Who We Are

Access Educational Management Corp proposes to assist secondary schools in developing a reading to learn and writing to learn system of instruction that leads to sustainable school improvement structure and an attuned secondary staff with a process and set of procedures that will result in data-driven decision-making that is based on students' results.

We see professional staff development in reading and writing as an opportunity to ignite school wide responses that help students improve their competence in reading, writing, and mathematics and that deepen their understanding of the content areas they study. Our approach is comprehensive and effective.

We use only venerable reading and learning strategies that have met level 3 research status which includes:

1. Scientific experiment conditions that have been overseen by researchers and the findings of the research have been published in research journals

2. Research validation of the reported scientific findings by a number of additional researchers who replicate the initial studies to test their effect on different populations and in different settings

3. Widespread or system wide implementation of the process in real time settings where the findings are replicated.

Our approach is validated by learning science and research from the domains of cognitive science, learning theory, and reading and writing research.

ACCESS Educational Management

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Providing effective and practical learning solutions for reading and learning challenges within urban secondary schools

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Access Educational Management Corporation specializes in teaching Reciprocal Teaching strategies and in providing solutions for learning problems—especially learning problems that plague urban secondary learners.
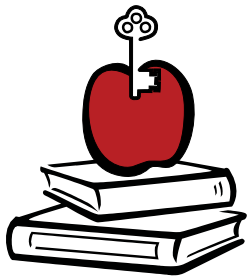
Why We Are Needed: Secondary Reading Improvement Requires Expertise

The significance of language and its role in promoting learning and competency in reading is that learning--all learning--is a language-based activity that involves the utility of four language arts skills: listening, talking, reading, and writing. Teachers teach and students learn primarily through language.

Language can be conceptualized as having two categories: Receptive and Expressive

Receptive language refers to anything heard, or read while expressive language refers to what is said or written. Classroom language includes teacher talk, videotapes, films, all sorts of reading materials and textbooks. As they learn, students usually listen a lot, read some, and talk a little. It is important to keep in mind that oral language (speaking and listening) is the first thing children learn. Written language (reading and writing) skills develop later.

Accordingly, in classrooms where the instructional models employ the reliance on one or two as opposed to all language arts, or a classroom that relies on students to read independently and write independently require students to perform in the very areas of language development in which they are likely to be less competent, like reading and writing as opposed to listening and speaking.

The critical issue underlying the above discussion is that students learn more easily when greater meaning is attached to the learning and takes place when all the language skills are involved in classroom activities. In other words, the content of curriculum to be learned must be presented within a context of both oral and written language. Students must have the opportunity to learn through listening and reading (the receptive modes of language) as well as through speaking and writing (the expressive modes).

Thus desired for optimal improvement in reading ability is an instructional methodology that integrates all language skills and relies on these as mechanisms for promoting learning and reading improvement. Learning research clearly indicates that students must discuss new concepts as well as listen to lectures; they should read about these concepts as well as write about them. Two additional language arts were added to the preceding four to represent visual language such as videotapes, computer shows, digital shows, and films (viewing) and showing language in manner different from traditional text like books, essays, paragraphs, etc., for example, a poster or a computer graphic (displaying).

Today, the language arts comprise all six: reading, writing, speaking, listening, viewing, and displaying. The current goal of effective instruction is to integrate all six of these areas into content area learning.

A. Needs Assessment
  i. Assess Students,
  ii. Self-Assessment of Teachers
  iii. Self-Assessment of Staff
  iv. Self-Assessment of Administrative Team
  v. Aggregate Results
  vi. Create Professional Staff Development Plan Based on Staff's Identified Needs
      1. For school staff
      2. For individuals or Small Groups

B. Analyze reasons for gaps in student performance against state standard
  i. Conduct Root Cause Analysis With Staff
  ii. Aggregate Results
  iii. Select Root Causes School Can Address
 iv. Identify school's academic goals and goals related to academic goals

C. Create Tiered Response to Intervention Structure
  i. Level One: Classroom Interventions School-wide
  ii. Level Two: Interventions for High Needs Students
  iii. Level Three: Interventions that are Behavioral, Clinical, & Academic for Students

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We Guarantee Your Success
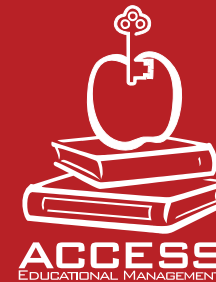
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PHASE TWO: Development of Leadership Team

A. **Develop Principals and Leadership Team**
B. **Five Dysfunctions of a Team**
   a. Engage Whole School Staff in Learning Dialogue about Teams
   b. Implement General Comprehension Strategy for Whole Staff\Engage Whole Staff in Team-Building Activities
C. **Engage Staff in Reading and Discussing Precepts from The Fifth Discipline**
   a. Engage Staff in Initiating & Sustaining a Learning Organization (Senge)
   b. Clarify the steps and processes in a Smart Accountability Process
   c. Engage Staff in Smart Accountability
D. **Instructional Leadership**
   a. Review National & International Standards for Instruction
       i. Center on Instruction
       ii. Self-Directed Learning Skills for Students
       iii. Career Clusters National Framework
       iv. Big6 Information, Technology Skills
   b. Implement National Recommendations for Instruction
   c. Monitoring Instruction Processes
   d. Performance Plans for Teachers
   e. Developmental Level Plans for Teachers and Staff (Corrective)

Access Educational Management Corporation specializes in teaching Reciprocal Teaching strategies and in providing solutions for learning problems—especially learning problems that plague urban secondary learners.

PHASE THREE: Develop School-Wide and Community Supports for Achievement

A. **Orchestrate a Laser-Like Focus on Student Achievement School-Wide**
B. **Develop Leadership Team's Understanding of Effective Instruction**
C. **Develop Instructional Leaders: Literacy, Math, Content Areas**
D. **Develop and Scaffold Teachers**
E. **Develop & Implement A Writing Across The Curriculum Program**
F. **Develop and Implement A Writing Assessment Mechanism**
G. **Develop Student Learning System**
   a. Reading Study Skills
   b. Writing Study Skills
   c. Thinking Process Maps
H. **Develop & Scaffold Students in Self-Directed Study Skills & Thinking Process Maps**
I. **Develop and Implement Parent Involvement Plan**
J. **Develop and Implement Community Involvement Plan**
K. **Develop and Implement School Climate Based on International Invitational Standards**

PHASE FOUR: Expansion of Curriculum

A. **Integrate Common Core State Standards Across All Levels**
B. **Refine Instructional Competence of Teachers**
C. **Instill 3 Phase Instructional Model for Content Areas**
D. **Develop and Implement Reading, Writing, and Thinking Across The Curriculum**
E. **Integrate Career Clusters National Framework into Content Area Learning**
F. **Integrate Big6 Information and Technology Literacy Standards into Content Area Learning**
G. **Develop and Implement Backwards Design Process**
H. **Develop and Implement Continuous Improvement Progress**
I. **Analyze and Evaluate for Continuous Progress**

" Providing effective and practical learning solutions for reading and learning challenges within urban secondary schools "

ACTIVITY	PRODUCT(S)	CONCURRENT ACTIVITY
Review of students based on an analysis of available data and development of student profile that identifies students' strengths and that identifies the apparent needs of students that are obvious based on analysis of the data.	Development of school-wide student profile that springs from analysis of the available data that shows student strengths and needs.	Identification of **Student Development Review Committee** tasked to work with facilitators and develop interim intervention plan to jump-start student learning, create structures to address students' unmet needs, and review and assess student progress using progress markers that reflect weekly, monthly, quarterly, and annual assessments.
Detailed review of required academic standards & analysis of gap existing between desired results and current results	List of academic standards and their targets	N/A
Detailed analysis of existing school improvement plan to determine its parallel to the obvious needs of students that were identified based on the analysis.	Identification of gaps in school improvement plan in terms of the unmet student needs identified.	Identification of **School Improvement Committee** tasked to work with facilitator to modify school improvement plan to include interim interventions and actions designed to jump start student learning via a response to intervention framework. Committee also tasked to oversee implementation of new interventions as monitors who provide regular reports to school staff regarding impact of interventions.
Development in Reciprocal Teaching as main jump start intervention; scaffold teachers and promote higher student achievement while staff engages in process to create data driven system that will sustain itself.	Intervention system that is tiered and that provides tier one interventions (research-based strategies that impact all students), tier two interventions that impact students with extreme needs, and tier three interventions targeted to students needing clinical interventions or other specific interventions.	Modified school improvement plan with targeted interventions and correlating actions that are tiered and that are implemented school wide.
Review of Jump Start Interventions with school staff and development of targeted implementation plan.	Identification of departments' roles in supporting jump start interventions, and identification of specific courses targeted to implement interventions.	Identification of **Departmental Review Committee** tasked to collect data related to interventions and review the same in departmental meetings to determine the impact of the interventions; reporters who share information in whole school meetings.
Identification of related standards required to achieve required academic standards	List of related standards that impact academic achievement of targets	N/A
Identification of academic and related standards and local standards established for each standard	Format for Data Wall that lists academic and non-academic standards for students and staff and that includes desired performance standard and review standard (monthly, semester, annual)	Form and structure of Data Wall; identification of repository of data and data archivist, development of data analysis team, creation of data wall for two locations: staff lounge or meeting room and public hallways.

ACCESS SCHOOL TRANSFORMATION AND TURNAROUND MODEL

ACCESS EDUCATIONAL MANAGEMENT

SMART ACCOUNTABILITY PROCESS

We
Guarantee
Your
Success

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ACTIVITY	PRODUCT(S)	CONCURRENT ACTIVITY
Administration of Root Cause Analysis Tool to determine staff's understanding of causes that result in the current performance	Individual survey per staff & combined results indicating school staff's identification of root causes	Review of research findings that identify common root causes typical of urban environments; synthesis of this research provided to staff; staff review and discussion of research synthesis, and synthesis of research compared to staff's identification of root causes; common areas targeted. Causes specific to locale identified and targeted.
Identification of strengths and abilities staff needs to help students close the gap between where they are performing currently and where they need to perform to meet identified standards.	List of skills and abilities needed to maximize chances that student achievement will increase to desired standards	Review of research findings that identify characteristics, skills, and abilities of staff required for maximal learning; provision of research findings related to how people learn, & content area learning strategies that have proven successful in increasing student achievement.
Administration of survey to determine individual strengths and weaknesses of staff.	Individual survey results from staff. Compiled survey results to identify common areas of strengths and needs, & development of a school profile.	Development of **Individual Development Plans** for each staff person that is targeted to their identified weaknesses.
Review of research findings to identify best practices related to (1) establishing a RTI framework, (2) developing and implementing school wide learning interventions, (3) using data to determine targeted learning interventions.	Tiered RTI Framework, establishment of review process and progress markers, identification of specific learning interventions, modification of school improvement plan.	Development of **School-Wide Professional Development Committee** tasked to synthesize information and create a **Professional Development Plan** that reflects the common needs of all staff and that provides support for individuals as they implement their individual development plans.
Creation of Parental Involvement and Notification System	Parental Involvement Plan and Parental Notification System	Establishment of **Parental Steering Committee** to implement parental involvement plan, ensure parental notification as required by legislation and school policy, and to expand participation of parents through use of research-based parental involvement strategies.
Development of public and private partnerships to include community involvement and to expand community support for the school.	Identified community partners with identified roles	Creation of **Community Involvement Committee** tasked to develop a plan to expand community involvement and support for the school.
Establishment of process for continuous improvement and sustainability.	Identification of cyclical process for reviewing and analyzing data and using the results of the data to inform actions of school staff.	Creation of **Continuous Improvement Committee** to initiate and sustain data driven smart accountability process.