

READS TO LEAD
LESC PRESENTATION
AUGUST 2015

CAPITAN ELEMENTARY SCHOOL

- Kindergarten – 5th Grade is about 205 students
- Kindergarten – 3rd grade is just over 130 students
- School Board allows us to keep kindergarten to about 12 students
- Reading Intervention coach shared with other REC IX schools – not employed by district
- Principal now starting 5th year in the building

Reads to Lead Funding - \$50,000

2014-2015

- 79% - various forms of Professional Development
- 21% - Reading Intervention Materials, Classroom library books, Parent Nights

2015-2016

- 45% - targeted Professional Development
- 54% - Reading Instructional Materials, Intervention Programs, Classroom Library Books,
- 1% - Parent Nights

PROFESSIONAL DEVELOPMENT

Professional Learning Communities (PLC) Conference

As a result, grade level teachers have designated time each week to meet. Principal is part of the designated PLC time every other week.

- ✓ *Data*
- ✓ *Behavior*
- ✓ *Instructional Planning*

Friday PD Sessions with Trainers

Time Stamping
You are invited to...
February 7th for...

READS TO LEAD
Join Us Friday, February 6th
Andrea Pacheco will be presenting 6 + 1 Traits of Writing. We have ordered each of you books to include:
6+1 Traits of Writing: The complete guide for the primary grades.
6+1 Traits of Writing: The complete guide for grades 3 and up.

Hope you can join us!!

After Lunch
Jana Shafer will demonstrate all of the ways you can incorporate Google Docs into your instruction to make your life as a teacher easier!!

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Reads to Lead
Date: March 7, 2014
Time: 8:30 AM

Come join us for a deeper look at PARCC...
Using your classroom text to identify informational pieces that can be used for...
pair them with text from the library, ideas. We will integrate scaffolding...
ident questions.
:00 **Break up into groups**
The group will focus on personalized...
on informational writing and CCSS
One group will use their texts to pair...
ces for informational writing.
:00-12:00 Lunch
:00-2:00 **Break up into groups**
Groups will switch roles from above
ings to bring:
ading Street
ad
CCSS or you can look them up on iPad

PARCC – Increased Rigor

- Power Writing – *Key informational pieces for writing paired with text, library selection, video...*
- *Scaffolding Instruction*
- *Developing Text Dependent Questions*

Close Reading Instruction

- Unpacking Text Meaning
- Examining and Analyzing Texts
- Focusing on word/sentence meaning
- Development of events and ideas
- Extracting evidence
- Making inferences based on facts from the text

Learning About Text – 3rd grade

2nd day of school 2015



Text Selection

- Understanding how to select multiple texts to pair with multimedia, newspapers, videos, artwork, primary and secondary sources
- Using Evidence Tables to select text.
Qualitative Measure Rubrics for Literary and Informational Texts

Text Selection Rubric

Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) – Version 5

Grade: Literacy Lesson/Unit Title:

Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Builds students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Balance of Texts: Within a collection of grade level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). Balance of Writing: Includes a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing, and speaking about texts. Addresses instructional expectations and is easy to understand and use. Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Includes a progression of learning where concepts and skills advance and deepen over time. Gradually removes supports, requiring students to demonstrate their independent capacities. Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5. Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>

Hard to Read – but it asks.....

I. Alignment to the Depth of CCSS:

- Targets grade-level standards
- Includes a clear and explicit purpose for instruction
- Integrates reading, writing, speaking, and listening so that students apply and synthesize advancing literacy skills
- Complexity band – vocabulary, text structures

And....

II. Key Shifts in the CCSS

- Reading Text Closely
- Text Based Evidence
- Writing from sources
- Academic Vocabulary

Not done yet...

III. Instructional Supports

- Cultivates interest
- Instructional expectations addressed and are easy to understand and use
- Challenges and engages students
- Integrates supports for ELL, SPED, or students well below grade level text band

And Finally.....

IV. Assessment

- Elicits direct, observable evidence of the degree to which student can independently demonstrate standard
- Unbiased and accessible
- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance

After the research and a 2 classroom field test – our elementary has purchased Expeditionary Learning’s CC Curriculum for ELA (Engage NY)



HOW ARE WE DOING?

2013-14 EOY DIBELS AT BENCHMARK

Kindergarten – 86% (31)

First Grade – 95% (21)

Second – 66% (23)

Third – 62% (20)

2014-15 EOY DIBELS AT BENCHMARK

Kindergarten – 76% (32)

First Grade – 77% (27)

Second Grade – 79% (22)

Third Grade – 71% (27)

HOW ARE WE DOING?

2013 – 2014 EOY DIBELS

WELL BELOW BENCHMARK

Kindergarten – 3% (1)

First – 0%

Second – 14% (5)

Third – 25% (8)

2014 – 2015 EOY DIBELS

WELL BELOW BENCHMARK

Kinder – 7% (3) (1) (0)

First – 6% (2) (2) (1)

Second – 7% (2) (0) (2)

Third – 13% (5) (5) (0)

LESSONS LEARNED

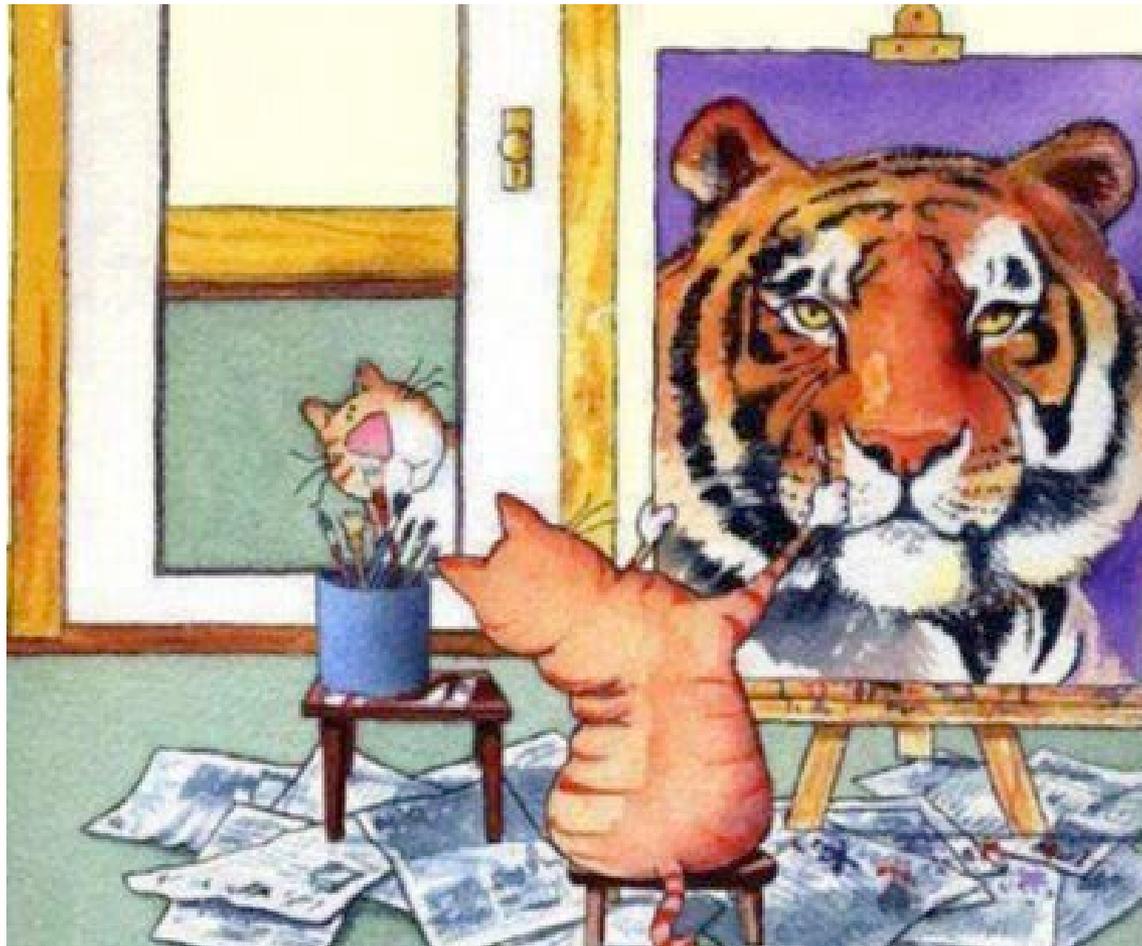
- PLC's are not always embraced, but entire staff needs to be trained together if all (most) are going to get "on-board" The collaboration resulting from effective PLC's is vital for success
- Principal must lead and help all to "stay the course" or all the PD in the world is useless
- SPED remains a concern (personnel and intervention strategies addressed)

- The biggest impact after all the training, intervention, and curriculum study is the teacher in the classroom – and the principal supporting that teacher, observing that teacher, and coaching that teacher to ensure that classroom instruction meets the rigor demanded of the standards.

THE FUTURE.....

- Training and Support on ELA Purchase
- Continued Monitoring
- *Need Support for Math*

We want our Tiger Cubs



To Have the Skills to Take on the World



Thank You