

**PRINCIPAL TO PRACTITIONER:  
Back to the Future  
Back to the Classroom  
*“WE ARE ALL READING  
TEACHERS”***

**Success Stories from:  
J. R. Arnold High School  
Hutchison Beach Elementary  
Panama City Beach, Florida**



# Presentation Components

- Acquisition of Language
- Assessment of the Learners
- Five Reading Components
- Lower Quartile Gains
- Motivating the Reluctant Learner Strategies
- Curriculum and Staff Development
- Communicating with Parents
- Building Lifelong Readers



# Acquisition of Language

- **Relationship:** *Student, Parent, Teacher, Administrator, Staff, Community*
- **Rigor:** *High Expectations for All*
- **Relevance:** *Connecting with Kids*
- **Reflection:** *Impact*



# Relationship

- **Curricular/Instructional Teams:**  
*Time to Work together*
- *First Thursday*
- *Moments with the Principal*
- *Common Planning*
- *Interdisciplinary teams*
  - *Academies*
  - *Smaller Learning Communities*



## Relationship...continued

- Quarterly meetings with other schools
- Lunchtime together
- School Advisory Council
- District Resource Teachers
  - On-site mentors
  - Reading coaches



# Rigor

- Every teacher is a reading teacher
- Reading Leadership Team; Literacy Council; FlaRE; Monthly emphasis on topic
- Standards Based Curriculum, Instruction, Assessment
- Diagnostic testing in reading and math; ESE students
- Acceleration Academy



## Rigor...continued

- **Data driven decision making**
  - Excel
  - Dashboard
  - Snapshot
  - Success Maker
  - Attention to at risk students (Retained, Low, FCAT, ESE, ESOL, etc.)
- **Hire reading specialists**
  - Strategic scheduling of reading support
  - Intensive Reading Intervention, Tutorial



# Relevance

- **Classroom Assessment Guidelines**
- **Exploratory Classes: Art, Drama, Music, PE, Career, Vocational**
- **“Connectedness” with school:  
Band, Athletics, ROTC, Choir**
- **Real World Application**
- **Authentic Assessment**
- **Book Studies**
- **All teachers encouraged to obtain  
ESOL, ESE, and Reading  
Endorsement, National Board  
Certification, Advanced Degrees**



# Reflection

- **Journals, both student and teacher**
- **Time to talk; teachers/staff/community members develop school improvement plan**
- **Staff development**



# Assessment of the Learners

Elementary K-2

- Dolch
- DIBELS
- Johns
- STAR
- DAR
- FCAT Prep



# Assessment of the Learners...continued

## High School 9-12

- DAR
- FCAT
- PSAT
- SAT/ACT
- AP Exams
- College Placement
- TABE



# Five Reading Components

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



# Phonemic Awareness

**The ability to hear, identify, and play with individual sounds or phonemes in spoken words.**

- Teaching phonemic awareness
- Benefits of phonemic awareness instruction
- Classroom setting
- Grade level



# Phonics

**The relationship between the letters of written language and the sounds of spoken language.**

- Teaching phonics
- Benefits of classroom phonics instruction
- Classroom setting
- Grade level



# Fluency

**The capacity to read text accurately and quickly, including oral reading skills.**

- Modeling fluency
- Appropriate leveled texts
- Assessing fluency



# Vocabulary

**The words that students must know to communicate effectively.**

- Essential vocabulary for Reading, Math, Science, and Writing
- Most commonly used words in the English language
- Expanding vocabulary
- Strategies in vocabulary instruction
- Direct instruction of words
  - Important words
  - Difficult words
  - Useful words



# Comprehension

**The ability to understand and gain meaning from what has been read.**

- Teacher lead motivation strategies
- Cognitive Skills (systematic/direct instruction)
- Experience learned from modeling
- Guided practice learned from teacher
- Prior knowledge
- Attitudes and beliefs
- Meaning gained through cooperative learning
- Fluency
- Purpose, choice, timing



# Percentage of Lower Quartile Learning Gains

## FCAT Reading Scores J. R. Arnold High School

<u>Year</u>	<u>9<sup>th</sup> Mean</u>	<u>9<sup>th</sup>%&gt; 3</u>	<u>9<sup>th</sup> Gains</u>	<u>10<sup>th</sup> Mean</u>	<u>10<sup>th</sup>%&gt; 3</u>	<u>10<sup>th</sup> Gains</u>
2002	306	49	-35	317	39	+83
2003	312	44	+18	318	44	+117
2004	313	43	+6	312	40	+18
2005	320	51	+76	308	37	+28
2006						



## Percentage of Lower Quartile Learning Gains

### FCAT Reading Scores H. Beach Elementary

<u>Year</u>	<u>3<sup>rd</sup> Mean</u>	<u>3<sup>rd</sup>%&gt;3</u>	<u>4<sup>th</sup> Mean</u>	<u>4<sup>th</sup>%&gt;3</u>	<u>5<sup>th</sup> Mean</u>	<u>5<sup>th</sup>%&gt;3</u>
2002	321	82	319	71	310	74
2003	329	83	326	77	300	67
2004	326	80	330	80	306	70
2005	324	75	319	71	313	78
2006	332	90				



# Motivating the Reluctant Learner

- Involve the students
- Consistent high expectations
- Model
- Provide essential vocabulary
- Make learning real
- Cooperative learning techniques
- Drill and practice
- Test taking strategies
- Celebrate mastery of skills



# Curriculum/Staff Development

## Focus Questions

- How can I get all students to meet high expectations?
- How can I vary instruction so all students learn the standards?
- How can I teach differently without lowering standards or expectations?
- How can I get students to hear, see, and touch what I am teaching?



# Communication with Parents

- Showcase rather than conference
- Year-long involvement
- Technology



# Building Life-long Learners

- Challenge
- Commit
- Demonstrate
- Participate
- Share Goals
- “Know How Learners Learn”



# Contact Information

## Sharing Problems and Solutions

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# Handouts

- Dolch Sight Word List
- High-Incidence Academic Word List
- Essential Words for Success on Science FCAT
- Other

