

BUILDING AND SUSTAINING SCHOOL IMPROVEMENT FOR ALL STUDENTS

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2013 MetLife/NASSP National Middle Level Principal of the Year

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ALEX

Friday	Saturday
<p>1 214/152</p> <p>Administrators Party @ Redwine</p> <p>Rotary Lunch at Neuman Country Club 12:00</p> <p>12:45 Alex [Redacted]</p> <p>Pre-Planning</p> <p>Emergency Notebook due to Love</p>	<p>2</p>

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2008

PUT STUDENTS FIRST

The best way to improve rigor and therefore student achievement is by building meaningful relationships with students.

Always teach students first, content second.

BE THERE FOR YOUR STUDENTS

Do you sometimes feel like you have to be a superhero?

SHOW STUDENTS YOU BELIEVE IN THEM

- Make your first impression with students one that shows them you believe in them.
- Go over what happens to a student when he makes the right decision.
- Most students do the right thing most of the time. Let's treat them like we believe in them instead of like we expect them to fail at any minute and will be there to assign the consequence as soon as that failure occurs.
- The best way to set the tone for the year is to show students that they matter, and, because they matter, your class will matter, beginning with day one.

**LISTEN TO YOUR STUDENTS
EVEN WHEN IT IS DIFFICULT**
You must be able to communicate and listen.

VALUE WHAT STUDENTS VALUE

- The goal of every school and every teacher should be to educate the whole child. Part of achieving this goal is to hold everything as equal, from academics to arts to athletics.
- Students participating and excelling in extra-curricular activities, arts, and athletics has a major impact on achievement.
- We must value athletics, fine arts, and other extracurricular programs not only for showcasing outstanding students but also as a lead-in to academic success and an avenue to parents.
- Value the role that socialization plays in young people's lives.
- Respect that students may enjoy an elective or connections class more than an academic class.
- Build a relationship with a student based on what you have in common. Then, it's a lot easier to work on what you don't have in common.
- By valuing what students value, you take that important step of getting students to begin to value what others value as well.

EARN YOUR STUDENTS' TRUST

Are you communicating clearly about the leap of faith you want students to take?

GIVE STUDENTS A VOICE

- Take great pride in showing your students that they matter by taking seriously their perceptions and opinions. Ask students for their input. Seek students' opinions.
- Giving students a voice does much more than simply allow them to express their opinions. It also teaches them how to appropriately share their input.
- Students' perceptions are another set of data that should be reviewed and used just like all other data (formative and summative).
- Students' perceptions tend to mirror achievement results. If students are telling you something is not right, they are likely correct, and their achievement results will likely reflect that same perception.

ATTITUDE

Social Media Posts from Teachers on Returning to School after Christmas Break:

“The stress is horrible. Someone thinks we teachers are superheros.”

“Really dread getting back into a routine! I could get used to never working! Let’s get this 2nd semester done so summer will be here!”

“You are tired of having your kids at home because they are uncontrollable. Multiply that by 30, and try to teach each one, when many are uncontrollable.”

“Back to work tomorrow! Thankful for the joy it brings me in the long run and because nearly every single day I get to touch the lives of people in a positive way. That being said, it’s still going to hurt having to set that wake up alarm!”

“Looking forward to a great semester with the best staff and students anywhere!! #2014 #onlygetsbetter”

On closing school due to weather: “Bummed out! I was excited to see [my students] tomorrow!”

Which one of these statements best describes how you felt on the night before school started back after Christmas break?

Which one of these teachers do you want to teach your own child?

ATTITUDE

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"DO YOU THINK OUR TEACHER LIKED KIDS WHEN SHE WAS ONE?"

LEAD YOUR STUDENTS TO DO MORE

Students will take high-level risks when they trust you.

CELEBRATE WHAT STUDENTS DO RIGHT

- Celebrating what students do right can never be wrong!
- Often, we focus on addressing problems students cause instead of focusing on what students do right.
- Even the most challenging student can make a good decision. And sometimes the very best students get overlooked because they do not cause problems.
- Consider implementing a program that recognizes students who make good decisions as well as students who are successful in the different areas that help make a school and its students successful.
- One of the most difficult aspects of leadership is working on things that do not *have* to be addressed.

CHOOSE YOUR WORDS CAREFULLY WITH STUDENTS
How you say what you say matters; be sure to communicate clearly.

12 QUOTES TO PONDER

“Nothing of any importance has ever been accomplished by a pessimist.” Jack Welch

“There are no traffic jams along the extra mile.” Roger Staubach

“There will be haters, doubters, non-believers, and then there will be you, proving them wrong.” Anonymous

“The single greatest effect on student achievement is not race; it is not poverty – it is the effectiveness of the teacher”

Harry Wong

“The real secret of success is enthusiasm.” Walter Chrysler

“One person with passion is better than forty people merely interested.” E. M. Forster

12 QUOTES TO PONDER

“I would remove the phrase ‘You’re going to need this for the test’ from every school.” Teresa Williams

“You're never as good as everyone tells you when you win, and you're never as bad as they say when you lose.” Lou Holtz

“Kids don't learn from teachers they don't like.” Rita Pierson

“Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.”
Kevin Maxwell

“Teaching is not about the management of students to create an orderly classroom. Teaching is about building relationships with students to create a culture of learning.” Charity Stephens

“Every kid is one caring adult away from being a success story.” Josh Shipp

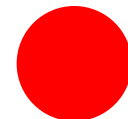


OUR RESULTS: ATTENDANCE

Percentage of Decrease in Absences
(absent more than 15 days)

Subgroup	2003 to 2013
All	-11.9%
African American	-12.6%
Caucasian	-11.4%
Students with Disabilities	-14.5%
Economically Disadvantaged	-13.7%*

*EcD Data through 2012



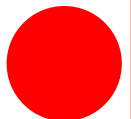
Striving to Reach and Motivate Students



OUR RESULTS: ATTITUDE

Percentage of Decrease in Referrals

	2009 to 2013
Decrease in All Referrals	-50%
Decrease in African American Referrals	-54%
Decrease in Caucasian Referrals	-43%
Decrease in Students with Disabilities Referrals	-67%
Decrease in Economically Disadvantaged Referrals	-44%



Striving to Reach and Motivate Students



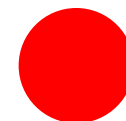
OUR RESULTS: ACADEMICS

AYP Subgroup Academic Achievement Percentage of Improvement

	Math	Reading/ELA
	2003 to 2013	2003 to 2013
All	+21.4%	+22.7%
African American	+33.1%	+33.8%
Caucasian	+15.5%	+17.3%
Students with Disabilities	+52.8%	+54.9%
Economically Disadvantaged	+18.4%*	+20.3%*

*EcD Data through 2012

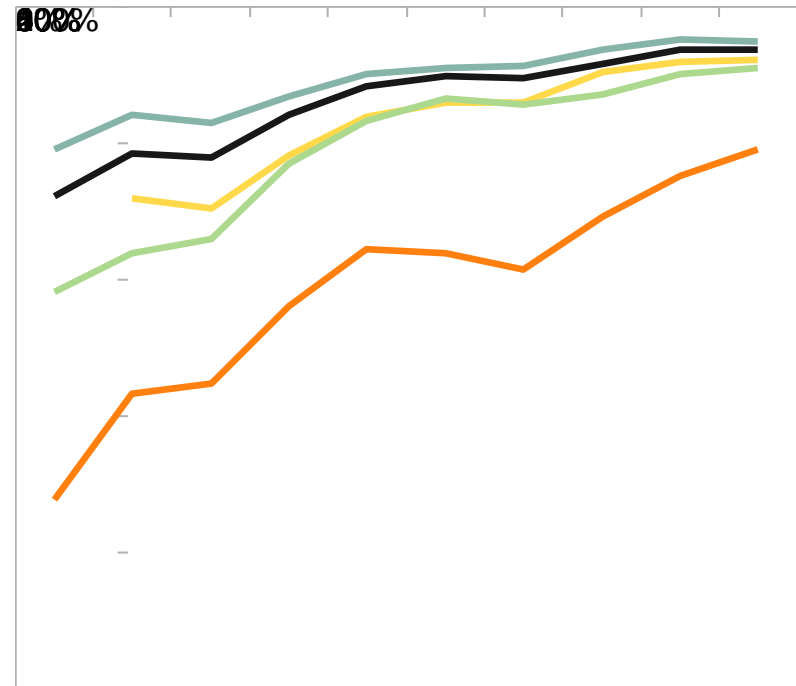
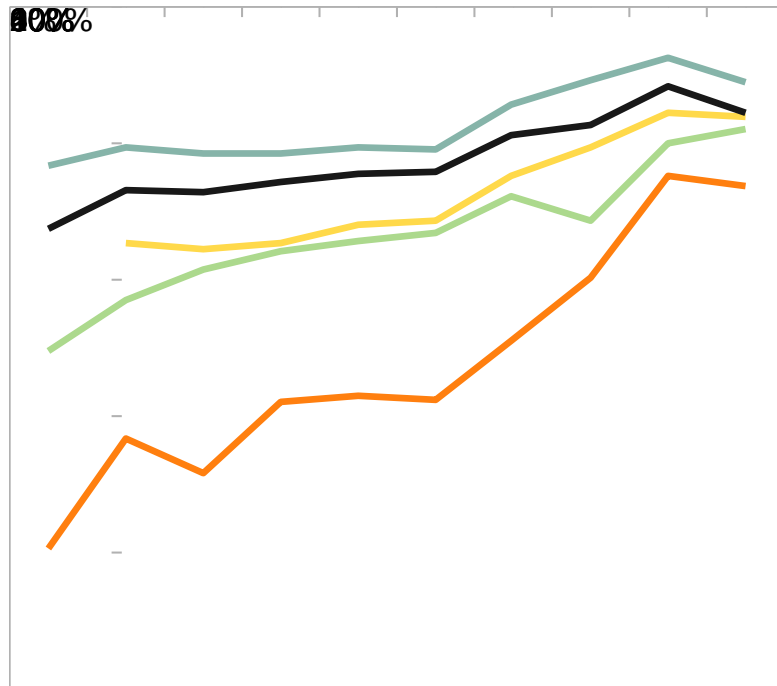
Striving to Reach and Motivate Students





OUR RESULTS: ACADEMICS

2012 Key Indicators Middle School CRCT Pass Rate, 2003-2012



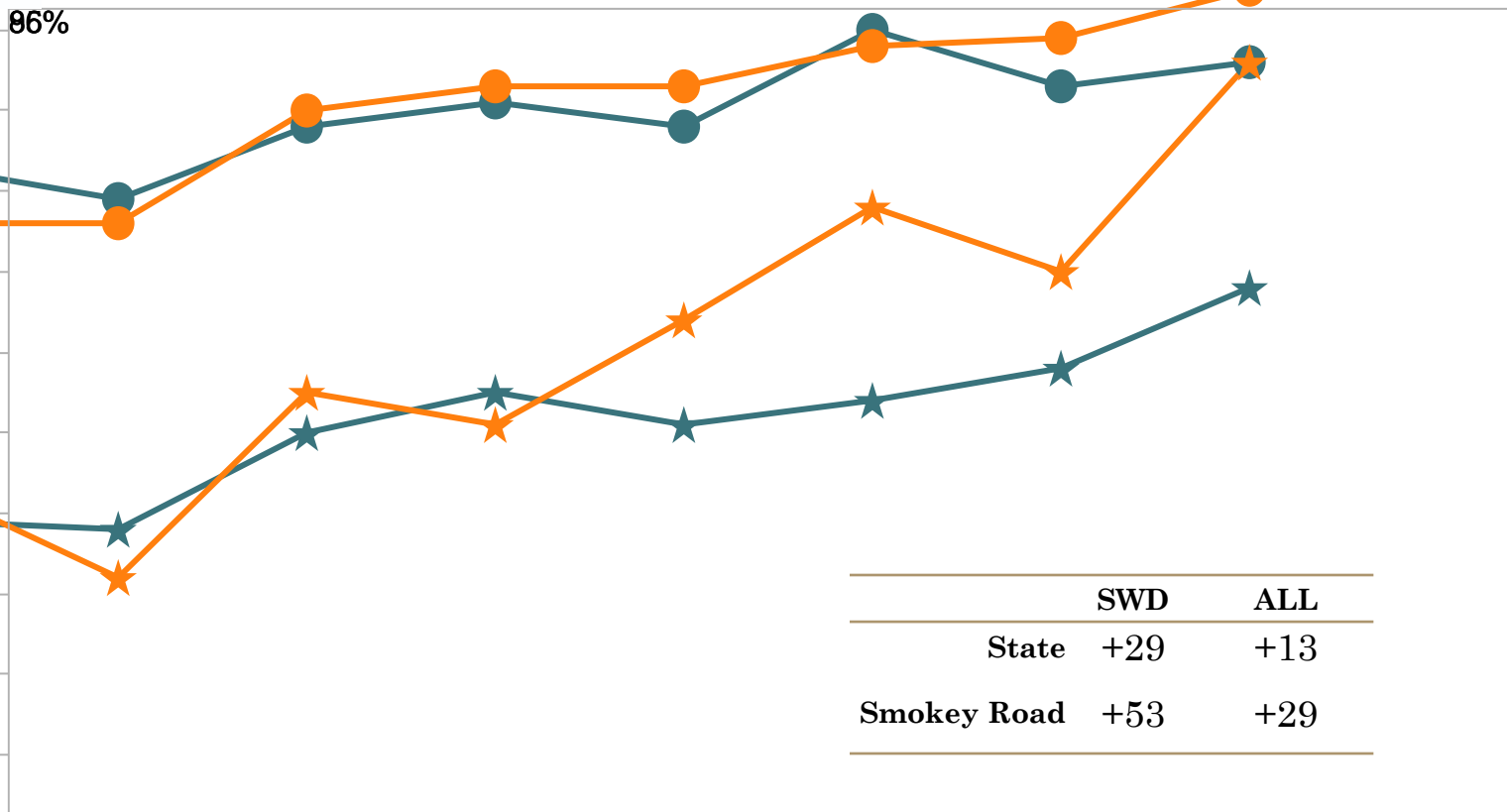
All
 Black
 SWD
 White
 Economically Disadvantaged



OUR RESULTS: SWD ACADEMICS

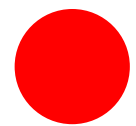
Grade Math, Smokey Road MS and State, SY 2003-04 - 2010-11

100%
100%



	SWD	ALL
State	+29	+13
Smokey Road	+53	+29

■ Smokey Road ● All
■ State ★ SWD



TRAITS OF HIGH PERFORMING SCHOOLS

“The Arizona Department of Education examined three years of statewide testing data to find the schools where students with disabilities improved academically year after year.”

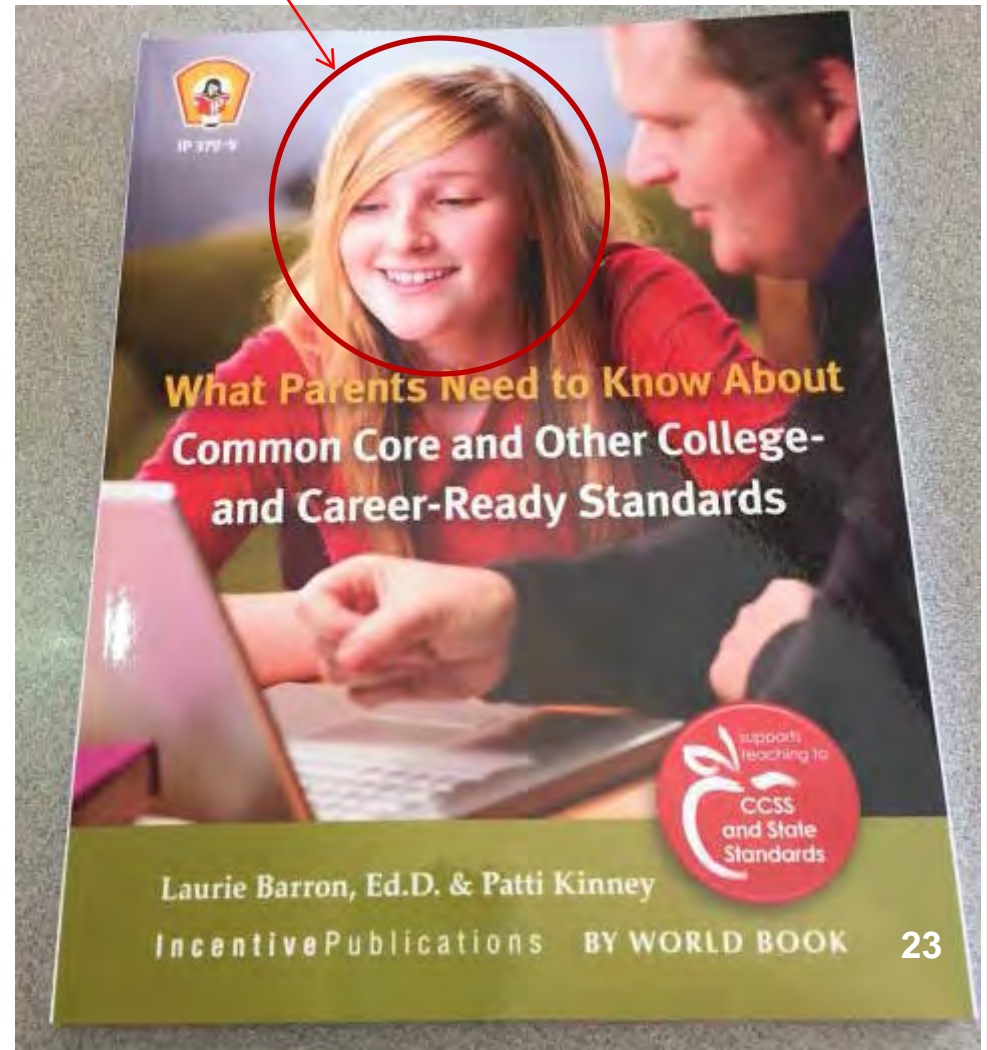
“I'm not taking my daughter to get serviced. I'm looking for a great school.”

- High Expectations
- Highly Effective Teaching Strategies
- Data Driven Decision Making
- Students Are Provided with Reteach and Enrichment Activities
- Students with Disabilities Receive Core Instruction in the General Education Classroom
- Effective Leadership

“Aha! Just as I suspected. A good school is a good school for all kids.”

RIGOROUS CONTENT STANDARDS

- Inform Parents and Community Members.
- Remain Positive. Don't Be Defensive.
- Be Prepared to Show It Works. Give Examples.
- Teach Kids before Content.

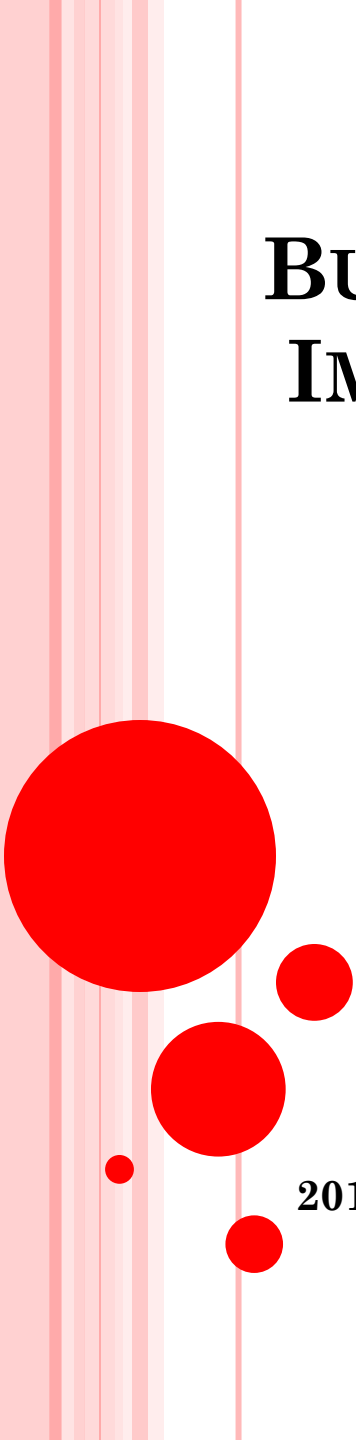


DO YOU BELIEVE IN STUDENTS?

MAKE A DIFFERENCE

- Build relationships. Teach with relevance. Demand Rigor.
- Treat all people with respect and dignity.
- Show passion and enthusiasm for working with students.
 - “Catch fire with enthusiasm, and people will come for miles to see you burn.” —John Wesley
 - Work to give students an experience like they’ve never seen before.
 - Be extraordinary.
 - Continue to prove to others that students from Illionis can and will perform with the best students in the nation and the world.

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