Curricular Initiatives

Elementary Literacy and Mathematics

May 26, 2016
Four Priority Areas for ’15-’16

- Increase *amount* and *quality* of time students spend reading independently
- Improve inter-rater reliability and fidelity administering the Fountas & Pinnell Benchmark Assessment System (BAS)
- Increase teacher comfort with, and appropriate delivery of, the instructional approaches of the CCLS in mathematics
- Use student work and data to drive instructional decision making
Why Focus on Independent Reading?

- We all get better at what we do with frequency
- Researchers including Allington, Anderson, Wilson, and Fielding support this imperative
- Students practice what has been taught in the mini-lesson and small-group instruction

<table>
<thead>
<tr>
<th>Minutes of Book Reading Per Day</th>
<th>Percentile Rank on Reading Tests</th>
<th>Words Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>30%</td>
<td>106,000</td>
</tr>
<tr>
<td>13</td>
<td>50%</td>
<td>282,000</td>
</tr>
<tr>
<td>22</td>
<td>70%</td>
<td>622,000</td>
</tr>
<tr>
<td>40</td>
<td>90%</td>
<td>1,823,000</td>
</tr>
<tr>
<td>65</td>
<td>98%</td>
<td>4,358,000</td>
</tr>
</tbody>
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How We Support Independent Reading

- Workshop model and Units of Study prioritize independent reading
- Classroom library audits in winter drove text purchases in spring
- Placing students in appropriately leveled texts supports engagement and reading growth
How We Measure Independent Reading

- Tracking stamina
- Reading responses
- Reading logs
Why Do We Need Fidelity on the BAS?

- Decisions we make with data are only as good as the data on which we base the decisions
- Loss of reliable NYS Assessment data necessitates alternate sources of information
- The heart of our literacy instruction is based on placing students in books at their appropriate level
How We Achieve Fidelity

- Two-pronged approach with literacy coaches
  - Individual conferences to review protocols and student data
  - November conference day workshop with literacy coaches
- Connect the benefits of “clean” data to:
  - Support independent reading priority
  - Make appropriate reading goals for students
  - Create easier transitions between grade levels for students

**fidelity**

[fi-del-i-tee]
-noun.
1. strict observance of
2. loyalty: fidelity to or
3. marital faithfulness
Why Do We Shift Instruction to Align with the CCLS?

- Focus on problem solving and mathematical reasoning over formulaic algorithms and rote memorization
- Instructional approaches coopted from the Singapore Math model
- Conceptual understanding on equal footing with arithmetic fluency

[Diagram of a grid with filled circles and a number bond diagram with numbers 3, 4, and 7]
How We Support Implementation

- Embedded staff development with math instructional coach
  - Conference day workshop with FLES teachers (interdisciplinary)
  - Grade level meetings
  - 1:1 conferences
- Examining student work together
  - Exit tickets
  - Assessments
  - Sprints / fluency practice
  - Adjust unit assessments based on feedback
- District-wide PD in spring
  - K-5 vertical articulation of learning goals
  - Examining student work for misconceptions and how to address them
Why Do We Focus on Student Work?

- Best indicator of whether our instructional efforts are actually leading to student learning
- Takes the focus off of the adults and places it on the children
- Shifts conversation away from causes and blame towards results and solutions

Ask Questions:
- What is the error?
- What was student thinking?
- What strategies must we reinforce in the future to avoid this misconception?
On-Demand Writing Benchmarks

Not so long ago, I went to Dees Farm with my Grandma. When we got there, we got ourSCOPE.

"When I play with my dog,"
"I cuddle with them. "One dog looks like a roasted marshmallow."

That's the big dog, Hubble.

Now up to the next dog."

"This one looks like a brownie."

same student’s growth from fall to winter on writing benchmark

(Ticket) First we got some decorations for Halloween. Then we made pumpkin pie. Next we petted and fed the donkeys, the bunny, the sheep, the goats, and the chickens. After that, we went home too.
BAS Instructional Reading Levels

Instructional Levels
- Exceeds 45%
- Meets 11%
- Below 44%

3rd Grade District
- Fall 2015
  - Grade 3
  - Instruction: Exceeds 45%

- Spring 2016
  - Grade 3
  - Instruction: Exceeds 66%
Questions?