



Building a Solid Foundation

Our Journey to Closing the Gap

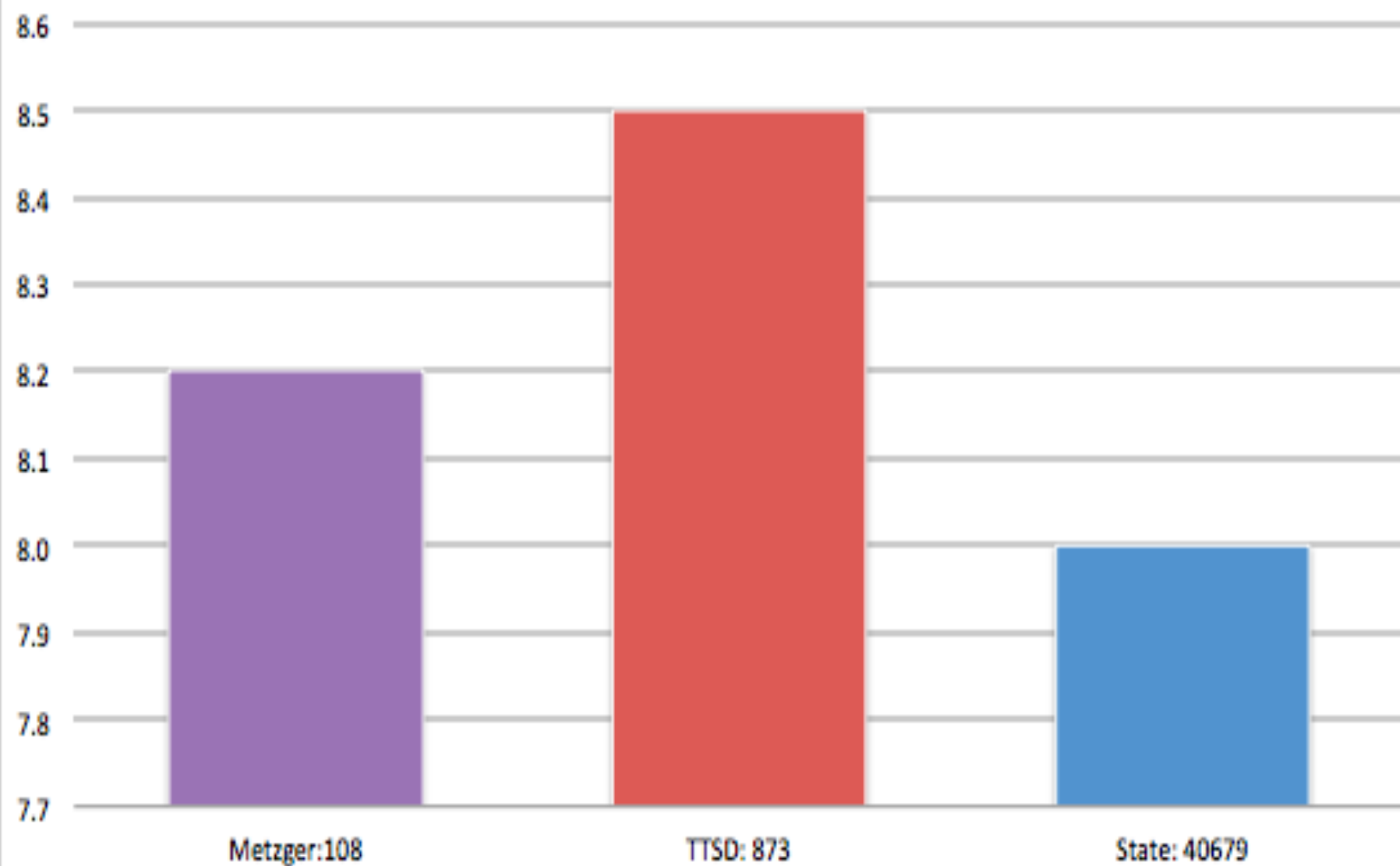


- Community of 626 students.
- Approximately 40% EL's and 70% free/reduced.
- Full Day Kindergarten for all students in 2014-15.
- Response to Intervention with research-based interventions and regular progress monitoring.
- Spanish Dual Language in 2 classrooms at k-2.

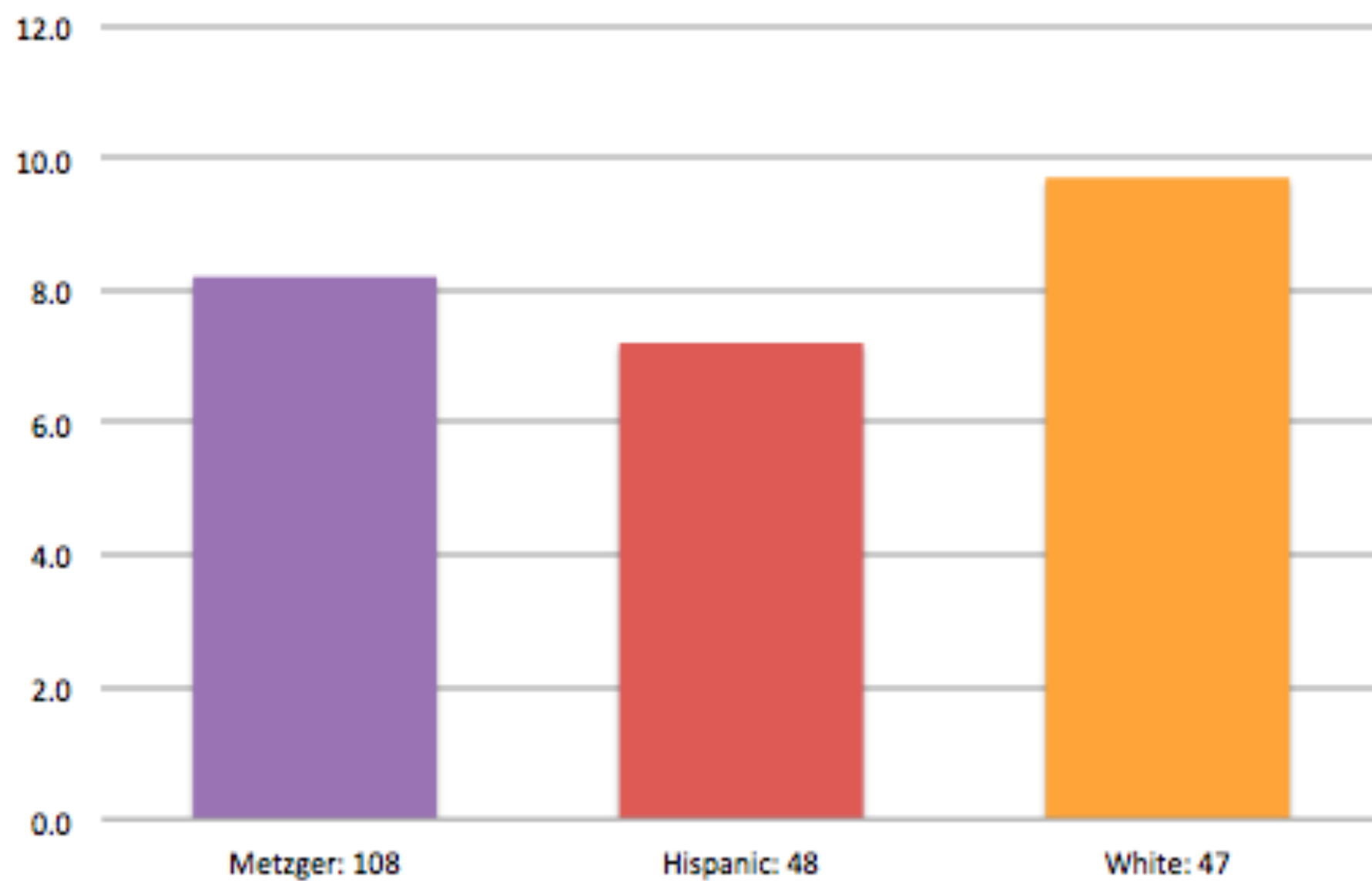


A snapshot of our incoming
kinders based on the
Kindergarten Readiness
Assessment

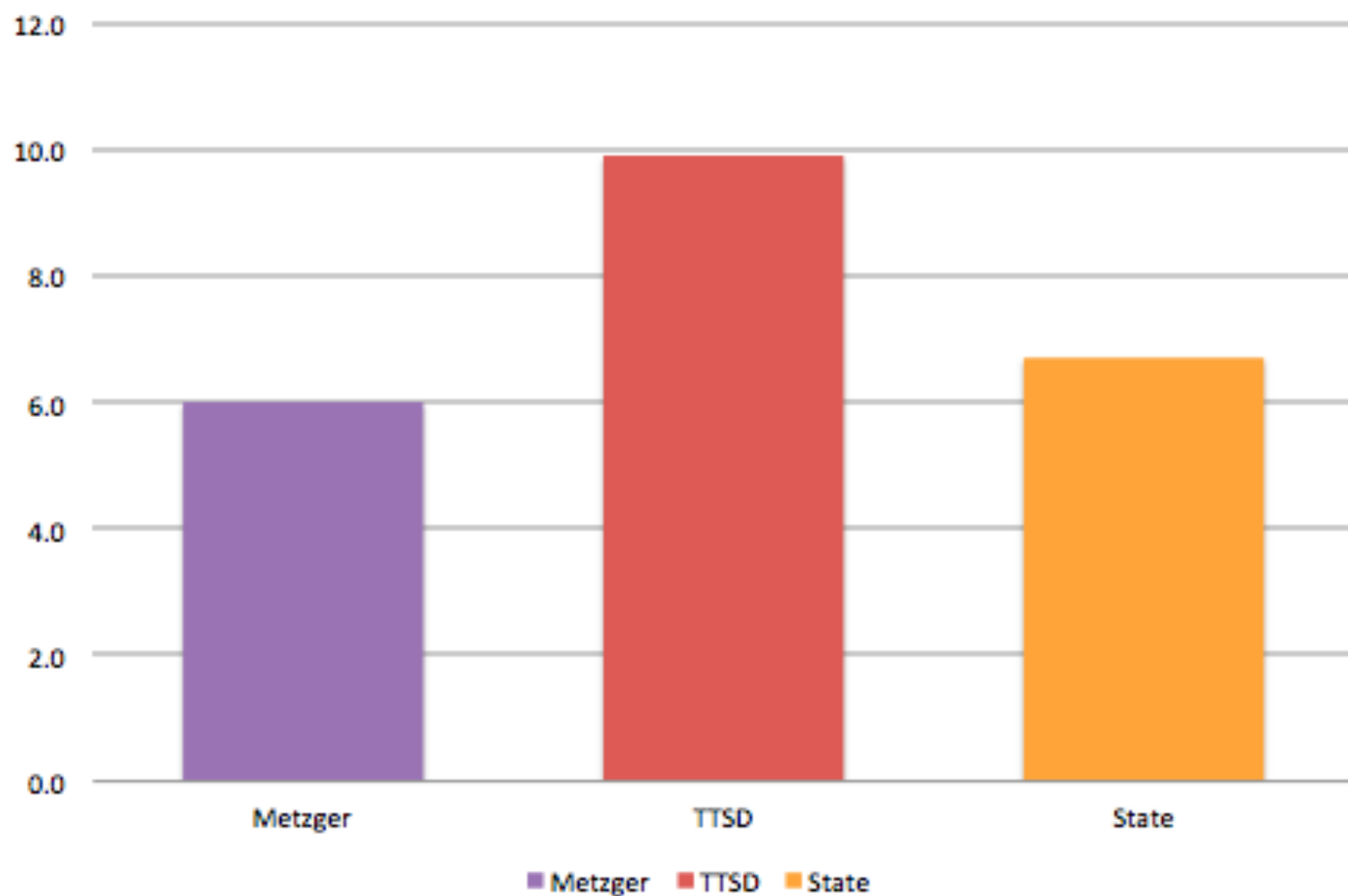
Early Mathematics Comparison



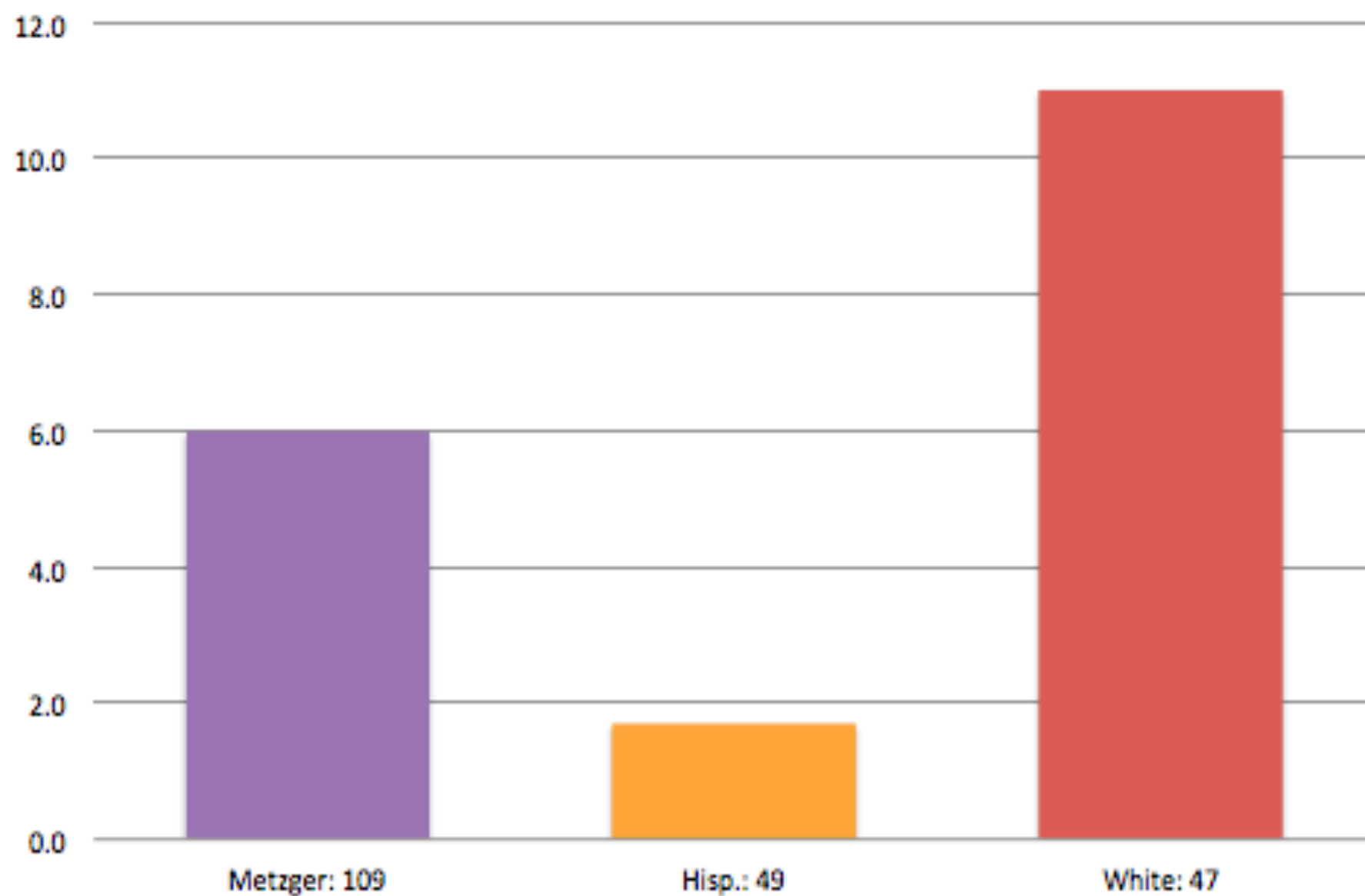
Early Mathematics by Race



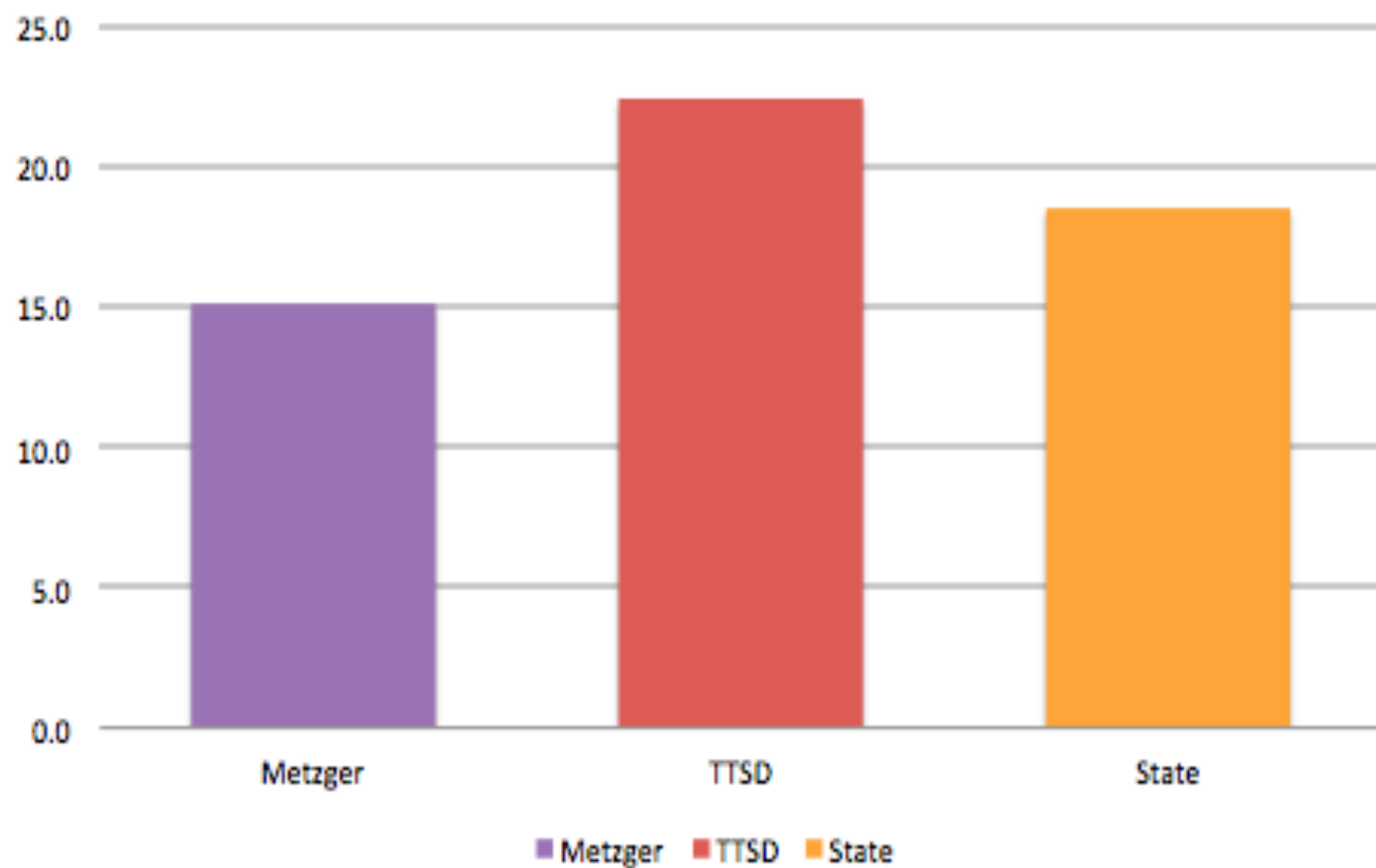
Letter Sound Comparison



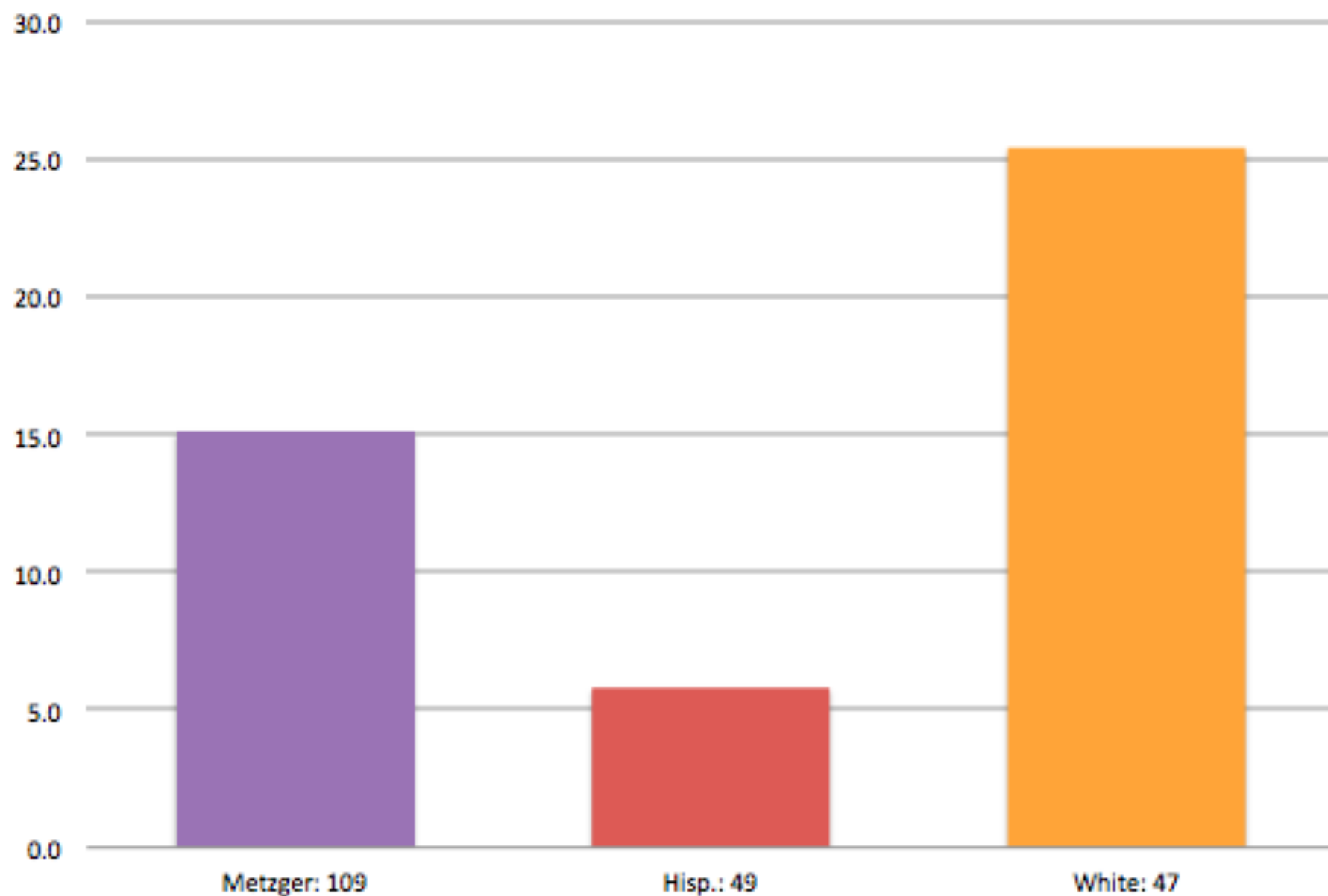
Letter Sounds by Race



Letter Name Comparison



Letter Name by Race



What the Data tells us...

- Racial achievement gap starts in pre-K
- Gap most evident in reading/writing
- Language and literacy closely linked
- We need to focus on the things that are within our control to make an impact.

So what is our response?

School-wide Practices that Ensure Literacy Success at Metzger

- Scheduling
 - 90 minute protected literacy block
 - 30 minute intervention time
 - 30 minute language service separate from literacy interventions
- Research-based core curriculum and intervention programs
 - Aligned across grade levels
 - Aligned pacing guide between core and intervention programming
 - **Common explicit instructional strategies across all settings**
- Common benchmark and progress monitoring assessments
 - Assessment protocol protects classroom instruction time
 - Web-based shared data monitoring system
- School wide family involvement plan
 - Constantly evaluating practices and utilizing feedback to improve
 - Incorporating parent education starting in Pre-K

Essential Components of Core Reading

- Literacy instruction/
Reading Success
 - Protecting literacy time
 - Teaching all students the solid core
 - Added support for the bottom 20%
 - Use of core curriculum, Daily 5, and ECRI



Essential Components of Reading

- Phoneme Blending (listening)
- Explicit Sound Review
- Vocabulary Realia
- Blending/Decoding (looking)
- Daily Sight Word Practice/Review

Dual Language Instruction

- Literacy instruction in the fall
 - Vowels, consonants
 - Syllable work
 - Word work
 - Letter formation and handwriting
 - Writing block



Dual Language Instruction

- Literacy instruction in January
 - Review diphthongs and letter blends
 - Continue handwriting books
 - Start reading books
 - Using non-fiction books



Dual Language Instruction

- Literacy now
 - Continue with the books
 - Setting, characters, problem, solution
 - Grammar
 - Writing process
 - Writing groups



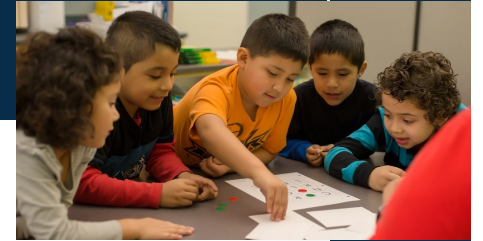
RTI in Action for Kindergarteners at Metzger

- How is kinder so different?
 - The upside down triangle
- Universal screeners and progress monitoring
 - Using data to inform instruction in the core and in intervention programming
- Research-Based Interventions
 - Clearly articulated pacing and instructional practices
 - Careful exiting processes with ongoing progress monitoring
- EBIS Meeting Structure
 - 20% in Reading, Writing, Math, and Behavior

Early Reading Intervention (ERI)

- Efficient and effective
 - 20 minute lessons
 - Rapid progression from names and sounds to words and stories
- Explicit instruction
 - Predictable cues and lesson structure are essential
- Excellent results even with our most intensive students

El camino al éxito



What is El camino?

- 30-minute Spanish Kindergarten Curriculum for Early Reading Intervention
- Created at Metzger Elementary in Fall 2006
- For use with Spanish Literacy or Dual Language Immersion Programs
- Research-Based Curriculum
- Aligns with Common Core Standards for Spanish Language Arts (Reading Foundational Skills)

El camino al éxito



Progression of El camino

During the first part of the year, the children are taught the name of several letters and their corresponding sounds.



After the children have learned some basic sounds, they learn to form and read syllables



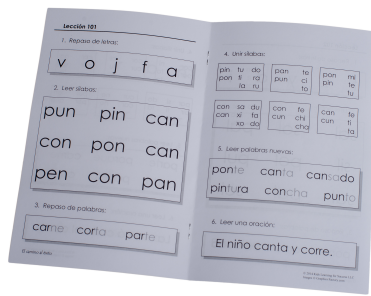
El camino al éxito



Progression of El camino



After the students are able read to syllables, they learn to form simple two-syllable words with syllables.



By the end of the year, students are reading words and short sentences.

El camino al éxito

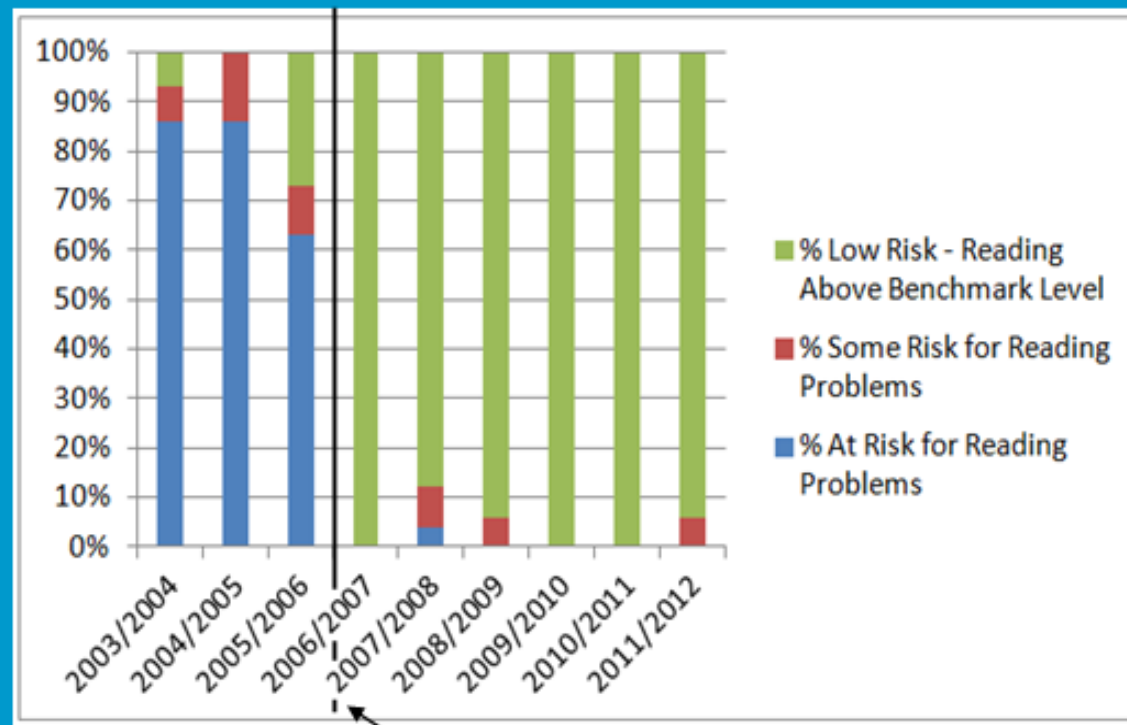
Teaching Strategies



The instructional strategies incorporated into the program are designed to provide sheltered instruction so that it is accessible to all students learning to read in Spanish.

- Explicit teaching routines
- Predictable activities
- Each lesson has clear content and language objectives
- Use of instructional cues, such as signaling when students are to think and when they are to respond
- Content is scaffolded to constantly build background knowledge
- Use of visuals to build vocabulary and to contribute to sheltered instruction
- Use of manipulatives to reinforce skills

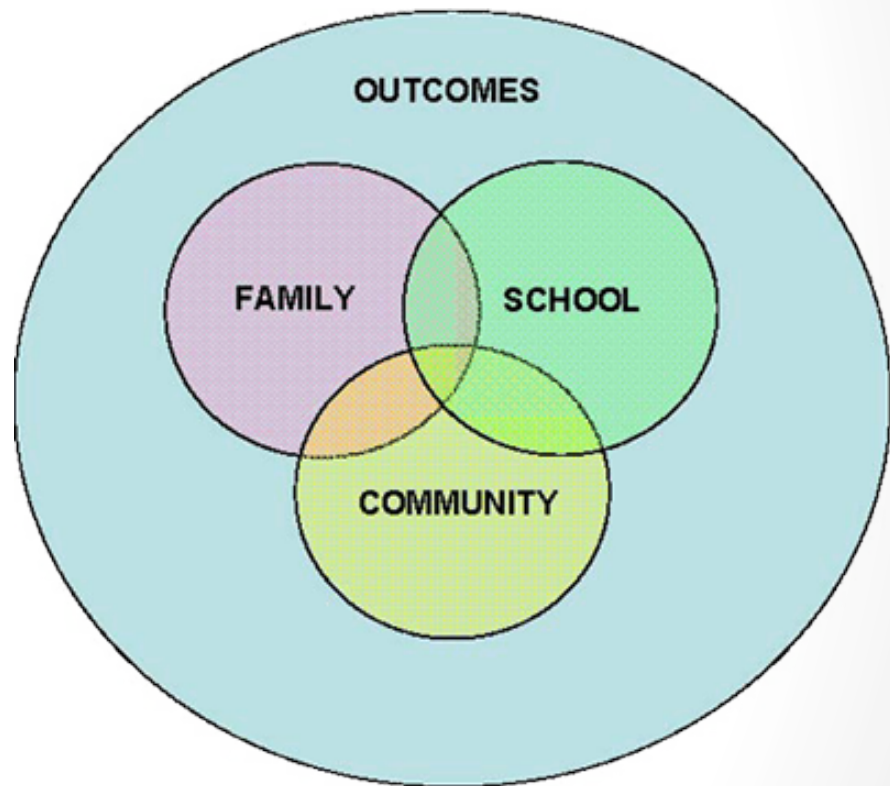
Idel Assessment - Kindergarten
Fluidez en las Palabras sin Sentido
(Nonsense Words)
End of Year Test



The first students began receiving instruction in El Camino in Fall 2006.

Family Support

- Importance
- Approaches
 - Metzger Kindergarten Readiness Night
 - Siblings
 - Super Summer Learning Fair








<http://www.pbis.org/family/family-partnership>


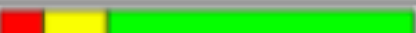



Jump Start at a Glance

- 2 weeks in August running Monday – Friday
 - Prior to inservice
 - No other students in the building
- 8:30-11:30 with breakfast and lunch before and after
- Heavily focused on routines and school readiness
 - Families are targeted based on lack of preschool and observations at kinder registration events
- Core programming starts immediately
 - 1 hour of reading
 - 1 hour of writing and science
 - 1 hour of math

Fall Incoming Kinder FSF Data for our English Kinder Program

	FSF
School Totals 52 students tested	 <p>Intensive: 27 (52%) Strategic: 0 (0%) Core: 25 (48%)</p>
	FSF
Hispanic/Latino 18 students tested	 <p>Intensive: 12 (67%) Strategic: 0 (0%) Core: 6 (33%)</p>
Native Hawaiian/ Pacific Islander 5 students tested	 <p>Intensive: 4 (80%) Strategic: 0 (0%) Core: 1 (20%)</p>
Two or more races 4 students tested	 <p>Intensive: 2 (50%) Strategic: 0 (0%) Core: 2 (50%)</p>
White, not Hispanic/Latino 23 students tested	 <p>Intensive: 8 (35%) Strategic: 0 (0%) Core: 15 (65%)</p>

Winter Kinder FSF Data for our English Kinder Program

	FSF
School Totals 56 students tested	 <p>Intensive: 7 (13%) Strategic: 8 (14%) Core: 41 (73%)</p>
	FSF
Hispanic/Latino 19 students tested	 <p>Intensive: 2 (11%) Strategic: 3 (16%) Core: 14 (74%)</p>
Native Hawaiian/ Pacific Islander 5 students tested	 <p>Intensive: 2 (40%) Strategic: 0 (0%) Core: 3 (60%)</p>
Two or more races 4 students tested	 <p>Intensive: 0 (0%) Strategic: 0 (0%) Core: 4 (100%)</p>
White, not Hispanic/Latino 25 students tested	 <p>Intensive: 3 (12%) Strategic: 4 (16%) Core: 18 (72%)</p>

Fall Incoming Kinder Spanish Data for our Dual Language Kinder Program

	FNL	FSF-TLP
School Totals 55 students tested	<p>At Risk: 51 (93%) Some Risk: 2 (4%) Low Risk: 2 (4%)</p>	<p>At Risk: 35 (64%) Some Risk: 13 (24%) Low Risk: 7 (13%)</p>
	FNL	FSF-TLP
Hispanic/Latino 29 students tested	<p>At Risk: 27 (93%) Some Risk: 1 (3%) Low Risk: 1 (3%)</p>	<p>At Risk: 21 (72%) Some Risk: 6 (21%) Low Risk: 2 (7%)</p>
Two or more races 1 students tested	<p>At Risk: 1 (100%) Some Risk: 0 (0%) Low Risk: 0 (0%)</p>	<p>At Risk: 1 (100%) Some Risk: 0 (0%) Low Risk: 0 (0%)</p>
White, not Hispanic/Latino 25 students tested	<p>At Risk: 23 (92%) Some Risk: 1 (4%) Low Risk: 1 (4%)</p>	<p>At Risk: 13 (52%) Some Risk: 7 (28%) Low Risk: 5 (20%)</p>

Winter Kinder Spanish Data for our Dual Language Kinder Program

	FNL	FSF-TLP
School Totals 54 students tested	<p>At Risk: 21 (40%) Some Risk: 10 (19%) Low Risk: 22 (42%)</p>	<p>At Risk: 7 (13%) Some Risk: 16 (30%) Low Risk: 31 (57%)</p>
	FNL	FSF-TLP
Hispanic/Latino 28 students tested	<p>At Risk: 11 (41%) Some Risk: 6 (22%) Low Risk: 10 (37%)</p>	<p>At Risk: 7 (25%) Some Risk: 9 (32%) Low Risk: 12 (43%)</p>
Two or more races 1 students tested	<p>At Risk: 0 (0%) Some Risk: 1 (100%) Low Risk: 0 (0%)</p>	<p>At Risk: 0 (0%) Some Risk: 1 (100%) Low Risk: 0 (0%)</p>
White, not Hispanic/Latino 25 students tested	<p>At Risk: 10 (40%) Some Risk: 3 (12%) Low Risk: 12 (48%)</p>	<p>At Risk: 0 (0%) Some Risk: 6 (24%) Low Risk: 19 (76%)</p>

Next Steps

- Address the summer slump
- Continue to reinforce linkage between home and school
- Focus on excellent core instruction
- Better support for EL's across the school day



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