



How to Find Your Perfect Fit in a Secondary Reading Plan

Presenters

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Objectives

- To share our experience of creating an effective secondary reading plan
 - Specifically
 - Developing and implementing an effective reading plan
 - Guiding Literacy Teams in determining instructional needs of students and resources needed to address those needs
 - Assessing and monitoring the effectiveness of the reading plan and developing new strategies to improve student performance in reading

Dundee Ridge Middle School

- Rural middle school serving six major communities
- Population of approximately 1,200 students (40% Hispanic, 39% White, 20% Black, 1% Other)
- High levels with Reading deficiencies (60% - 6th, 71% - 7th, 76% - 8th)
- High mobility and absentee rates
- Socio-economically challenged – 76%+ Free/Reduced lunch (six of seven feeder schools Title I)



Striving With Honor . . . Succeeding With Pride



Digging for Data

- Know your numbers
 - Incoming feeder school data
 - Testing data (formal/informal)
 - Demographical data
 - 3 year history data
 - Parent/student/teacher survey results
 - Faculty data (absentee, turnover rate, etc.)



Initial Data

- Text



Using the “Initial Data”

- Identify strengths and areas of need for student and teachers
- Identify trends in population
- Identify demographical trends/changes
- Identify specific school-wide weaknesses

What does the data ***tell*** you?



Step 1: Beginning Our Process

- Using the initial data
 - Group students for Reading classes
 - Select appropriate materials
 - Create master schedule
 - Develop our own *screening process*
 - Used school FCAT data (previous year)
 - Administered Individual Reading Inventory (IRI)
 - Administered Stanford Diagnostic Reading Test (SDRT) for all 6th grade and new 7th & 8th grade



Step 2: Developing a Plan

- Looked to the experts – hired a consultant
- Found a research-based Reading plan that was already successful
 - Elementary level plan
 - 70%+ of our student population identified as reading at elementary level
- Submitted application for, and received, CSRD grant ***
- ***Committed to the plan “as is” for at least one year***



Step 3: The First Year of Implementation

- Focused on Reading and Language Arts classes/teachers
- Used screening data to create Reading groups
- Worked with consultant and followed his research-based plan
 - Vocabulary Lesson
 - Developmental Lesson Plan
- Used Grade Analysis Charts (GAC) for progress monitoring of vocabulary and comprehension
- STAY THE COURSE! 😊



In the Beginning . . .

- Joy Touchton,
6th Grade
Language Arts



In the Beginning . . .

- Carole Hoffman,
7th Grade
Reading



The Good, the Bad, & the Ugly

- Students leveled in groups
- Met state/county requirements
- Materials were already prepared
- Teacher training easy
- Had a plan
- Two Reading levels per class period
- Teachers teaching up to five different levels
- Materials were low level, not high interest
- Language Arts & Reading teachers not working together
- Consultant not flexible with plan
- No useful progress monitoring
- Reading group scheduling issues




Data Results: Year One



Step 4: Making Alterations

- Asked for teacher input
- Only Reading teachers to teach Reading
- One reading level per class period
- Continued the IRI (used for grouping)
- Began using STaR Reading for initial placement of new students
- Added supplemental materials
- Developed bi-weekly plan for Reading teachers
- Develop vocabulary strategy to be used school-wide (suggested, not monitored)
- Comprehensive K-12 Reading Plan initiative beginning



Step 5: Year Two of Implementation

- Re-organized Reading groups/classes
- Modified vocabulary/basic lesson plan
- Used our screening data to create master schedule and Reading groups
- Added Scholastic Reading Inventory (SRI) for progress monitoring
- Continued SDRT for 6th grade and all new students
- Created plan for incoming students with no FCAT and/or IRI
- HELD THE COURSE! 😊



Second Time Around . . .

- Stephany Lewis,
6th Grade
Reading



Second Time Around . . .

- Lubertha DePrimo,
6th, 7th, 8th Grade
Intensive Reading



The Good, the Bad, & the Ugly

- Teachers, students, and parents happier
- Created more continuity in vocabulary strategy
- Curriculum strengthened with more teacher ownership
- Some progress monitoring beginning
- Materials were strongly disliked by ALL
- Consultant “control” issues
- Several students “misplaced” due to performance on IRI
- Reading groups / scheduling issues



Data Results: Year Two



Step 6: Tailoring the Plan Further

- Asked for teacher input
- Conducted special Summer Institutes
- Revised vocabulary strategy
- Looked for additional supplemental material
- Reconsidered grouping and movement
- Reconsidered GAC tracking
- Outgrew consultant
- Comprehensive K-12 Reading Plan initiatives needed to be addressed
- Must incorporate Academic Improvement Plan for all Level 1 students



Step 7: Year Three of Implementation

- Reorganized Reading groups according to FCAT Levels (little to no movement)
- Used original materials but relied on supplemental materials for specific skill development
- Established a Literacy Team (met weekly)
- Developed a specific, programmed, Reading plan (non-negotiable)
- Incorporated progress monitoring more with SRI, Oral Reading Fluency Probes, pre/post Vocabulary assessments (all classes/monitored), and comprehension assessments for ALL students
- Introduced KAPLAN Achievement Planner



We've Come a Long Way . . .

- Mike Megahee,
7th Grade
Reading



New Kids on the Block . . .

- Sonjia Biasutti
7th Grade
Reading



New Kids on the Block . . .

- Rebecka Sare,
7th Grade
Reading



Where Are We Now?

- Teachers, students, and parents happy
- Complete Reading Plan that addresses all ability levels
- Able to meet all standards addressed in Comprehensive K-12 Reading Plan
- New Reading teachers feel comfortable with a “prescribed” curriculum
- Made all teachers aware of the use and impact of data analysis
- **Data** now drives our instruction in all classes
- Teachers and students have gained a better understanding of the importance of vocabulary in all subjects – including physical education



School-wide Vocabulary Strategy

- Rebecka Thomas
7th Grade
Mathematics



School-wide Vocabulary Strategy

- Kelly Huggins
6th Grade
Geography



Data Results: Year Three



Where do we go from here?

- Moving away from original basal
- Incorporating more technology for instruction, assessment, and progress monitoring
- Continue with school-wide vocabulary strategy
- Literacy Team is growing, incorporating more staff members
- Addressing the need for assistance in data management/analysis



Words of Wisdom

- Administration and Reading Coach **MUST** be willing to ***hold the line*** and provide guidance/support
- Administration and Reading Coach **MUST** be committed to stay through the process
- ALL participants must be strong – don't change when things get rough
- Literacy Team must continue to read and research so they can bring new ideas to the table
- **MUST** have a leader! (not necessarily the principal)



A Final Word . . .

- Lubertha Deprimo,
6th, 7th, 8th Grade
Intensive Reading



Questions?