Keys To Success: Assessment, Data Analysis, Staff Collaboration, & Focused Instruction

South Elementary School
Des Plaines, Illinois

Mary Ellen Bleeden, Principal
Beatriz Cruz-Bradley, 1st Gr. Bilingual Teacher
School Facts

- **Type:** Elementary School
- **Size:** 304 Students, Pre-Kindergarten-5th Grade
- **Location:** Suburban School with Urban Characteristics
- **Staff Characteristics:** 1 Administrator, 17 Classroom Teachers, 12 Specialists, 12.5 Paraprofessional, 3 Support Staff
- **Assessments:**
  - Illinois Standards Achievement Test (ISAT)
  - Illinois Measure of Academic Growth in English (IMAGE)
  - Measure of Academic Progress (MAP)
Educational Issues

• Changing Demographics

• Data 1999 - Present
  - Limited English population increased by 20%.
  - Hispanic population more than doubled.
  - Low income families increased by 15%.

• Test scores were dropping especially in reading.
Common Academic Focus

• Developed Building-Wide Reading Recommendations
  - Reading Fluency
    • Snapshots in September, January, and May
    • Struggling readers are monitored monthly.
    • Each student sets a trimester goals.
  - Word Study: Provide students strategies & opportunities to learn words independently.
  - Writing Across the Curriculum
Common Academic Focus

- Comprehension Skills
  - Common reading comprehension strategy taught monthly:
    - connecting, predicting, imaging, inferencing
    - questioning, summarizing
- Flexible guided reading groups
- Increased the amount of non-fiction reading taught.
- Reduced the amount of fiction reading taught.
- Increased time spent on reading instruction.
Common Planning Time

• Grade level teams meet 3 times a week for about one hour.
  - set academic goals
  - design common instructional units
  - share effective teaching strategies
  - formulate common assessment
  - analyze performance data
  - develop flexible groups
  - monitor performance
Frequent Assessments

- Illinois Snapshots of Early Literacy - ISEL, Primary Gds
- Measure of Academic Progress - MAP, Gds 3-5
- Reading Fluency Snapshots - Gds 2-5
- Illinois Standards Achievement Test-ISAT, Gds 3-5
- Illinois Measure of Academic Growth in English (IMAGE) - Gds 3-5
Measure of Academic Progress - MAP

- Achievement test taken on a computer.
- Students assessed in reading, math, and language.
- Immediate scores upon completion of the test.
- Performance data within one day.
- Scores indicate a student's instructional level.
- Instructional focus on exact area of learning that will help the student can make greatest academic gains.
Interventions

- Project Prevent
- Title I Reading
- Special Education-SRA Reading, Math, & Writing Programs
- Wilson Reading Program
- Flexible Ability Groups
- ELL Resource
- Read Naturally
- Reading Mentors
- Before/After School Reading Groups
- OASIS Tutoring
Bilingual Education

Philosophy: Students must be literate in their first language to be academically and cognitively proficient in the second language.

Model: Transitional Bilingual Education

- Bilingual
- Sheltered English
- Total Main Streaming into Regular Education
Special Classroom Programs

- State-At-Risk Preschool
- Special Education Preschool
- Special Education Kindergarten
- Special Education Intermediate Self-Contained LD
- Special Education Intermediate Self-Contained ED
- Primary Bilingual Classrooms (3)
- Intermediate Transitional ESL
Additional Literacy Activities

- Reading Olympics
- Breakfast Program Reading
- Bear Facts Student Newspaper
- Family English
- Translation provided daily in the office
- Newsletter and all other school communications are provided in Spanish.
Summary Points

• Key Learning:
  - Set Common School Wide Goals
  - Administer Common Assessments
  - Analyze Data Frequently
  - Implement Flexible Grouping

• Challenges Still Ahead
  - Ability to Hire Highly Qualified Bilingual & ELL Staff
  - To Provide Support Services to Primary Bilingual Student in Spanish
  - Ongoing Staff Commitment to Working Collaboratively
Keys To Success
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presented by

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South Elementary School
Des Plaines, Illinois
Reading Recommendations
South Elementary School • Des Plaines, Illinois 60018

2006/2007

Curriculum and Materials
- The Language Arts Curriculum Resource (White Binder) outlines the District 62 Reading curriculum and is the foundation for reading/writing instruct.
- Houghton Mifflin’s Invitations to Literacy is used for scope and sequence of skills and strategies.
- Emphasis on content area reading increases each year.

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- Trade books support the Houghton Mifflin Series.
- Spelling is taught using the Houghton Mifflin Spelling Series and Words Their Way
- Explicit strategy instruction is provided with a monthly focused strategy. The schedule is:
  - Word Study is taught on an ongoing basis throughout the year.
  - September: Connection
  - October: Prediction
  - November: Imaging
  - December: Inference
  - January: Questioning
  - February: Summarizing

Balanced Literacy
- During reading instruction, students know which Illinois Learning Standard is being taught.
- Reading is taught in small Guided Reading Groups based on instructional reading levels.
- Literacy centers are used regularly with a balance of word study, listening, writing, fluency, independent reading, comprehension, literature, etc.
- A Word Wall is present in every classroom, with 5 words added each week. Words are introduced, practiced, reviewed, and integrated into instructional activities.
- Students practice fluency throughout the year. They can articulate their current fluency goal and the plan for achieving success.
- Writing is regularly modeled using process writing. Student writing is extensive and integrated throughout the curriculum.
- State, district, and classroom assessments are used to track student progress and direct instruction.
- Specific reading strategies are taught school-wide on a monthly schedule.
- School-wide writing prompts are given through the year. A rotation of persuasive, expository and narrative prompts will be developed.