WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders

Early Literacy Approach-Utilizing Alliance Funding, State Mandates & Best Practices

May 7, 2015

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Our Essential Question

How do we create systemic alignment to improve reading outcomes?

Professional Development

Job-embedded and expert level PD aligned to the goals in an ongoing, consistent basis

- Teachers
- Administrators
- Support Staff

Data and Monitoring

- Assess/Collect Student Data
- Teacher and Admin Surveys
- School Improvement Plans
- Walkthroughs
- IDT/SWDT/DDT
- SRBI System/Progress Monitor

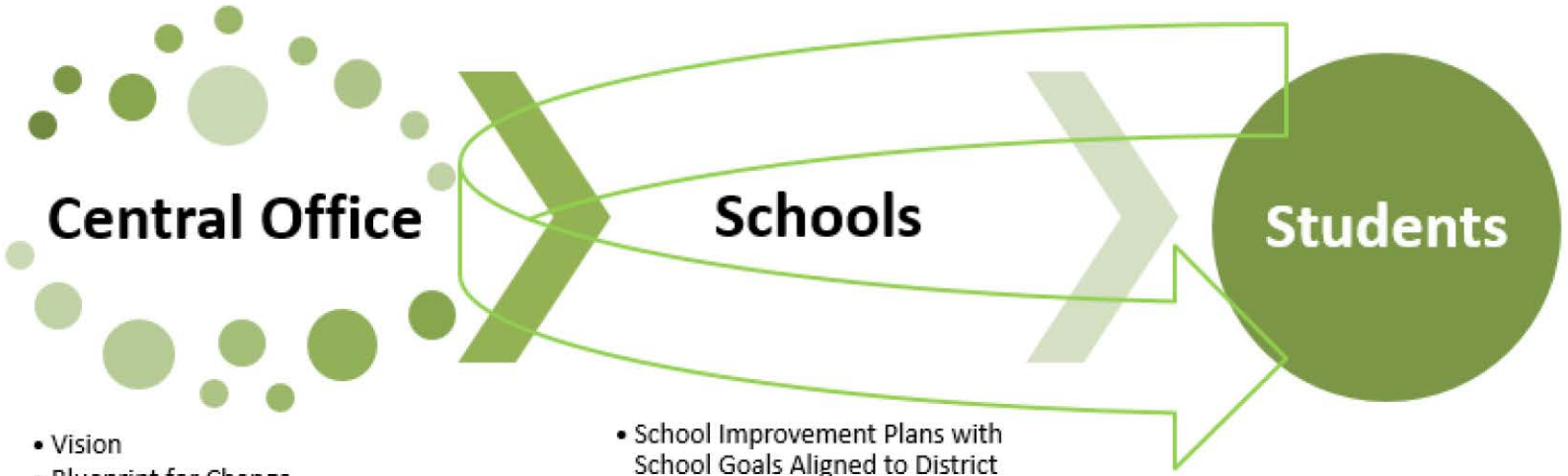
Family and Community

- Parent/Teacher Conferences
- Open House
- Literacy Night
- Library
- Board of Education
- School Events
- CSDE

Teaching and Leading

- Teach to CT Core Standards
- Student schedule
- Celebrate successes
- Teacher and Admin. SLOs/IAGDs
- Central Office SLOs/IAGDs
- Formal/Informal Observations
- BOY, MOY and EOY Conferences

Waterbury Public Schools
District Improvement Plan Flow Chart



- Vision
- Blueprint for Change
- Theory of Action
- District Goals
- Central Office Transformation

- School Improvement Plans with School Goals Aligned to District Goals
- Concept-Based Curriculum/Content Knoweldge
- Embedded Professional Development Aligned with School and District Goals

Improved Student Learning and Engagement

Monitoring Tool	Monitoring Tool	Monitoring Tool
1. *District Data Team* 2. *Student Assessment Data* 3. *Administrator and Teacher Accountability System*	1. *School-Wide Data Team* 2. *Student Assessment Data* 3. *Administrator and Teacher Accountability System*	1. *Grade Level and/or Department Data Team* 2. *Student Assessment Data*

[Our Waterbury Team]

Leveraging Mandates

- Administrator (Central Office and Building) SLOs/IAGDs
- Teacher SLOs/IAGDs
- Reading Legislation-*Public Act No. 12-116*
- CT Core Standards

District Focus ELA Goals
(Phonological Awareness and Phonics)

- 63% of students will show growth by a category or remain at benchmark on DIBELS PSF from BOY-EOY

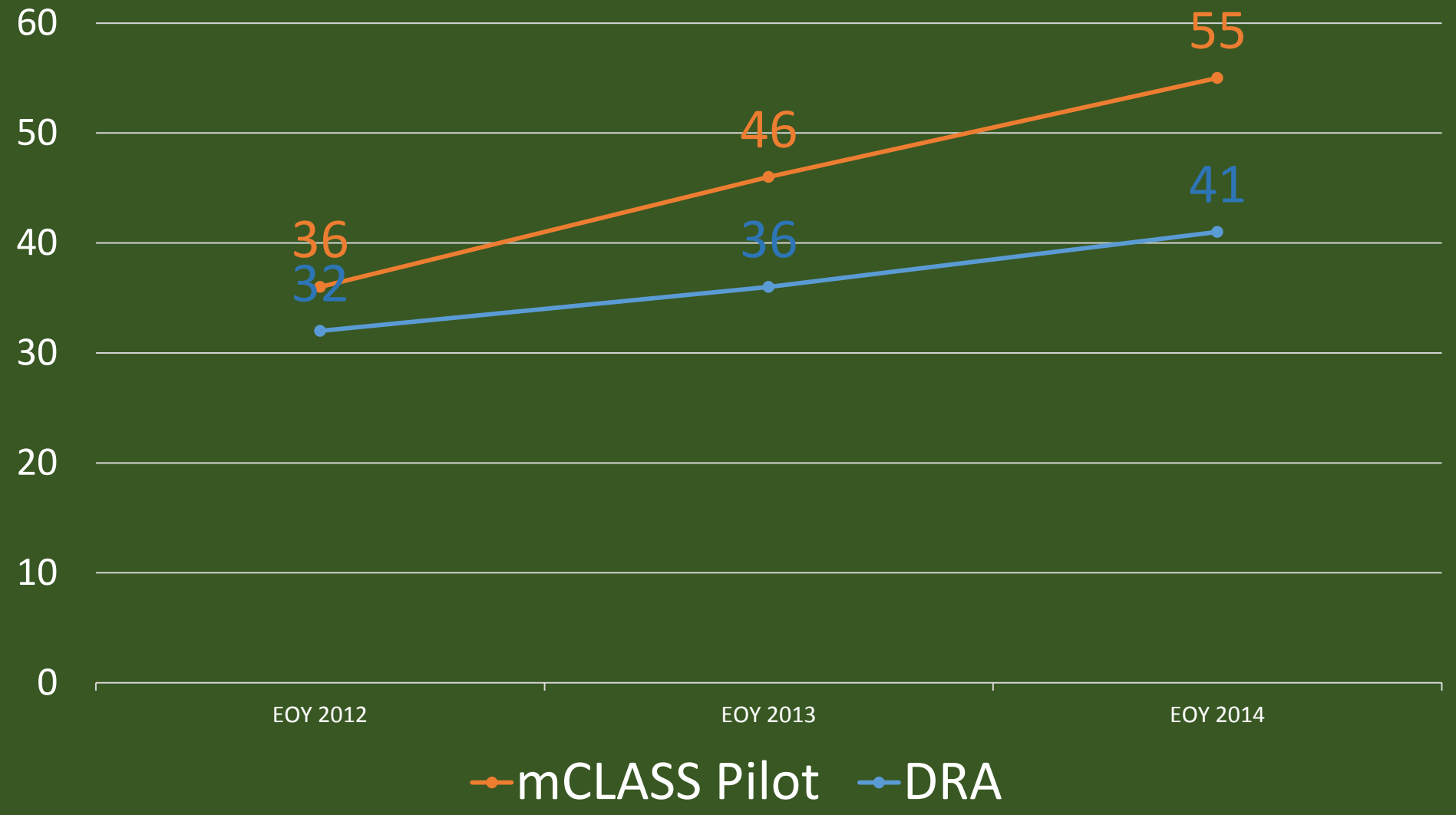
- 64% of students will show growth by a category or remain at benchmark on DIBELS NWF (CLS) from BOY-EOY

School Improvement Plans-Making them Work

GOAL 1 (Academic): 78% of K-2 students at Regan Elementary School will show growth by a category or remain at benchmark from BOY to EOY on DIBELS PSF for K and NWF for 1st grade.							
Strategy	Strategy Heading T, A, C or O	Progress Metric	Person Responsible	Progress Monitoring			
				Q1	Q2	Q3	Q4
1. Scheduled daily fluency block.	A,O	Bi- Weekly progress monitoring	Classroom Teacher	X	X	X	X
2. 45 minute 5 X per week scheduled ELA intervention block.	A,O	On-going assessment of student learning as dictated by CCT rubric Domain 3 indicator C	Classroom Teacher	X	X	X	X
3. Weekly School-wide phonemic awareness activities for students	A,O	Weekly assessment of student responses by grade level.	Administrator Literacy Facilitator	X	X	X	X
4. Bi-Weekly teacher phonemic activities during ELA date meetings.	A,O,C	Bi-Weekly assessment of adult entrance and adult exit tickets	Literacy Facilitator	X	X	X	X
5. Targeted professional development to increase teacher knowledge for phonological awareness.	A,O,C.T	Bi-Monthly staff meetings, scheduled district collaboration days, district wide scheduled Professional Development	Administrator, Literacy Facilitator	X	X	X	X
6. Analyze BOY results of DIBELS mCLASS by grade level. Specific strategies and developed and shared with grade levels.	A,C	BOY, MOY, EOY as dictated by assessment calendar for DIBELS.	Classroom Teacher, literacy facilitator, administrator	X	X	X	X
7. Targeted and rigorous centers to support ELA Block. Spelling, grammar, vocabulary, and writing.	A,C	Results of progress monitoring data obtained from DIBELS. On the going assessment data obtained by student work as dictated by CCT rubric Domain 3 indicator 3a.	Classroom Teacher	X	X	X	X
8. Professional development that improves TIER 1 instructional practices.	A,C	Use of adult entrance and adult exit tickets.	Literacy Facilitator	X	X	X	X

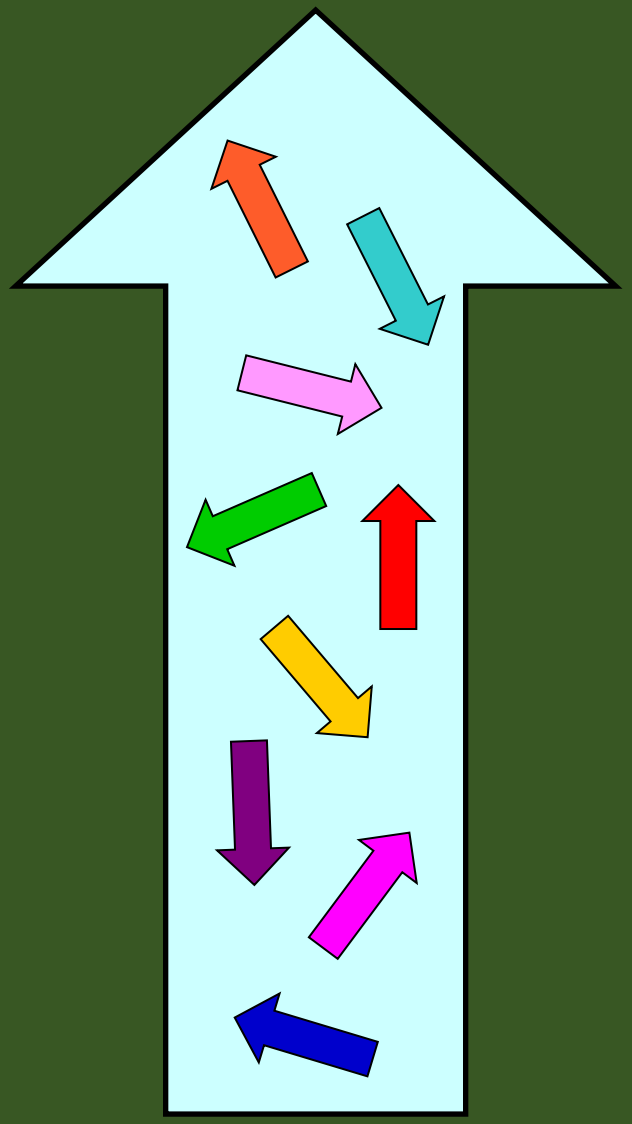
What is the data telling us?

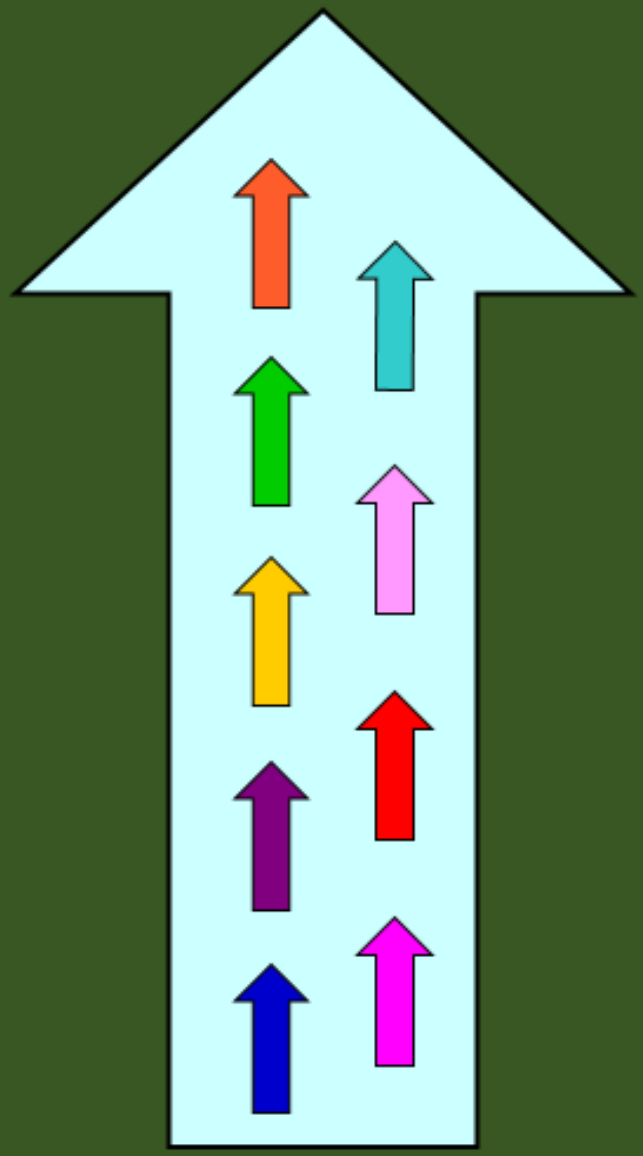
DRA vs mCLASS Pilot EOY Proficient



Survey Data

- Teachers
- ELA Department
- Administrators





Adapted from Peter Senge, *The Fifth Discipline*

ELA Department Vision/Mission

Vision

Our vision is to have all educators provide high-quality reading instruction to ensure that all students, regardless of their ability, become ***successful independent readers*** and thinkers who make continuous progress towards this goal.

Mission

We will:

1. be relentless in our quest for **clarity** and **consistency** of all things literacy district-wide
2. be relentless in planning rigorous effective, research-based **interventions** to improve **student achievement** based on **data**.
3. be relentless in our pursuit of **professional growth** and its **application**.
4. be relentless in our pursuit for **effective communication** among all stake-holders.
5. be relentless in our quest to **share** our professional knowledge with **all** educators.
6. be relentless in our quest to **strengthen Tier I** instruction.

20 Elementary Schools

3 mCLASS Pilot K-3

- 2011-13:Carrington, Bunker Hill, Chase
- 2013-14: Added Sprague at BOY and Kingsbury at EOY

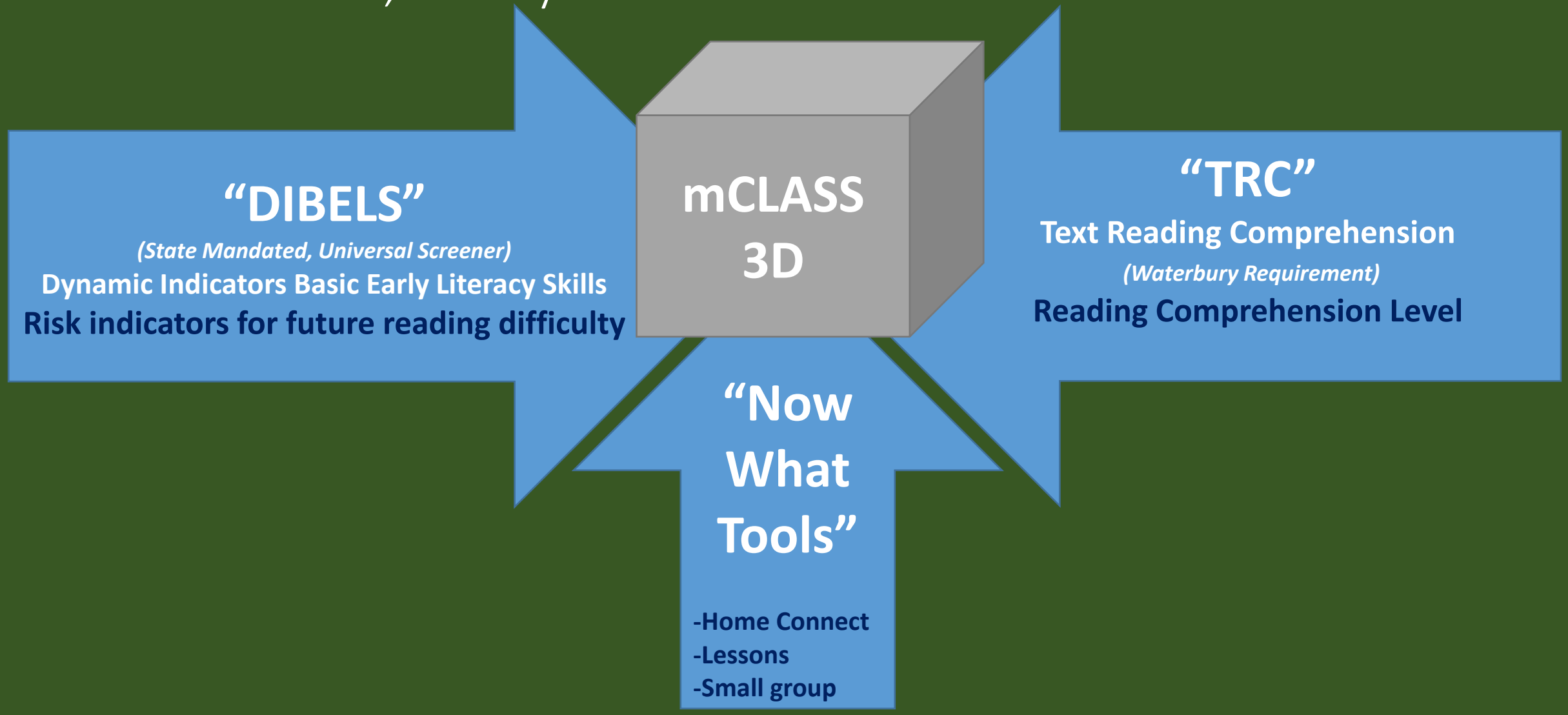
17 DRA K-3

2011-2014

All other K-3 Schools

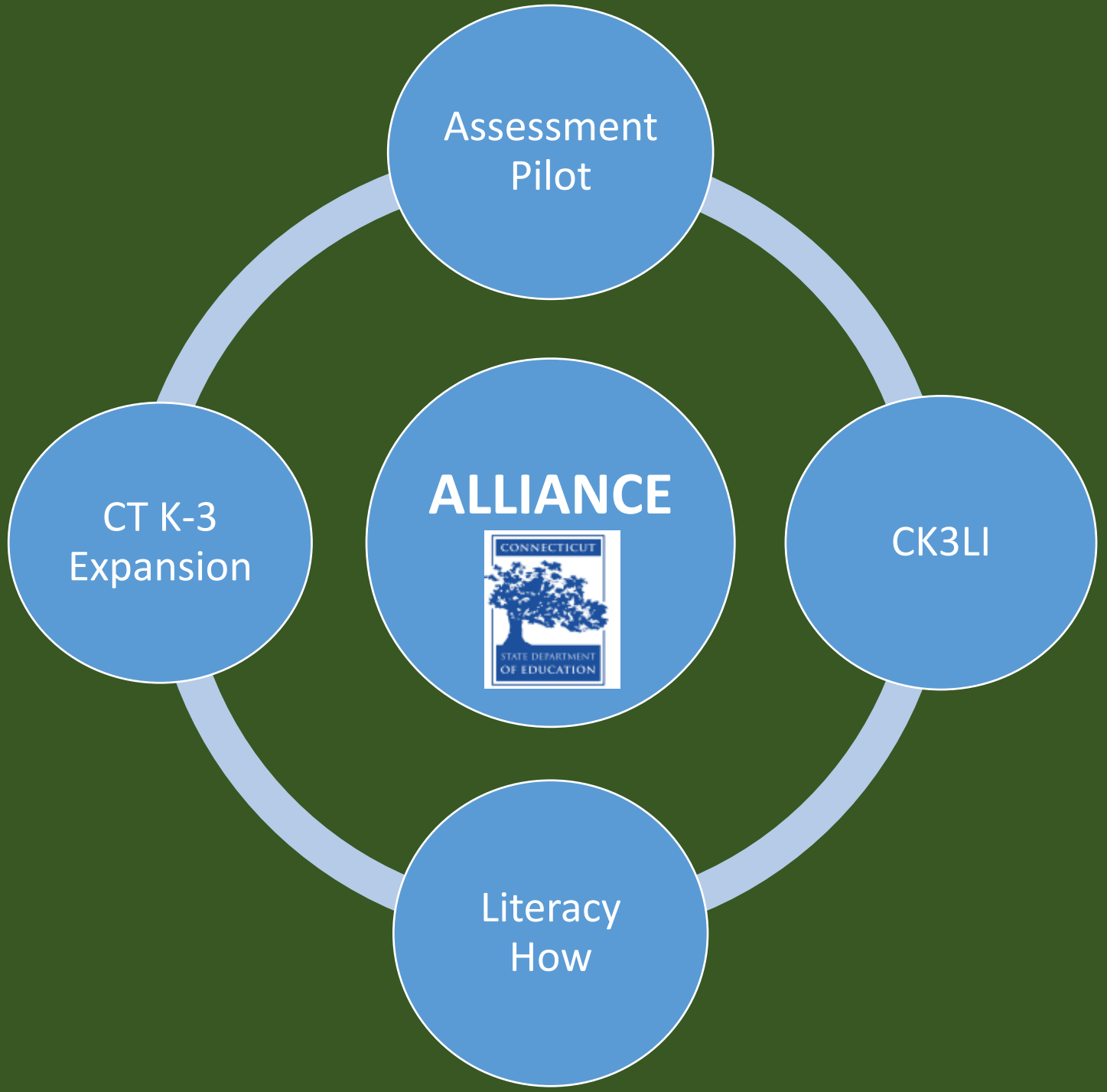
Amplify mCLASS 3D

Two Assessments, One system



Fact

4,249 students transferred in/out of our 20 elementary schools last year.

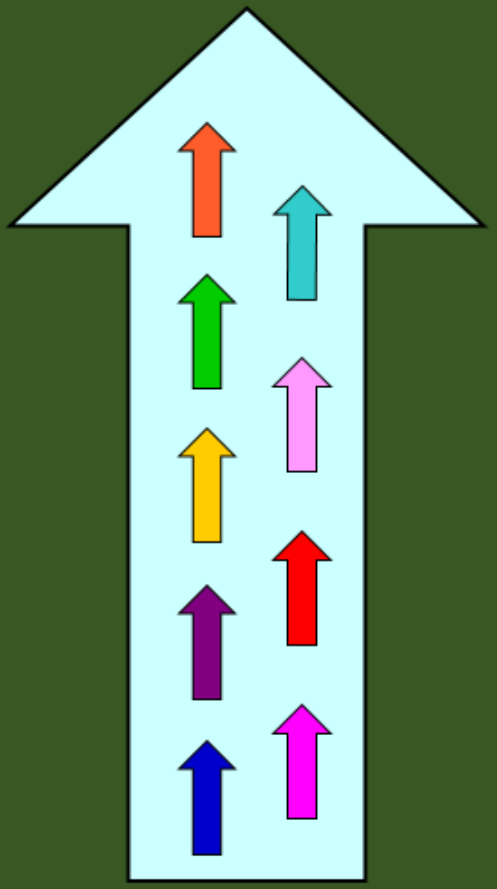

Assessment Pilot
CT K-3 Expansion
ALLIANCE
CONNECTICUT
STATE DEPARTMENT OF EDUCATION
CK3LI
Literacy How

20 Elementary Schools 2014-15

mCL

- 2011-13:
- 2013-14:

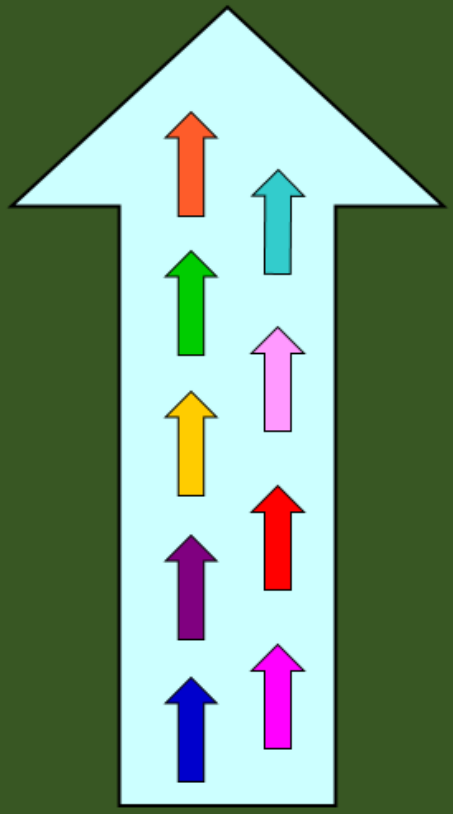
Replace with….



1. be relentless in our quest for **clarity** and **consistency** of all things literacy district-wide

Scientific Research-Based Interventions
Redefine Roles

- **Reading Teacher/Title I Literacy Teacher (students)**
  - ✓ Service all Tier III students K-5
  - ✓ Maintain 1+ per building



- **Literacy Facilitators (adults)**
  - ✓ Provide job embedded-PD for staff
  - ✓ "Facilitate" all things literacy
  - ✓ Add more (Alliance) to have 1 per building

1. be relentless in our quest for **clarity** and **consistency** of all things literacy district-wide

Scientific Research-Based Interventions

Staggered, Non-overlapping Intervention Blocks

2015-2016 MASTER SCHEDULE

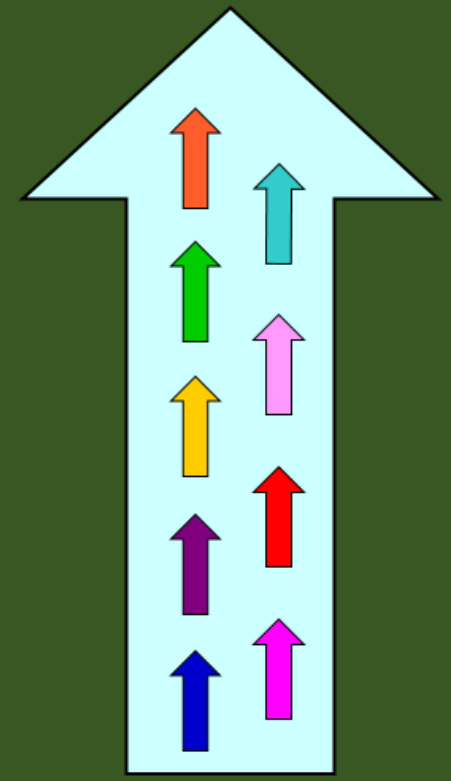
Kindergarten		1st		2nd		3rd		4th		5th	
30 Min-Fundations	30 Min-Fundations	30 Min-Fundations	30 Min-Fundations	MATH Block	MATH Block	2 Hr. Lit Block	2 Hr. Lit Block	Interv/enrichment		Special	Special
60 Min-Unit	60 Min-Unit	45 Min-Unit	45 Min-Unit	8:35-9:35	8:35-9:35	8:35-10:35	8:35-10:05	8:35-9:20		8:35-9:20	8:35-9:20
8:35-10:05	8:35-10:05	8:35-9:50	8:35-9:50								
		MATH Block	MATH Block	Math Small Group 3x wk	Math Small Group 3x wk	Recess 10:40-11:00		Special	Special	Interv/enrichment	
Recess 10:10-10:30		9:55-10:55	9:55-10:55	9:35-10:10	9:35-10:10	Lunch 11:00-11:25		9:25-10:10	9:25-10:10	9:25-10:10	
Lunch 10:30-10:50											
		Special	Special	Interv/enrichment		MATH Block	MATH Block	MATH Block	MATH Block	Recess 10:10-10:30	
MATH Block	MATH Block	11:00-11:45	11:00-11:45	10:15-11:00		11:30-12:30	11:30-12:30	10:15-11:15	10:15-11:15	Lunch 10:30-10:50	
10:55-11:55	10:55-11:55									MATH Block	MATH Block
		Recess 11:45-12:05		Sci,Soc 2x wk	Sci,Soc 2x wk					10:55-11:55	10:55-11:55
Interv/enrichment		Lunch 12:05-12:30		9:35-10:10	9:35-10:10	Math Small Group 3x wk	Math Small Group 3x wk	Recess 11:15-11:35			
12:00-12:45						12:35-1:10	12:35-1:10	Lunch 11:35-12:00			
		Math Small Group 3x wk	Math Small Group 3x wk	Lunch 11:00-11:25						Math Small Group 3x wk	Math Small Group 3x wk
Math Small Group	Math Small Group	12:35-1:10	12:35-1:10	Recess 11:25-11:45		Sci,Soc 2x wk	Sci,Soc 2x wk	Math Small Group 3x wk	Math Small Group 3x wk	12:00-12:40	12:00-12:40
12:45-1:15	12:45-1:15			30 Min-Fundations		12:35-1:10	12:35-1:10	12:00-12:40	12:00-12:40		L
		Interv/enrichment	Interv/enrichment	45 Min-Unit						Sci,Soc 2x wk	Sci,Soc 2x wk
ELA Small Group		1:10-1:55		11:50-1:05	11:50-1:05	Special	Special	Sci,Soc 2x wk	Sci,Soc 2x wk	12:00-12:40	12:00-12:40
1:15-2:00						1:10-1:55	1:10-1:55	12:00-12:40	12:00-12:40		
		Special		Special	Special						
Special	Special	10:15-11:00		1:10-1:55	1:10-1:55	Interv/enrichment		2 Hr. Lit Block	2 Hr. Lit Block	2 Hr. Lit Block	2 Hr. Lit Block
2:05-2:50	2:05-2:50					2:00-2:45		12:45-2:45	12:45-2:45	12:45-2:45	12:45-2:45
		ELA Small Group		ELA Small Group							
		2:00-2:45		2:00-2:45							

Scientific Research-Based Interventions

Staggered, Non-overlapping Intervention Blocks

2015-2016 MASTER SCHEDULE

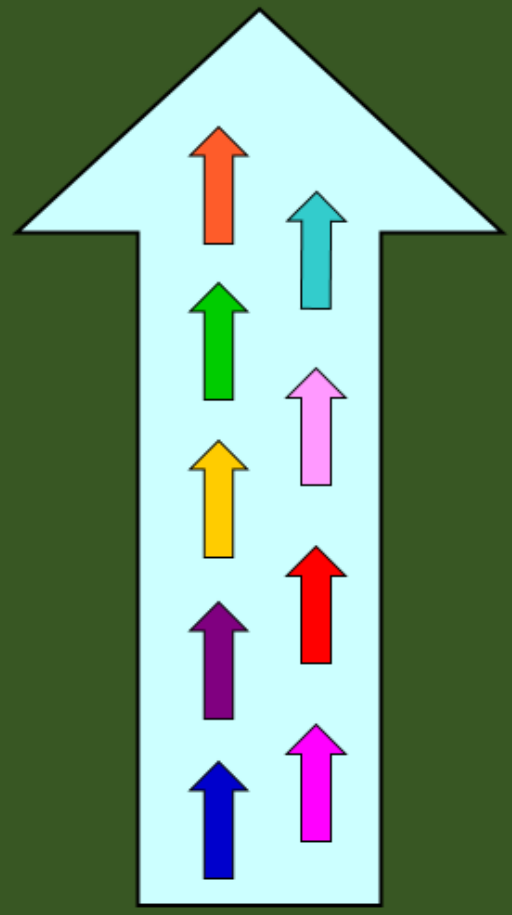
Kindergarten	1st	2nd	3rd	4th	5th
				Interv/enrichment 8:35-9:20	
					Interv/enrichment 9:25-10:10
		Interv/enrichment 10:15-11:00			
nterv/enrichment 12:00-12:45					
	Interv/enrichment 1:10-1:55 / Interv/enrichment				
			Interv/enrichment 2:00-2:45		



Scientific Research-Based Interventions

Add Tutors (Alliance)

- Two tutors per building
- Consistent schedule September-May
- Trained in mCLASS (progress monitoring)
- Attend District PD
- Supported by facilitators



1. be relentless in our quest for **clarity** and **consistency** of all things literacy district-wide
2. be relentless in planning rigorous effective, research-based **interventions** to improve **student achievement** based on **data**.

SRBI (Intervention) Defined– Waterbury Public Schools

"DIBELS"
SRBI legislation
7/2014

High Risk

High Risk | Some Risk | Low Risk

Tier I

- 90 minutes daily
- Core Instruction
- Whole group *and* differentiated small group instruction

Tier II Intervention

- Individual Reading Plan (IRP)
- 30 minutes of instruction in addition to Tier I 90 minutes
- 3 days/week
- Up to 6 students per group
- Biweekly progress monitoring
- 8-20 weeks

Green/Low Risk

Green/Low Risk

Some Progress

No/little progress

Tier III Intervention

Provided by:

- Reading Teacher
- Title I Reading interventionist
- Reading Tutor

No/little progress

PPT I

D. Mortensen 2015

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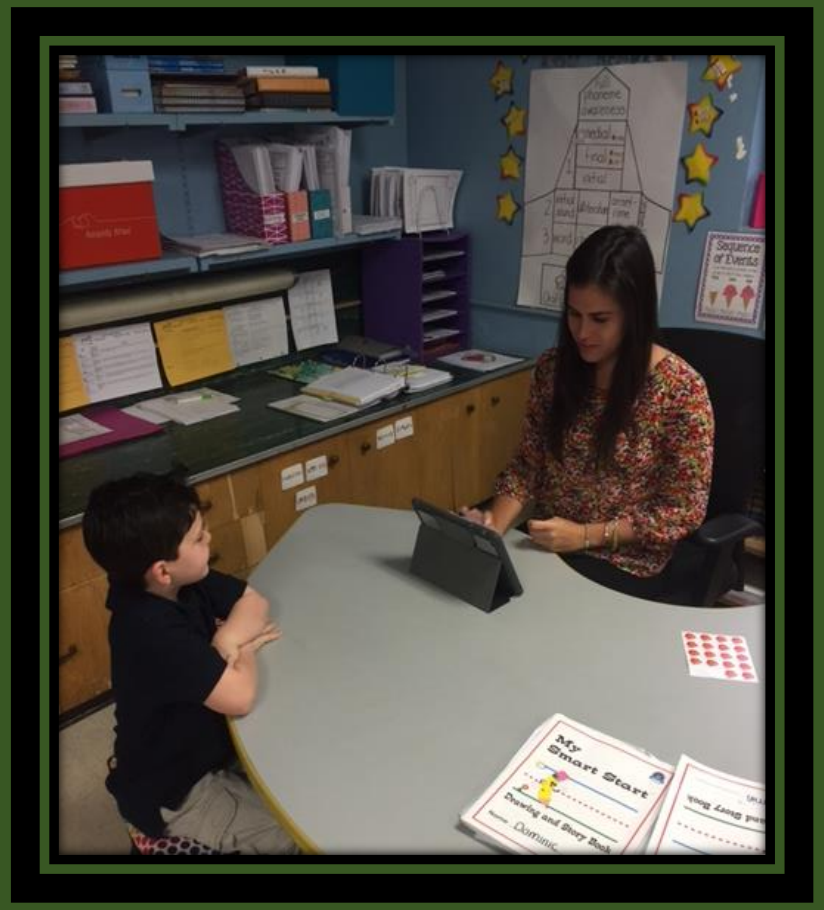
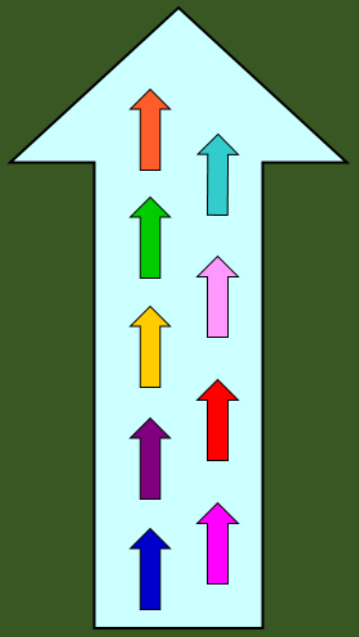
Progress Monitoring





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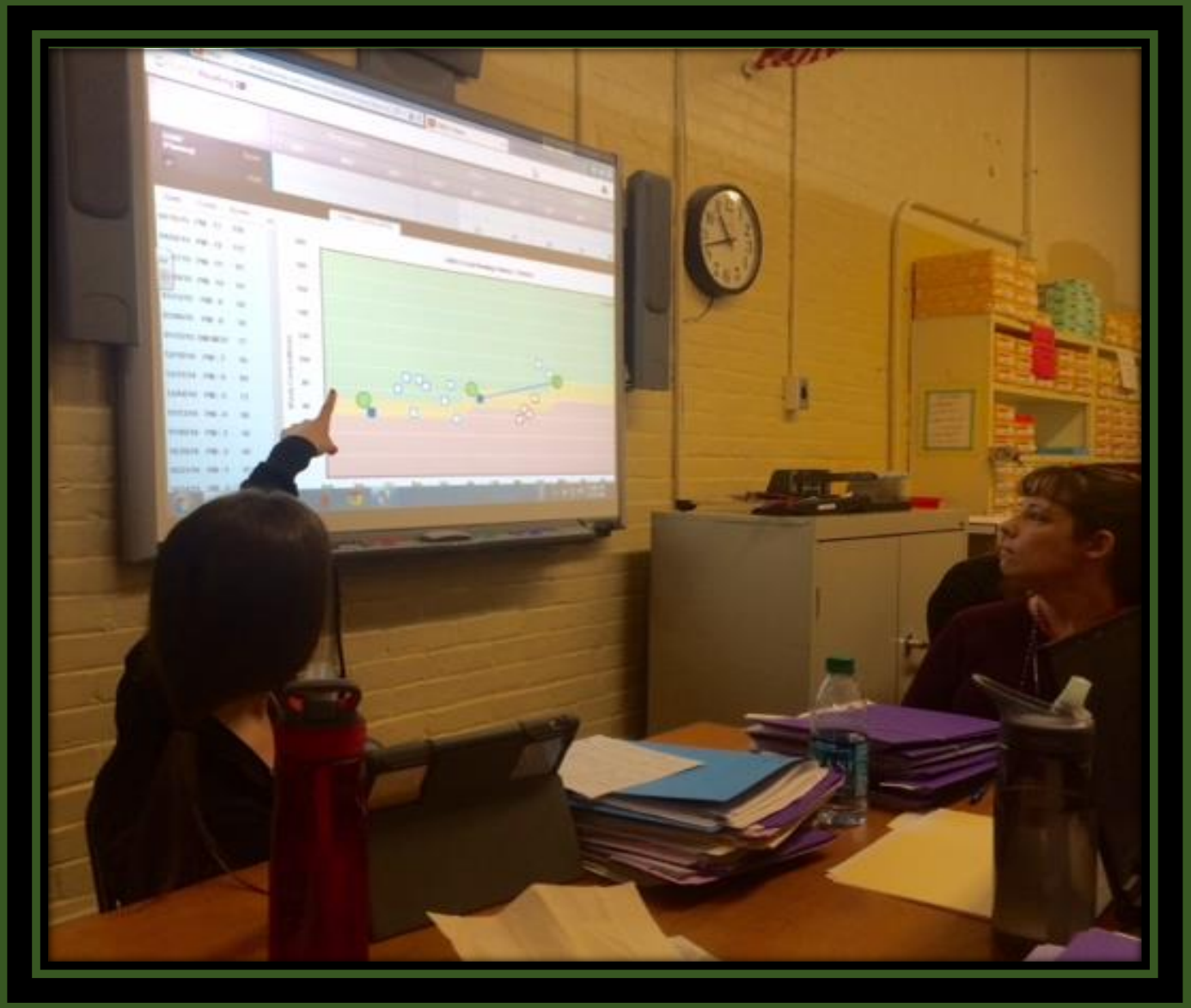
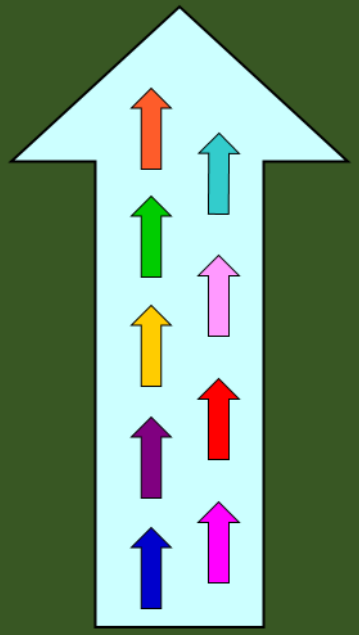
Data Teams





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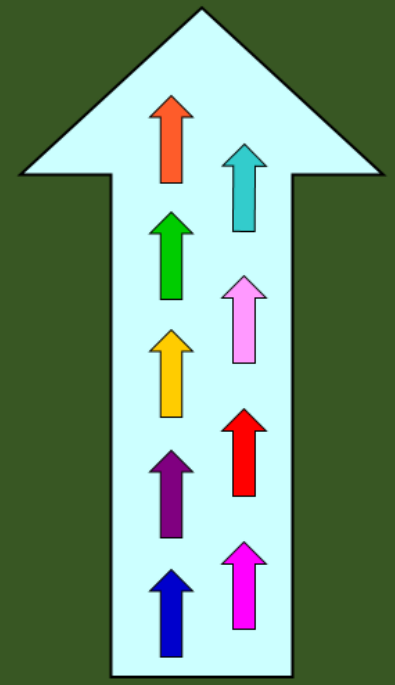
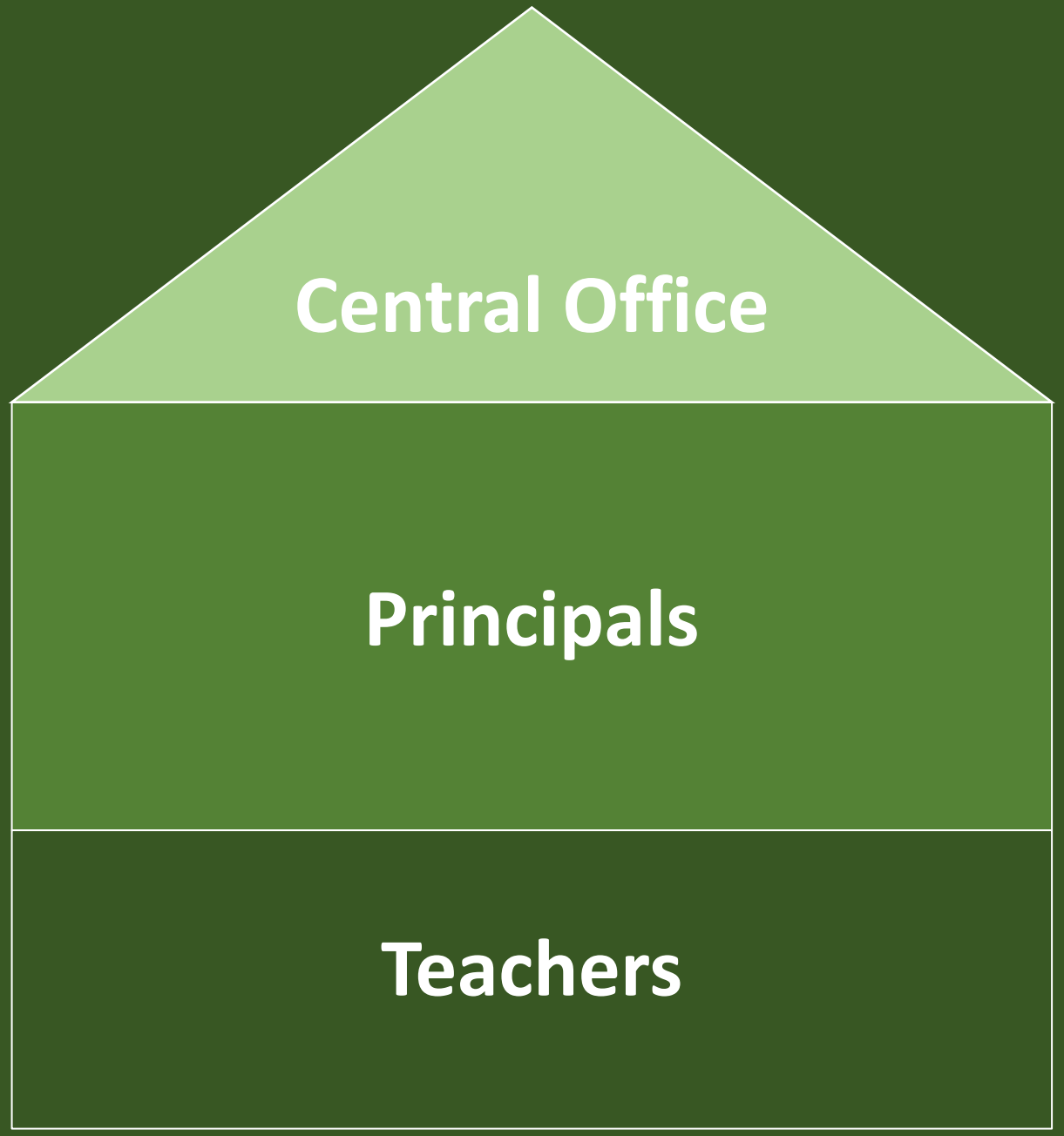
Core Program – Foundational Skills

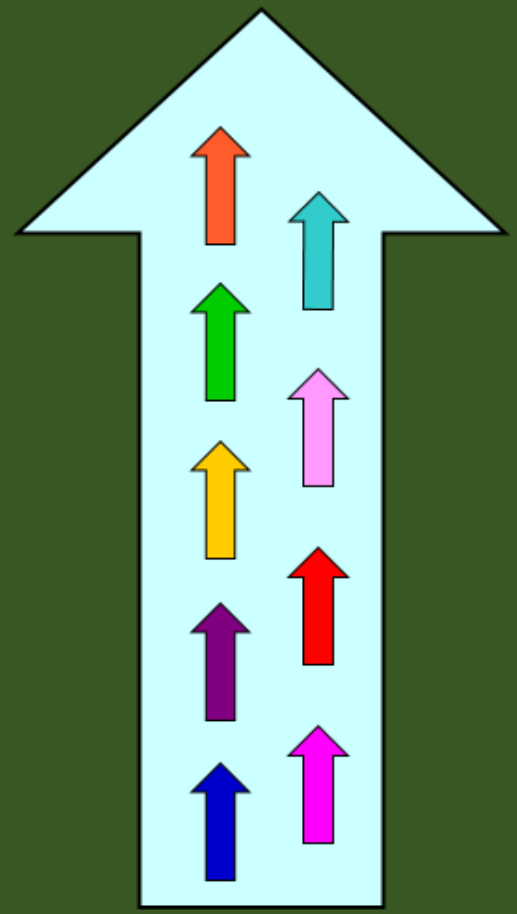


"Fundations"

6. be relentless in our quest to **strengthen Tier I** instruction.

SLOs





1. be relentless in our quest for **clarity** and **consistency** of all things literacy district-wide

Celebrate

Certificate of Achievement

Awarded to

Nicole Coello

Chase School - Ms. Palmieri

For Achieving the Highest District Score
Grade 1 MOY mCLASS DIBELS - February 2015

Keep up the good work!

ELA Supervisor _____ Director _____

Certificate of Acknowledgement

Presented to

Courtney Palmieri

Chase School - Grade 1

Your Student, **Nicole Coello**, Achieved the Highest District Score!
Grade 1 MOY mCLASS DIBELS - February 2015

Thanks for your hard work!

ELA Supervisor _____ Director _____

4. be relentless in our pursuit for **effective communication** among all stake-holders.

Professional Development

Literacy How/mCLASS TOT Workshops
ELA Department and Administrators

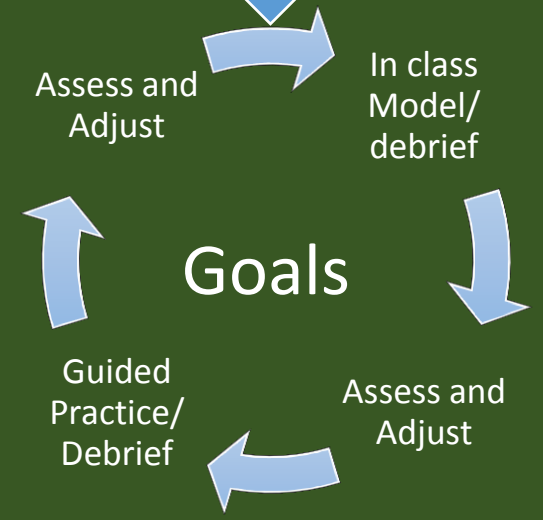
Based on District Goals

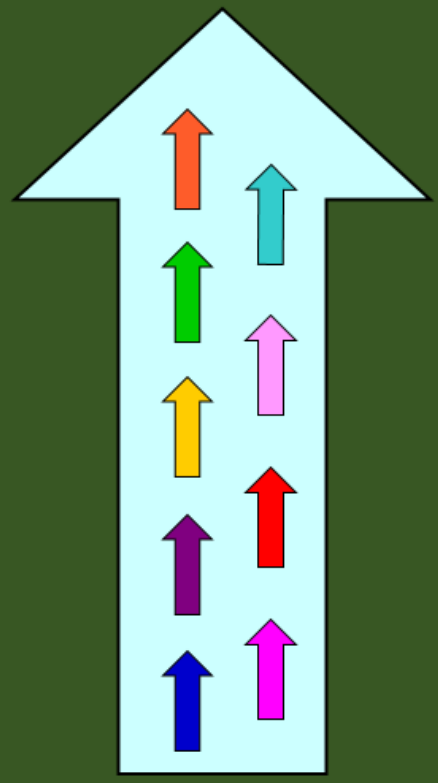
Based on District Goals

Based on District Goals

WPS Teacher Knowledge Surveys
School-Based Workshops

Embedded Coaching





5. be relentless in our quest to **share** our professional knowledge with **all** educators.

From the Field….

Aimee Misset, Literacy Facilitator, Carrington School

Chayna Nath, Literacy Facilitator, Washington School

From the Field….

1. Grade level focus
2. Connected SLOs
3. WPS Teacher knowledge survey data
4. Model ⟷ Guidance ⟷ CPT
5. mCLASS Real-time Results
   - Celebrations

Coaching Cycle Note Catcher

Teacher Emulation

Focus: P-G Mapping /SIM1 (3 phonemes)

Student Actions	Adult Actions
Debrief Key Points (5-10 minutes immediately after lesson) What desirable student behaviors were evidenced related to the focus practice(s)? able to match letter w/ sound knew "sh" was one sound What adult actions promoted the desirable student actions? - reinforcing mapping letters to each sound by touching it - good wait time & management of multiple students	**Next Steps** Continue teaching routine so it's solid for harder words

Coaching Cycle Note Catcher - COI

Teacher_____ Facilitator_____ Grade Kindergarten
Date_____ Time_____

Content (Sub-skills adapted from COI)	Student "Look-Fors" (Instructional examples adapted from COI)	Examples
RF2a (Recognize and produce rhyming words.) ▪Identify similar sounds in oral speech ▪ Determine which part of the word (rime) is important for rhyming	□ Determine if spoken pairs of words rhyme □ Produce a spoken word with the same rhyme of spoken word □ Identify which spoken words rhyme	
RF2b (Count, pronounce, blend, and segment syllables in spoken words.) ▪ Blend spoken words together to make compound words ▪ Segment spoken compound words	□ Pronounce the syllables in spoken words □ Count the syllables in spoken words □ Blend syllables into spoken words □ Segment spoken words into syllables	
RF2c (Blend and segment onsets and rimes of single-syllable spoken words.) ▪ Detect initial sound in spoken words ▪ Identify initial sound in spoken words ▪ Detect rime when onset is deleted from a spoken word	□ Blend the onset and rime to say a whole word □ Segment the sounds of a spoken word into onset and rime	
RF2d (Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.) ▪ Demonstrate and understanding of words that denote sequence ▪ Demonstrate and understanding that words are made up of sounds	□ Detect and identify the initial sound in spoken CVC words □ Detect and Identify the final sound in spoken CVC words □ Detect and identify the medial vowel in spoken CVC words	
RF2e (Add or substitute individual sounds in simple, one-syllable words to make new words.) ▪ Identify individual sounds in spoke in CVC words ▪ Produce a spoken word when a phoneme is removed	□ Produce a spoken word when a phoneme is added □ Change the /b/ in bat to /k/ to produce the spoken word cat □ Recognize a spoken word when a phoneme is replaced with a different phoneme	
RF3a (Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or most frequent sound for each consonant.) ▪ Identify and name consonants	□ Identify the name and sound of targeted letters. □ Identify grapheme when sound and name is given orally	

Coaching Cycle Note Catcher

Teacher #2 (Gr. 1) Facilitator Misset Date 10/30

Model by Facilitator

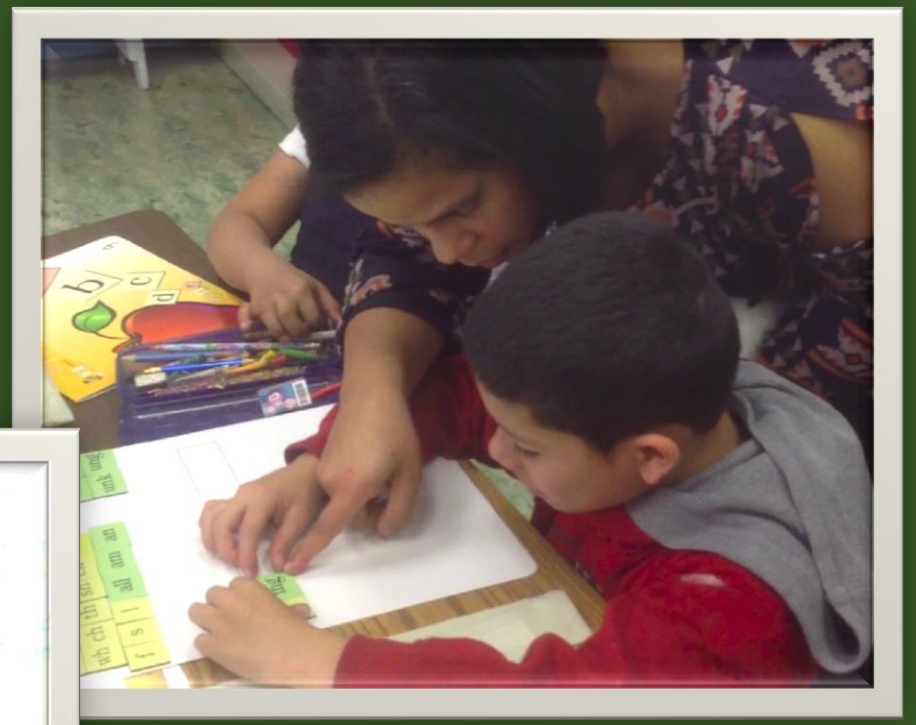
Focus: Phoneme-Grapheme Mapping - SIM1 (3 phonemes)

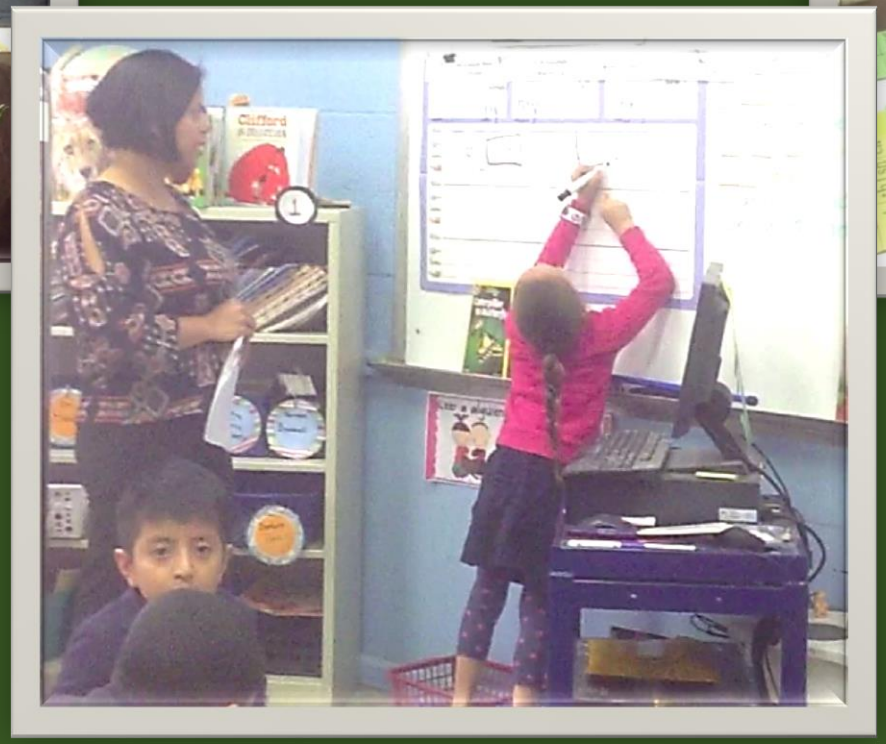
Student Actions	Adult Actions
Debrief Key Points (5-10 minutes immediately after lesson) What desirable student behaviors were evidenced related to the focus practice(s)? able to move sounds & match letters What adult actions promoted the desirable student actions? routine - say it, move it, touch each sound when mapping	**Next Steps** follow-up on 11/5 continue using with CVC words to get routine down

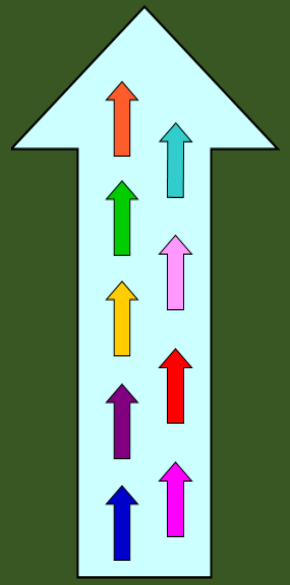
Coaching Cycle Note Catcher - COI

Teacher_____ Facilitator_____ First Grade Date_____ Time_____		
Content **(Sub-skills adapted from COI)**	**Student "Look-Fors"** **(Instructional examples adapted from COI)**	**Examples**
RF2a (Distinguish long from short vowels in spoken single-syllable words.) ▪ Identify short vowel sounds in spoken single-syllable words ▪ Identify long vowel sounds in spoken single-syllable words	□ Determine if a spoken word has a long or short vowel sound □ Sort picture cards into two categories	
RF2b (Orally produce single-syllable words by blending sounds including consonant blends.) ▪ Demonstrate and understanding of words that denote sequence ▪ Demonstrate and understanding that words are made up of sounds	□ Blend individual phonemes in spoken single-syllable words including words with consonant blends	
RF2c (Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.) **RF2d (Segment spoken single-syllable words into their complete sequence of individual sounds.)** ▪ Blend spoken words together to make compound words ▪ Segment spoken compound words ▪ Detect and identify initial sound in spoken words ▪ Detect rime when onset is deleted from a spoken word ▪ Demonstrate and understanding of words that denote sequence ▪ Demonstrate and understanding that words are made up of sounds	□ Detect the initial sound in spoken single-syllable words □ Detect the final sound in spoken single-syllable words □ Detect the media vowel sound in spoken single-syllable words. □ Segment spoken VC, CVCe, VCC, CVCC, CCVC words into their complete sequence of individual sounds (say-it-and-move-it).	
RF3a (Know the spelling-sound correspondences for common consonant digraphs). ▪ Demonstrate that some letter combinations result in one sound	□ Identify the letter-sound correspondence for common digraphs (ex. sh, th, wh, kn, ch, wr, ph) (Elkonin boxes). □ Write the spelling correspondences for the sounds of common consonant digraphs.	
RF3b (Decode Regularly Spelled one-syllable words) ▪ Identify and name consonants and vowels ▪ Recognize short and long vowels ▪ Orally differentiate between long and short vowel sounds ▪ Recognize and produce the multiple sounds of vowel and the consonants that make more than one sound (c,g,s)	□ Segment and blend VC, CVC, VCC, CVCC, CCVC, CVCC words. □ Segment and blend words with a-e patterns □ Segment and blend words with common consonant digraphs.	

Hopeville School Coaching Lesson

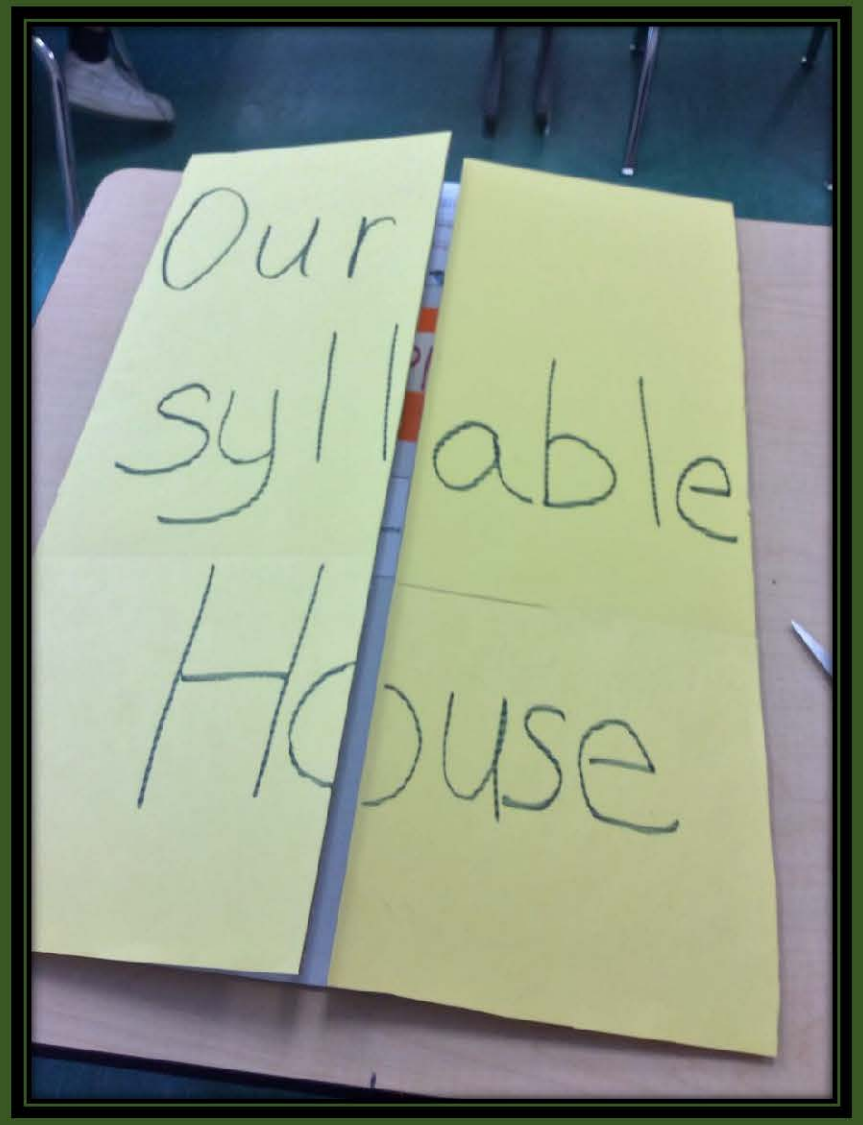


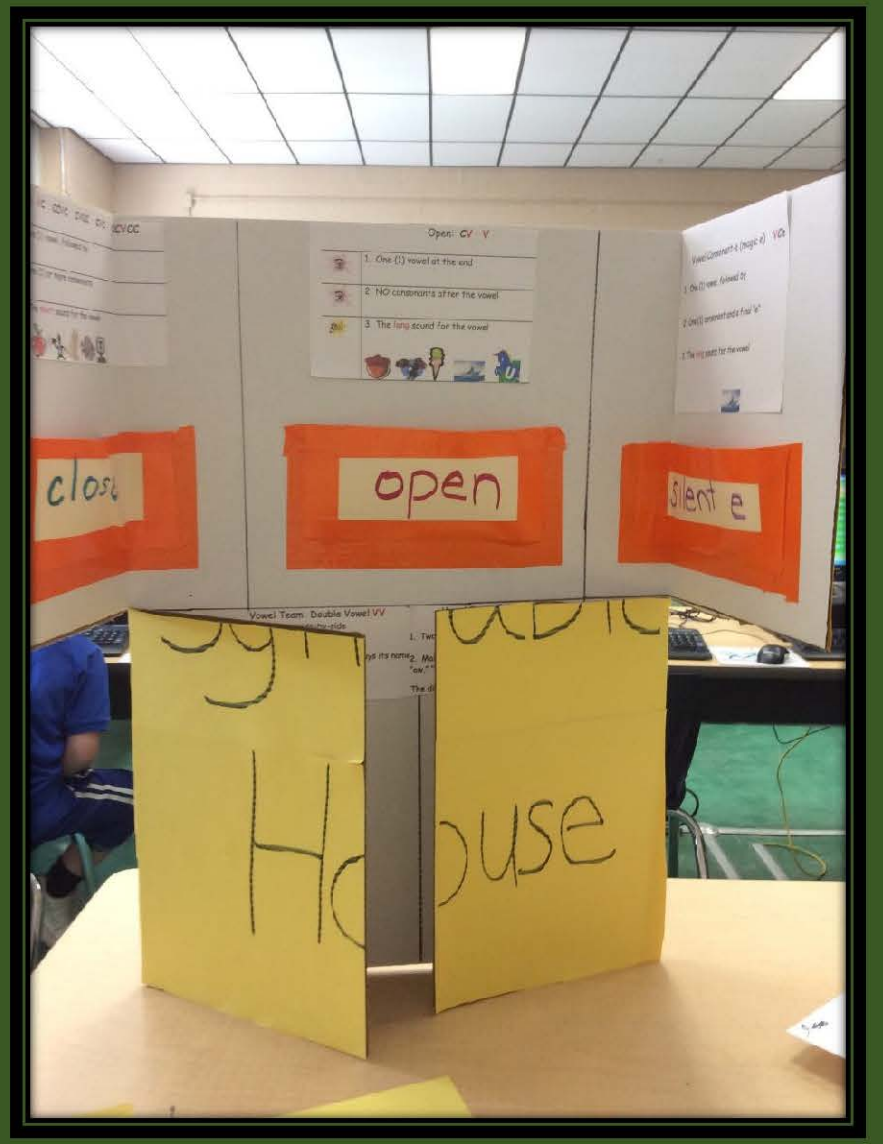


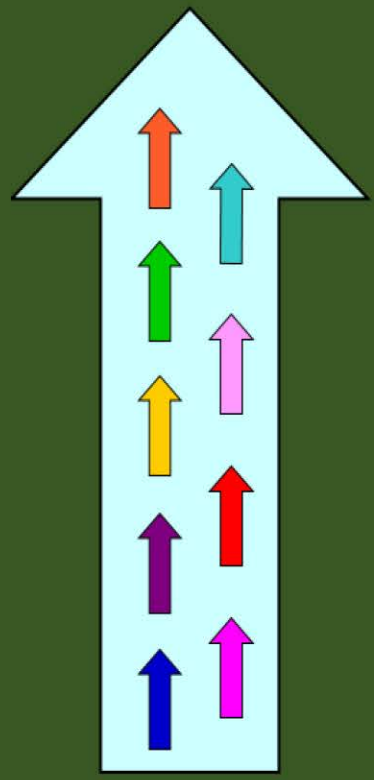


5. be relentless in our quest to **share** our professional knowledge with **all** educators.

Activities from Professional Development







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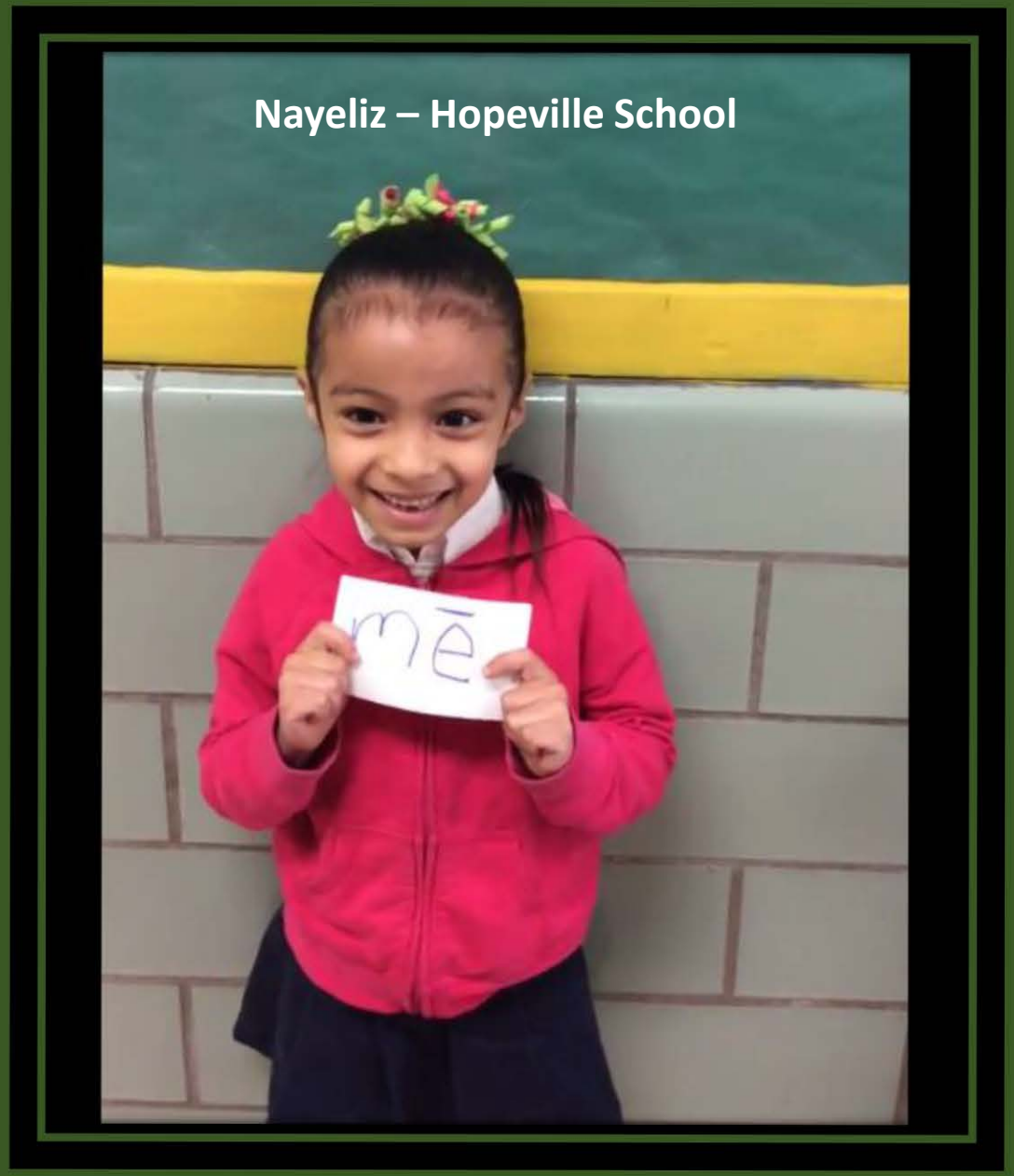
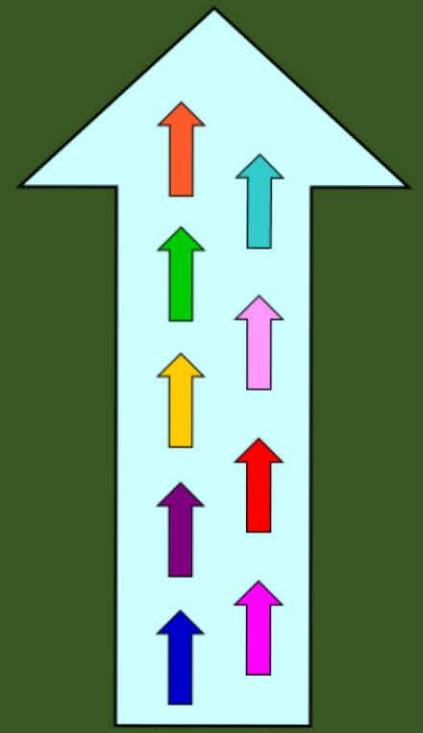
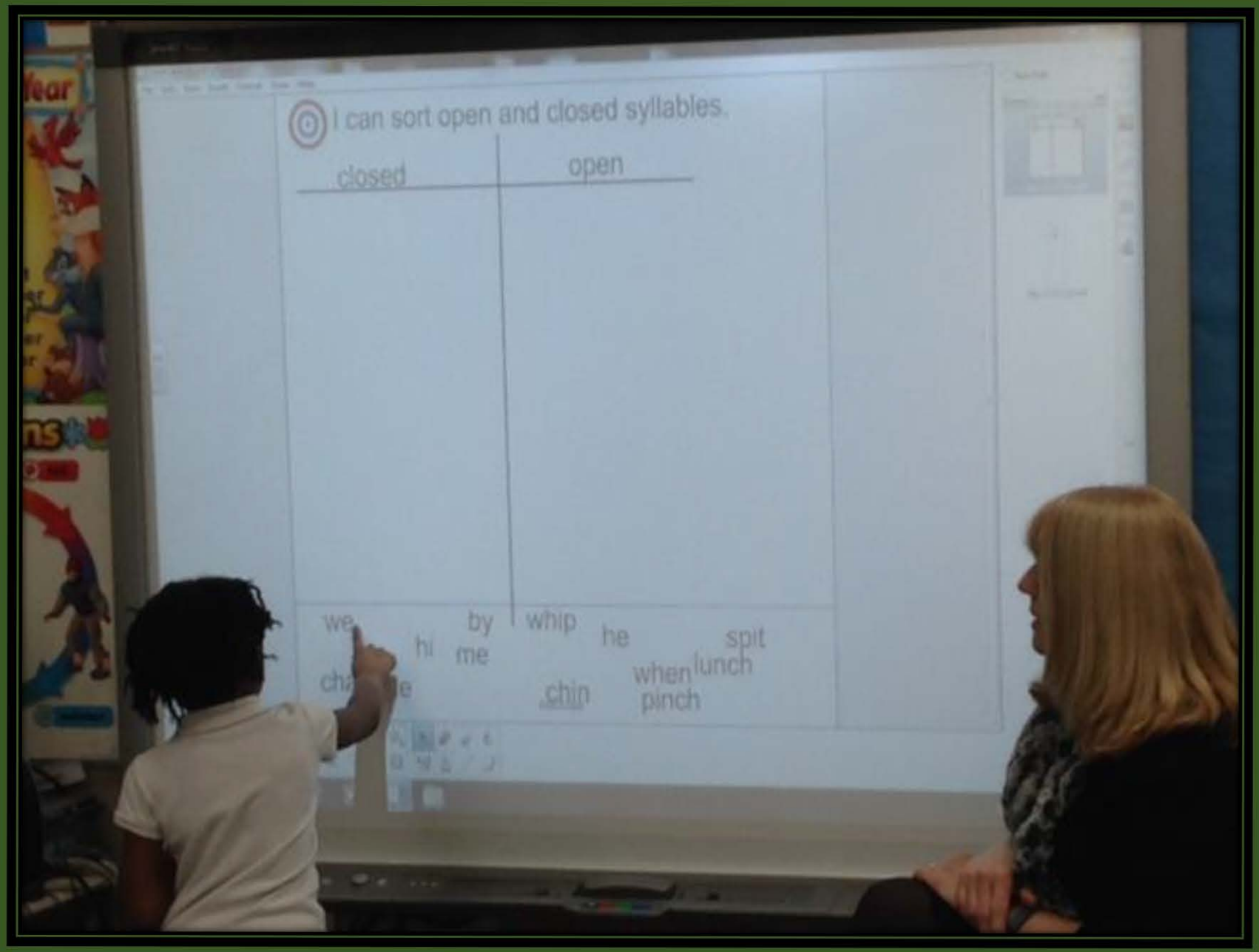
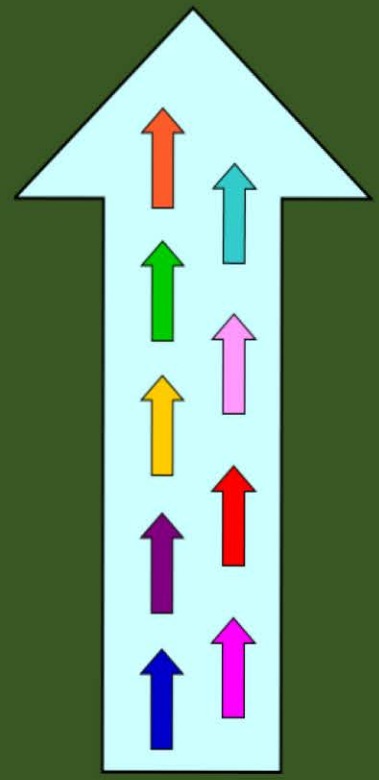




Me Video



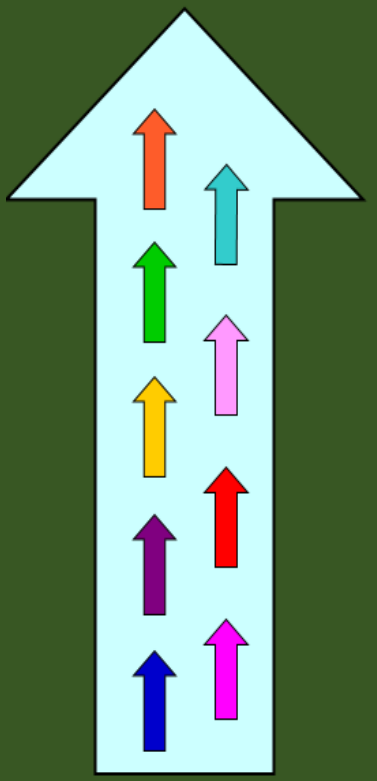


Generali School – Kindergarten Syllable Sort

Family and Community

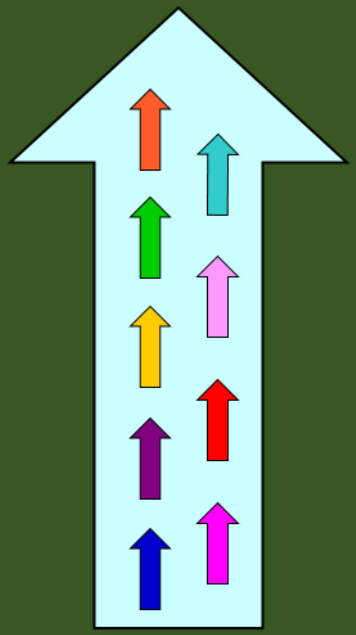
Regan School Parent ELA Breakfast Brief

Parent Leadership Conference



4. be relentless in our pursuit for **effective communication** among all stake-holders.

Stakeholders



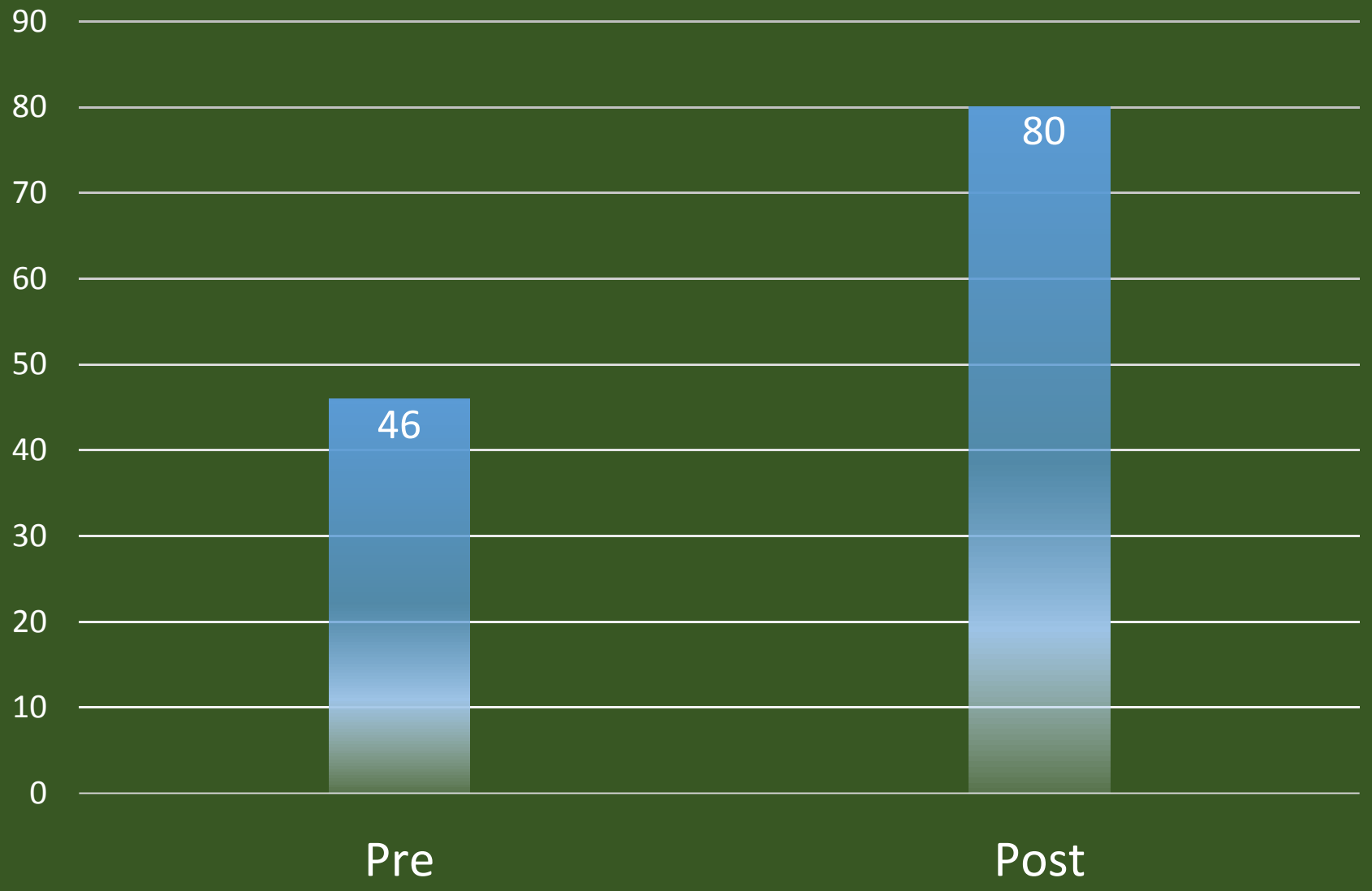
CSDE Early Reading Forum

BOE ⟷ Central Office ⟷ Classroom

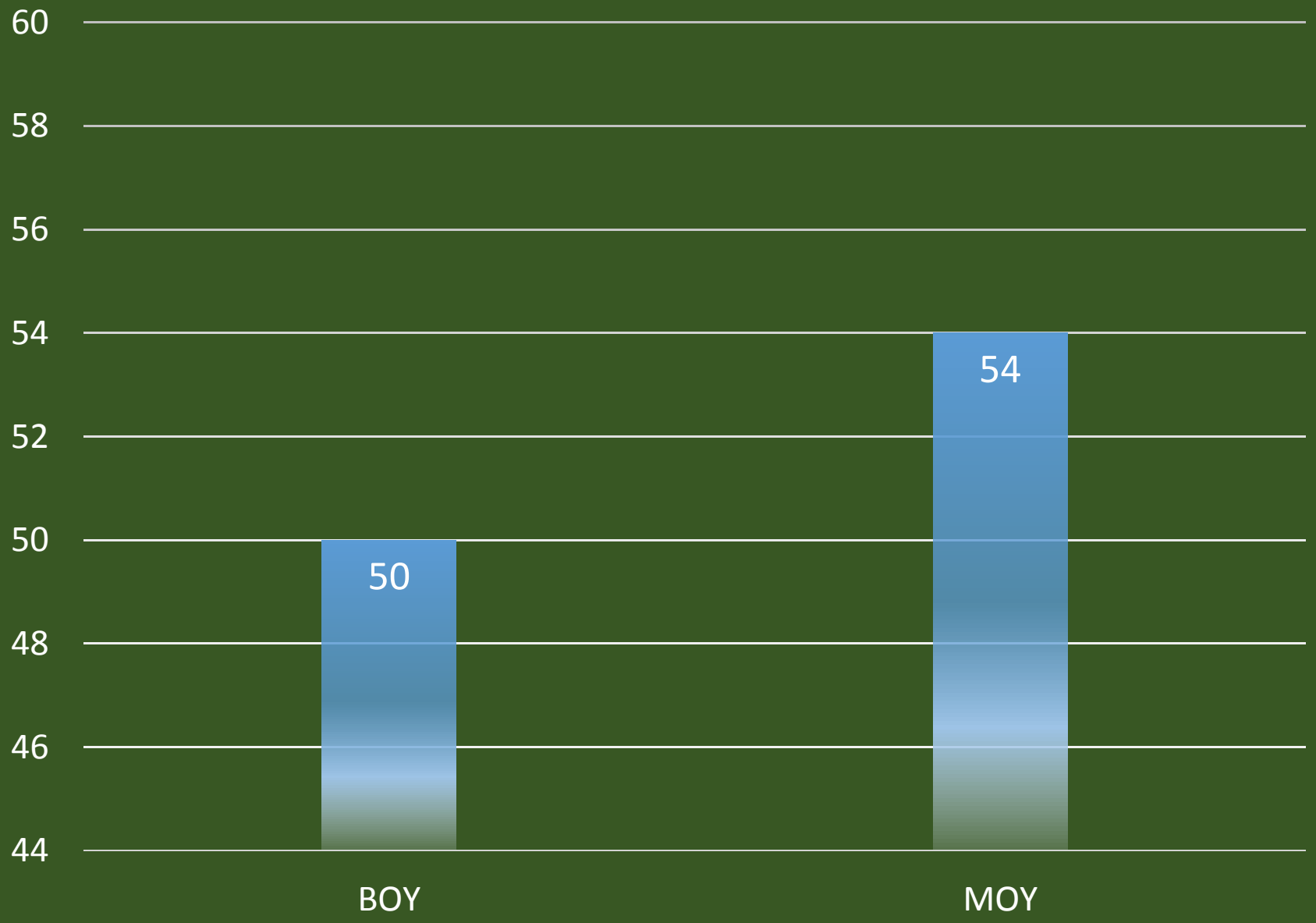
4. be relentless in our pursuit for **effective communication** among all stake-holders.

How are we doing?

Waterbury Teacher Knowledge Survey – Phonological Awareness



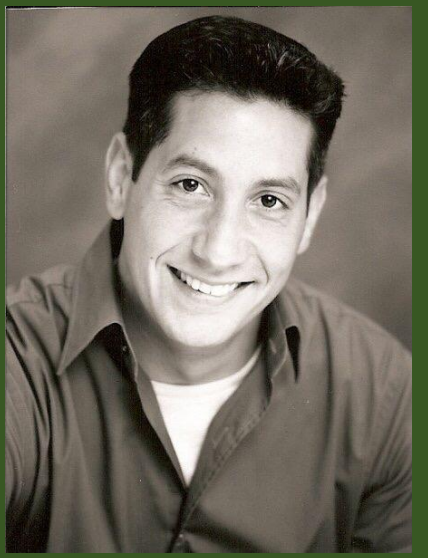
MCLASS BOY TO MOY BENCHMARK DISTRICT 2014-15



365 Kids!

“I use the progress monitoring data to differentiate instruction for my students. In just a few months I was able to change the trajectory for one of my students who was red on the BOY benchmark. He is now green and holding strong!”

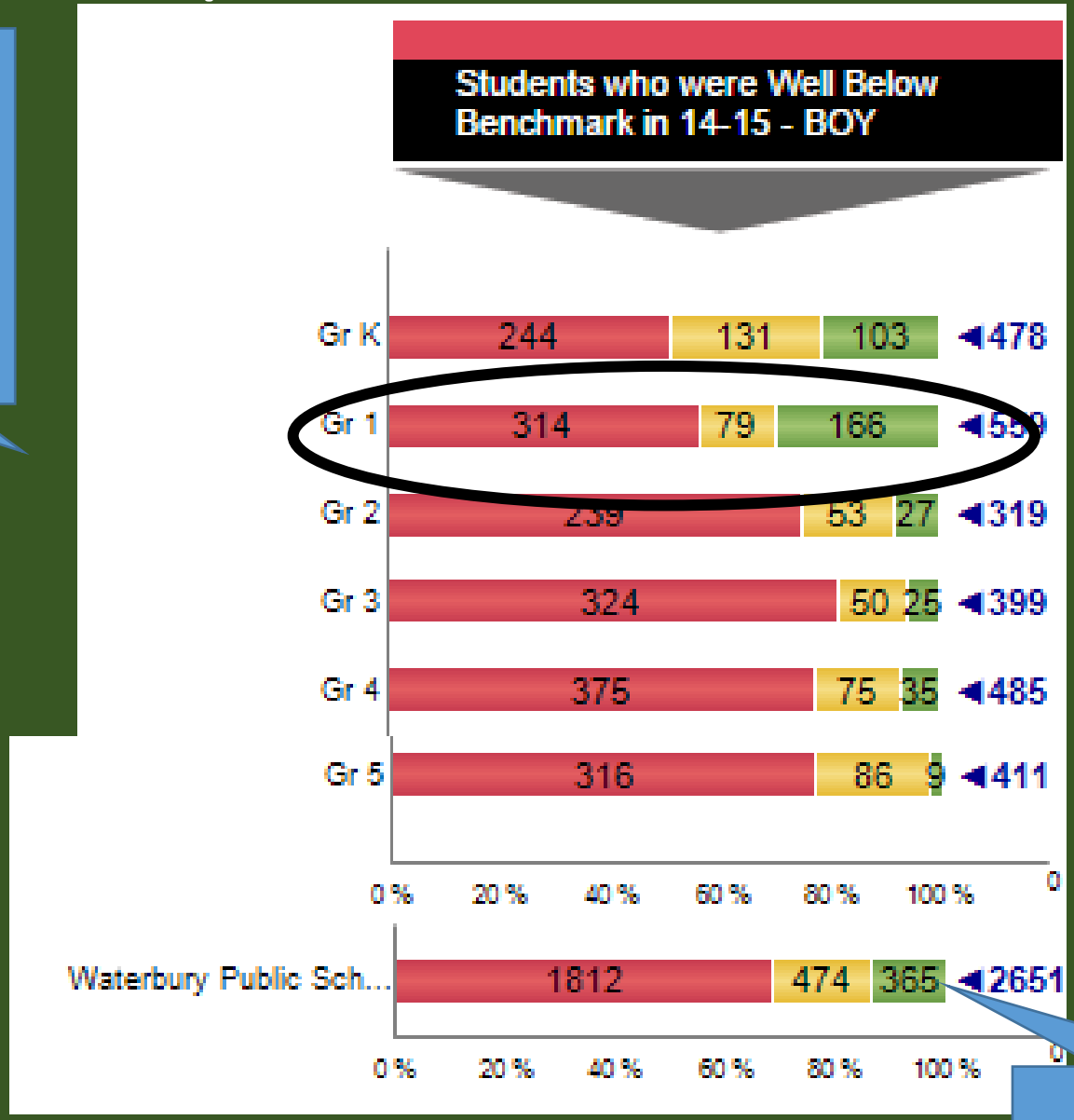
-Bret Bisaillon, Grade 3 Kingsbury School



mCLASS DEF Composite Score BOY-MOY

94% K-1 teachers reported that coaching cycles supported their professional growth

93% K-1 teachers reported that they employ strategies learned from coaching cycles



Exited Intervention!

BOY – mCLASS®: DIBELS Next National User Base Comparison

Purpose: Illustrate how customer compares to national average in terms of moving students across Instructional Support Recommendations (ISR) from BOY to MOY

Percent of students in each DIBELS instructional category at middle of year 2013 14 who started the year performing at well below benchmark levels						
Grade	Students at benchmark level		Students below benchmark level		Students well below benchmark level	
	Waterbury	National	Waterbury	National	Waterbury	National
Kindergarten	22%	28%	28%	27%	51%	45%
1st Grade	30%	27%	14%	16%	56%	57%
2nd Grade	8%	8%	17%	13%	75%	79%
3rd Grade	6%	9%	13%	16%	81%	75%

For 2013 14, the national mCLASS® user base ranges from 270,000 students assessed (3rd grade) to 400,000 students assessed (grades K 1).

Alliance Goal

15% of students will show growth by a category on DIBELS Composite Score from BOY-EOY

BOY-MOY

18%

ELA District Focus:
Kindergarten Phonemic Awareness

63% of students will show growth by a category or remain at benchmark on DIBELS PSF from BOY-EOY

BOY to MOY

78%

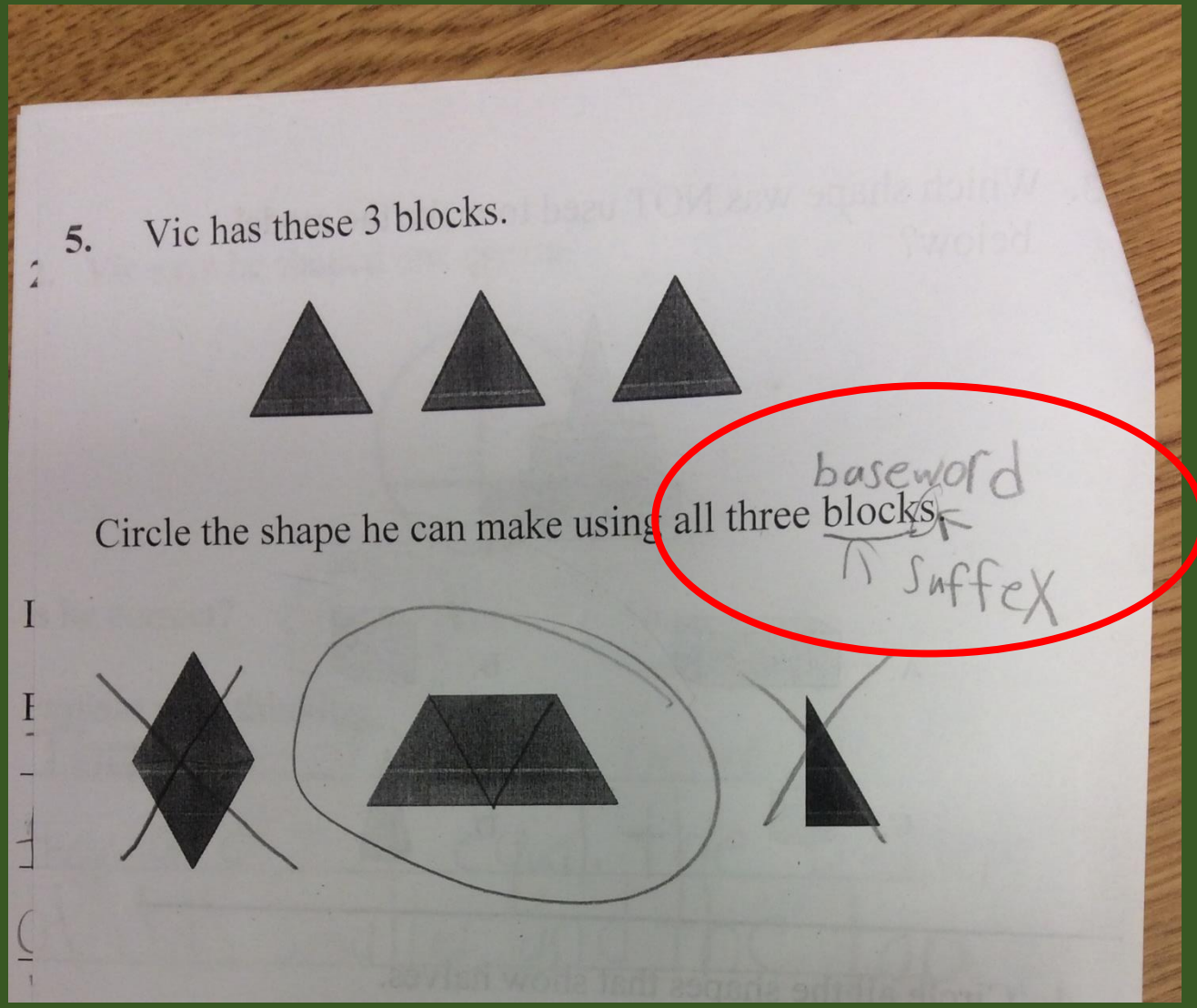
ELA District Focus:
Grade 1 Phonics

64% of students will show growth by a category or remain at benchmark on DIBELS NWF (CLS) from BOY-EOY

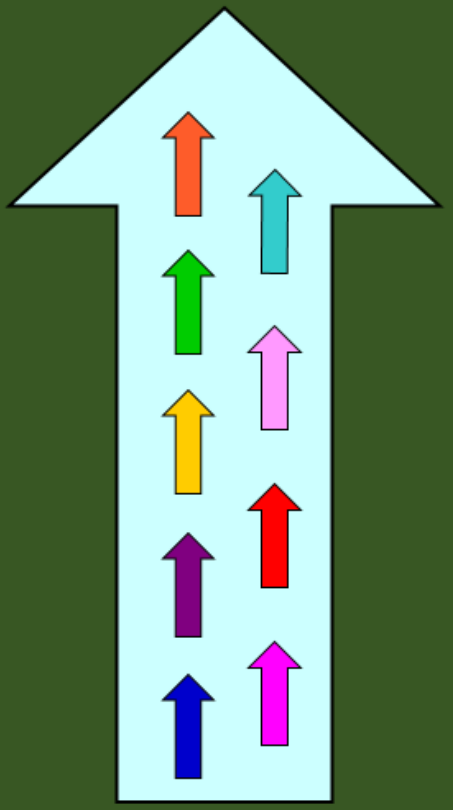
BOY to MOY

64%

District Grade 1 Math Assessment

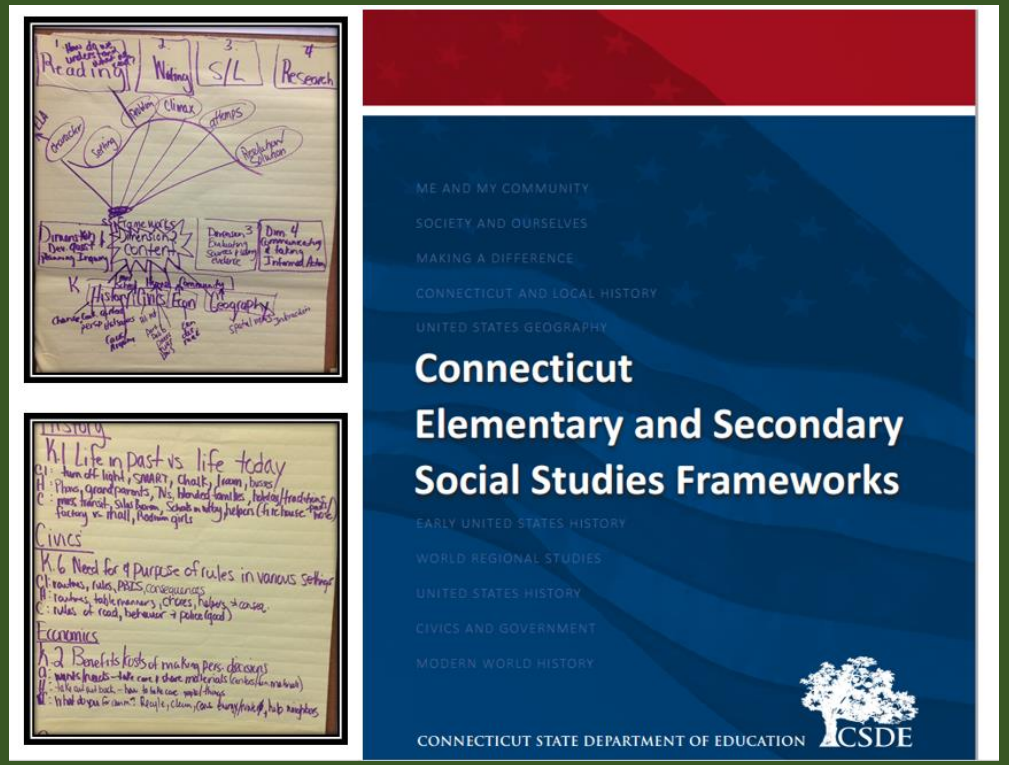


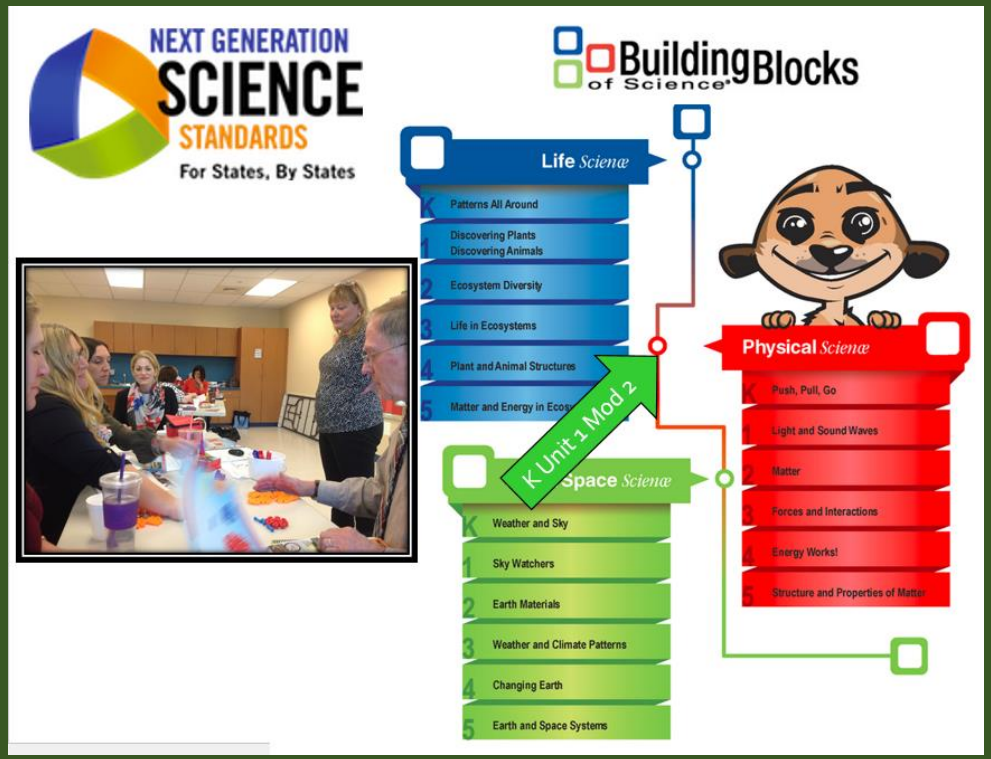
Summer School 2015

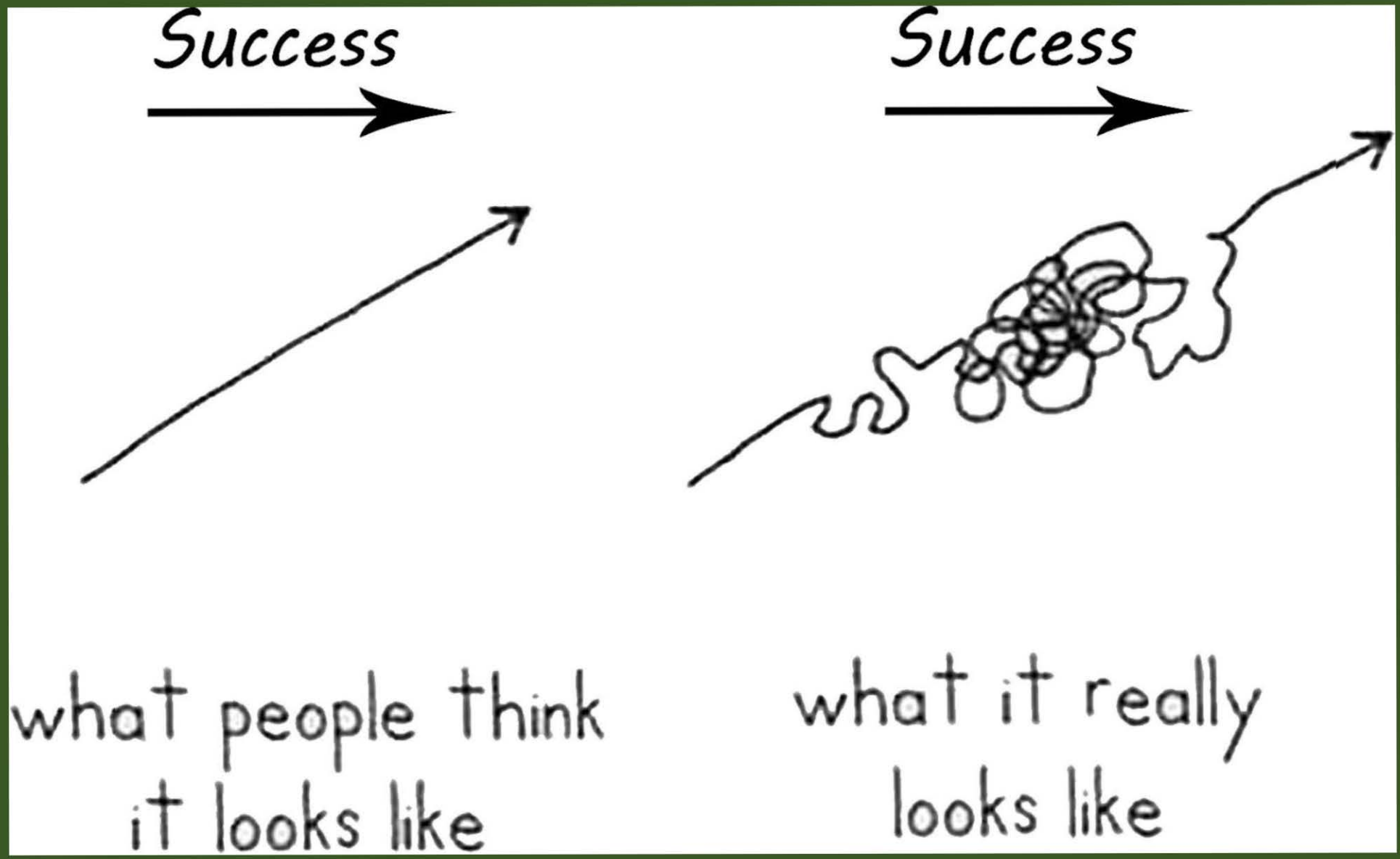


Next Steps

- Systemic alignment for math and chronic absenteeism goals
- Ensuring all IDTs/SWDTs/DDT are aligned to all district assessments relevant to the goals
- Create and implement an integrated, interdisciplinary, concept-based, standards-based ELA curriculum.
  - Release Kindergarten Fall 2015






Success
Success
what people think it looks like
what it really looks like

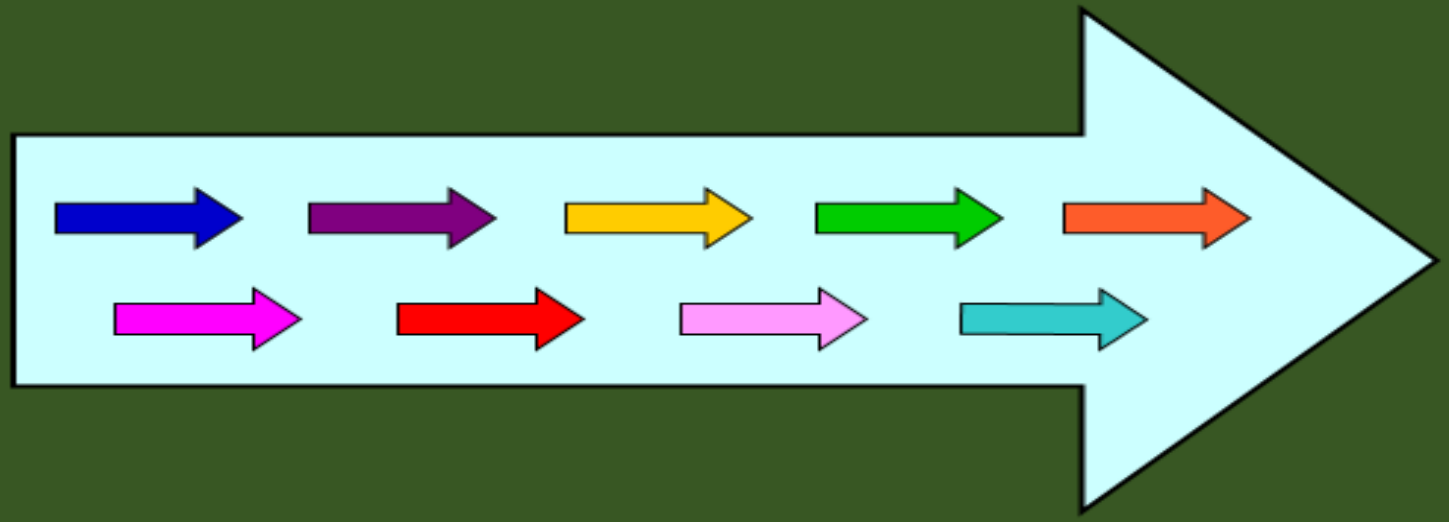
Wrap Up Question-How can we increase systemic alignment to our reading goals?

Professional Development
- Teachers
- Administrators
- Support Staff

Family and Community
- Parent/Teacher Conferences
- Open House
- Literacy Night
- Library
- Board of Education
- School Events
- CSDE

Data and Monitoring
- Assess/Collect Student Data
- Teacher and Admin Surveys
- School Improvement Plans
- Walkthroughs
- IDT/SWDT/DDT
- Formal/Informal Observations
- SRBI System/Progress Monitor

Teaching and Leading
- Teach to CT Core Standards
- Student schedule
- Celebrate successes
- Teacher and Admin. SLOs/IAGDs
- Central Office SLOs/IAGDs
- Formal/Informal Observations
- BOY, MOY and EOY Conferences



Questions?

Contact Information

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