escape her

And she'd be in there somewhere typing up her
reports

Change in
Value



Creating Life Options

- Mission & Promise
 - Instructional accountability
 - Big perspective
 - Post-Secondary Goal



Creating Life Options: MIA Goal

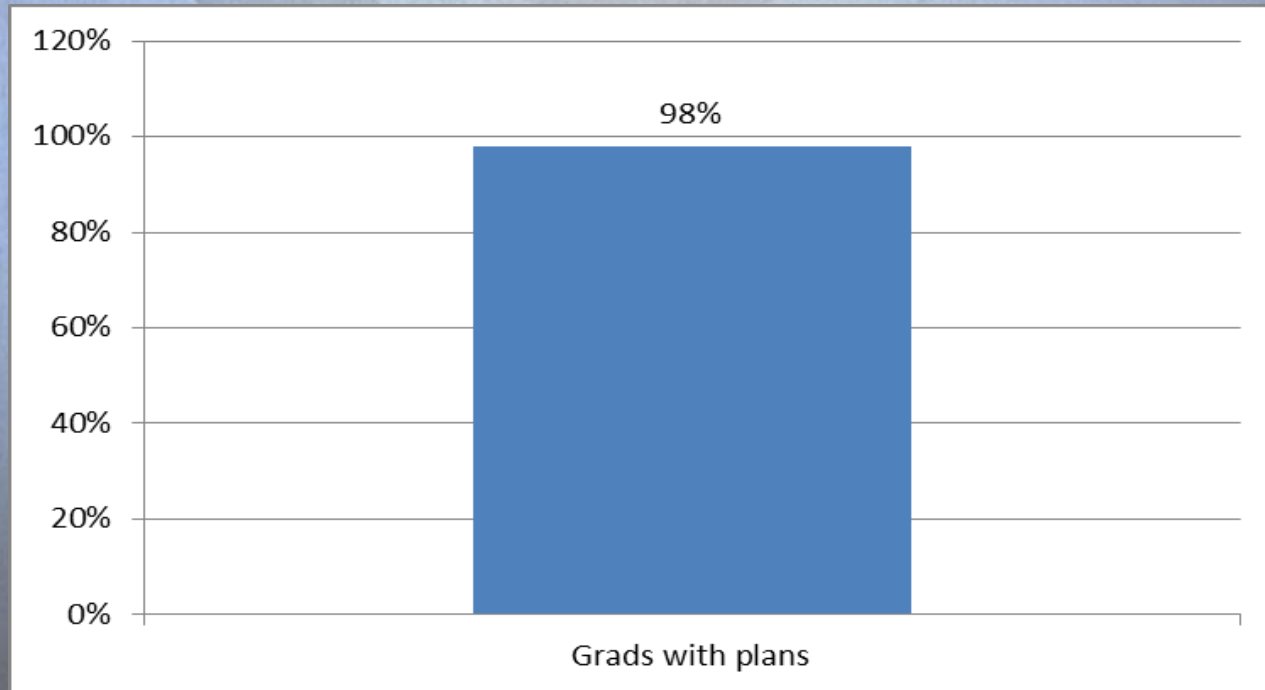
5.0 Students enrolled for three or more months and graduate from the Rose Academies will be prepared for their post-secondary goal(s).

Objective 5.1

90% of all graduating students will explore their career options, set post-secondary goals and create a plan for transition.

Post Secondary Plan

- 98% of graduating students had a post secondary plan in place.



Teacher Responsibilities

- Guided conversations
 - Producing rich text for students and teachers
- Documentation and incorporation into a plan
 - Starting from that 'rich text' --



Making Connections

- Course selection
- Credit attainment
- Instructional strategies
- Skill building efforts
- AIMS test preparation
- Motivation



CHANGE IN VALUE

- Students
- Parents
- Teachers
- Clerks
- Principals
- School Board Members
- Community Members

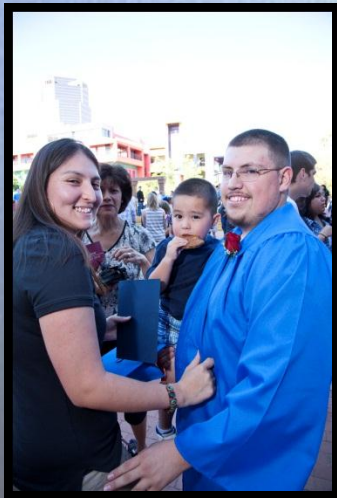




Professional Learning Community

Student Use of Career Interest Inventory Results

- Completed inventories offered students data



Teacher Use of Career Interest Inventory Results

- Completed or Not: allowed teachers to track % of their assigned student population.



Shared Language

- Goal, objective, activities, support conditions, evaluation criteria
- A vocabulary of self-determination
 - Independent learners



Shared Tools

- Post-Secondary Plan
 - Career Inventories
 - Graduation requirements
 - Transition activities
- Rose Personal Progress Plan
 - Strategic Plan
 - Long Term Plan
 - Short Term Plan



Creating Life Options



So we looked at AIMS and we looked at Math

And we looked at the kids who couldn't pull up
their pants

And said GIT' ER DONE! And that's what we
proceeded to do

So we all worked harder than ever before

On incentives and coaching, attendance and more

Now it's the end of the year, so we'll put it out
there for you

We've got....

ROSE-TEC, RP3, four schools run by the Kinghorn family

A couple hundred kids running around in skinny jeans

We've got....

Levels count them 1, 2, 3 and acronyms in quantity

Like MIA, LEADER, CRT and the ones I've said previously

Like IOs, RIOs, RP3 and CRA and RMG

DRA, and T-E-C, MRA, R-O-S-E

And soon we'll be adding another called PRA



Resolution

Desire

Satisfaction