

Reads to Lead!

Presentation to New Mexico

Legislative Education Study Committee

Rio Rancho High School July 21, 2015

Bernalillo Public Schools

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Deputy Superintendent

Reads to Lead!

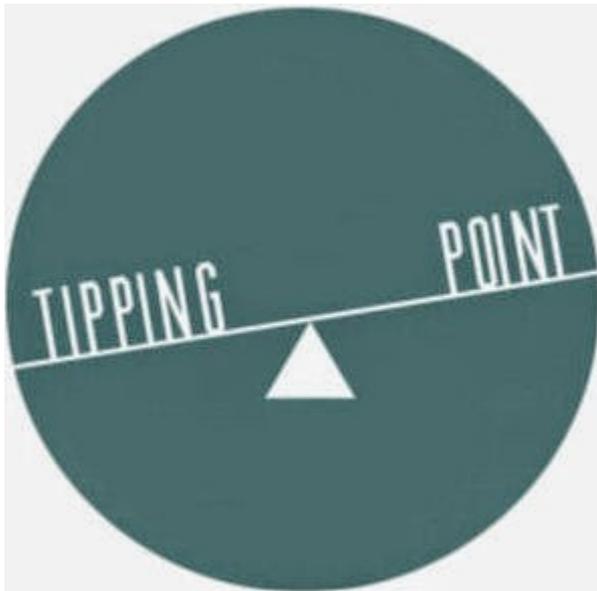
Bernalillo Public Schools

Impact to 6 elementary schools:

- ❖ W.D.Carroll Elementary
 - ❖ Bernalillo Elementary
 - ❖ Algodones Elementary
 - ❖ Santo Domingo Elementary
 - ❖ Cochiti Elementary
 - ❖ Placitas Elementary –(not Title I)
-
- ❖ Bernalillo Public Schools is A CEP District:
100% of Students receive Free breakfast and lunch

Approximately 55 K-3 classrooms who serve about 1,000 students annually receive direct and indirect benefit from Reads to Lead!

Reads to Lead!



Initial Award 2012-2013

Transforming K-3 Reading in Bernalillo Public Schools to a comprehensive model for Literacy Education.

Full implementation and proven results have sustained the model.

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- **2012-2013: \$379,760 Initial Award**
- **2013-2014 : \$87,133 + \$8,000**
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- **2014-2015: \$130,000**
- **2015-2016; \$130,000**

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- **Alignment with BPS District Strategic Plan**
- **Outcome: Increase number of students who are proficient in Reading by end of 3rd grade to 74%**

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Strategic Priority

- **Monitor progress of student reading proficiency with meaningful assessments at appropriate intervals and use data to determine instructional strategies to improve student progress**

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Strategic Priority

- **Utilize Professional Learning Communities with 100% of teachers, interventionists, instructional coaches and administrators as a collaborative practice to monitor and develop strategies to improve student progress.**

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Strategic Priorities align to *key Related New Mexico Funded Initiatives:*

Expand and promote **NM Pre-K** to ensure school readiness for kindergarten....

Extended year school opportunities for Kinder-3rd grade students through **K3 PLUS**

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District Leadership

Charting the course from the helm, monitoring the winds, the sails and the crew.

- Fiscal Responsibility
- Staffing in Place
- Communicating the Plan



Proudly Charting The Course for Success

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Principal Leadership:

Utilization of TIME as the most critical resource needed by teachers and students.

- 90 minute *core* instructional block
- Dedicated *Intervention* periods for identified students
- Time for collaborations and coaching

Understand what reading instruction looks like in the classroom and provide ongoing feedback to teachers.

“Progress & Accountability”

Create, monitor and sustain effective Professional Learning Communities that drive data driven instruction

Deploy Literacy Coach using Reads to Lead model

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Utilization of Funds:

- **1. Fund Literacy Coaches**
- **2. Fund K-3 Reading Interventionists**
- **3. Invest in Tier 2 Interventional reading curricula**
- **4. Purchases of non-fiction reading materials for early grades**

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Budget

- **2014-2015**
 - \$130,000
 - Salary of 1 coach
 - Salary of 1 Interventionist
 - No differences in budgets.
- **2015-2016**
 - \$130,000
 - Salary of 1 coach
 - Salary of 1 Interventionist

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- **Leveraging Funds to Support All District Title I Elementary Schools**
- **Title I**
- **Title II**
- **Impact Aid**
- **Real Results Grants**

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Professional Development

Programs Provided by PED

Programs Provided PED

- Intensive Literacy Coach training in initial 2 years
- DIBELS Trainers including on-site supports
- NM CC trainings
- LETRS

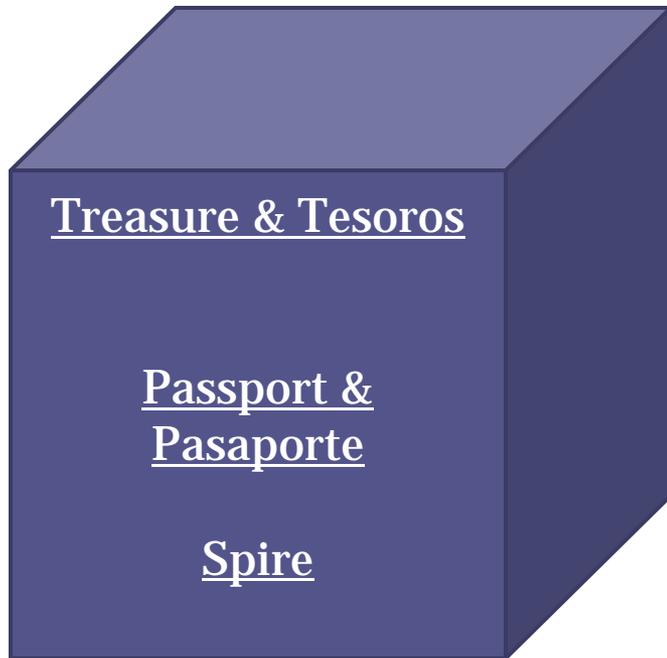
District Driven Professional Development

Formal Institutes including Depth of Knowledge
Questioning Strategies
Close Reading
PIT –PARCC Implementation
NM Common Core
PLC's
Use of Data
DIBELS

Mentoring Cycles for Individual Teachers

Reads to Lead!- Curriculum & Instruction

**Purchased Programs used with
Fidelity**



Models for Instruction

LETRS

Orton-Gillingham

TESOL

GLAD

SIOP

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Reading Interventionists:

Work with Principals and classroom teachers to identify students below proficiency levels using relevant data points

Ongoing Progress monitoring

Selections of curricula based on issues
decoding, fluency, comprehension

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Reading Interventionists

Average caseload 30 + students

Class size - 3-8 students

30/45 minutes daily

**Regular collaboration with classroom teacher,
parent, SAT team.**

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Assessments

DIBELS

Discovery

Common Formative Assessments

DRA

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Interventionists use data to monitor progress

Dorf Flu

BOY EOY Increase

71	96	25
53	70	17
61	115	54
81	94	13
55	79	24
72	87	15
74	91	17
69	87	18
58	84	26

66 89.2 23.2

goal 30

Dorf Acc

BOY EOY Increase

91	96	5
88	95	7
94	99	5
94	97	3
98	99	1
94	98	4
97	99	2
95	98	3
92	95	3

93.7 97.3 3.67

goal 2

DAZE

BOY EOY Increase

0	10	10
0	10	10
0	13	13
5	12	7
3	9	6
0	11	11
1	13	12
1	18	17
1	12	11

1.2 12 10.8

goal 11

STAR GE

BOY EOY Increase

1.8	2.5	0.7
1.7	2.4	0.7
2.5	3.4	0.9
1.9	2.8	0.9
2.5	2.3	-0.2
2.6	3.5	0.9
2.3	2.6	0.3
2.0	2.8	0.8
1.6	2.8	1.2

2.1 2.8 0.7

goal 1.0

Discovery % Correct

BOY EOY Increase

38	41	3
35	44	9
50	47	-3
44	47	3
26	44	18
38	44	6
38	53	15
41	50	9
44	32	-12

39.3 44.7 5.3

goal 10

Reads to Lead!

Interventionists use data to monitor progress

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goal 10

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Reading Coaches:

- ❖ Support and Guidance for classroom teachers in teaching or Reading, Writing, Use of Data, high yield strategies
- ❖ Conducting Professional Development-School/Grade/District
- ❖ Facilitating collaborative work in PLC's
- ❖ Collaborating with Team of District Coaches
- ❖ Modeling lessons and management
- ❖ Analyzing student data

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Reading Coach is Data Manager:



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Reading Coaches are ~~NOT~~

- ✓ Teacher Evaluators
- ✓ Substitutes
- ✓ Playground/Bus/Lunch monitors
- ✓ Unofficial Administrators
- ✓ Responsible for direct instruction of students

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Coaches and teachers in action.



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“Educate & Graduate”

The road to success begins with literacy achievement in K-3.

Demonstrated of commitment and investment by New Mexico through this initiative has been instrumental both philosophically and financially in strategically achieving our goals. *Thank you!*