




# South Kingstown Literacy Evaluation 2010-2011

School Committee Presentation  
September 27, 2011



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## To inform the district as to:

- The **current status and fidelity of implementation of the articulated programs/plans** and approaches to instruction in Literacy K-8
- Alignment with research based best practices in the **CORE program in Literacy**
- The **Tier 2/3 intervention**, procedures, practices, schedules, and instructional methods currently in use.
- The **strengths and challenges noted in instruction, scheduling, materials, professional development, use of data to inform instruction.**
- A **general analysis of the current data** that informs the effectiveness of these current interventions.
- **Suggested areas of focus** for future refinement of the program over a 3 to 5 year span.


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## Literacy documents and plans considered for this evaluation:

- **South Kingstown School Department RTI/PLP Framework/associated documents**
  - *Grade Level Parameters for Tiered Model*
  - *Documents to support RtI steps and procedures*
  - *A Framework for Alterable Components for instruction and intervention*
  - *District Assessments Matrix K-8 /Benchmark/PLP/RtI Criteria/Assessments in a 3 Tiered Model*
- **Writing Handbook K-8 with rubrics/other materials**
- **Common Core State Standards K-12 / Common Core Curriculum Mapping Project**
- **South Kingstown Technology Plan**
- **Standards Based Report Card Manuals**
- **Draft of South Kingstown Strategic Plan 2010-2015**
- **Rhode Island Criteria and Guidance for the Identification of Specific Learning Disabilities**
- **School Improvement Plans – Literacy goals**
- **Lab Classroom Materials – Folders on First Class**
- **Additional curriculum guides, GLEs, Outcomes/Benchmarks serve to compliment this document and are available.**
- **Grade 2 curriculum map**
- **DOK- Depth of Knowledge documents**
- **2003 Curriculum Map on First Class**


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## Implications for instruction outlined in these plans:

- There is the assumption of a **shift in thinking about teaching and learning in literacy** and in how best to support students so that ***all meet with success as readers at the earliest stages and become increasingly adept and skilled over time.***
- That in all cases the goal is to **increase student skills and the rigor of the curriculum offered.**
- That there are **research based strategies, programs, and materials** that should be the basis for instruction and intervention.
- That the **Common Core will provide an interdisciplinary curriculum map and a new focus on informational text and materials will be needed to support these themes.**

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## Implications continued:

- That **data driven decision making** is an imperative.
- That **RTI is a data driven process that is essential to deciding how to best effect growth** for some students.
- That there are **state and district guidelines**, procedures and processes that should be used with fidelity.
- That there are **guidelines for the percentage of students** that typically might be in each Tier as well as optimal timelines for interventions.
- That **intensive, supplemental instruction in reading should utilize highly trained specialists** in progressively intensive instructional tiers as necessary.
- That **collaborative teams** are essential and should be the engines that drive improvement at many levels.

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## Additional assumptions as to practices:

- That teachers should structure their classroom instruction to allow a **gradual release of responsibility** for learning to the student over time as appropriate for the level.
- That **the workshop model is an effective organizational and operational management structure** that serves this purpose.
- That highly **intensive guided reading instruction with imbedded formative assessments should be in place.**
- That instructional approaches are needed that support all students through **differentiation** within the classroom and the use of formative daily assessment “while learning”.
- That **writing** is used to persuade, respond, connect and analyze and that **frequency matters.**

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## And a few more:

- **That inclusion** of all students with few exceptions in the Core Literacy block is essential.
- That students with documented disabilities are a heterogeneous group and their **unique needs require supports and related services and teachers certified** and prepared to deliver specific instruction.
- That in order to communicate effectively, students need to be able to **listen and express themselves** orally as appropriate to the situation and/or tell what they know in a variety of ways.
- That “**new literacy**” and **21<sup>st</sup> century skills suggest** the increased use of technology in supporting instruction and that students should be able to **apply these new skills in a variety** of ways that they will use in the future.

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## Key Practice....

# #1



### Key Practice # 1-- District and School Leadership Current District Practices in Place to Support Literacy

**Is there evidence of:**

- Literacy Plans/documents available and aligned** with best practices, district and state goals
- An assessment plan that articulates the use of data** throughout the district to improve literacy and learning
- Curriculum articulation** in support of literacy instruction
- Strategic plans** for current initiatives and current professional development
- Budgetary support** for materials, staffing, collaboration, professional development in literacy
- Collaborative culture** evident through teams with established norms, a data-wise approach to instruction

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## Strengths: The Big Picture

- Data is in use throughout the district to improve literacy and learning.
- There is a growing understanding and use of inquiry process as teams are given time to meet and look at student outcomes.
- An assessment plan outlines a compilation of outcomes/benchmarks for each level.
- Strategic plans for current initiatives and current professional development are in place to support continued improvement.
- School Improvement Plans are aligned with district goals and are reviewed and updated annually at each school.
- The current RTI/PLP plan is well articulated, comprehensive and can be seen as absolutely informing the work of the schools and teachers as they support students in literacy.
- Principals in all schools are very involved in the delivery of literacy instruction and utilize district level parameters to guide their schools and improve teaching and learning.
- There is an understanding and use of SMART goals in planning.

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## Strengths: Plans and Approaches

- There is support for the Literacy Lab Classroom project that offers an understanding of the workshop approach.
- The new South Kingstown Standards Based Report Card provides valuable
  - *Writing Pacing Guide,*
  - *Criteria for Performance in Reading (DRA/PALS/AIMSWEB etc)*
  - *Outline of Common Core thematic units by grade,*
  - *Spelling standards and benchmarks by grade and time of year (based on the High frequency word list by grade),*
  - *Scoring rubrics for writing with associated mentor texts by grade for instruction.*
- Common Core documents are beginning to be used, and will be seen as a general curriculum guide in future and a resource for teachers.
- In addition, the associated GLES/Harcourt scope and sequence/2003 Curriculum Map are used by teachers. All are under review.

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## Suggestions: Leadership / Plans / Documents

- The addition of the **Common Core** Standards and themes is challenging. A plan for roll out should continue to be communicated.
- The Common Core articulates a more detailed **curriculum map** in reading skills and strategies for each grade level and this will be a welcomed addition.
- A revised **scope and sequence** will be achieved through the implementation of the Common Core. It would be wise to again communicate this.
- Articulate a plan for roll out for supporting the themes and the development of associated lessons to clarify the process for teachers.
- Lesson design should be focused on quality and facilitated discussions to assure lesson quality as these are developed for the themes might be warranted. **See Informational packet #2 - Resource**
- **Grade level binders** for each teacher of all relevant plans and associated documents for the grade is suggested (report card manual, lab classroom documents, assessment protocols, useful tools. Common Core Scope and Sequence, etc.)

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## Suggestions: Leadership / Plans / Documents

- Reinforce the reasons/research for moving away from whole group instruction that is prevalent in some classrooms. This might be given by principals and literacy leadership.
  - A clearer understanding of the status of Harcourt and what can be considered acceptable use of the anthology.
  - Courses or further staff development in DI should be planned .
  - **Revisit** expectations and offer consistent support for implementation in some areas in particular reader's workshop and writer's workshop
  - Revisiting and reinforcing the rich set of materials and resources generated through the Lab Classroom project would answer the question of what a reader's workshop model should look, sound and feel like. **Currently this approach is inconsistently utilized.**
- Clarity is also needed in the area of reading workshop to support:
- *a more consistent approach in terms of methods,*
  - *language use (purposeful teacher talk), materials,*
  - *organizational tools in use across grades and within grades.*

Resource: Informational Packet # 1

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## Key Practice....

# # 2



### Key Practice #2 : Materials/Budgetary Support

Is there evidence of:

- Systems and processes for addressing school needs in terms of instructional materials, technology infrastructure
- Available materials for teachers and students (all)
- Available programs and materials to support interventions for targeted students
- Available technology to support instruction
- Available support for Library programs

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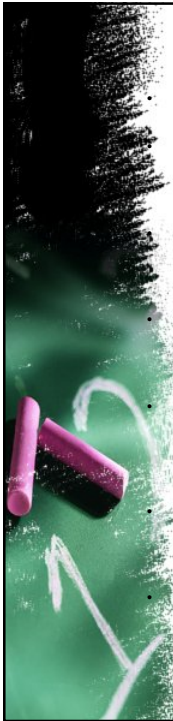
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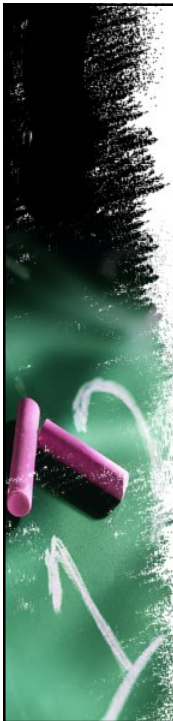




## Strengths: Budgetary support

- Budgetary support has been available to support literacy instruction.
- Amount of instructional materials and general supplies are very adequate in most instances minimizing the need to share at this time for most units.
- Classrooms are well equipped to support reading instruction in all instances, ( but some would benefit from further organization of materials and work areas).
- South Kingstown has most instructional tools that one could recommend in use somewhere already in the district for both the CORE and Tiers 2/3.
- Classroom libraries are evident in most classrooms and are generally comprised of bins of books by author, leveled books, chapter books, fiction / non- fiction trade books.
- School libraries generally have sufficient numbers of books for the level, with Peace Dale and the middle schools having the most robust collections.
- Library staffing is adequate in grades 5-8 and at Peace Dale.
- Book rooms are available and evident in some schools for teacher use.
- All ELA classrooms have sufficient readers, journals of different types for various written responses in the content areas, folders and binders for organizing student work, etc.
- Many anchor charts and informational bulletin boards are evident in most rooms to support student instruction, frequently in literacy, and occasionally with an emphasis on Math or Science.
- Teachers have a great deal of professional literature, resources and guides evident of the district's and/or personal professional development completed in literacy instruction.
- Support has been given to training and PD, especially in Wilson and in other new curriculums and approaches.
- Assessments have been purchased and are in use.
- Some technology is available at different levels of student access across the grades.

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## Suggestions: Materials and Budgetary Support:

- Classrooms: Have grade level meetings where the focus might be best practices in organizing materials for instruction. This could be done by building by grade *or by grade level across schools and then shared across schools. The purchase of such materials can then be made in a concerted manner.*
- Add or update book rooms, and organize books for each grade level in sets by reading level or theme to assist teachers in differentiating instruction, categorizing texts for specific instructional strategies or objectives.
- **Purchase materials that will be useful for the Common Core themes and having sufficient leveled readers for a theme**
- Refresh and add to their grade level collections, leveled books/ high interest/low readability/non-fiction, challenge books, multiple copies of non-fiction by theme across the curriculum, and texts for strategic comprehension group work in class for Tier 1, and Tier 2/3 students at all schools. In some upper grades, chapter books are particularly in need of refreshing according to teachers.

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## Suggestions: Budget Support/Materials:

- The Common Core includes an **extensive listing of suggested texts**. Working with the Librarians and or grade level focus groups, identifying needed texts to support themes as well as guided reading instruction is needed as will be the purchase of these.
- In addition, being sure to have on hand many of the **suggested texts for teaching writing traits as outlined in the Standards Based Report Card document** would be welcome. Organizing book rooms in the manner might also be done.
- Sets of books to support Literature Circles and themes might be added at the upper elementary and middle school level.
- An inventory to be sure that classroom teachers have what they need to do guided reading groups—i.e. letter tiles, white boards, easels... **A full purchase of all Foundations materials will be beneficial in this regard.**

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## Suggestions: Budget Support/Materials:

**Technology Suggestions:** Given a modest Technology Plan, and a restricted budget, the district has been challenged to add capacity.

- Some consideration might be given to exploring the addition of some computer **work stations/ laptops/ NIOS/ ELMOS/Netbooks in the K-4 grades**. When the district has added equipment consider having student access to Type to Learn in class.

- Additional licenses for programs such as A\_Z kids, Raz Kids, Brainpop, other online instructional programs and websites to enhance lessons,

### Libraries Suggestions:

- Libraries might receive additional funding to support subscriptions for all to use as mentioned above. Examples noted of professional resource subscriptions were IRA, Marshall Memo, etc. **Libraries could also hold site licenses for A-Z Kids, Brainpop, etc. that can be shared by all.**

- Libraries at many schools are understaffed.** If budget allows some additional time might be given to the smaller K-4 schools.

- Establish baseline criteria for a **classroom library at each grade** and the organization of these libraries as appropriate for the grade.

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## Key Practice....

# # 3



### Key Practice #3: Status of Core Program for Literacy Instruction – Tier 1

Is there:

- Adherence to the RTI/PLP Plan and other curriculum documents,
- A focus on high expectations for all learners aligned with developmental levels and academic needs
- Fidelity in regards to outlined approaches to instruction
- Adequate instructional time for ELA (all students)
- Instructional approaches and materials used in the Core curriculum
- Use of SBRI/Best practices in Literacy/Workshop Model
- Release of Responsibility models/Collaborative Groups
- Differentiated Instructional practices in Tier 1
- Modifications/ Accommodations of the Core Curriculum in general classrooms

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## Strengths: Instructional

- Reading teachers, special educators and classroom teachers work each day to provide quality instruction and give generously of their time.
- Teachers, as evidenced through observations and interviews, have an understanding and working knowledge of the literacy documents/the GLEs/the new report card/curriculum.
- There is evidence of the use of best practices in literacy to guide practice as teachers address the needs of the diverse learners in a number of classrooms at all schools.
- There is a cohort of teachers who have taken advantage of the work of the Lab Classroom project , as well as those who have worked to refine their approaches in a similar manner, in support of readers and writers workshop models.
- Teachers consistently supplement their instruction with rich literature available through their classroom libraries, book rooms, or the school Library.
- On average, the recommended 90 minutes per day for Literacy is adhered to.


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## Strengths: Instructional

- Teachers are trained in the use of writing traits (+1 Traits) and score student writing.
- The district writing plan is known and used.
- Writing workshop is in place in a variety of ways, there are writing walls for published work, some portfolios of work are evident.
- Students respond to literature using many types of reading response worksheets, commercial worksheets, and journals, notebooks entries, workbooks, etc.
- There is a wealth of high quality materials and texts used at all levels that support instruction in vocabulary, reading comprehension, strategic reading, spelling, writing, fluency, speaking and listening.
- Appropriate additions to the curriculum to address areas such as phonics are planned.


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## Suggestions: Instruction/CORE/Tier 1

- Students at the various levels might have greater similarity in their experiences in the organization of their work and resource to assist learning, study skills, personal organization, and foster the notion of independent learning. When a common approach in this area was evident, there was also **greater collaboration on that team or grade level noted and the teachers spoke to their efforts at collaboration**. This was not frequent however.
- Purposeful teacher talk might be a focus of observations of some classrooms and imbedded PD to discuss approaches.
- **Guided reading groups** focused on decoding were occasionally evident, but a clear approach to what a **guided reading session “looks like and sounds like”** by grade might be an area of focus. Modeling might be done by reading teachers.
- **Frequency and number of times a teacher meets with a target reading group or individual per week might be a topic for discussion (resource packet # 3)**
- Time for collaborative teams to meet to address learning needs, imbedding literacy work across the curriculum and the instructional areas as mentioned above. Grade level teams for the most part **do not deeply share their practice. Move beyond “collaboration light” to a deeper level of sharing and planning** (notion of refining the work load helps here).
- There is a suggestion that teachers revisit the curriculum as grade level teams to assure that **common tools, common language and teaching strategies** are consistent and **shared. (Imbedded PD)**, particularly as teachers try to understand and implement the workshop model and design lessons for the Common Core.

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## Suggestions: Common Core

- The addition of the Common Core Standards and themes is challenging.
- Collaborative work to design lessons and refine a new scope and sequence is an **opportunity**
- Learning by Doing- collaboration, norms, lesson design with the end in mind is an opportunity ! Focused and facilitated discussions to assure lesson quality ( DOK, themes, DI). **Resource packet # 2**
  - *More detailed curriculum map in reading skills and strategies for each grade level will be welcomed and achieved through the implementation of the Common Core over time.*
  - The development of **grade level binders as a teacher resource** with relevant district plans, report card manuals, information on AIMSWEB and other assessments, Common Core for the grade span involved, curriculum maps, Lit lab and literacy resources and other documents.
  - **Modifications/ Accommodations** of the Core Curriculum in general classrooms might be a focus of imbedded work (lesson study) or district level work (DI) as these lessons are developed. Consider developing binders for this in many subjects over time as a handy resource for teachers.

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## Reader's Workshop Suggestions:

- Use and review of the wealth of material available through the Literacy Lab site to inform best practices in readers workshop
- **Reader's Workshop** is an area of confusion as to how to do it for some, what the district sees as effective practice in this instructional method, and what teachers are interested in exploring (Daily 5)
- Revisit the gradual release of responsibility theories, conferencing, classroom set up, language (teacher talk), use of materials and tools. **Resource Packet # 3**
- There are exemplary classrooms in each building at various grades. Perhaps resume the Lab Classroom model with the addition of strong collaboration on teams.

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## Suggestions Phonics/Spelling

- **The addition of Foundations to K-3 is supported as it aligns with Wilson and offers a common vocabulary for instruction across Tiers.**
- Teachers agree that a second look at Spelling, and approaches to vocabulary instruction might be worthwhile. Foundations spelling program is suggested here for k-3. Options need to be reviewed for upper elementary.
- **Project Read** that may still be quite useful and suggested to continue as tools for instruction in areas other than phonics for Tier 1 (**in class by teacher**) and/or for instruction (**other than phonics**) for Tier 2/3.
- Phonics- Teachers are open to Foundations at most schools
  - *would like more training*
  - *an understanding of expected use in Tier 1 and 2*
  - *show how it aligns with Wilson, Just Words and serves the notion of the commonality of language*
- Foundations Materials – purchase ancillary program materials (alphabet charts, make words, fold outs) - Useful in:
  - *guided reading double dose in phonics*
  - *literacy stations to practice newly learned phonics skills.*

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## Suggestions: Writing

- There was a wide variety in the amount of writing evident in some classrooms. Monitoring the frequency and quality of writing particularly in grades 1-5 is suggested.
- **Traits** used are sometimes posted on walls for reference and sometimes not evident.
- **Tools** for students to use to help in writing varied, sometimes in their binders/folders, sometimes not (ex. Alphabet charts, Quick Word Booklets, High Frequency word lists, organizers, lists of words, etc.) .
- **Anchor papers** may or may not be used in many classrooms, but this was not observed.
- **Frequency and quality** of daily writing tasks should be enhanced and more frequent scoring of writing should take place by both teachers, and self- assessment by students ( in grades 3 and up) should be added.
- In writing, a wide variety of **organizational methods** are used (folders, binders, bins, cubbies, trays, etc.) at the same grades/team in the same schools.
- In grades 1-4, some classrooms had limited samples of student writing and were limited as to **lists of attempted topics, dated work, journal entries**, etc.
- **Conferencing**: Examples of teachers anecdotal record keeping on next steps for student instruction in writing was not seen, but could be in place. **Resources Packet #4**
- **Data** indicates that this is an area that might be enhanced, possibly at all levels or in many classrooms.

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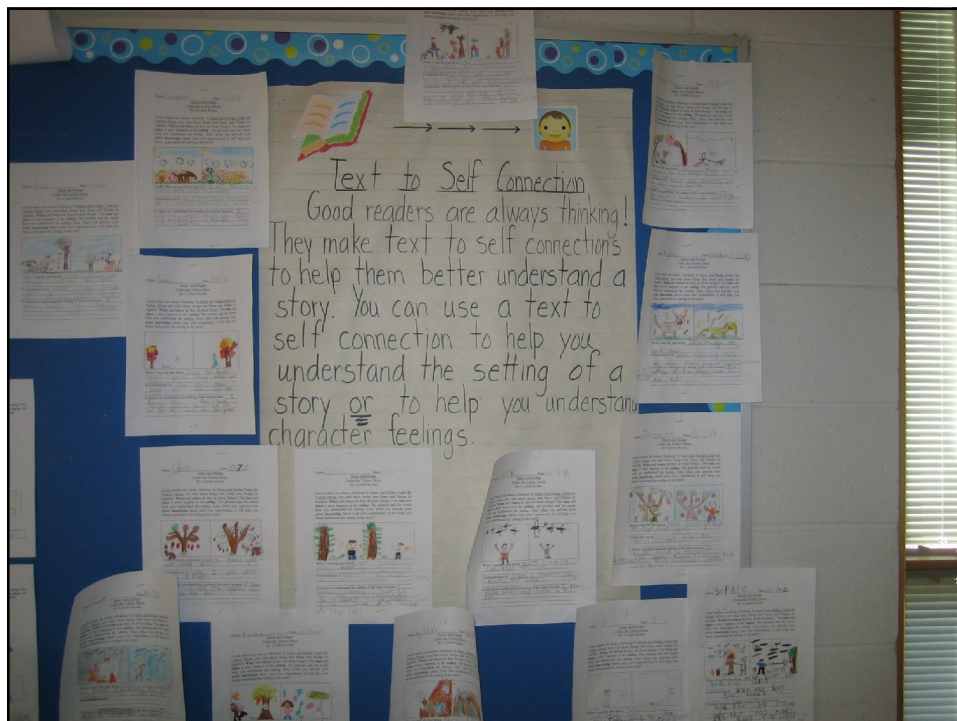
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Scientific Observation

I observed \_\_\_\_\_

I noticed \_\_\_\_\_

It reminds me of \_\_\_\_\_ because \_\_\_\_\_

When \_\_\_\_\_, it \_\_\_\_\_

At first \_\_\_\_\_ But \_\_\_\_\_

Now \_\_\_\_\_

I am curious about \_\_\_\_\_ I can connect this to...

It surprised me that... I found out that...

Think about this science question -

How does changing the slope of water change the speed at which it flows down hill?

How about changing the quantity of water?

Let's make a prediction would \_\_\_\_\_.

I observed the cold water stay in the vial and sink to the bottom.

This reminds me of when the water rose in our thermometer because the molecules expanded and contracted in our thermometers.

Common Core Curriculum  
Kindergarten  
Focus Standards

\*RI.K.2: With prompting and support, retell familiar stories, including key details

\*W.K.3: Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.

**The Three Little Pigs**

**Hester**  
The little pig builds a straw house and the big bad wolf blew it down. The second pig built a stick house. The big bad wolf blew it down. The little pig built a brick house. The big bad wolf couldn't blow it down. The pig eats the wolf up!

**Harry**  
The big bad wolf eats the pig at the beginning. The big bad wolf eats the second pig. At the end the big bad wolf can't blow down the house.

**Coofy**  
The wolf blows down the first house, then blows down the second house, then he doesn't blow down the third house. The wolf gets it!

**Leah**  
The first little pig builds a straw house. The wolf blows it down. The second little pig built a stick house and the wolf blew it down. The third little pig built a house out of bricks and the wolf couldn't blow it down. The wolf comes down the chimney and gets eaten!

**Quinn**  
The pig builds a house out of straw and the wolf blows it down. The pig builds the house out of sticks from the wood and the wolf blows it down. The pig builds

**2009**  
The wolf blows down the straw house. Then the wolf goes to the other pig's house and the chimney comes. At the next pig's house he takes a big breath, then another one and he still can't blow down the house. He goes out to see if he can see the chimney and the pig sits firm.

# DESCRIPTIVE WRITING

Descriptive writing is a picture made with words.  
An event, some information, or an impression is frozen in time.

**A Person**

```
graph TD
    subgraph A_Person [A Person]
        direction TB
        I1[Introduction] --> O[Outside]
        I1 --> In[Inside]
        I1 --> A[Anecdote]
        O --> D1[Details]
        In --> D2[Details]
        A --> D3[Details]
        D1 --> C[Closure]
        D2 --> C
        D3 --> C
    end
```

**An Object**

```
graph TD
    subgraph An_Object [An Object]
        direction TB
        I2[Introduction] --> P1[Part 1]
        I2 --> P2[Part 2]
        I2 --> P3[Part 3]
        P1 --> D4[Details]
        P2 --> D5[Details]
        P3 --> D6[Details]
        D4 --> C2[Closure]
        D5 --> C2
        D6 --> C2
    end
```

**A PLACE**

```
graph TD
    subgraph A_Place [A Place]
        direction TB
        I3[Introduction] --> A1[Area 1]
        I3 --> A2[Area 2]
        I3 --> A3[Area 3]
        A1 --> D7[Details]
        A2 --> D8[Details]
        A3 --> D9[Details]
        D7 --> C3[Closure]
        D8 --> C3
        D9 --> C3
    end
```

DESCRIPTIVE

**My Ideas List**  
I Can Write About...

back	Blank	Marsh	Dash
Back	dash	dash	dash
dash	dash	Dag	dash
dash	dash	dash	dash

Done

Not Done



## Key Practice....

# # 4



### Key Practice # 4- Successful Intervention Practices: RTI/PLP/Tier 2 and 3 Processes and Results

Is there:

- Support for a Tiered program using formative data to identify and guide instruction to foster the success of all students within the Core curriculum and through Interventions
- Instructional materials in use for Tiered interventions
- Intervention procedures/ schedules for identified students
- Location of interventions ( Tier 2 or 3)
- Additional targeted instruction or enrichment/extension.
- Collaborative Teams
- Status of an inclusionary model

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## Strengths: Tier 2/3

- The district has a high number of trained specialists (Wilson, Reading Recovery, Reading and Special Educators) which are vital to its continued improvement.
- Additional training is planned for any who have not had this opportunity or new hires.
- “Parameters for a Tiered Model” articulates the use of collaborative teams. This is supported through a team approach to the delivery of literacy instruction at each school.
- RTI as articulated is in place at all schools and students are serviced through this model given their academic need with general success.
- Consistent documentation of PLP, RTI plans, at all levels, with references to the needed academic intervention takes place regularly.
- Report forms for this have also been updated and refined this year and are in use providing greater consistency.

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## Strengths: RTI/PLP

- RTI Plan and Report Card documents have measurable goals, clear action steps, and requirements for the gathering and use of assessment data.
- Fidelity to the outlined elements of the RTI/PLP plan is high in many areas and should be a **cause for celebration**.
- A well articulated approach to tiered instruction is evident with:
  - *suggestions as to grade level criteria for learners for assignment to intervention via RTI or PLP,*
  - *articulated components of a tiered program in Literacy,*
  - *description of additional ideas and materials to adjust instruction, acceptable levels of Tier 1 success (at or near 80%)*
  - *the assignment of specially trained intervention specialists to provide instruction in Tier 2 and 3.*

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## Suggestions: CORE and Intervention Levels: Addressing the Achievement Gap


- There is a significant achievement gap that is shown through the data and should be a focus of intense scrutiny. It widens through the grades as shown in the data.
- A district level achievement gap committee might be considered if not in place, or a standing committee, who can add to its charge, should address this concern.
- This committee would be charged with further analyzing the data, as well as looking at current students from the different demographic groups to identify areas for needed improvement.
- This effort should be a focus for a vertical team K-12.
- School based teams should also consider this as a focus of inquiry for their levels.
- Look at the summer school program particularly in light of the goal of reducing the achievement gap and providing for summer services for students whose skills might decline over the summer. Criteria and program elements are unclear to this observer at this time.

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## Suggestions: Interventions/Tier 2/3

- Intervention blocks vary and are not always articulated in schedules as well as some limitations on noting optimal times for specialists to “push-in” for instruction in the literacy block in class. **Consider adding “in-class intervention blocks” as well as grade level “ramp-up”.**
- **Monitor at each school scheduling for intervention**, size of groups, Tier 2 and 3 inclusion in Core reading blocks and location of interventions (inclusion/ out of class, criteria and clarifications of Tiers) - all in a state of constant refinement at this point.
- Shared and find approaches to freeing up additional time for collaborative teams to meet to address learning needs, design and refine lessons, have time for analysis of RTI data and shared planning to support greater consistency across the grade, and from grade to grade.
- Consistency in forms used for all grades for PLPs should be reviewed, particularly in grades 7-8.


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## Suggestions: Intervention Tier 2/3

- At **some schools** intervention blocks do not begin until after NECAP. It is suggested that this be reviewed and the intervention of all kinds begins fairly promptly ( use spring data to begin).
- Teachers are interested in an overview of any Tier 2 intervention to foster the use of common language in reading instruction.
- Collaboration: Intervention specialists and classroom teachers should have time or structures in place to regularly share what skills have been mastered by the Tier 2 and Tier 3 students, so that they can hold those students accountable for that knowledge in reading and spelling in their general classroom work.
- Available data indicates that there is little movement to less intervention over time and that most students seem to stay in the Tier assigned (at least as far as the Sept – Jan information) or are increased to a higher level of service. However there is growth noted.
- A case study looking back at the length of time that these students were involved in Tier 2 interventions prior to further evaluation, and a review of these IEPs.
- At some schools the data shows a very unequal distribution of Tiered students into **some** classrooms. Some of this may be to facilitate efficiency in providing services or because of late arrivals after placements are completed. This is a challenge but should continue to be addressed.

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## Suggestions: Intervention Tier 2/3

- **Frequency of additional in-class interventions** for struggling students by the classroom teacher should be outlined as this should be the initial “dose” for many students in a targeted guided reading session during the literacy block. Differentiated Instruction lesson planning should be a focus of PD to assist teachers in this area.
- **Break down of the Literacy schedule in the regular classroom** to allow for specific intervention times within the Literacy block K-6, increasing efficient use of faculty could be improved in many cases.
- **Inclusion of interventions (Tier 2 or 3) in the general classroom.** Teachers might be encouraged to develop a space in their classroom (if it does not exist) for the specialist to work with a group and/or 1:1.
- It would be helpful to capture the lengths and the focus of the intervention by Tier in all documents year to year. Transition materials should be reviewed to be sure all information travels between levels.
- Consider further the team approach to service delivery by special education, reading and Speech language. Consider the notion of an inclusion facilitator as a redefinition of role for one or more special educators at a school.

**Resource Packet # 5**

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## Suggestions- Tools

- Students also use a **wide variety of tools to organize their literacy work** in general across the district and grades within and across schools.
- There is inconsistency in the availability of certain materials/texts in classrooms that might assist in student's optimal organization for learning and increase independence as a learner.
- In reading, there is a wide variety of response options - journals are used, loose leaf notebooks, little blank books, marble composition notebooks, worksheets, and loose papers, etc.).
- In Writing, a wide variety of organizational methods are also used (folders, binders, bins, cubbies, trays, etc.) at the same grades/team in the same schools.
- **Shared, grade level meetings might look at the variety of ways that students experience notebooks, folders, binders, as a place to respond to literature, hold their writing, and have tools to support their work easily available to them**
- The use of **Word Walls** is an area that teachers, reading teachers, and others agree would benefit from focused discussion and a second look at the plan for this and expectations for use.
- **Instructional charts** to support Literacy-CAFE, Strategies, 7 Keys, Writing Traits/Process, common alphabet charts, etc. on walls of classrooms varied considerably and in some cases limited references to literacy were evident.

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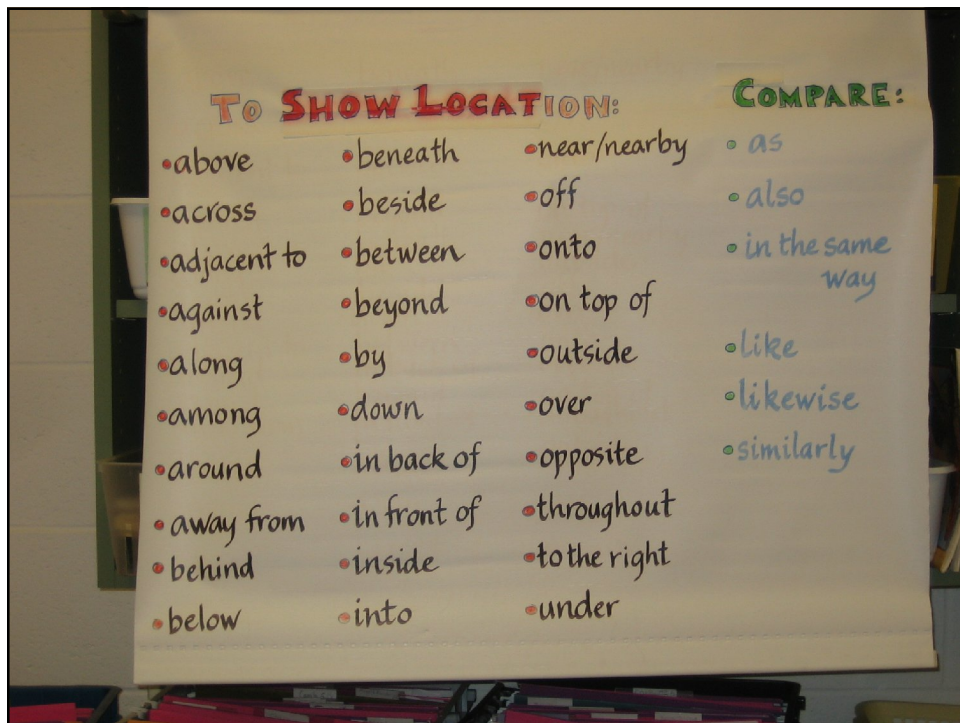
[Literacy Instruction](#)

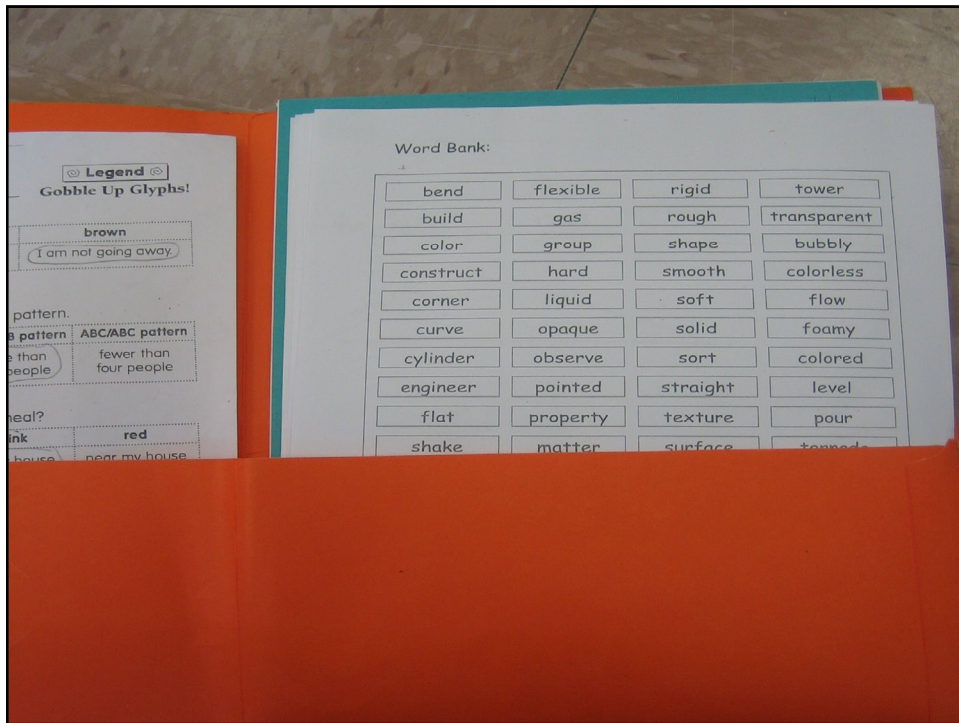
[Intervention](#)

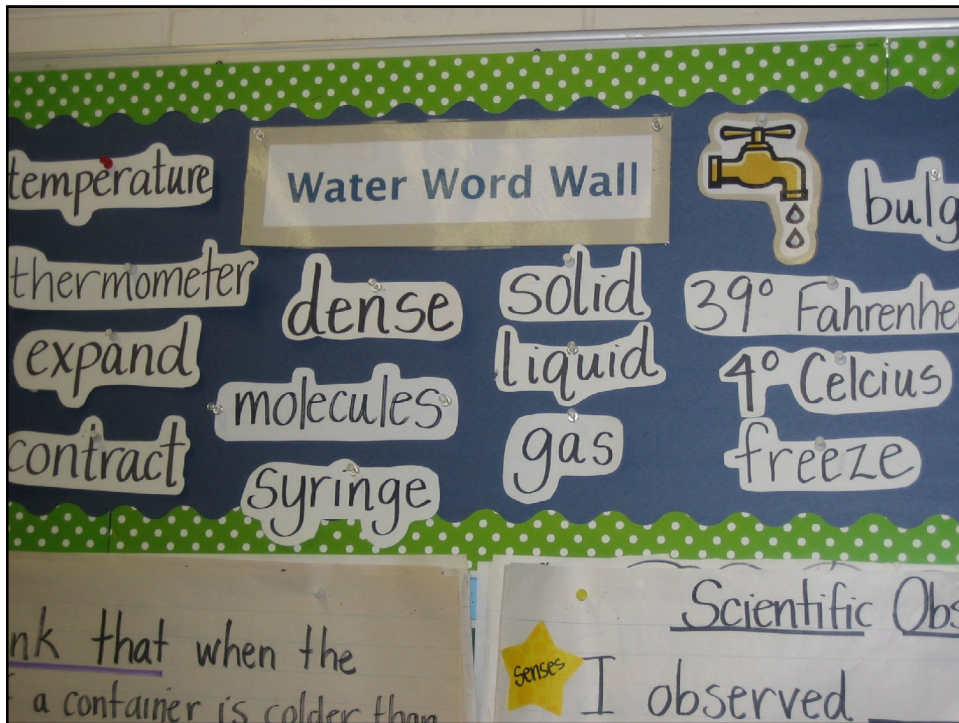
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## Key Practice....

# # 5



## Key Practice # 5: Assessments

Are:

- Assessment plans in place and is there an understanding of the use and importance of data as essential to effective instruction.
- Formative assessments used in daily practice in the general classrooms as well as in small group and Individual instruction (“while learning”).
- Formative, interim, and summative assessments in RTI and special education services used in planning for instruction and intervention.
- Teams skilled in the use of an inquiry cycle.
- Collaborative teams focused on analysis of student work.
- Growth/trends on an upward trajectory.

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## Strengths: Assessments

- Assessments are completed as outlined in the plans
- Assessments for grades K-5 are well outlined.
- Data is collected both on site and centrally.
- Data is utilized by all schools to inform instruction and plan for intervention when needed.
- There is an understanding of the importance and use of data system-wide as evidenced through interviews, discussion and observations.
- Common Planning Teams are looking at data with greater frequency

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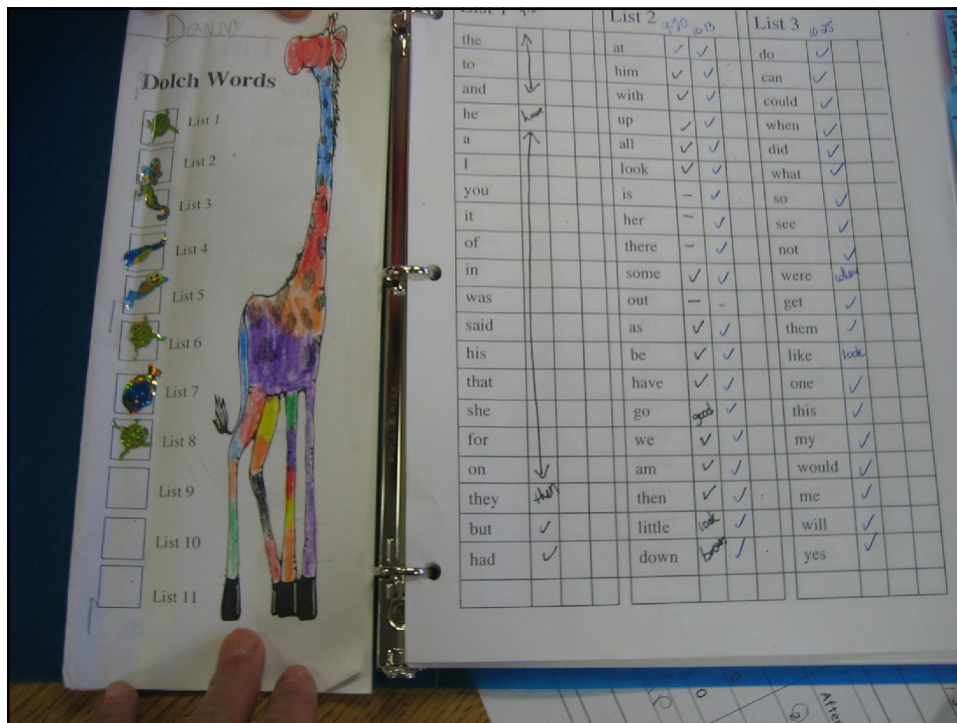
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## Suggestions: Assessment / Plans

- The district is in the "developing stage", as far as having a culture that is data wise and as defined by DuFour et al. this means many essential elements are in place but need further refinement.
- Common formative assessments need to be addressed at all levels 3- 8, but are particularly needed in grades 6 and up ( as noted on the current plan).
- A systematic procedure to enter and review data quarterly at a minimum and collect robust data given additional common formative assessments every 6-8 weeks might be planned at the Middle Schools. Intervention blocks or Ramp –up might then be added to the schedule.
- Regular use of the Quadrant template to assign interventions across grade level teams
- Regular use of Data Walls (through technology or by hand) in RTI/CPT meetings to show the aggregated and individual student data by grade/level might be routinely done at all schools.
- Teachers expressed an interest in a refresher on Running Records/ miscue analysis,
- NWEA/MAP data in grades 4- 5 would be useful, although the technology for doing this at the 4<sup>th</sup> grade level is a challenge. As grade 5 is at BRMS, and 6<sup>th</sup> does MAP, 5<sup>th</sup> should adopt this.
- Add to the Assessment Plan document (four times per year) the following: Running Records and/or Fountas and Pinnell benchmarks, District writing prompt with acceptable scores, benchmarked test/interim common assessments (CBMs), add spelling, with criteria for meeting benchmarks.
- Acceptable results on formatives should be at 80%. They should not be considered a part of the grade but rather data to inform next step instruction. This could have policy implications. Mid- terms can contain the same concepts and would show growth. This is particularly relevant in grades 5-8. .
- Discussion on how the district identifies students for challenge and enrichment might be considered.

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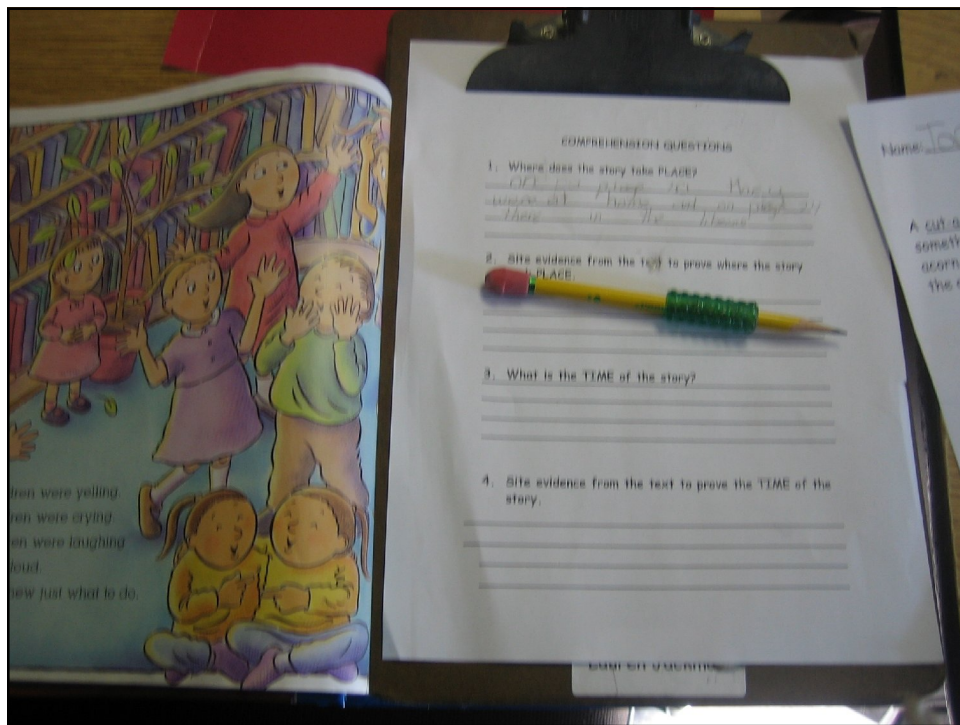
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*Key Practice....*

**# 6**





## Key Practice # 6: Status of Professional Development

Does professional development takes place with regularity each year and is it:

- Aligned with district goals.
- District wide and/or individually pursued and supported by the district as budget allows.
- Job embedded on site: Structures for collaboration are in place for sharing of instructional strategies, planning.
- Able to add to the certification status in Wilson/other methods to address the variety of student needs for all intervention staff particularly in Tier 2 and 3
- Focused on target areas for **all** certified staff over the last 3-5 years
- Evident in related Best Practices implemented as a result of PD in literacy

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## Strengths: Professional Development

The following have been a focus of recent PD:

- Instructional practices and training in Foundations, Wilson, Just Words, etc.
- Workshop Model, Lab Classrooms
- Professional development in Differentiating Instruction, teacher study groups, training in the administration of various assessments for learning
- Teachers have been given opportunities to explore technology through summer work, and study various new approaches such as the Daily 5, etc.
- Writing in Science, and Constructed Response
- New Everyday Math materials/ Foundations/Common Core work
- Ongoing work of district and school level teams:

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## Suggestions: Professional development

- **Further training** in Wilson is of interest to the few special educators who have not had the opportunity to get certified.
- **Additional training for support staff for significantly challenged students** may be of benefit.
- Meetings to allow **collaboration of best practices** between grade levels, SPED, reading specialists and classroom teachers might occur more often, and was strongly supported by teachers and faculty at all levels.
- **Overview of any new Tier 2 interventions** to foster common language and understanding for regular classroom teachers might be planned if there are questions on what is done in these out of classroom sessions.
- A deep discussion as to the level of **inclusion** in the district for students who struggle and ideas for increasing inclusion might be a topic first at the administrative level, secondly in collaborative teams, and then PD on co-teaching and collaborative approaches.
- Continue to offer **DI and CR (with rich texts selections)**. Teachers should be asking their peers, "How do you DI that story and lesson?" in PD that allows sharing of these practices.
- **Refresher courses in running records, miscue analysis, literacy continuum (strategies), discussions leading to greater commonality in vocabulary, spelling.**
- PD days to look at **student work** by grade (with protocols).
- PD on **co-teaching** and collaborative practices to assist working together as this is happening to a greater extent than in the past.
- **At BRMS PD on PLCs and the power of collaborative teams** as the engine for improvement and also to facilitate the melding of staff at 5<sup>th</sup> and 6<sup>th</sup> into a cohesive team in the second year is strongly recommended.
- **PD on language acquisition to support ELL students** and to inform vocabulary development in the process if not recently offered.

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## Suggestions: Professional Development

- Use of **PD days to allow for onsite work** to refresh book rooms, work in teams, and make materials more accessible, organized, and user friendly for teachers (requested).
- A barrier to professional development in South Kingstown is the minimum amount of time available given **contractual limitations** as far as the number of hours available.
- **Focus on bringing a shared understanding for all teachers (K-4) on the workshop model either as needed, or by grade levels on site, facilitated by district staff is a high priority for PD. As a part of this process, materials, anchor charts, instructional tools for supporting independent work, imbedded assessment, guided reading elements, writing in terms of frequency and expectations, and the use of Foundations would be a high priority for the coming year.**
- Meetings to allow for collaboration and sharing of best practices might occur more often between **reading specialists and resource room teachers (strongly supported). As they work as a team sharing students in many cases, having time to become a cohesive intervention team on site is suggested**
- **Meetings to allow for collaboration with like departments/specialists** ( reading with reading, special education with special education including OT, Speech/Language) might occur more often both at the school and district level
- **At CCMS, the development of common formatives**, interventions based on this data and ways of organizing CPTs to look at data every 8 weeks is recommended. If of interest and, if the district has the funds to bring in a trainer on **PLCs, staff from CCMS and other schools may care to join.**
- Professional development to address the **achievement gap is warranted**, given district results clearly show a trend downward for students of color, low SES, and special ed over time.

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## PD / Collaboration

Further the development of effective teams.

- Articulate norms and make sure they're followed – for example, We question our assumptions, beliefs, and actions; We go beyond the surface; We respectfully challenge viewpoints; We agree to disagree without being disagreeable; We zoom in on the real issue. SMART goals.

- Create common assessments and lessons so that looking at results won't foster defensiveness on the part of individual teachers. Collaboration heavy ( not light).

**Common Core Lesson Development:** refinement suggestions -

- Add higher level thinking skills- DOK, Blooms

- Sample format with revised Taxonomy Planning Format

- Suggested: Add technology – as noted in report and available online and through library sites

- Suggested: Add common formative assessments for unit, skills (items, open or constructed responses)

- Consider working towards becoming a Professional Learning Community and all that it implies (PD would be needed) .

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**Intervention Flowchart**

Student identified through screening as not meeting grade level benchmarks

Developing an intervention plan

**Targeted Supports**

Small group instruction with teacher and support

Individualized instruction with teacher and support

Monitoring and adjustment

Understand why and what is not working

Adjust intervention and/or supports

Monitor progress and adjust as needed

Document and report progress

Communicate with parents and other stakeholders

Re-evaluate and adjust as needed

### Grade 5 - Grade level mtg. topics

- Six Traits writing resources revisited
- Snapshot of whole school calendar to get big picture to help w/ long term planning (ELA-math) \*
- Make: take math
- Analyze math formatives (question quality: balance of test) / Power stand.
- 1x/quarter gr. 4/5 meet together for consis.
- Who is on the PD com?
- Math- relook @ pacing: Quarters breakdown (diag) Q2 W 1-4 (revis) end of year very tight
- Ways to integrate Science/SS into math: ELA
- Data/decision making (Kristen M) Intervention (balance Reading: math intv)
- Essay writing (How is it going?)
- Yr. long curric. writing map
- Math Curric → Hodge Podge (lack of flow)
- Math pacing map
- Assessment binders for both ELA & MATH is Sept!
- Share Laura Candler w/all breath of fresh air. (Book bought for whole school)

### Grade 4 - Grade mtg. topics

- Problem Solving 2nd half of yr.
- Scoring MY problem
- Writing Scope: segue Report Writing
- Snapshot of whole sch big picture: to help w/ long term
- Analyze math format power Standards.
- 1x/quarter 4:5 meet discuss for consis
- How to set goal - where, how, why, when, who, what, how often
- Common Core Str
- How to integrate into ELA/math
- Scheduling - E management Team
- Report Card (m)
- Math Intervent



## Additional resources:

**Readers Workshop** – Resources on guided reading, grouping, etc. Literacy Lab folder items and listing- emphasis on reinvigorating the use of this site and materials, goal setting evidence through SIPs and additional resources to support reader's workshop and guided reading.

- Questions to Guide Discussions
- Lesson Planning- Literacy Lab and other
- Planning chart for guided reading lessons
- Sample guided reading plans based on fluency measures– IRA
- Flexible Grouping techniques
- Independent Reading and Conferencing-packet
- Record of Reading- Fountas and Pinnell – keeping track of guided reading, independent reading, etc.
- Gradual Release of Responsibility Items
- Sample pages from Daily 5/First 20 Days (Fountas and Pinnell)
- Instructional Strategies
- Lab Classroom – listing of resources that should be revisited
- School Improvement Plans- evidence of goal setting in this area

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## Resources:

**Varied resources and reviews of materials in use or that could be considered** (example SOAR to Success)

- Online tools and resources (with additional from Lit Lab site to bring attention again to this site) - content based rubrics, web 2.0 resources, sites that support literacy instruction
- Reading A-Z- funds requested for fuller implementation by teachers
- FCRR – research on Read Naturally, Soar, etc.
- LD Online- reviews of programs like Wilson
- Learning today online listing of Intervention materials by sample grade
- Intervention Central – academic intervention resource listing
- List of Areas measured by some tools – Student Progress site listing
- Lexile information that may be of interest

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## Resources:

Resources for writing:

- Carnegie Strategies- research based practices that effect achievement
- Articles on Collaborative writing practices
- Record of Writing – Fountas and Pinnell (sample to show need to keep anecdotal records during Writers workshop)
- School Improvement Plans – writing goals
- Goal setting self-reflection
- Samples from Writing in Science

Data Use:

- Data- Driven decision making chart
- Kim Marshall article- Conditions for Successful Interim Assessments
- Handy RTI/DI overview
- Looking at Student Work
- Dufour- Collaborative Culture through High Performing Teams
- Norms sample
- Small group interventions

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## Key Practice....

# # 7




## Key Practice # 7: Parent Communication and Involvement

What is the level of Parent Involvement and opportunities for parent engagement that foster the knowledge and actions that aide in their contribution to their child's achievement.

Are parents involved in:

- Parent meetings
- The IEP/PLP process /planned interventions
- Additional planning to facilitate student growth through home activities
- Information sessions/ reporting status
- Parent volunteer programs at school sites

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## Strengths: Parent Communication/ Family Involvement

- Parent meetings occur at all schools.
- Newsletters are colorful and informative and are distributed from the school and from teachers.
- Email is used to communicate often with a number of parents in some classes.
- Information is sent to parents in a timely fashion to explain interventions and instructional changes as well as phone calls, etc.
- Additional planning to facilitate student growth through home activities occurs
- Fall information sessions/ report cards and conferences occur.
- A great deal of information is on the district website, and library websites. Most schools have posted their School Improvement Plan and other information.
- Volunteer activities occur with parents assisting the schools in myriad ways through the PTO, assistance with events, etc.
- At one elementary, parents have brought in I PADS to support integration of technology.
- CARES volunteers, while not necessarily parents, are important contributors to the schools and support clubs and in class.

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## Suggestions: Parent Involvement

- Over time **some teachers and schools** might work to further develop **classroom websites** to enhance communication between home and school.
- There seemed to be few parent volunteers in classrooms during observations at the schools, although there were instances of this observed and teachers spoke to it. This might be considered in certain blocks, such as writer's workshop, helping with copying books (A-Z reading for example), Paired Reading events, etc.
- If needed, explore the level of communication and parent involvement in Tier 2 and Tier 3 interventions (PBIS/PLP/RTI plans and meeting results).
- Parent should be fully informed and involved in supporting their student to maximize effectiveness of interventions at any level of RTI/IEPs.
- Parent programs on a variety of topics that are informative should be scheduled if not in place at this time (limited data on this). These could be district or school based programs.

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## Questions and further thoughts.

