



School Committee Meeting

March 17, 2011



School Improvement Plan 2010-2011

- Goal #1: Language Arts - Reading
 - Grades 1-3 - Implements DRA2
 - Grades 4-6 - Selects Reading Assessment
- Goal #2: Implement Anti-bullying Policy
 - Grades K-4 – Second Step
 - Grades 5-6 – Steps to Respect



Language Arts - Reading

- DRA2 – Developmental Reading Assessment, 2nd Edition
 - Assessment tool to enable teachers to systematically observe, record, and evaluate changes in student reading performance
 - Information is used to determine student’s instructional reading level and identify what the student needs to learn next
 - Used to monitor student growth throughout the year



DRA2

- Assesses student performance in the following areas of reading proficiency:
 - Reading Engagement
 - Oral Reading Fluency
 - Comprehension
- Assessment Tool includes Fiction and Non-fiction reading samples



Assessment Informs Instruction

Interpretation

Performance Level: 2

Some understanding of important text implications; no supporting details

Interpretation:

Model how to infer during shared reading and read-alouds

Determine Performance Level

The teacher circles statements on the *DRA2* Continuum that describe the student's reading behaviors. Based on the selected statements, student performance is determined to be Emerging/Intervention, Developing/Instructional, Independent, or Advanced.

Complete the Focus for Instruction

The teacher then uses the *DRA2* Focus for Instruction to determine the student's instructional path.

Name/Date _____ Teacher/Grade _____ Level 24, Page 6

DRA2 CONTINUUM	LEVEL 24			TRANSITIONAL READER
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement	1 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects texts from identified leveled sets with moderate support; tells about favorite book by title and tells about a particular event	4 Selects a variety of "just right" texts; identifies favorite book by title and gives an overview of the book
Comprehension	1 Makes at least 1 or 2 predictions (partial retelling)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud	4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud
Retelling	1 Includes only 1 or 2 events or details (partial retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
Retelling: Characters and Details	1 Refers to characters using general pronouns, uses incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes important details
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses imports of language/vocabulary from the text; good understanding of key words/concepts
Retelling: Teacher Support	1 Responds with 3 or more questions or prompts	2 Responds with 3 or 4 questions or prompts	3 Responds with 1 or 2 questions or prompts	4 Responds with no questions or prompts
Interpretation	1 Little or no understanding of important text implications	2 Understands important text implications; may include supporting details	3 Understands important text implications; may include supporting details	4 Understands important text implications; may include supporting details
Reflection	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies an event and gives a general reason for response	3 Identifies a significant event and gives relevant reasons for opinion	4 Identifies a significant event and gives relevant reasons for opinion that reflect level thinking
Score	1 0 0 10 11 12 13	14 15 16 17 18	19 20 21 22 23 24 25	26 27 28

Choose three to five teaching/learning activities on the *DRA2* Focus for Instruction on the next page.

Teacher Observation Guide *Thin as a Stick* Level 24, Page 7

DRA2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

Book Selection

- Teach student strategies to select "just right" books for independent reading
- Introduce student to reading materials from a variety of genres
- Teach student how to use a reading log to monitor book selection
- Model/teach how to read for different purposes

Sustained Reading

- Model and support how to read independently
- Teach strategies to build reading stamina
- Develop clear expectations for amount of independent reading
- Create structures to support reading at home

ORAL READING FLUENCY

Expression and Phrasing

- Model and support reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with

Retelling

- Model and teach how to retell a story
- Model and teach how to identify important events to include in a retelling
- Support retelling a story in sequence
- Encourage student to use characters' names when retelling a story
- Model and teach how to identify important details to include in a retelling
- Model and support using key language and vocabulary from the text in a retelling
- Model and teach how to create and use story maps to aid retelling

Interpretation

- Teach and share examples of inferences
- Model and teach students how to think about "Why?" questions while and after reading a text
- Model and teach how to support inferences with examples from the text



Implement Anti-bullying Policy

- Second Step
 - A social skills curriculum that teaches elementary students how to respond with empathy, calm down, manage strong feelings, and solve problems.
- Steps to Respect
 - An anti-bullying prevention program that teaches elementary students to recognize, refuse, and report bullying, be assertive, and build friendships.
- Monitors
 - Added additional recess support



Second Step/Steps to Respect

- Curriculum Kits
 - Kits were purchased for each classroom
 - Supplemental materials, such as novels, were also purchased for 5th grade
- Professional Development Day
 - A facilitator from *Committee for Children* conducted an all-day workshop for program training
- Joint Gates-Douglas PTO Meeting in March
 - Workshop for parents to share common language and strategies consistent with the programs
- Collect data regarding bullying behaviors (2011-2012)
 - Survey student, parents, and teachers



Assistant Principal

- Shared between Gates and Conant
 - Monday, Wednesday & Thursday: Mornings
 - Tuesday, Friday: Afternoons
- Primary Responsibility to assist Lynne
 - Day-to-day operations
 - Meetings
 - Data Management



Day-to-day operations

- Bus Duty – greeting students in morning
- Discipline – investigate, consequence, and parental follow-up phone call
- Teacher support
 - Listen to concerns
 - Classroom visits/coverage if needed
 - Student observations
- Complete Education Assessments
- Maintain Website



Meetings & Events

- Faculty Meeting
 - Including Professional Development at monthly meeting
 - *Art & Science of Teaching* by Robert Marzano
 - Strategies for effective instruction – videos/discussion
- Principal Advisory Meetings
- School Council Meetings
- Child Study
- Fall Professional Development Day



Data Management

- MCAS Data Analysis and Reports
 - Grade level reports to teachers
- Powerschool – Powerteacher
 - Attendance Report
 - 5th-6th Grade Report Card/Powerteacher
 - Expanding Usage
 - Assessment data, such DRA2
 - Report Cards
 - Technical Support



Questions



Gates Wish List

- SmartBoards – Grades 1-3
- Music Room – currently using the stage
- Art Room – currently in the hall
- Fulltime Assistant Principal
- Fulltime Math Specialist
- Additional Classroom Assistants