Core is for all students

SB 290 5 components

1) performance standards

The performance standards adopted under this section must:

(a) Take into consideration **multiple measures** of student, school and school district performance data, which:

- **Must** include student academic growth data that is both formative and summative:

- **May** include graduation rates, student attendance rates, scores on nationally normed assessments and other indicators of student proficiency;

(b) Be research-based;

(c) Be separately developed for teachers and administrators; and

(d) Be able to be customized for each school district.

2) **evaluations** are to be regular and timely in a **cycle**

3) **include student learning goals**

4) **have clear levels of performance**

5) include **goal setting, self reflection & opportunities for professional development**

SMART Goal
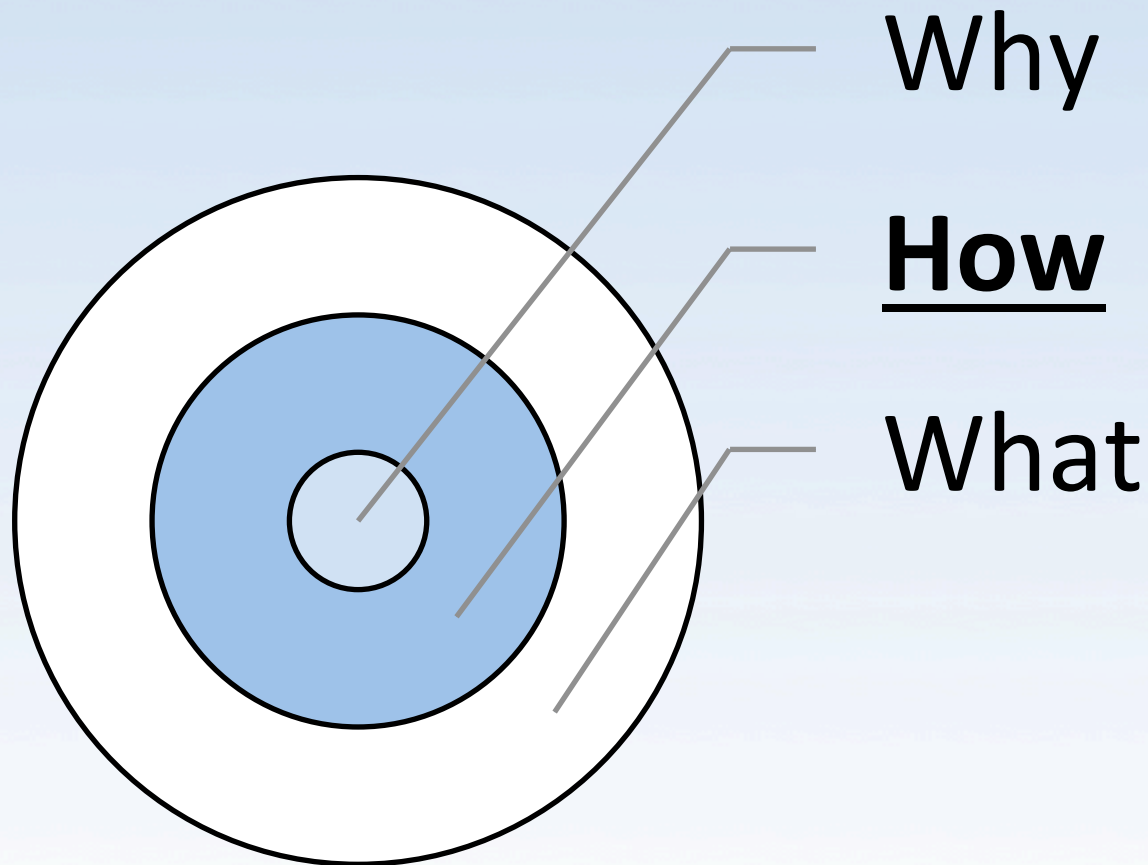
- The third grade will increase the percentage of students at low risk from 67% to 75% between the Fall and Winter benchmarking as measured by DIBELS composite score.

- This will be accomplished by working to increase the instructional focus on phonics, specifically vowel teams, by being more explicit on phonics instruction by increasing group choral responses and the use of white boards.
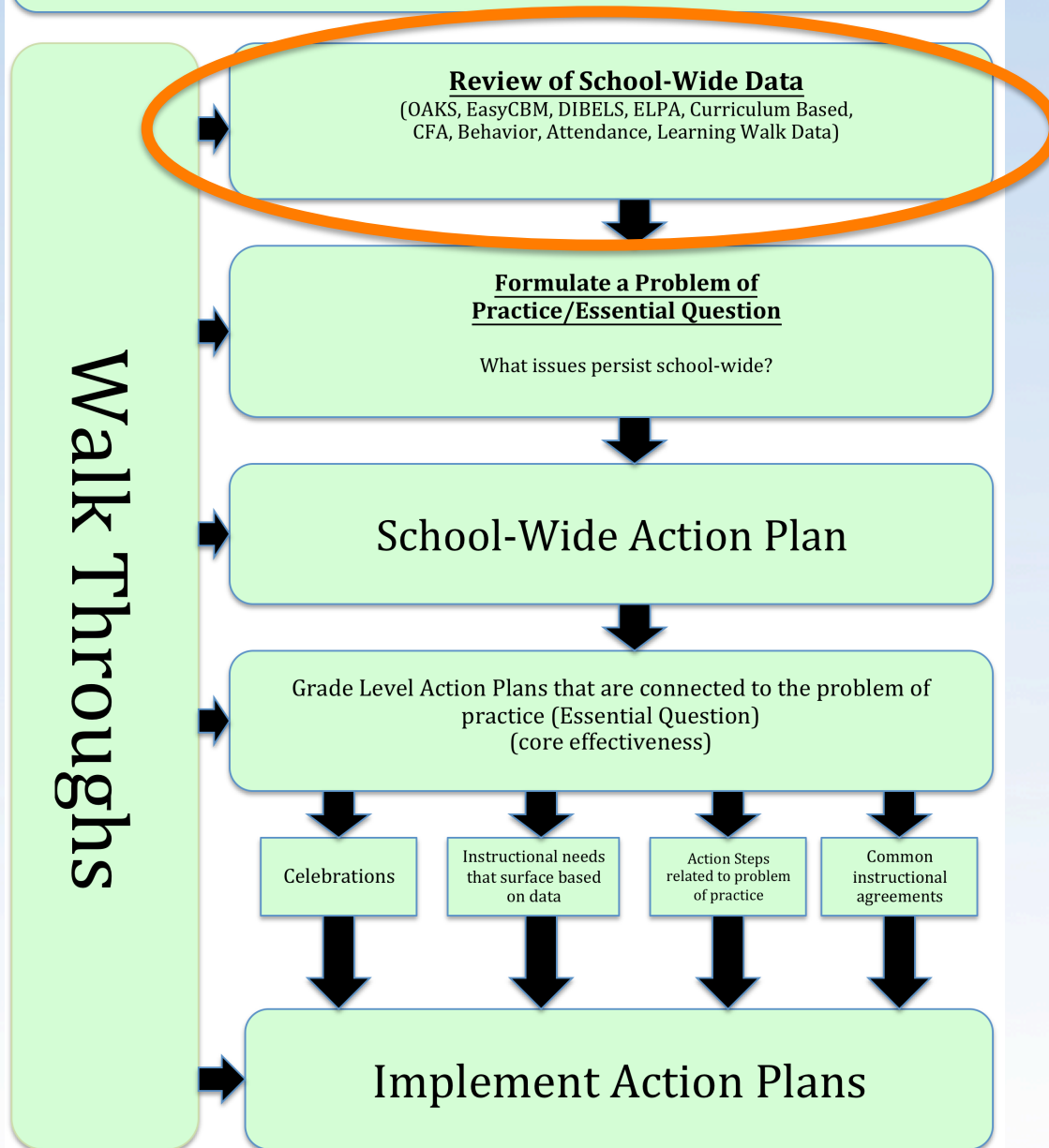
Start with the Why

Why

How

What

Simon Sinek

	100%	PLC
Purpose	Improve in the instruction for the grade level	Discuss curriculum standards and individual instructional decisions
Who is discussed?	Grade level or grade bands (no students names)	Grade level classes (students)
Who attends	• Principal • Literacy Specialist/Title I/Literacy Guru • Grade level team • Others as determined by Building Leadership Team	• Grade level team and others as invited
Frequency	2 to 3 times a year	Weekly/bi-weekly
Data	• DIBELS/AIMSweb/EasyCBM grade level reports (Risk Analysis) • OAKS	• Common Formative Assessments
Outcomes	• Professional development • Grade level agreements around instruction to reach grade level goals	• Differentiated instruction within the classroom based on data

School Improvement Cycle

Walk Throughs

Review of School-Wide Data
(OAKS, EasyCBM, DIBELS, ELPA, Curriculum Based, CFA, Behavior, Attendance, Learning Walk Data)

Formulate a Problem of Practice/Essential Question

What issues persist school-wide?

School-Wide Action Plan

Grade Level Action Plans that are connected to the problem of practice (Essential Question) (core effectiveness)

| Celebrations | Instructional needs that surface based on data | Action Steps related to problem of practice | Common instructional agreements |

Implement Action Plans

The Problem Solving Process

How is it working?

What is the problem?

4. Plan Implementation & Evaluation

1. Problem Identification

2. Problem Analysis

Improved Student Achievement

3. Plan Development
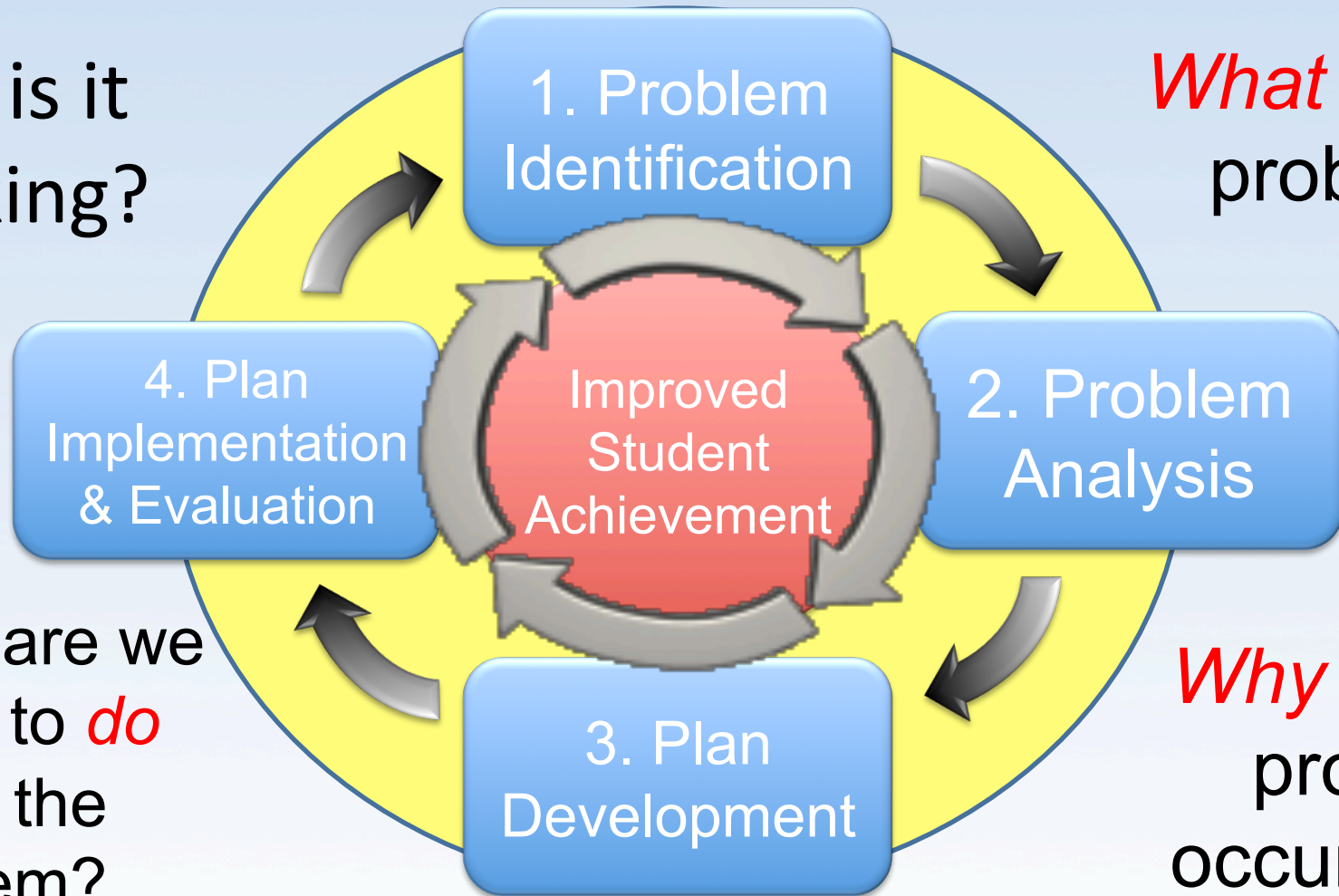
What are we going to *do* about the problem?

Why is the problem occurring?

Types of assessment

- Screeners
  - CBMs

- Mastery assessment
  - Weekly tests
  - Novel tests

- Diagnostic Assessment
  - DRA, Phonics assessment, QRI

- Program Assessment
  - OAKS

Essential Features of CBM *Tools*

- Robust *indicator* of academic health
- *Brief* and *easy* to administer
- Can be administered *frequently*
- Must have *multiple, equivalent* forms
  - (If the metric isn't the same, the data are meaningless)
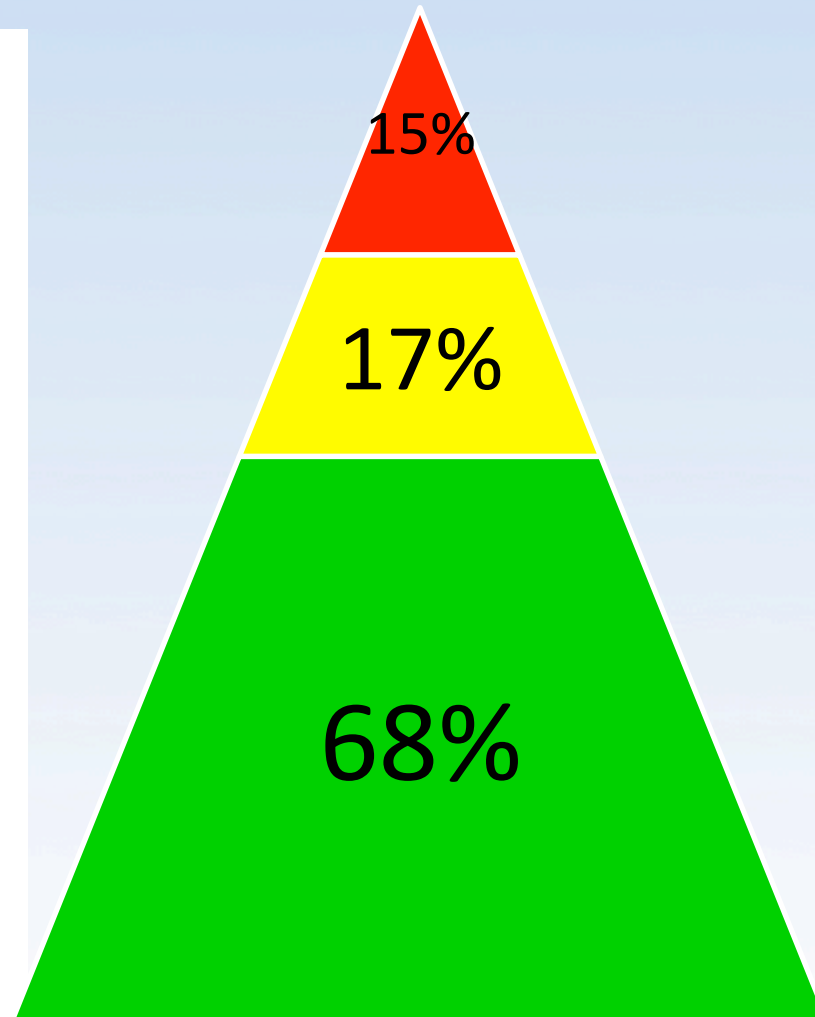- Must be *sensitive* to growth
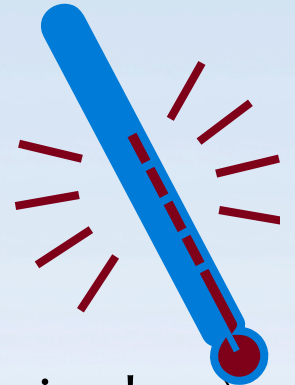
Determine percentage of students at low risk, some risk and at-risk levels
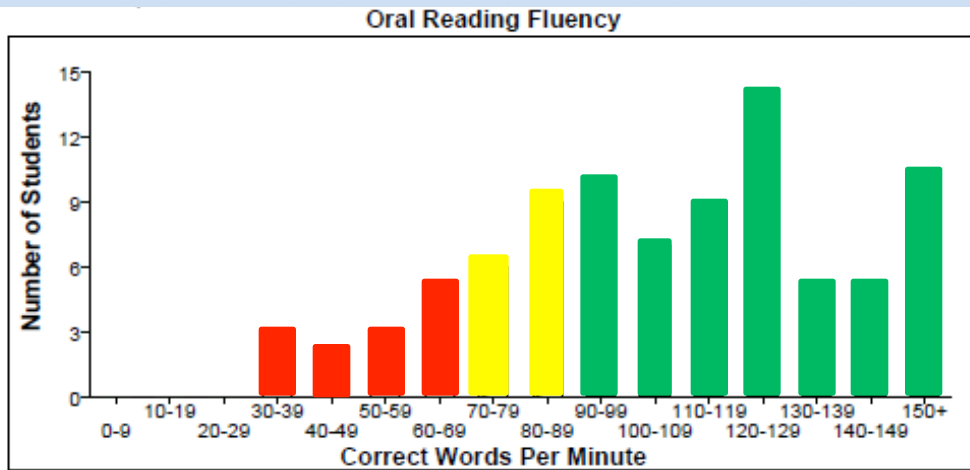
Oral Reading Fluency

Number of Students / Correct Words Per Minute

Benchmark Goal: The benchmark goal is for all children to have established reading skills of 90 or more words per minute on Oral Reading Fluency by the end of Second Grade.

End Status: At the end of Second Grade, students should have 90 correct words per minute on Oral Reading Fluency.

68% (n=60) Low Risk
Students reading unpracticed Second Grade passages at a rate of 90 or more correct words per minute at the end of Second Grade are at low risk for reading difficulty. Progress should be checked again in the beginning, middle, and end of Third Grade to ensure adequate growth.

17% (n=15) Some Risk
Students reading unpracticed Second Grade passages at a rate of 70 to 89 correct words per minute at the end of Second Grade may need additional instructional support in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored monthly.

15% (n=13) At Risk
Students reading unpracticed Second Grade passages at a rate of 69 or fewer correct words per minute at the end of Second Grade are at risk for reading difficulty. Students scoring in this range at the eend of Second Grade may need intensive intervention in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every two weeks.

15%

17%

68%

Determine percentages compared to previous years and earlier in the year

Oral Reading Fluency

Benchmark Goal: The benchmark goal is for all children to have established reading skills of 90 or more words per minute on Oral Reading Fluency by the end of Second Grade.
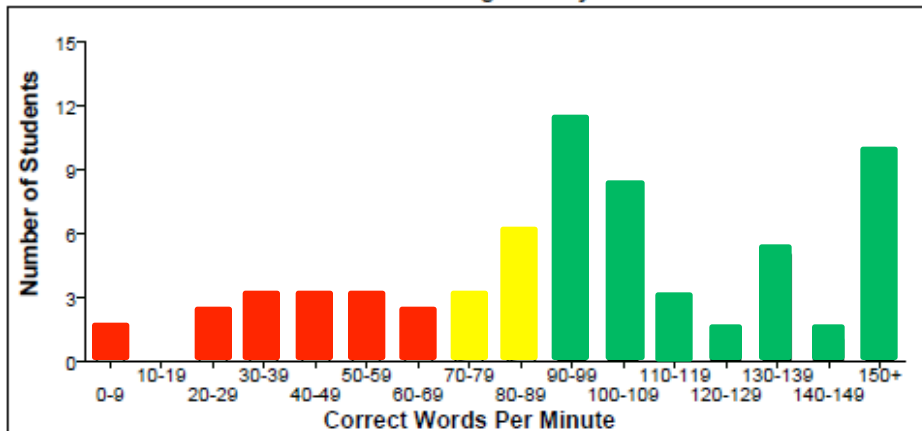
End Status: At the end of Second Grade, students should have 90 correct words per minute on Oral Reading Fluency.

■ **63% (n=39) Low Risk**
Students reading unpracticed Second Grade passages at a rate of 90 or more correct words per minute at the end of Second Grade are at low risk for reading difficulty. Progress should be checked again in the beginning, middle, and end of Third Grade to ensure adequate growth.

■ **15% (n=9) Some Risk**
Students reading unpracticed Second Grade passages at a rate of 70 to 89 correct words per minute at the end of Second Grade may need additional instructional support in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored monthly.

■ **23% (n=14) At Risk**
Students reading unpracticed Second Grade passages at a rate of 69 or fewer correct words per minute at the end of Second Grade are at risk for reading difficulty. Students scoring in this range at th eend of Second Grade may need intensive intervention in reading to achieve benchmark goals. Progress toward benchmark goals should be monitored at least every two weeks.
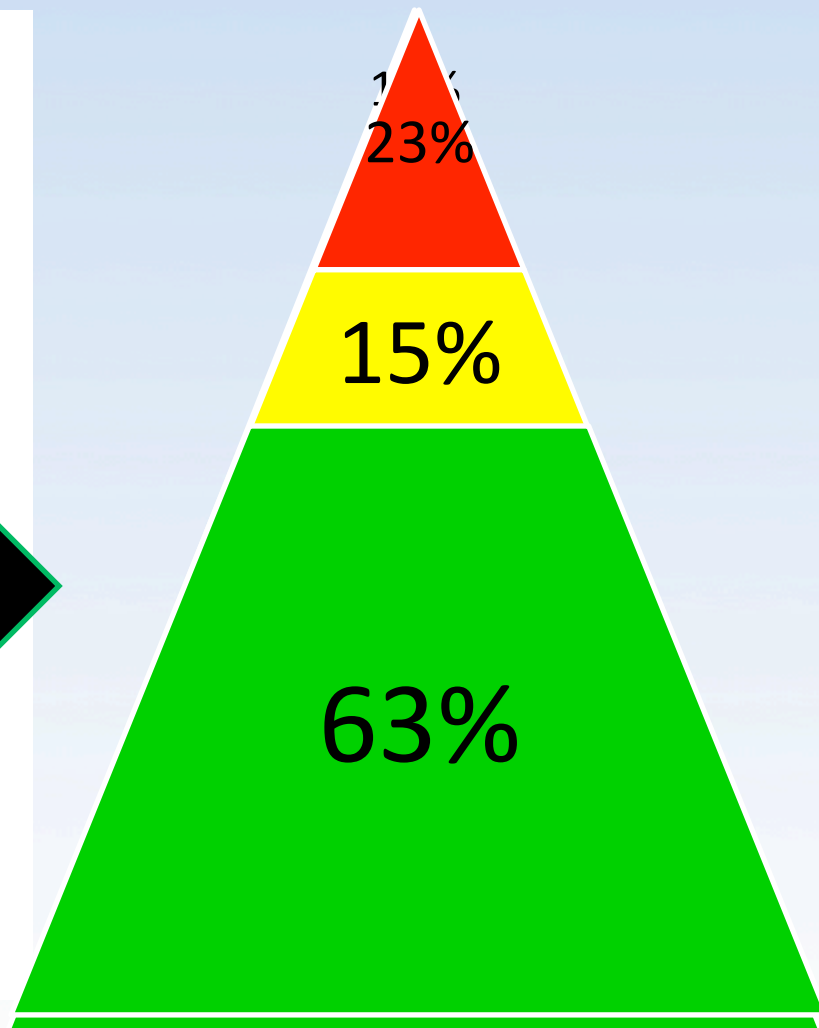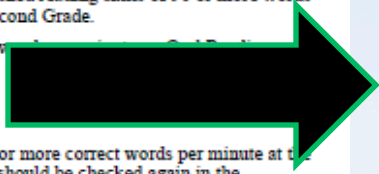
EasyCBM

Grade K Reading Risk Analysis

	Risk Level	Fall	Winter	Change
	Low	42%	82%	40%↑
	Some	16%	9%	7%↓
	High	42%	9%	33%↓
	Totals	100%	100%	-

Establish an end of the year goal of percentages in each tier

	January	Spring Goal
Benchmark	68%	75%
Strategic	17%	18%
Intensive	15%	7%

OrRTI Oregon Response to Intervention

www.oregonrti.org

COLLABORATIVE GOAL SETTING PROCESS

"Developing SLG goals is a collaborative process between the educator and supervisor/evaluator (and colleagues where appropriate). As an example, collaborative goal setting for teachers could take three different forms with the evaluator:

- A team of teachers responsible for the same grade and/or content (e.g., 9th grade English or 4th grade team) write a team-level goal with each teacher only accountable for their individual intact group of students.

- A team of teachers who share students between classrooms (e.g., RTI, Walk to Read), write a team-level goal where teachers are accountable for all students."

ODE , Guidance for Setting Student Learning and Growth Goals", p. 8

Start with the Why

Why

How

What
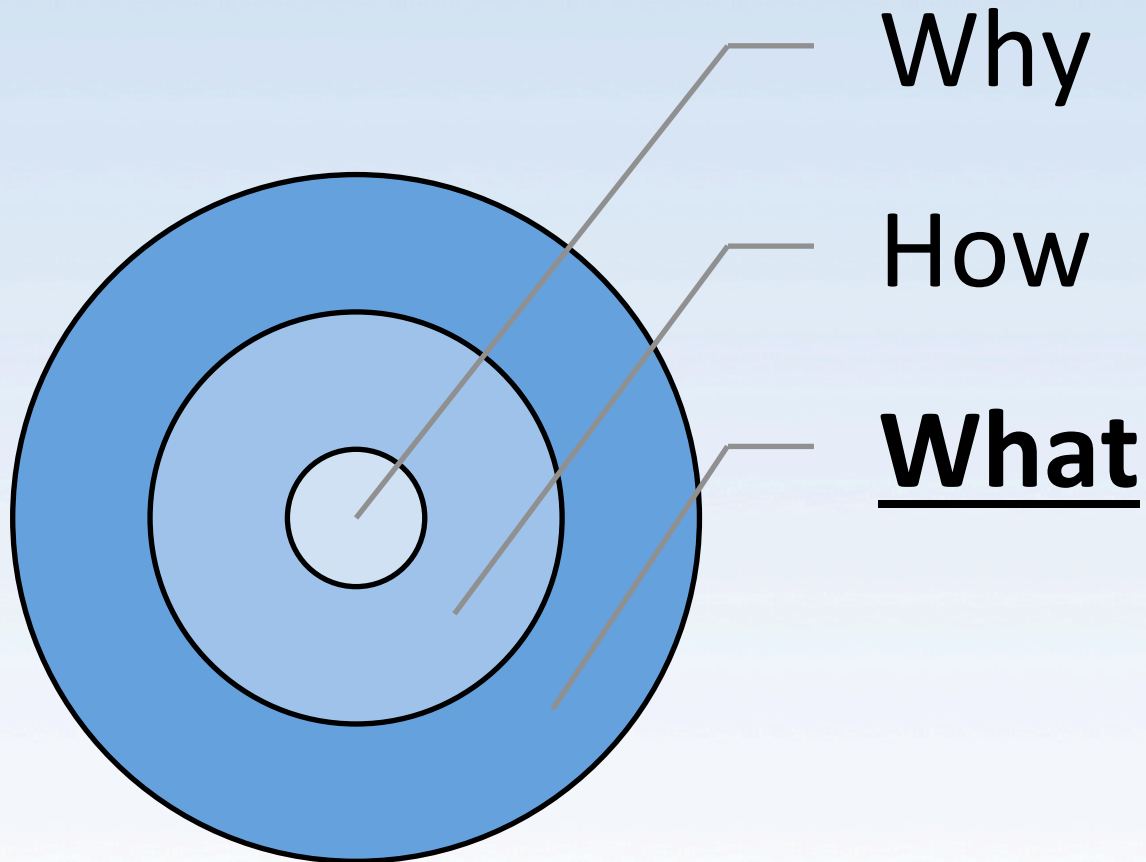
Simon Sinek

School Improvement Cycle

Walk Throughs

Review of School-Wide Data
(OAKS, EasyCBM, DIBELS, ELPA, Curriculum Based, CFA, Behavior, Attendance, Learning Walk Data)

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Celebrations

Instructional needs that surface based on data

Action Steps related to problem of practice

Common instructional agreements

Implement Action Plans

Big 5 of Reading

•Phonemic Awareness

•Phonics   Finite Skills

•Fluency

•Vocabulary

                                          Infinite Skills

•Comprehension

Reading Skills Build on Each Other

Foundational Skills

Oral Reading
Accuracy & Fluency

Phonics
(Alphabetic Principle)

Phonemic Awareness

Vocabulary

Comprehension

OrRTI Oregon Response to Intervention

www.oregonrti.org
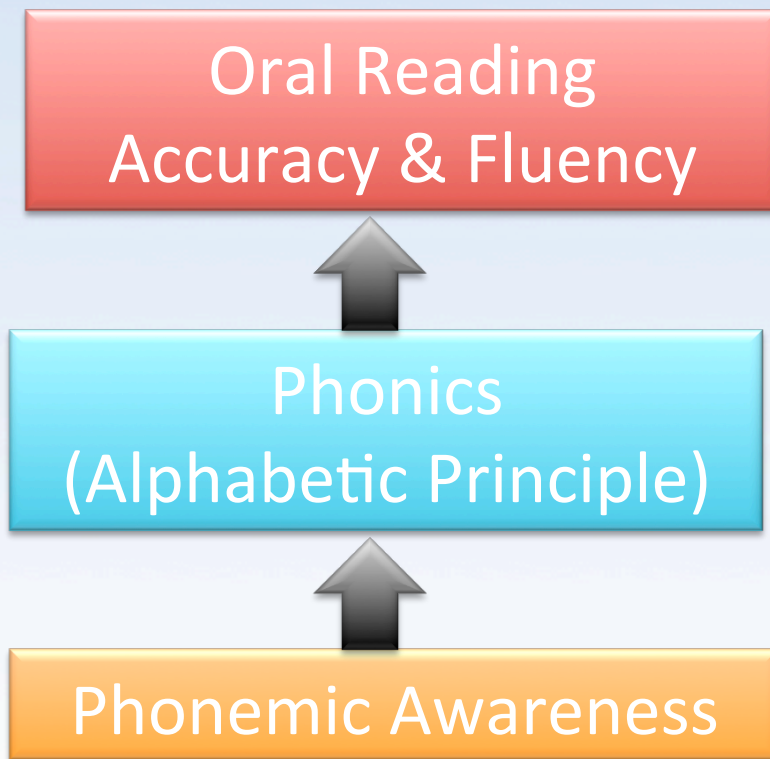
Problem Identification

First Grade Example (DIBELS)					
Skill	**Phonological Awareness**	**Phonics**	**Oral Reading Fluency**	**Vocabulary**	**Reading Comprehension**
% Above Benchmark	✕	82% NWF-CLS 76%NFW- WWR	50% DORF-CWPM 50% DORF-ACC	✕	48%-Retell

Fifth Grade Example (easyCBM)					
Skill	**Phonological Awareness**	**Phonics**	**Oral Reading Fluency**	**Vocabulary**	**Reading Comprehension**
% Above Benchmark	✕	88% - ACC (not in report)	75% PRF-CWPM	68% Vocab	43% MCRC

4 Box

	Accurate	Not Accurate
Rapid Reader	45%	22%
Not Rapid Reader	15%	18%

OrRTI Oregon Response to Intervention

www.oregonrti.org

What is Fidelity?

- A core Reading program has pieces that are standardized across the district that provide guidance and clarity as to the expectations on instructional agreements.
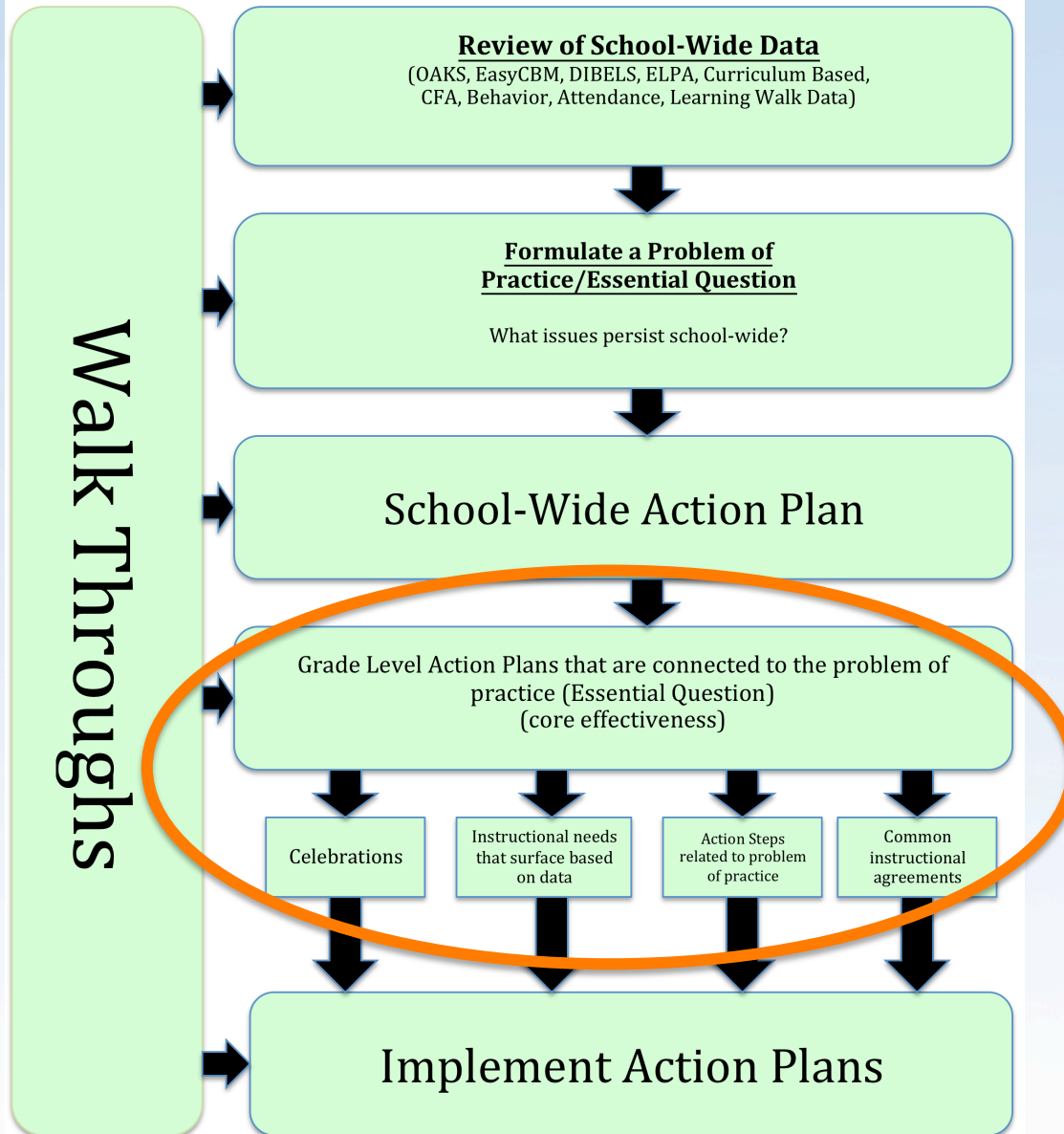
Why is fidelity important?

- Comprehensive program that incorporates all components of reading
  - Students have the opportunity to make connections
  - Students read text that supports vocabulary, phonics, and comprehension lessons
- The whole school has a common language, common goal, and common tools

Walk Through Data

- Looking for non-negotiables
- Looking for grade level agreements
- Tracking data on implementation of SIP action steps

School Improvement Cycle

Walk Throughs

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Action Steps related to problem of practice

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Implement Action Plans

Plan Identification

Curriculum

Instruction

Environment

We can control these things

Instructional needs

Fluency

	Kindergarten	1st Grade		2nd Grade	3rd Grade	4th Grade	5th Grade
Fluency		Accuracy: @90%		95-97%	96-97%	97-98%	97-98%
			30-50 WCPM	40-100 WCPM	70-100 WCPM	100-140 WCPM	100-140 WCPM
		Attends to punctuation					
		Phrasing, Expression, Smoothness (Prosody)					

Instructional needs

Fluency

	95%	98%	99%
The Secret Life of Bees	18.5	7.4	3.6
My Brother Sam is Dead	15	6	3
The Magic School Bus	6	2.4	1.2

The old man the vegetable garden.

Components of the Core

Objectives
- Read accurately with good tempo
- Rate: 84–104 WCPM

Materials
- Fluency Transparency 2
- Fluency Solutions
- Leveled Practice Books, p. 11

ELL | **Access for All**

Develop Comprehension
Break the passage into smaller phrase units and discuss each paragraph so that students understand what they will read. Use gestures and board sketches to convey meaning. Then read each phrase aloud and have students repeat.

On Level Practice Book O, page 11

Comprehension Check

★ Approaching Practice Book A, page 11
◆ Beyond Practice Book B, page 11

65A

Fluency
Repeated Reading: Tempo

EXPLAIN/MODEL Tell students that they will be doing a choral reading. Model reading **Transparency 2** for them at a moderately slow tempo. This tempo is appropriate to use when reading narrative nonfiction, when there may be unfamiliar words presented in the passage.

Transparency 2

Sunbeams are flickering over the landscape as the sun rises. A kit fox heads for her den as another day in the desert begins.

Deserts are surrounded by other kinds of landscapes. Scientists call these different land zones biomes. All the plants and animals in a biome form a community. In that community, every living thing depends on other community members for its survival. A biome's climate, soil, plants, and animals are all connected this way.

Deserts have a very dry climate. They do get a little rain, but it doesn't come regularly. One storm might drench a desert with several inches of rain in just a few hours. It might not rain again for months—even years.

Fluency Transparency 2
from *A Walk in the Desert*, page 50

Read 2 time for content
P1 read for tempo
P2 read for tempo
Partner read - switch each ♯

PRACTICE/APPLY Have one student read a sentence. Then have another student join in, and a third. Repeat until all students are reading together. When the students reach the end of the passage, tell them to go back to the beginning and repeat until every student has been included in the reading. Students will practice ~~fluency~~ *tempo* using **Practice Book** page 11 or Fluency Solutions Audio CD.

Quick Check — Can students read accurately with good tempo?

During **Small Group Instruction**

If No → **Approaching Level** Fluency, p. 69N

If Yes → **On Level** Options, pp. 69Q–69R

Beyond Level Options, pp. 69S–69T

An example

Instructor provides explicit instruction
- *Sets the purpose for the instruction*
  - Post target for the students and yourself
    - Language, learning, and behavior targets
  - Teacher lets students know what you want them to learn and why there is a sense of urgency
  - Students can explain learning targets

Focus wall

Walk Through Lookfors

- When this is working what will it look like?

  - Learning targets posted
  - Students can verbalize
  - Teacher explicitly states lesson goal and outcome
  - Teacher and student use focus wall to refer to learning targets

By giving a chance for multiple responses, students are retrieving, rehearsing and practicing what has been taught.

Active engagement of all students

- The "no-hands" classroom
  - Hand Raising "hits the best and leaves the rest"
  - If there hand is raised then you don't need to call on them!
- Choral Responses
- Partner Responses

Walk Through Lookfors

- When this is working what will it look like?

  - Students working together with assigned and purposeful partnerships
  - Lots of purposeful student conversation
  - Routines are clear to visitors
 - As routines are lost by students, teacher reteaches

Professional Development

- Model lessons by coach or peer
- Peer lesson observation
- Substitute time for team planning
- Lesson study
- Book/article study
- Visit high performing schools within the district or area
- In school experts training at staff meetings
- Instructional highlights from walk throughs at staff meetings
- Don't forget Paraprofessionals!

Data Meetings ½ Day PD

- What is your area of instructional need

- Pick an instructional strategy that your team agrees will help change outcomes for kids. Decide: What/How,/When you will use this strategy.

- Pick an active engagement strategy that your team agrees will help engage all learners. Decide: What/How/When you will use this strategy.

Improving Your Core
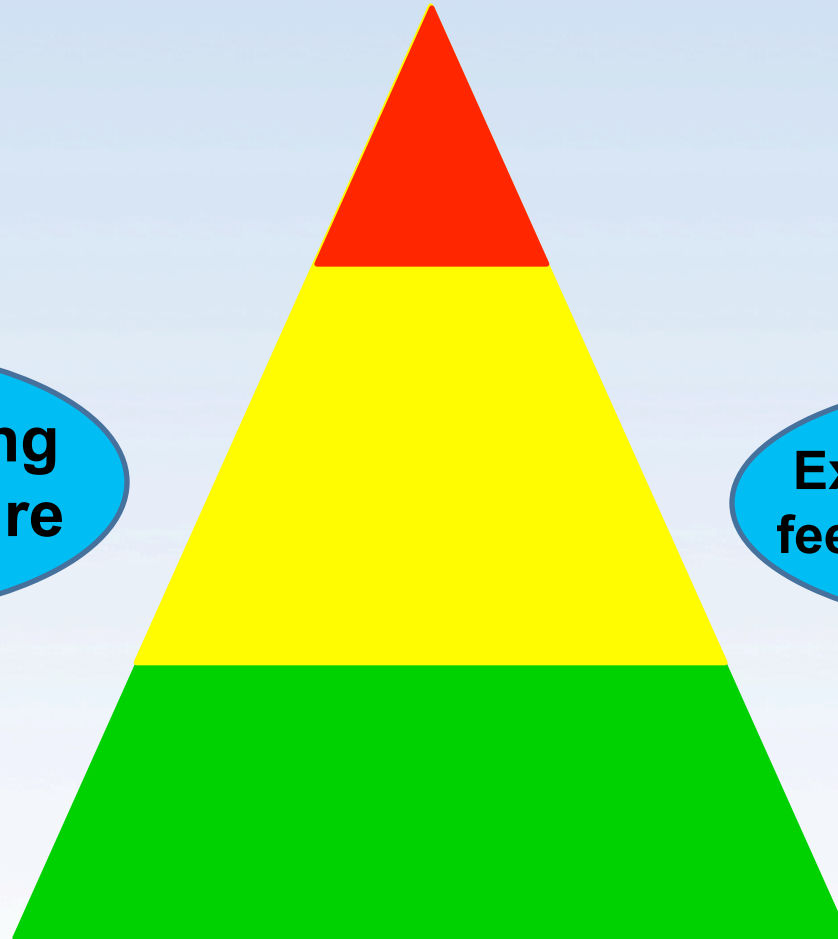
90 min reading block structure

Fidelity

Explicit, systematic, feedback, application

Professional Development