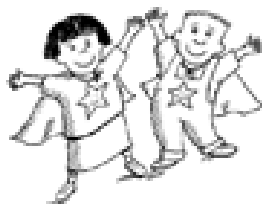


# **Administrative Strategies To Make AYP**

Dr. Jean M. Hall, Principal  
Jeannette Myhre Elementary  
Bismarck Public Schools

**Direct instruction is the dance  
between the teacher and the students  
to the music of the curriculum.**

(Fielding, 2007)



# Common Practices of High Performing Schools

1. Effective principals who hold students and teachers to the highest standards/expectations
2. A comprehensive needs assessment based on the performance of children in relation to state academic content and achievement standards.
3. High quality teachers
4. Parent involvement
5. An assessment plan that includes screening, diagnostic, progress monitoring and outcome (NDSA) assessments (if you don't test, you don't know what to teach)
6. Effective, research-based methods and strategies
7. Internal and external support and assistance for teachers, administrators, and staff
8. Professional development that is aligned to needs
9. Effective, timely assistance to students who experience difficulties
10. Time: 90-120 minutes of direct reading instruction for annual growth

## Now what?

### Annual growth:

- 90-120 minutes of direct instruction for Reading
- 60-90 minutes of direct instruction in Math  
(The 90 minutes might include calendar activities)
- Direct instruction includes teacher modeling and guided practice.
- Direct instruction DOES NOT include worksheets, sustained silent reading, spelling, and in-class seatwork.

### Catch-up growth:

- \_\_\_\_\_ minutes of direct instruction?
- Instructional time must be proportionate to the deficiency and must target the deficiency sub-skill.

## References

North Dakota Century Code 67-19-01-35 pages 21-22  
Accessed on the ND Department of Public Instruction website  
[www.dpi.state.nd.us](http://www.dpi.state.nd.us)

Annual Growth, Catch-up Growth (2007)  
Lynn Fielding, Nancy Kerr & Paul Rosier pgs. 174 & 180 (included with permission)  
The New Foundation Press  
114 Vista Way  
Kennewick, WA 99336  
Phone: 509-783-2139  
Fax: 509-783-5237  
ISBN: 978-0-9666875-2-1

No Excuses: Lessons from 21 High-Performing, High Poverty Schools (2000)  
Samuel Casey Carter  
The Heritage Foundation  
214 Massachusetts Ave. NE  
Washington, DC 20002  
Phone: 900-544-4843  
[www.heritage.org](http://www.heritage.org)  
[www.noexcuses.org](http://www.noexcuses.org)  
ISBN: 0-89195-090-7

Forms for recording beginning of year baseline assessment information by class

Forms for recording progress monitoring for fluency and retell