

Reading Starts on the First Day of School

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McNary Heights
ELEMENTARY SCHOOL
MAIN
ENTRANCE



McNary Heights

- 670 Students
- 72% Free and Reduced Lunch
- 49% ELL
- 3% Special Education
- 58% Hispanic
- 34% Caucasian

Why Start Testing the First Day?

- Data is available to validate if students maintained their academic level from previous year.
- Use data to determine which students need more skill reinforcement
- Use the data to review placement so walk-to-read instruction can start right away

TIMELINE

- 2002-2003
 - CORE Team
 - Visited Schools of Success
 - Instruction
 - Materials
 - Use of Time
 - Looked at Instruction at our school
 - Developed a plan
 - Implemented the plan in the spring
- 2003-2004
 - Started the year with all areas of instruction working in the same area of the building.
 - Added Reading Renaissance to every grade and asked each teacher to teach 30 minutes from the program.

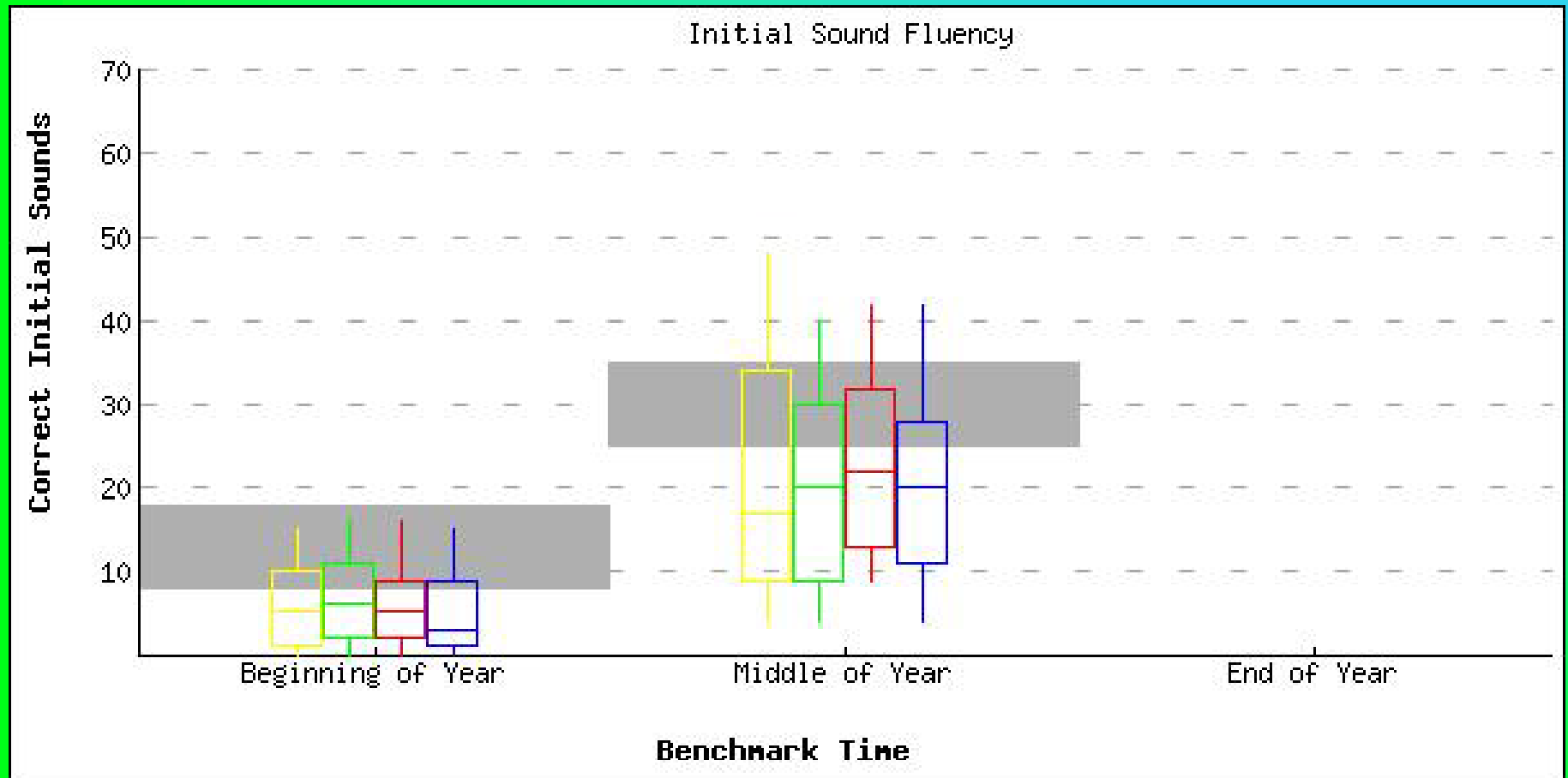
TIMELINE

- 2004-2005
 - CORE Team continued to meet
 - Applied for Reading First Grant
- 2005-2006
 - Implementation of Oregon Reading First into our K-3
 - Using the School Wide Beginning Reading model
 - Spring of '06 added 4th & 5th into the process.

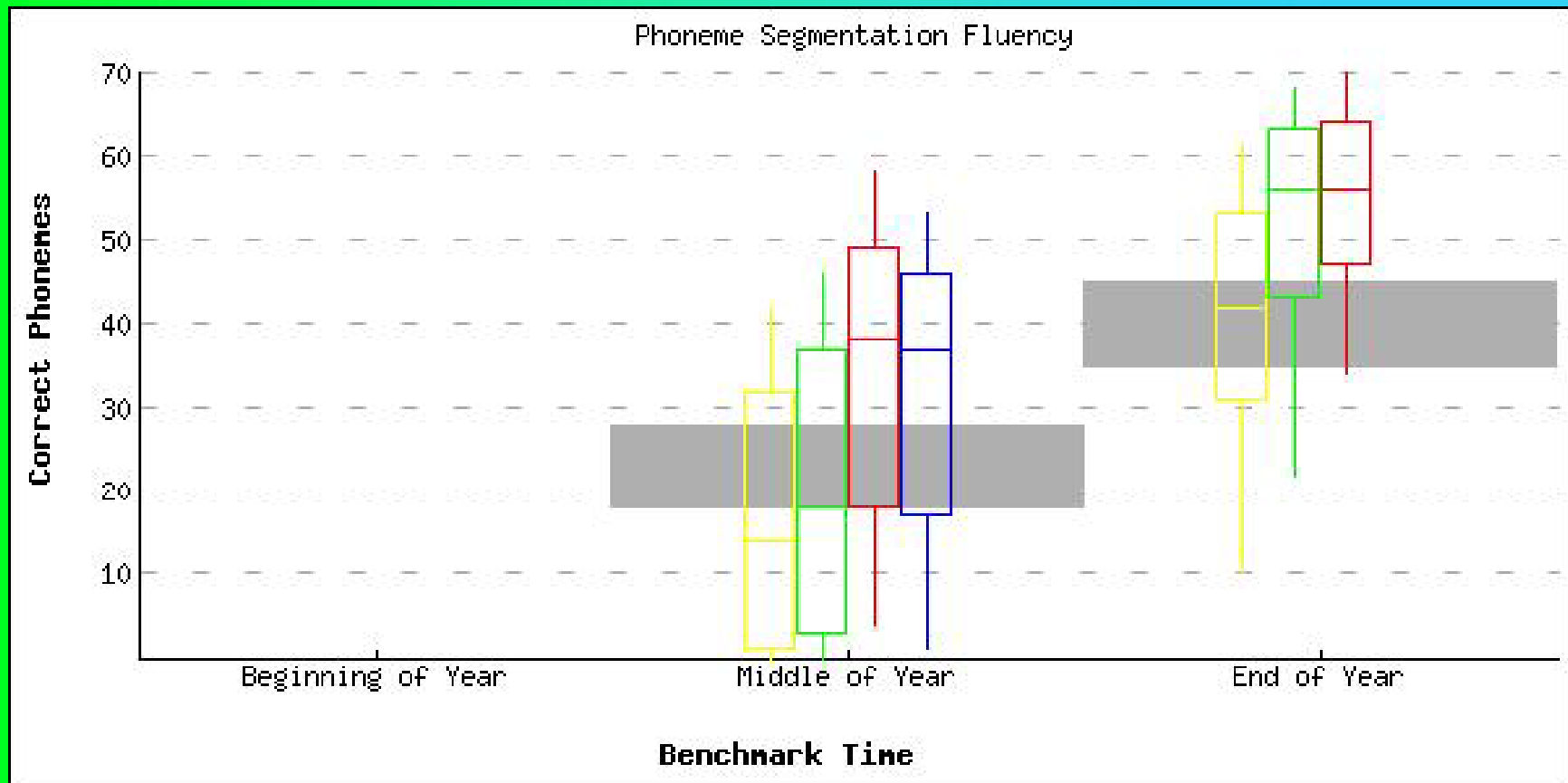
TIMELINE

- 2006-2007
 - Refined the Reading program in our school
 - Began to look at Literacy Plans
- 2007-2008
 - As a school in Grade Level Meetings Finished Literacy Plan
 - Spring of 2008 took the Plan before the school board and it was adopted as Board Policy

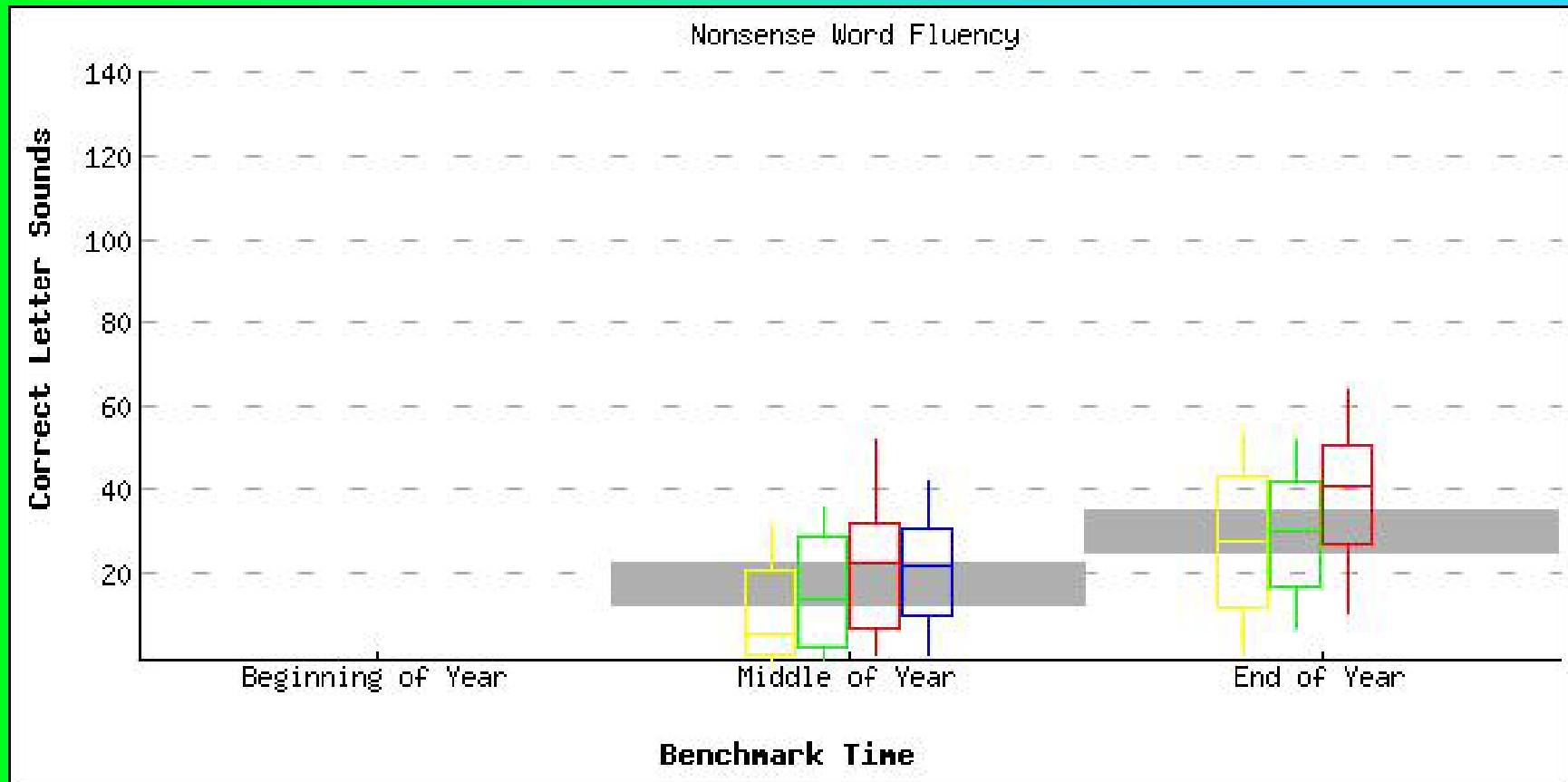
Kinder.



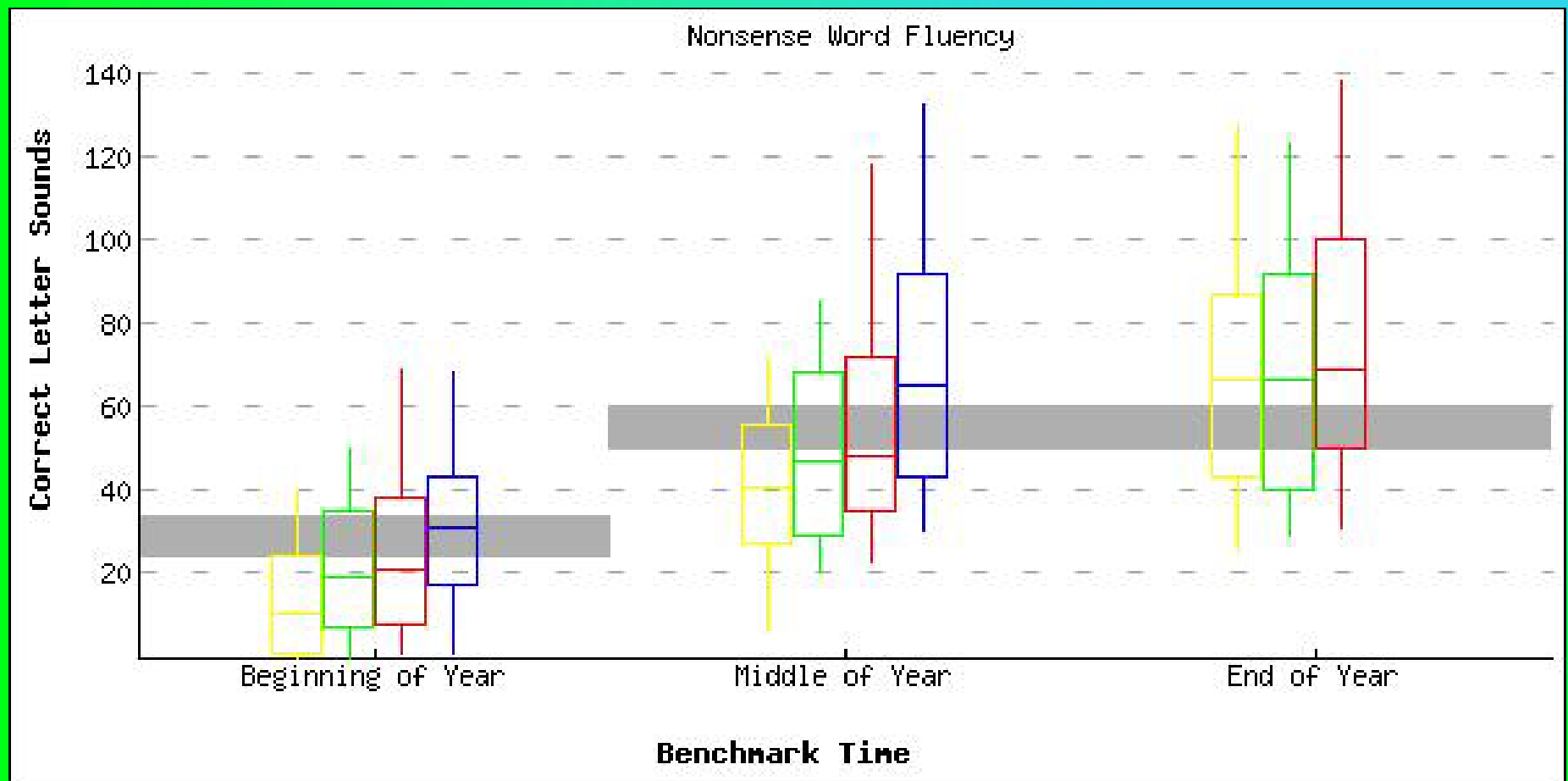
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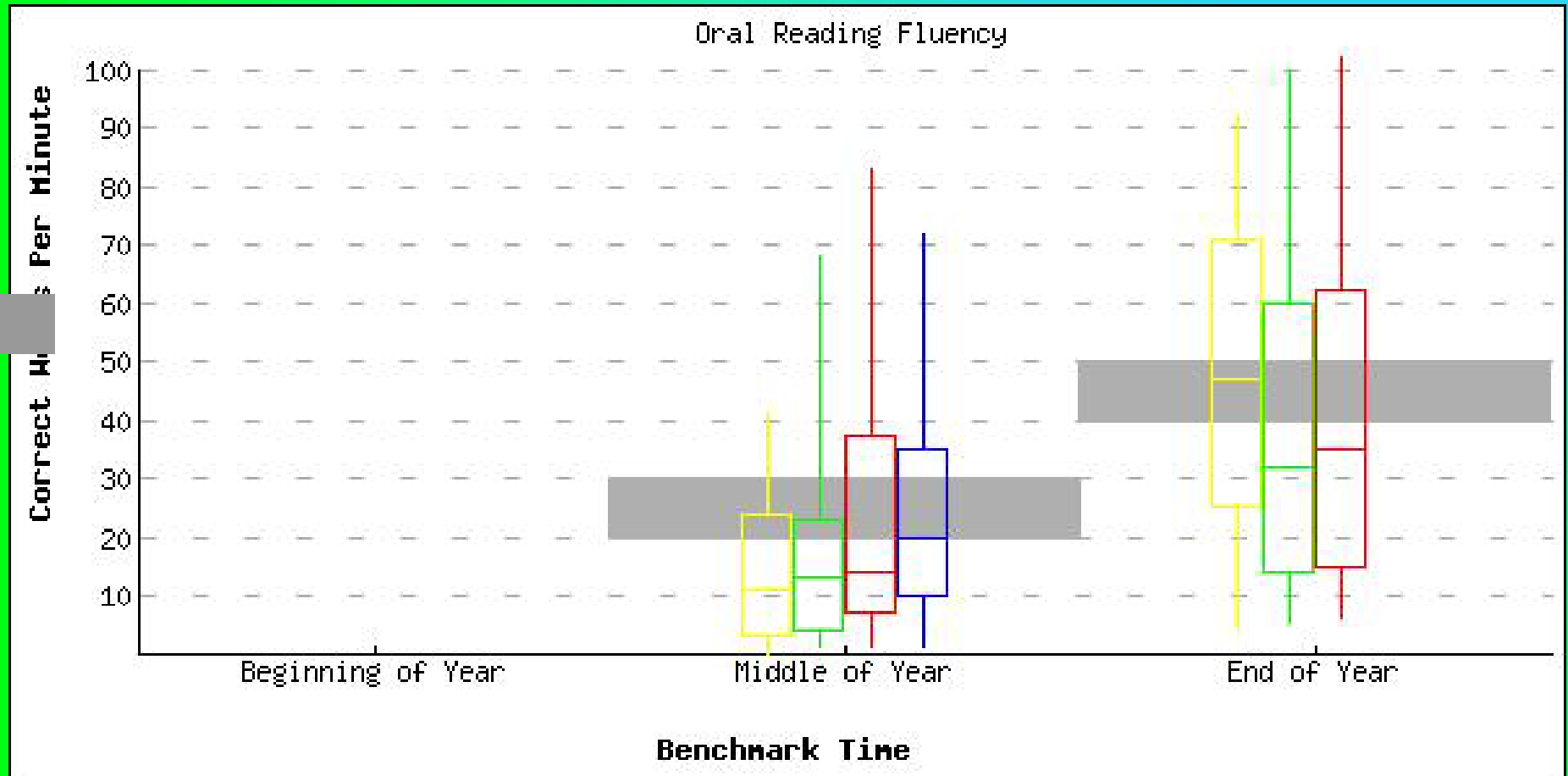
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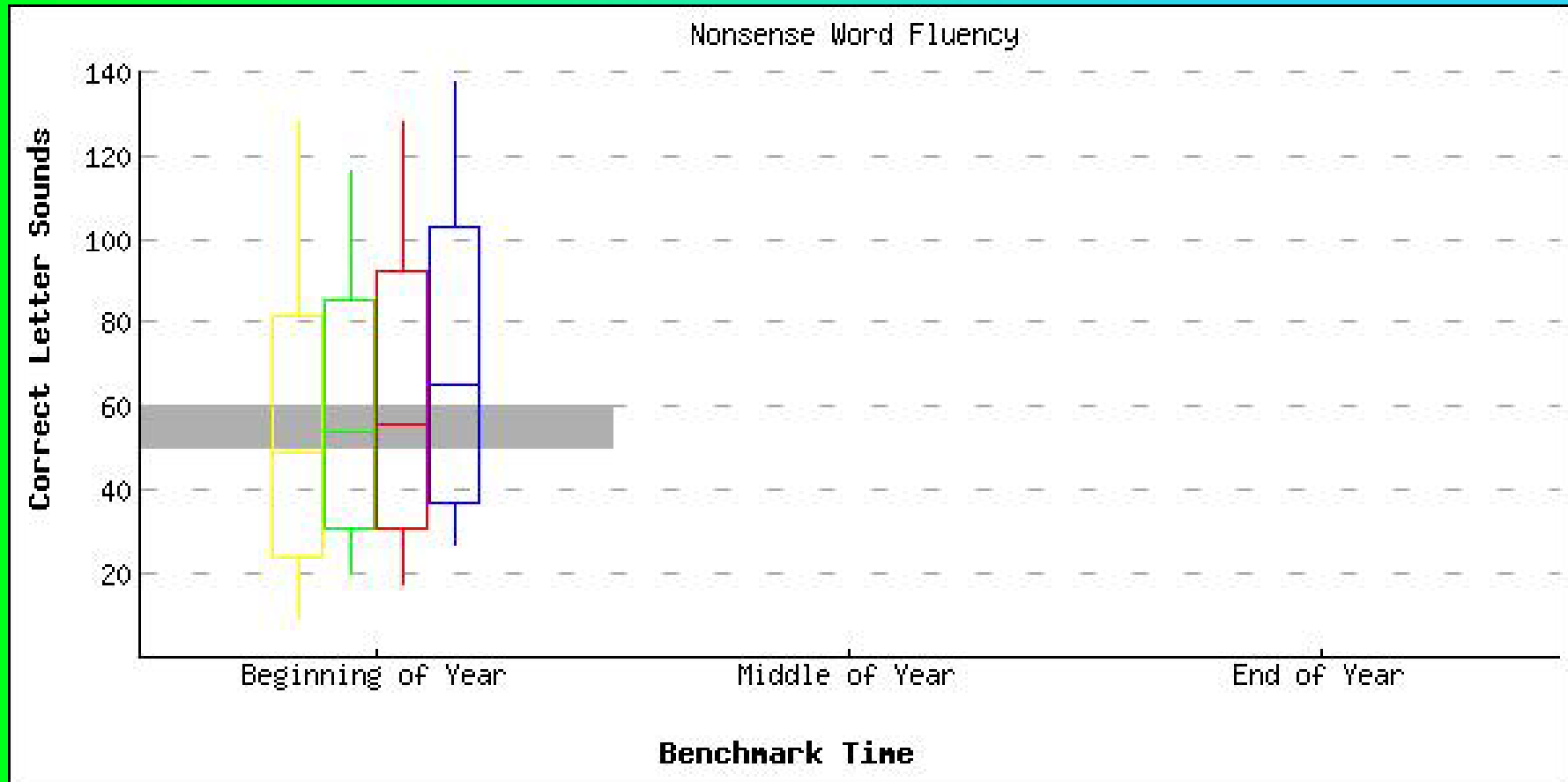
1st Grade



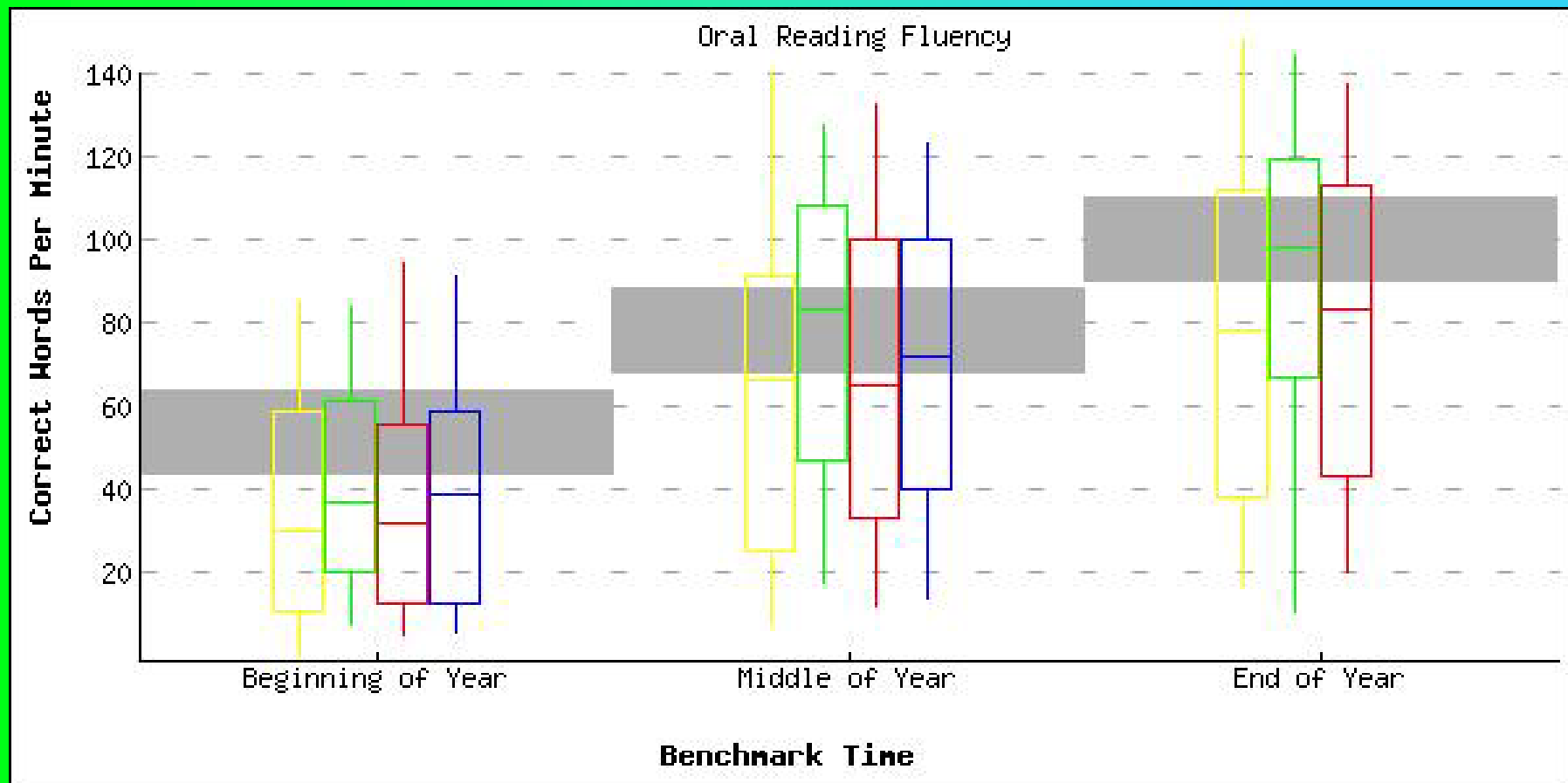
1st Grade



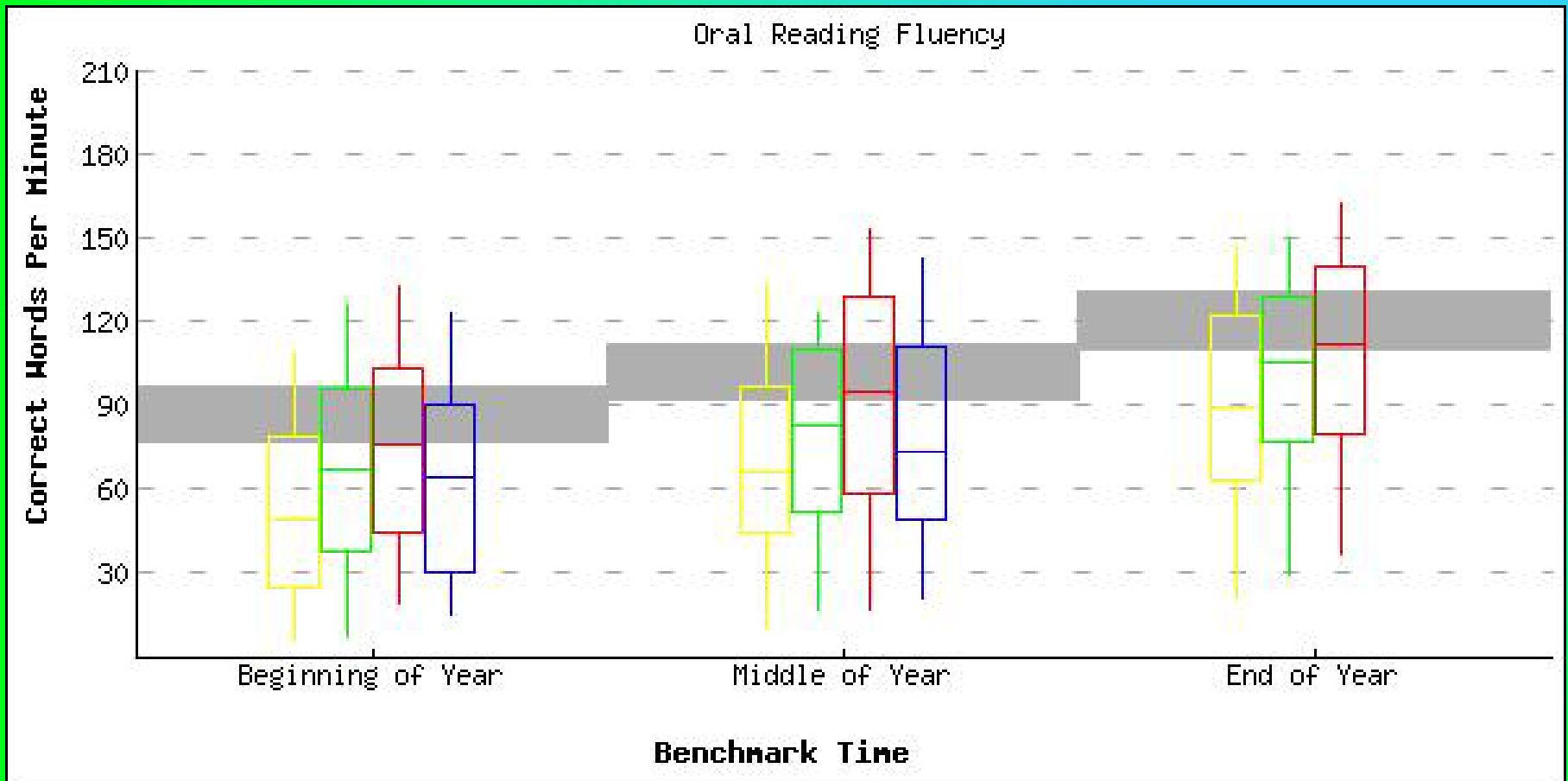
2nd Grade



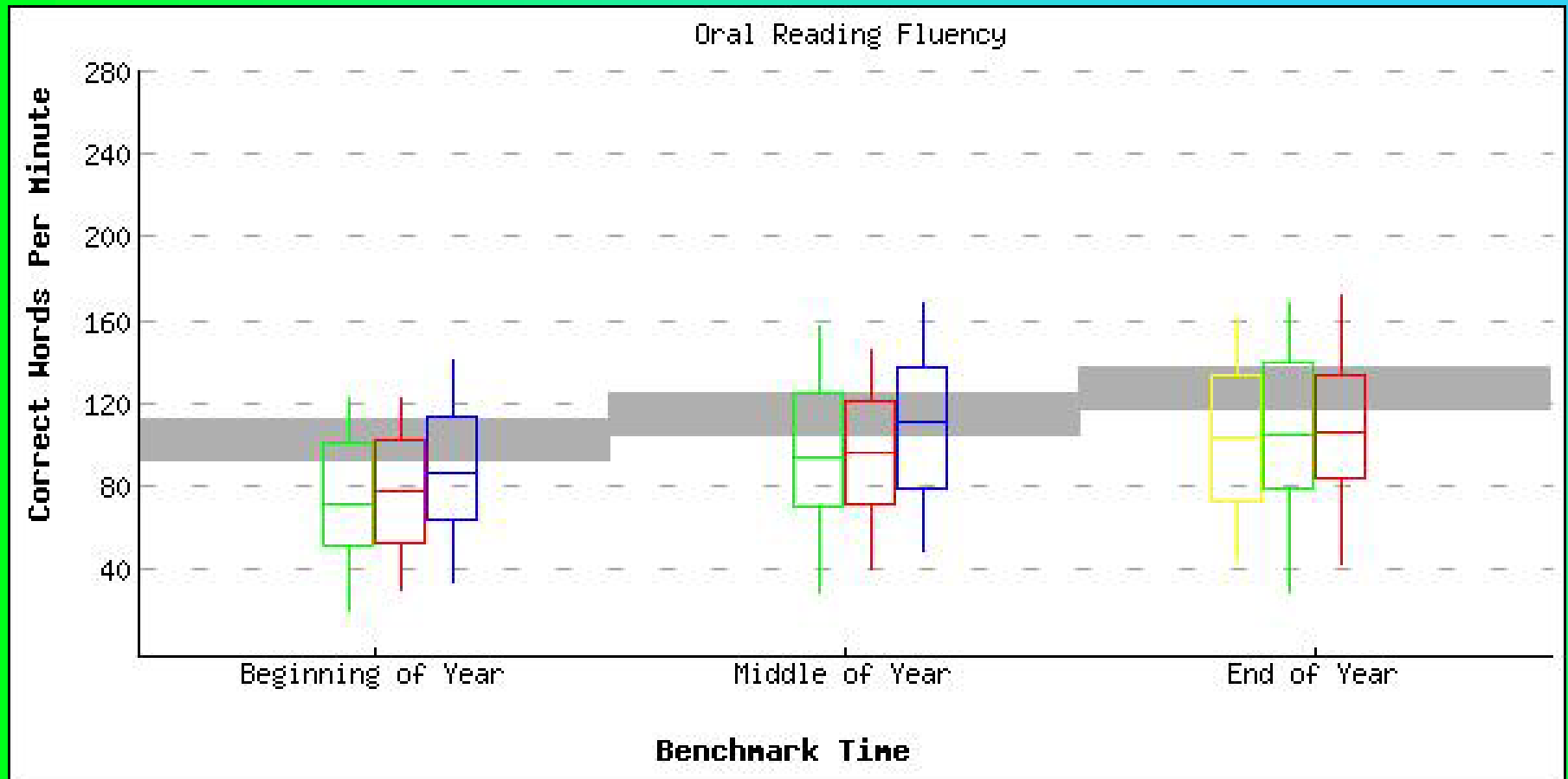
2nd Grade



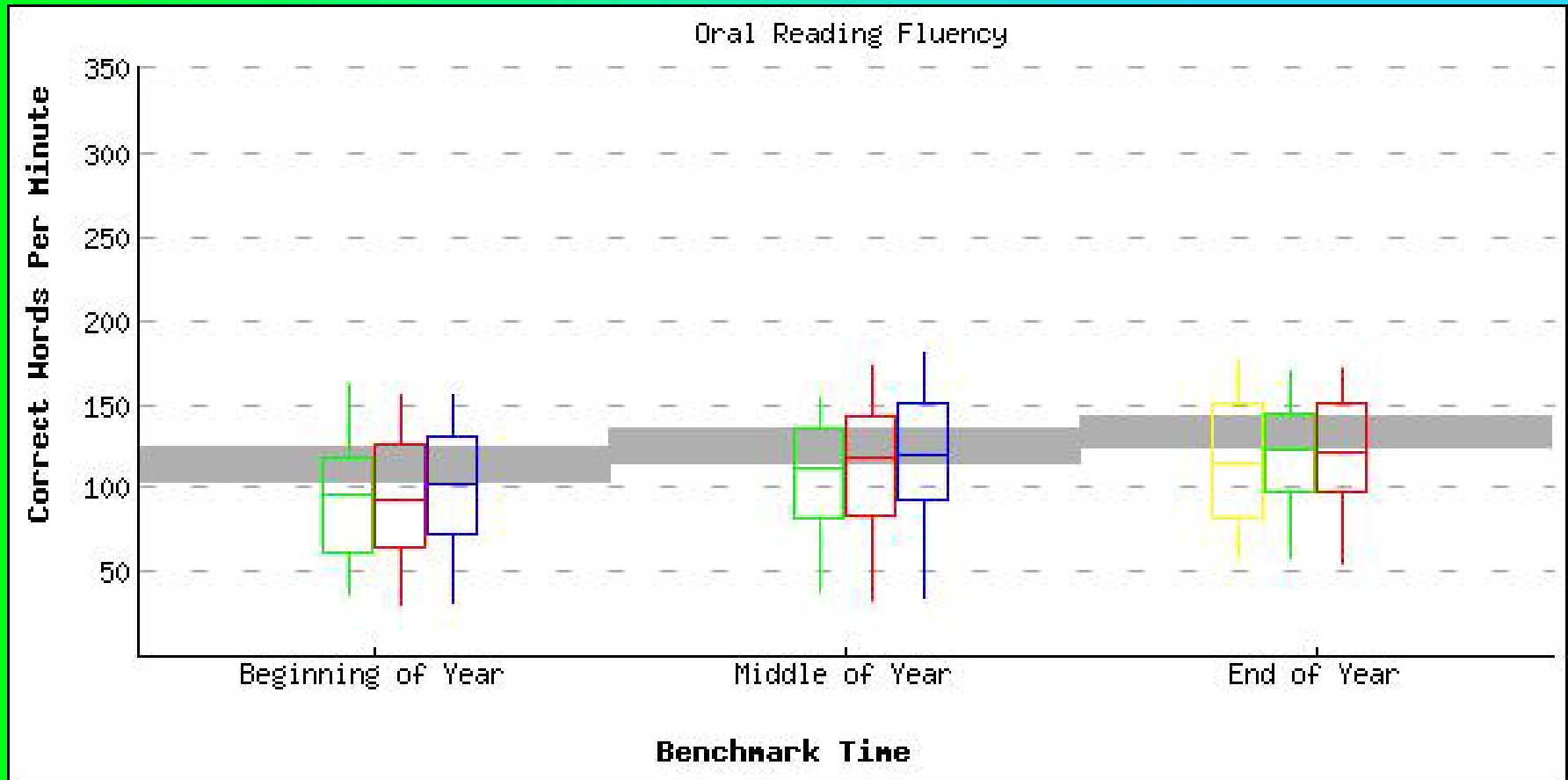
3rd Grade



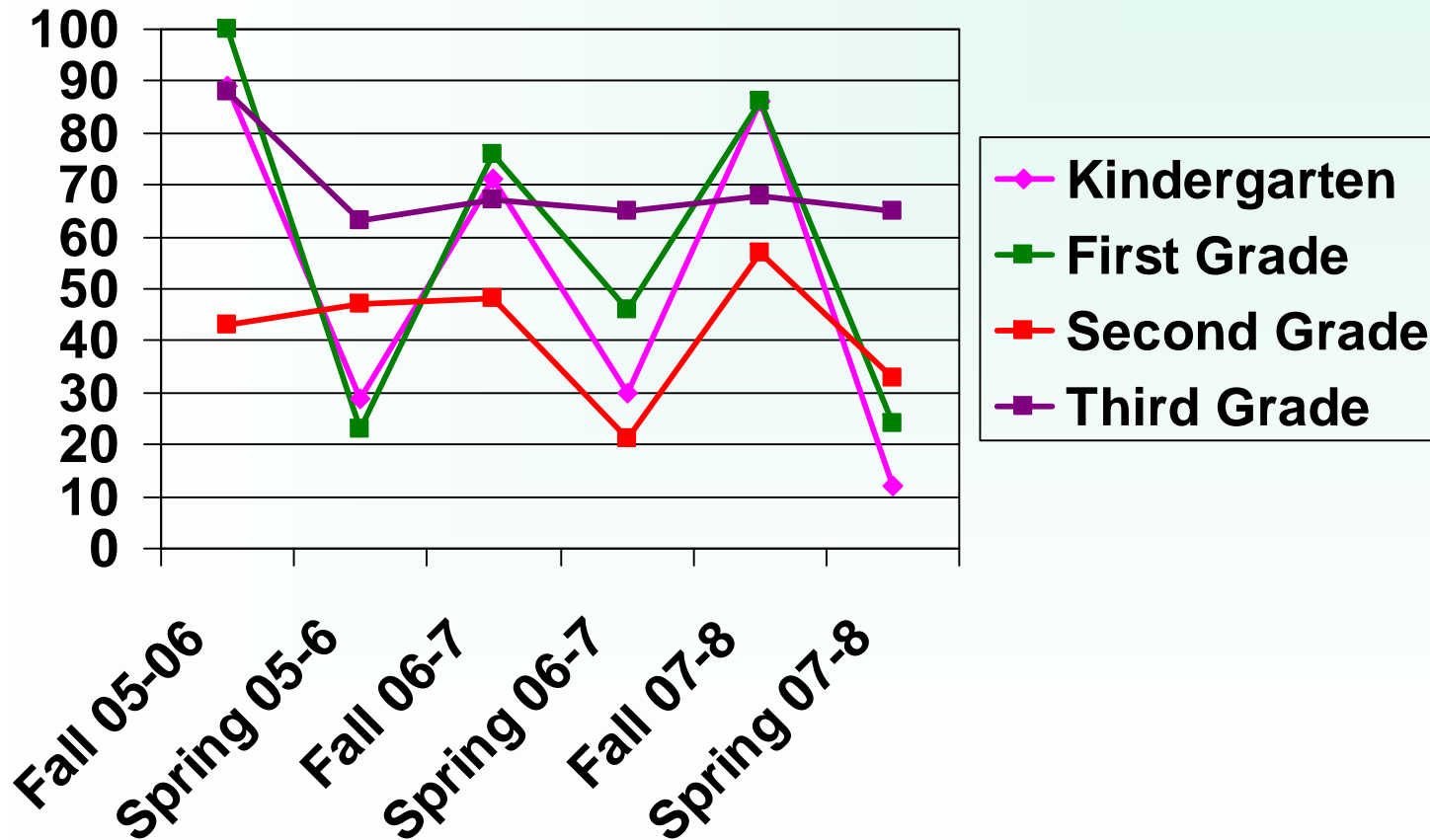
4th Grade



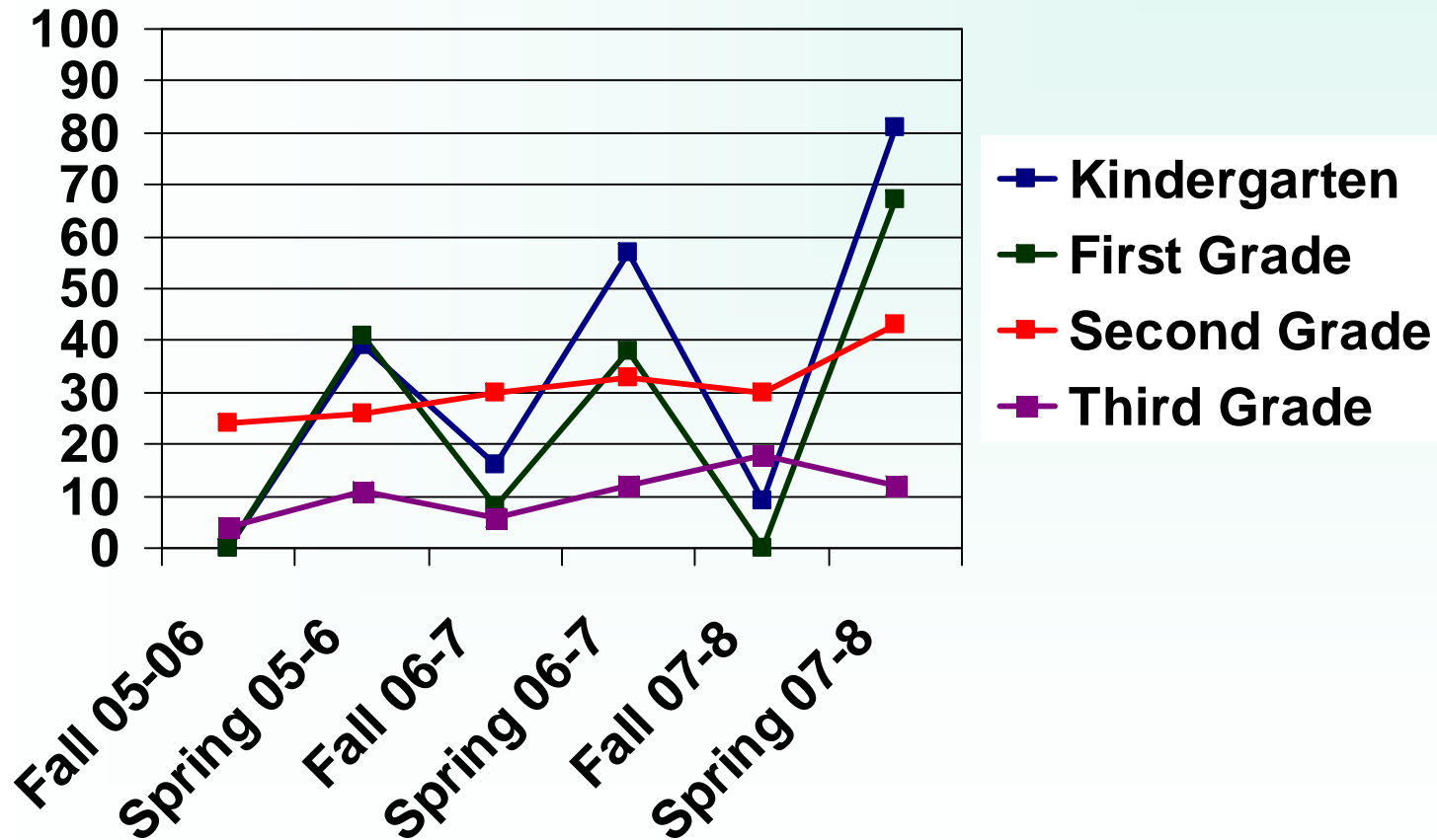
5th Grade



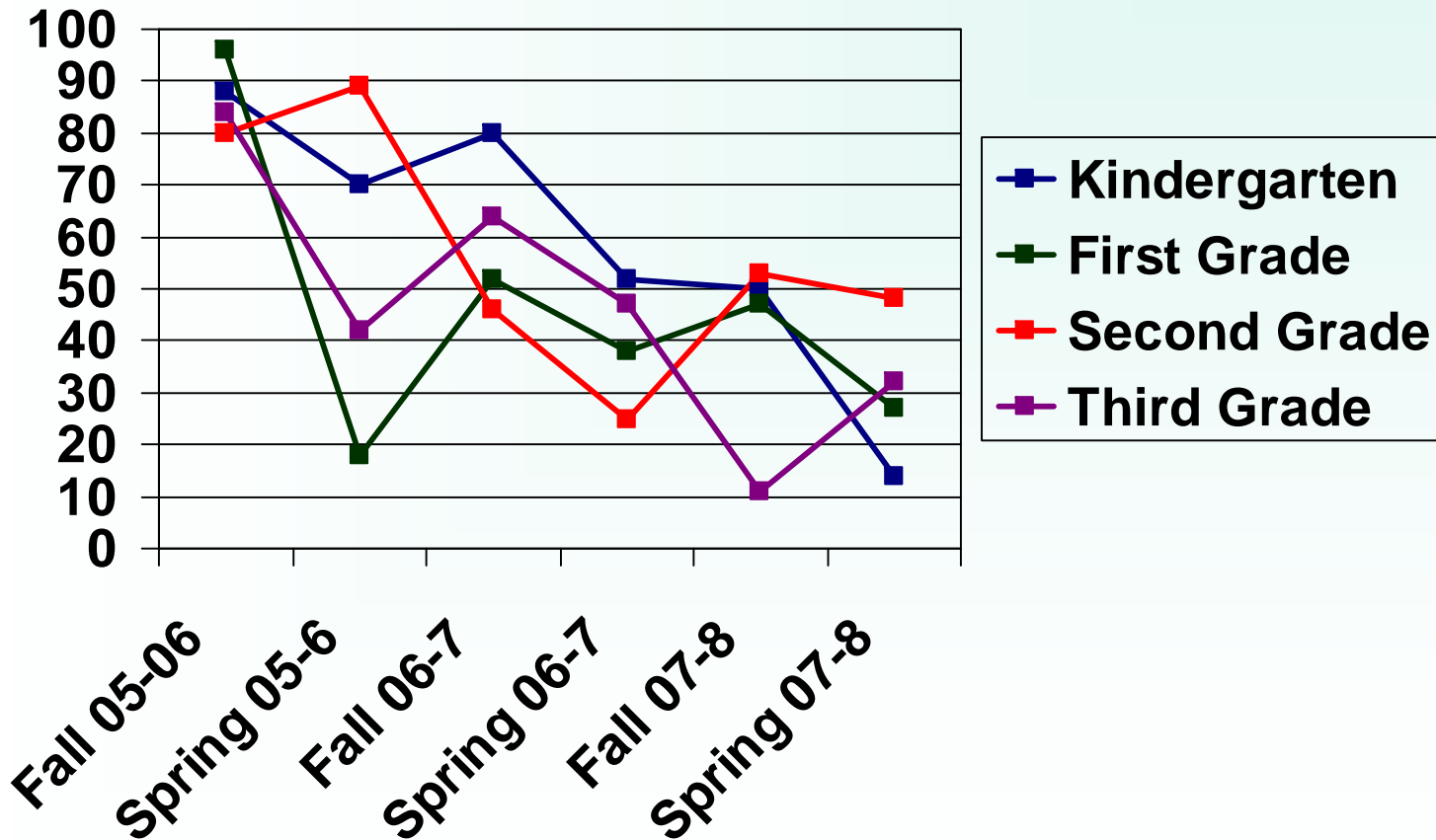
Students at Risk Spanish Literacy



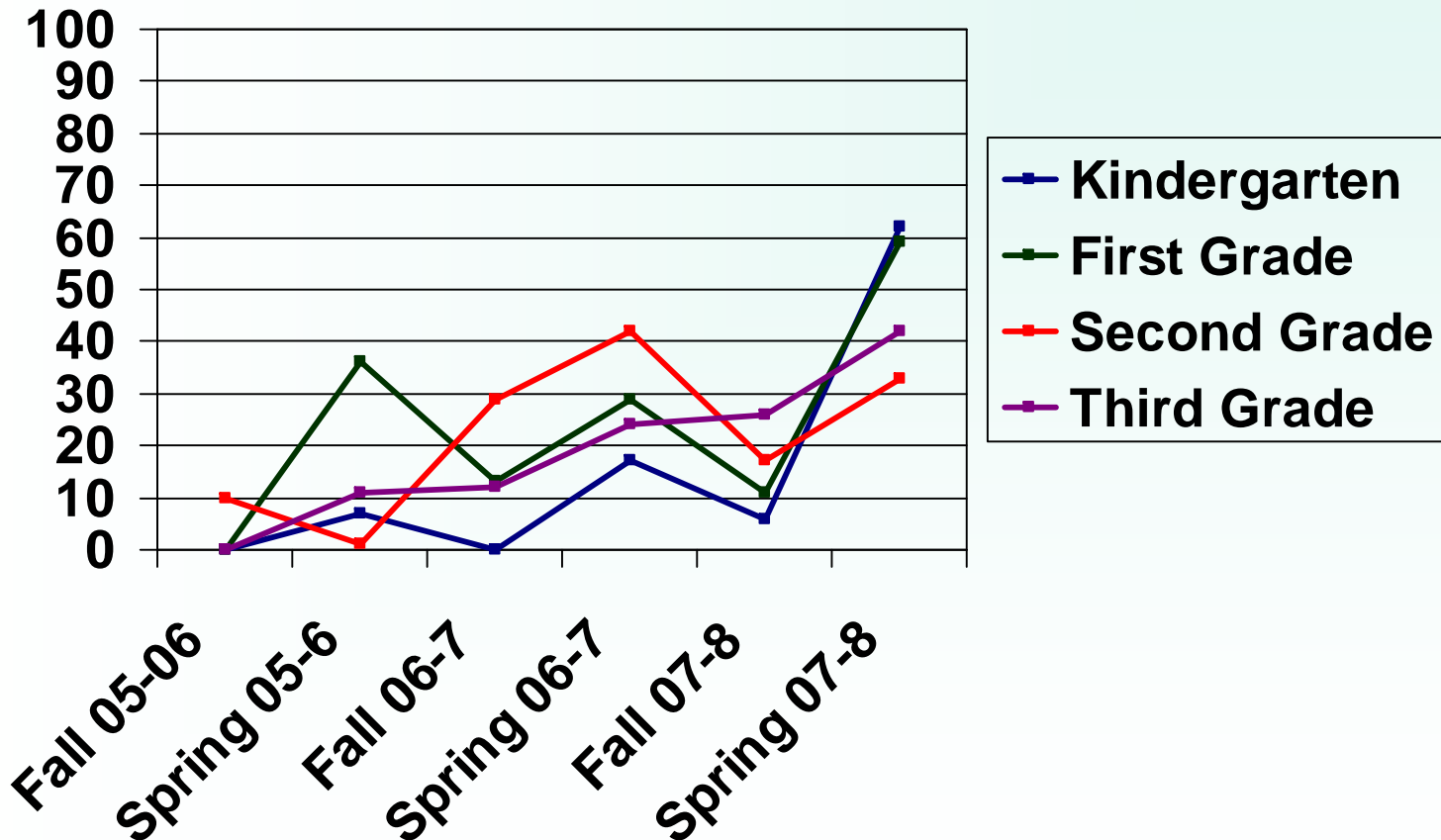
Students at Established Spanish Literacy



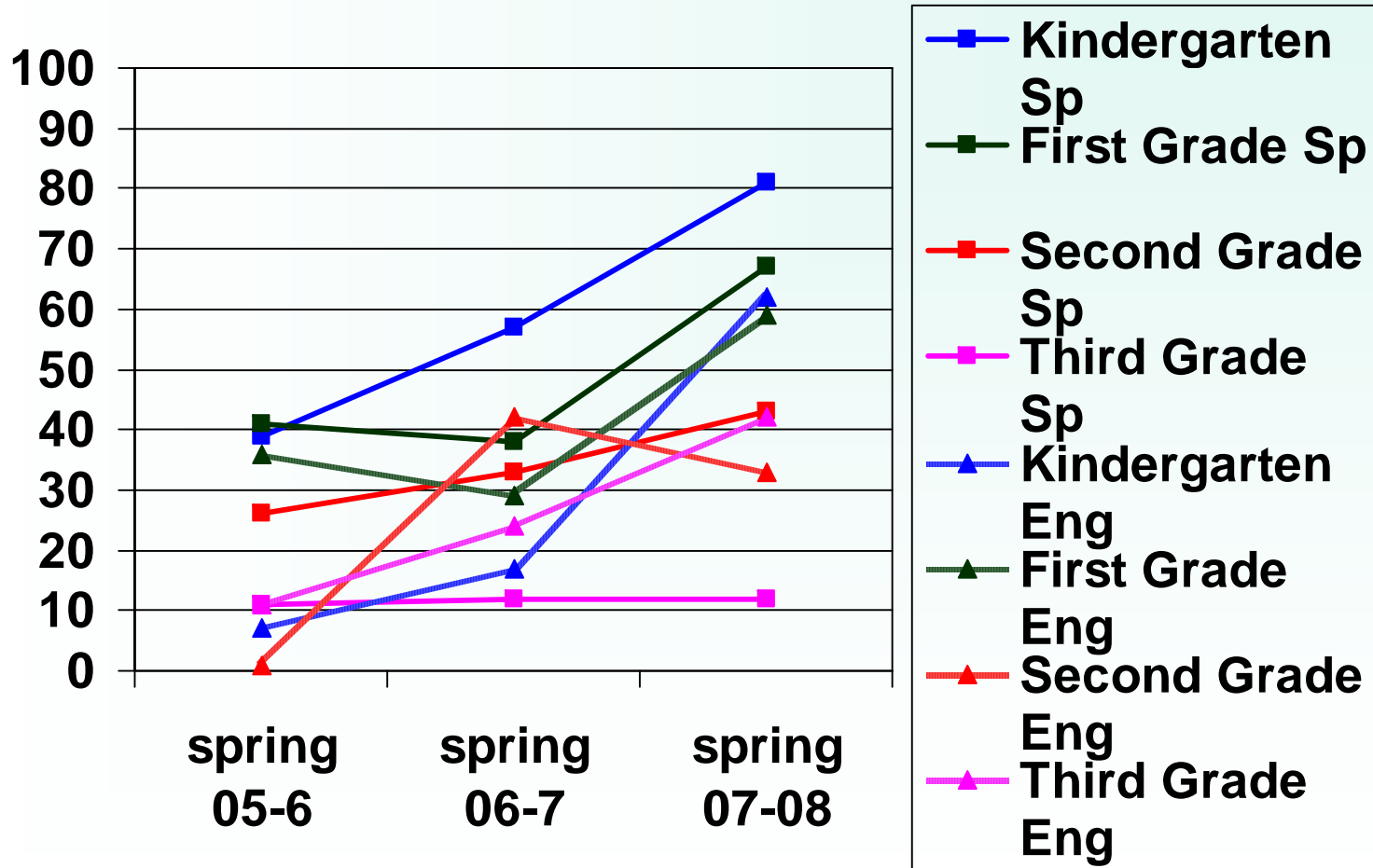
NLL Students at risk English Literacy



NLL Students Established in English



Comparison of low risk students English/Spanish



An Excellent Reading System Has:

- Goals Objectives, & Priorities
- Assessment
- Instructional Programs and Materials
- Instructional Time
- Differentiated
Instruction/Groups/Scheduling
- Administration/Organization/Communication
- Professional Development

Goals Objectives, & Priorities

- All students reading at grade level by 3rd grade?
- What is most important to the students' education?
- Do we all have the same goals?

Assessment

- Screening of all students.
- Diagnostic assessment
 - Students who are in danger of not meeting the goal.
- Monitoring
- Outcome
 - OAKS—This test is designed to look at instruction in the school not the student.

Instructional Programs and Materials

- What are the programs?
- Are we all using the same program?
- Why use the same program?
- Which students need what program?

Core Program

A Core Instructional Program of Validated Efficacy Adopted and Implemented Schoolwide

A core program is the “base” reading program designed to provide instruction on the essential areas of reading for the majority of students schoolwide. In general, the core program should enable 80% or more of students to attain schoolwide reading goals.



Supplemental and Intervention Programs to Support the Core

A School's Continuum of Programs and Materials

Core: Programs and materials designed to enable 80% or more of students to attain schoolwide reading goals.

Supplemental: Programs and materials designed to support the core program by addressing specific skill areas such as phonemic awareness or reading fluency.

Intervention: Programs and materials designed to provide intensive support for students performing below grade level.

Instructional Time

- 90 minutes all students in core reading program.
- 30 to 60 minutes targeted instruction.
- 30 minutes specific instruction for most intensive students.

Differentiated Instruction/ Grouping/ Scheduling

Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.

Differentiated Instruction Aligned With Student Needs

Examples

- Students are grouped based on skill level (assessment results)
- Specified intervention and supplemental programs are implemented depending on student needs and profiles
- Groups are reorganized based on changes in student skill as assessed by regular progress monitoring data with the DIBELS

Instructional Adjustments

Ongoing Instructional Adjustments Based on Assessment Data to Meet the Needs of Each Student

- To effectively differentiate instruction, schools need to:
 - use assessment results to determine student needs and profiles
 - Group students based on instructional needs

How do we use assessment results to group students effectively?

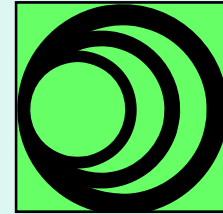
Instruction: Grouping

Instruction, Grouping, and Scheduling That Optimizes Learning

- Differentiated instruction aligned with student needs
- Creative and flexible grouping used to maximize performance

Creative and Flexible Grouping Used to Maximize Performance

Grouping Options



Students:

Within class, across class, across grade

Size:

Whole class, small group (e.g. 3-8), one-on-one

Organization:

Teacher led, peer tutoring, cooperative learning

Location:

In classroom, outside of classroom

Administration/Organization/ Communication

- What is the district stand?
- What is the building stand?
- How do we keep on track?

Professional Development

- How is professional development determined?
- Who gets PD
- Who gives PD
- Grade Level Meeting
- School Reading Team

Why Have a Reading System/Plan?

- Everyone on staff knows the expectations of reading in the school.
- Assessments are aligned and everyone is using the same data.
- Materials are being used as they are designed.
- Student needs are being met.
- Professional Development matches the goals and needs of the school.