


## Literacy Improvement at Indian Creek Elementary

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## Indian Creek Elementary Literacy Plan



Presentation to include:

- Explanation of process
  - Data collected
  - Analysis
  - Goals as a result
  - Professional development
  - Monitoring activities
- Next steps!



## CIC Analysis Areas of Concern

- Kindergarten— Low comprehension (TPRI) compared to Tejas Lee
- First—Low comprehension and fluency (TPRI and Tejas Lee)
- Second- Spelling and fluency low (TPRI and Tejas Lee)
- Third-
  - Spelling and fluency low (TPRI and Tejas Lee)
  - Slight drop in bilingual reading (TAKS)
  - Math lower in bilingual (TAKS)
- Fourth - low commended reading rate (TAKS)
- Fifth—
  - Low commended reading rate (TAKS)
  - Bilingual science low (TAKS)

## CIC Root Causes

- Kindergarten and First - Esperanza program is helping the bilingual classes maintain. The gap between grades in English and Spanish does not yet begin.
- Second-Does spelling program work for TPRI spelling test?
- Second-Vocabulary seems familiar but the reading tests are difficult.
- Third-TPRI has a higher expectation for reading fluency.
- Fourth - Does writing focus cause reading grades to slip at fourth grade?
- Fourth - Bilingual results showed scores high in writing, lower in math and reading.
- Fifth - Do students need to test in different language to be successful?

## CIC Solutions

- Tutoring Accountability - someone monitoring what is happening during paid tutoring sessions.
- Committees - collecting work samples each week or month to insure instruction.
  - Examples: Writing samples, reading process, science notes



## CIC Solutions (cont.)

- Put required activities and lessons on-line.
- Evaluating our curriculum and staffing choices- Character Ed, Coaches, Library, Science lab.
- Esperanza for K-2 bilingual
- Intervention for all primary classes
- TPRI intervention kits provided for each grade level.
- Trainings and review.. reading process, writing, guided reading, workshop redeliveries
- Take a critical look at Indian Creek's Literacy Program



## Campus Improvement Committee

- At this meeting CIC members were joined by other key members of the staff to give their input on the areas of concern, root causes and recommendations for solutions.
- At this time it was decided that meetings would take place during the summer to define goals and refine solutions.




## ICE Literacy Framework

- Meeting the Literacy Goals of ICE
- The students will develop a love for reading by understanding the purpose for reading and developing good reading habits inside and outside of school.
- Students will be able to understand what they read through the use of higher order thinking and self monitoring.
- Students' vocabulary will grow.
- Students will read fluently and with prosody.
- Students will be able to decode unknown words through the use of phonics, sight words and phonemic awareness.
- Students will see the connection between reading and writing.



### Part One Shared Reading Focus on Comprehension




- Whole Group
- Model Good Reading Practices
- Think Alouds
- Read Alouds
- Explaining cognitive processes
- Practicing reading skills


- Resources Available
  - Novels
  - Rigby k-3
  - Basals k-5
  - Forde-Ferrier TAKS Comprehension 3-5
  - STARS Program
  - TAKS Coach
  - Big Books k-3
  - Reading A-Z k-4
  - Library Books

**INTEGRATE**

- Writing
- Vocabulary
- Reading Processes
- Genres



### Part One (Cont.) Shared Reading



**Before Reading**


- Title/Prediction, picture walks, vocabulary planting "setting the stages," comprehension strategies, reviewing previously read material

**During Reading - "action"**


Choral reading, echo reading, shared reading, monitoring comprehension: discussions and strategy talks

**After Reading - "In action comprehension" (Metacognition)**

Teacher modeling, think aloud, B/D/A, self-monitor use of strategies, writing response journals, products, drawings, book reports, integration of technology to produce products, drama.



### Part 2 Guided Reading Focus on Comprehension




- Small Group
  - Differentiated instruction in small flexible groups
  - BDA activities


- Resources
  - Novels
  - Rigby k-3
  - Basals k-5
  - Big Books k-3
  - Reading A-Z (k-4)
  - Library Books
  - McGraw Hill leveled readers k-5

**INTEGRATE**

- Writing
- Vocabulary
- Reading Processes
- Genres



### Part Three Self-Selected Reading (Fluency 95=100%)



**Teacher Modeling**

Monitoring

**Independent Student Practice**

Paired Reading

Book Clubs

Assessment

Accelerated Reader

Recorded Books


BDA activities

**Resources**

- Rigby k-3
- Leveled Readers
- Reading A-Z (k-4)
- Library Books
- Novels
- Environmental Print
- TPRI Progress monitoring materials k-3

**INTEGRATE**

- Writing
- Vocabulary
- Reading Processes
- Genres




## Part Four Word Study

Spelling and Reading



1. Word Identification - Sight word recognition
2. Word Knowledge - decoding

Stand Alone  
In context  
Assessment - phonics screener (English and Spanish)  
Words Their Way Spelling assessments (English and Spanish)



Resources


- Systematic Sequential Phonics
- Big Words for Big Kids
- Decodable books
- Alphachant (k)
- Esperanza (Bilingual k-2)
- Library Books
- Alfarrimas K - bilingual
- Words Their Way

## Part Five Writing



Teaching the Process

- Grammar, punctuation rules, conventions, etc.
- Genre Writing



Resources


- Languag Arts Textbooks
- McGraw Hill writing resource
- Step Up to TAKS
- Forde-Ferrier materials
- Breaking the code writing compositions
- [www.nwp.org](http://www.nwp.org) (the National Writing Project)

## Intgrated Materials and Intervention



Integrated Materials

- Alphachant (k)
- Alfarrimas (k)
- Esperanza (k-2)
- Forde Ferrier Content Vocabulary (4-5)





Intervention Resources

- Read Naturally
- TPRI Intervention Kits
- Assessment and interpretations

## Stakeholders

- 1. Principal, Vice principal, Academic Coordinator
- 2. ICE Literacy Committee
- 3, Academic Coach and Master Reading Teacher
- Teachers
- Facilitators
- Librarian
- CIC
- PTA
- UTSA

## ICE Literacy Framework Stakeholder Roles

- 1. Principal, Vice-principal and Academic Coordinator
- Support framework implementation (resources, time, commitment, etc.)
- Take Survey
- Participate in professional development
- Teach professional development
- Attend monthly grade level sharing
- Monitor use of writing folders
- Evaluation of implementation
  - Schedules
  - Walk-through evaluations
  - Print environment
  - Professional development attendance
  - Grade level sharing



## ICE Literacy Framework Stakeholder Roles (cont.)

- ICE Literacy committee
  - Support facilitators
  - Draft and present plan
  - Read surveys
  - Guide professional development
  - Approve implementation evaluation
  - Create and gather data
  - Oversee roll-out



## ICE Literacy Framework Stakeholder Roles (cont.)

- Academic Coach and Master Reading Teacher
  - Participate on Literacy Committee
  - Teach professional development
  - Assist teachers with implementation
  - Provide resources
  - Use access to data to support implementation
  - Support facilitators





## ICE Literacy Framework Stakeholder Roles (cont.)

- Teachers
  - Attend Professional development
  - Team planning
  - Keep writing portfolios for each student available for administrative check
  - Open House presentation
  - Show evidence of plan
  - Implement plan in classroom
    - Print environment
    - Monthly sharing
    - Lesson plans





### ICE Literacy Framework Stakeholder Roles (cont.)

- Facilitators**  
Lead grade level sharing and implementation progress
- Librarian**  
Provide resources  
participate on Literacy Committee
- CIC**  
Oversight and approval  
Evaluate effectiveness of ICE Literacy Plan



### ICE Literacy Framework Stakeholder Roles (cont.)

- PTA**  
Liaison to parents  
Present ICE Literacy Framework
- UTSA**  
Construct implementation evaluation with administration  
Participate in Literacy Committee

### Comfort Survey

After the presentation of the ICE Literacy Framework, the teachers were asked to give responses to the Comfort Survey. The survey asked teachers to provide the committee with information about their comfort levels for each of the five areas listed in the literacy framework.






### Guided Reading comfort survey

Indian Creek Elementary Literacy Framework  
Faculty Comfort Level Survey  
Guided Reading \_\_\_\_\_ Grade Level \_\_\_\_\_

Teacher Name \_\_\_\_\_

How comfortable are you...	Grade Level			
	Not at all	Somewhat	Comfortable	Extremely
1. With guided reading in general?				
2. In selecting materials for guided reading instruction?				
3. In organizing groups for guided reading instruction?				
4. In providing activities for other students to do during guided reading instruction?				
5. In assessing comprehension during guided reading instruction?				
6. In scaffolding comprehension during guided reading instruction?				
7. In engaging in think alouds to scaffold comprehension in guided reading instruction?				
8. In engaging in think alouds to assess comprehension in guided reading instruction?				
9. In helping children develop metacognition during guided reading instruction?				
10. In choosing vocabulary words to focus on during guided reading instruction?				
11. In reading discussions during guided reading instruction?				
12. In providing opportunities for children to respond aesthetically during guided reading instruction?				
13. In modeling writing strategies during guided reading instruction?				
14. In engaging in partners during and after instruction during guided reading instruction?				
15. In engaging in Kuhnly evaluation during guided reading instruction?				

### Workshop attendance in Response to Comfort Survey Need (Sample)

Area of need Identified	Workshop date	Teacher Attendance	Redelivery Date	Teacher Attendance
Fluency	9-24-08	Second and Third grade	October 13th	
Literacy Centers	9-17-08	9 teachers	September/October during grade level conference periods	All k-2 teachers
Fluency	10 - 02-08	First grade Teachers	October 13th	

### Support for ICE Framework

<p><b>Academic Coach</b></p> <ul style="list-style-type: none"> <li>Attends literacy committee meetings</li> <li>Provides staff development</li> <li>Gathers data</li> <li>Models Lessons</li> <li>Sets up model lessons</li> <li>Meets with teachers individually</li> <li>Attends grade level meetings</li> </ul>	<p><b>Reading Specialist</b></p> <ul style="list-style-type: none"> <li>Facilitates literacy committee meetings</li> <li>Provides staff development</li> <li>Homework lab</li> <li>Gathers data</li> <li>Models Lessons</li> <li>Meets with teachers individually</li> <li>Administers assessments and provides specific feedback for individual students</li> <li>Serves as grade level facilitator for second grade</li> </ul>
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### Monitoring of Implementation

- UTSA team (observational data)
- Hall & Loukes (1979)
  - Concerns
  - Innovation configuration
  - Levels of use

	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Shared Reading</b>                      Before: title/prediction                      Picture walk                      Vocabulary                      During: Choral &amp; echo read                      Monitor comp.                      Discussion/strategy                      After: Comp checker/monitor                      Discussions &amp; strategies</p>					
<p><b>Word Study</b>                      Word Walls-                      decoding strategies                      Word sorts                      Sight Words</p>					
<p><b>Fluency</b>                      Fluency checks</p>					
<p><b>Writing</b>                      Writing Process                      Conventions                      Punctuation                      CUPS (caps, usage, punc, spell)                      Genre writing</p>					
<p><b>Guided Reading</b>                      Small groups                      Differentiated instruction                      BD/...</p>					

Data Monitoring TPRI  
Comparisons: Second Grade  
Beginning of Year to Mid-year 2008-2009

	BOY	MOY	Difference
Number of students tested	109	111	
Fluency below 40wpm	42%	34%	8%
Students reading Below story grade 2 story 1	45%	20%	25%
Students reading Story 3 or higher	43%	63%	20%

Comparisons TPRI  
First Grade

	BOY	MOY	Difference
Number of students tested	86	102	+16
Students below G1S1	62%	23%	-39
Above G1S4	10%	17%	+7
Fluency (Listening)	62%	23%	-16

- Next Steps
- Final implementation visit
  - Data analysis (statistical analysis of overall growth)
  - Concerns survey
  - Plans for professional development for next year