

*Vision: Every child in every district receives the instruction that they need and deserve...every day.*

# **Empowering Effective Instruction in Native Language Literacy School Models: A Collective Data-based Decision Making Process 100% Meetings**

**Liliana Jimenez**, Fern Hill Elementary, Forest Grove SD

**Amy Harlow**, Fern Hill Elementary, Forest Grove SD

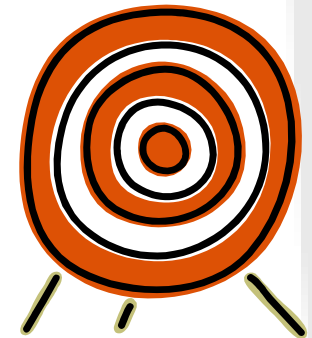
**Nicole Kaye**, Oregon Response to Instruction & Intervention



Reach & Teach All Students

# Session Overview

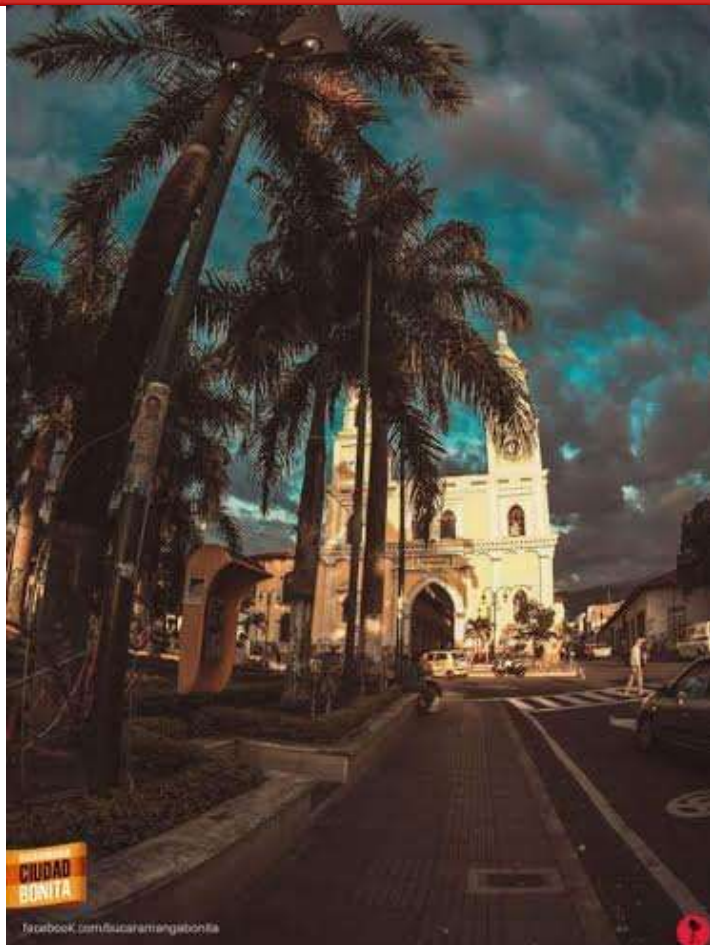
- In this session, you will:
  - Learn about a collective data-based decision making process to support ALL students (100% Meetings)
  - See a case example of enhancing the process to match the needs of bilingual students in a Native Language Literacy School in Oregon
  - Have an opportunity for Q & A



**HELLO**  
my name is

*Liliana*

- Title One Teacher at Fern Hill Elementary School in Forest Grove, Oregon
- English Language Teacher for 5 years in Colombia
- Spanish Teacher for 3 years in Oregon
- Bilingual Teacher for 15 years in Forest Grove, Oregon
- Reading Interventionist for 3 years in Forest Grove, Oregon



# HELLO

my name is

*Amy*

- ELD teacher at Fern Hill Elementary School for 10 years.
- Title One Teacher and Intervention Specialist at Fern Hill Elementary for 10 Years
- Spanish-English core literacy teacher



***Vision: Every child in every district receives the instruction that they need and deserve...every day.***

# Some Information About our School



**Reach & Teach *All* Students**

# Forest Grove SD (K – 4)

- 2 English-only schools
- 2 Dual Language Schools
- 2 Native Language Literacy schools
  - Early exit model, students transition to English literacy in third grade



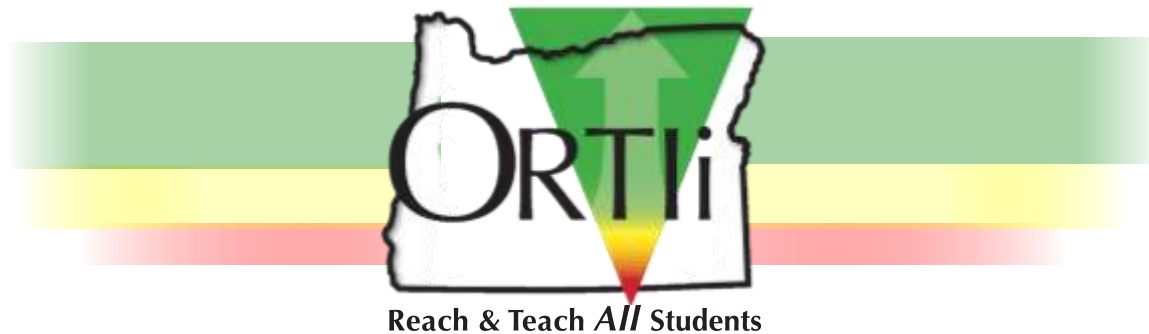
# Fern Hill Elementary

- Forest Grove, OR
- 356 students
- Grades k-4
- Native Language Literacy Model (K-3)
- 59% of students are ELL
- 80% of students are Hispanic/Latino
- We are currently considered a 100% poverty school



*Vision: Every child in every district receives the instruction that they need and deserve...every day.*

# **The 100% Meeting Process and how we made it work**

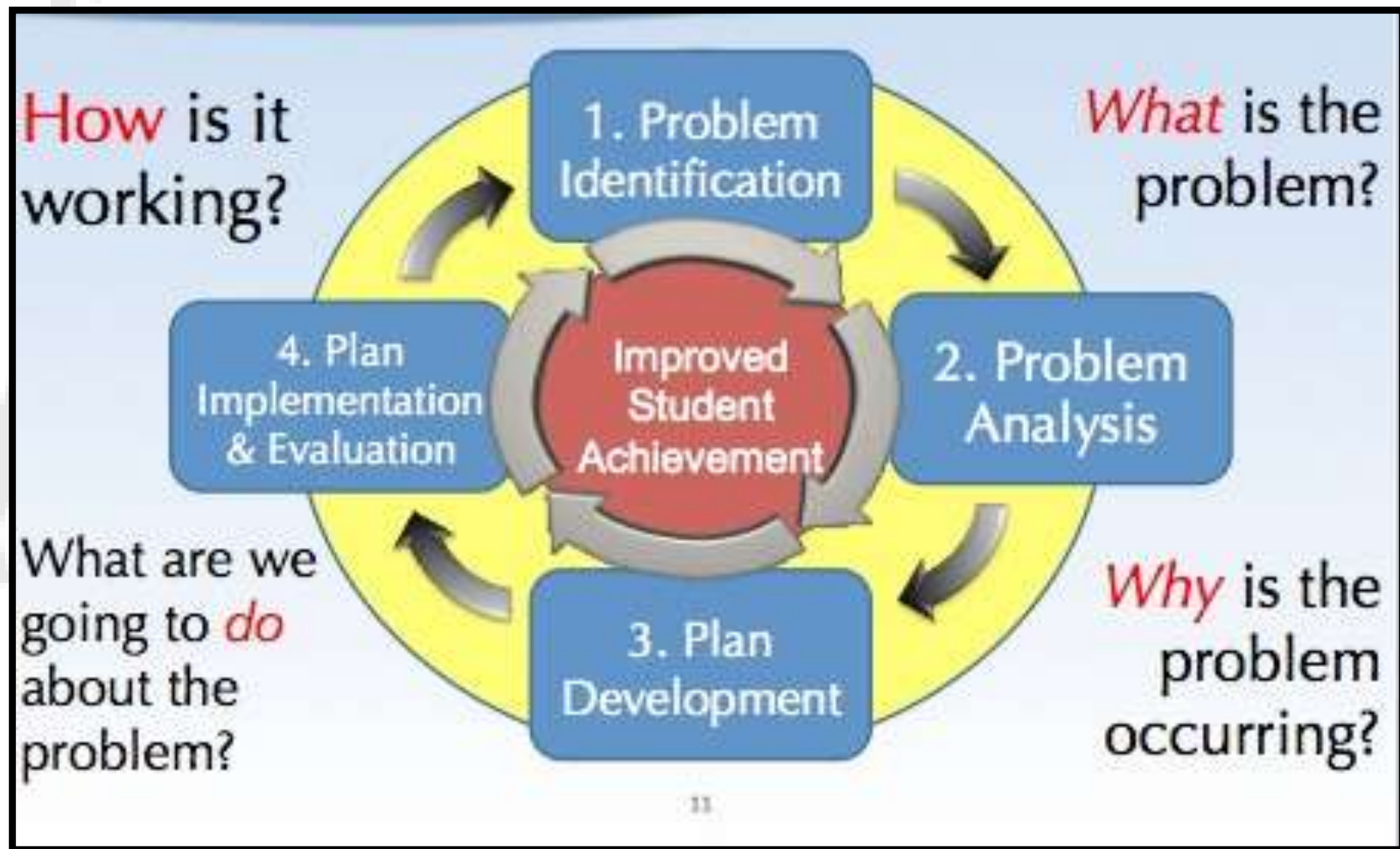




# RTI Team Structures

Meetings	Purpose	Students	Data
<b>100% Meetings</b>	Review effectiveness of tiered systems of support and make adjustments	ALL	Screening (CBM), Attendance, ODRs, SBAC
<b>Group Intervention Review Meetings (20% Meetings)</b>	To make changes for students in interventions	Some students	Progress monitoring (CBM)
<b>Individual Problem Solving Meetings</b>	To further intensify interventions for those in need	Few Students	Progress Monitoring (CBM)

# The RTI problem solving format

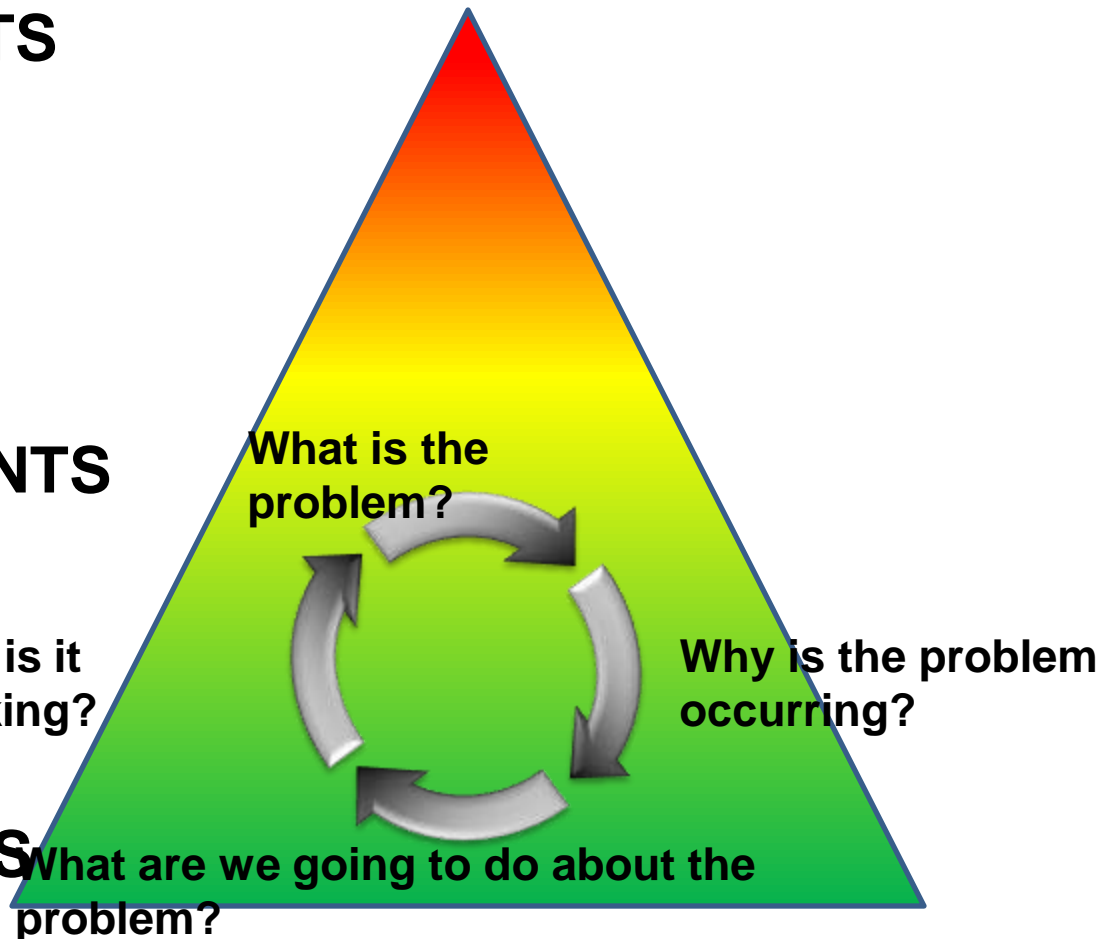


# Problem Solving Across Levels of Support

**Tier 3:**  
**Individual Problem Solving**  
**Meetings**  
**FEW STUDENTS**

**Tier 2/3:**  
**20% Meetings**  
**SOME STUDENTS**

**Tier 1:**  
**100% Meetings**  
**ALL STUDENTS**



# Why Problem Solving?

Framework to identify, analyze & address needs at all levels

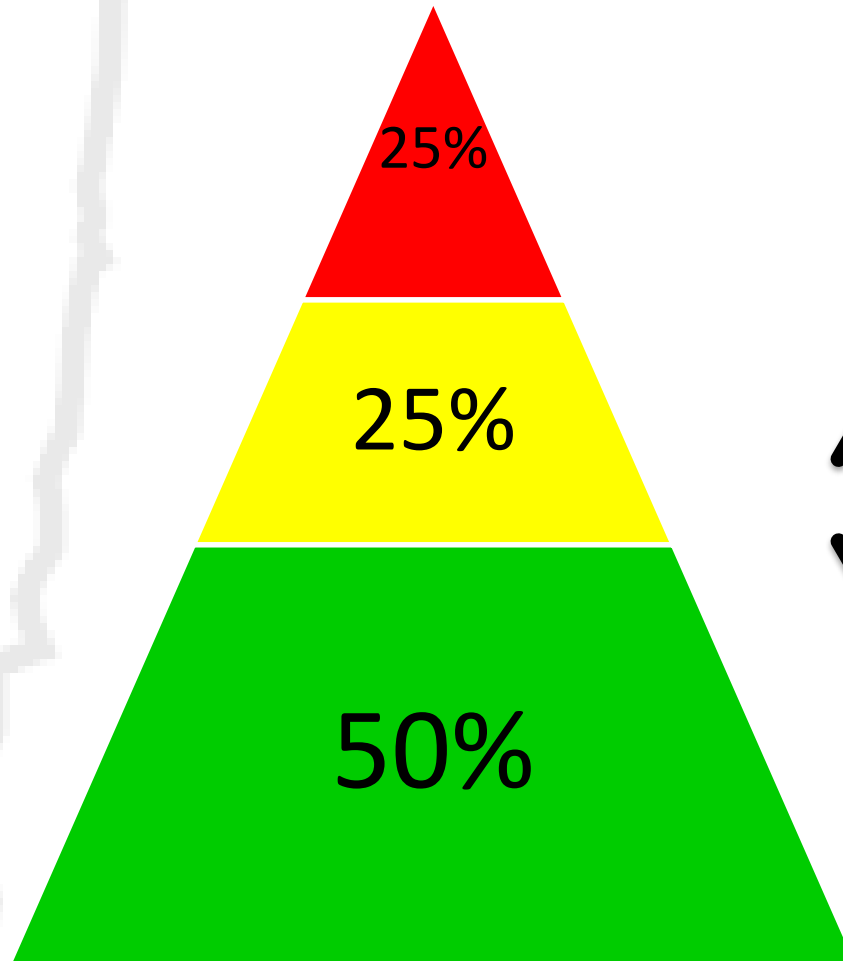


- *Consistent*
- *Efficient*
- *Effective*
- *Sustainable*

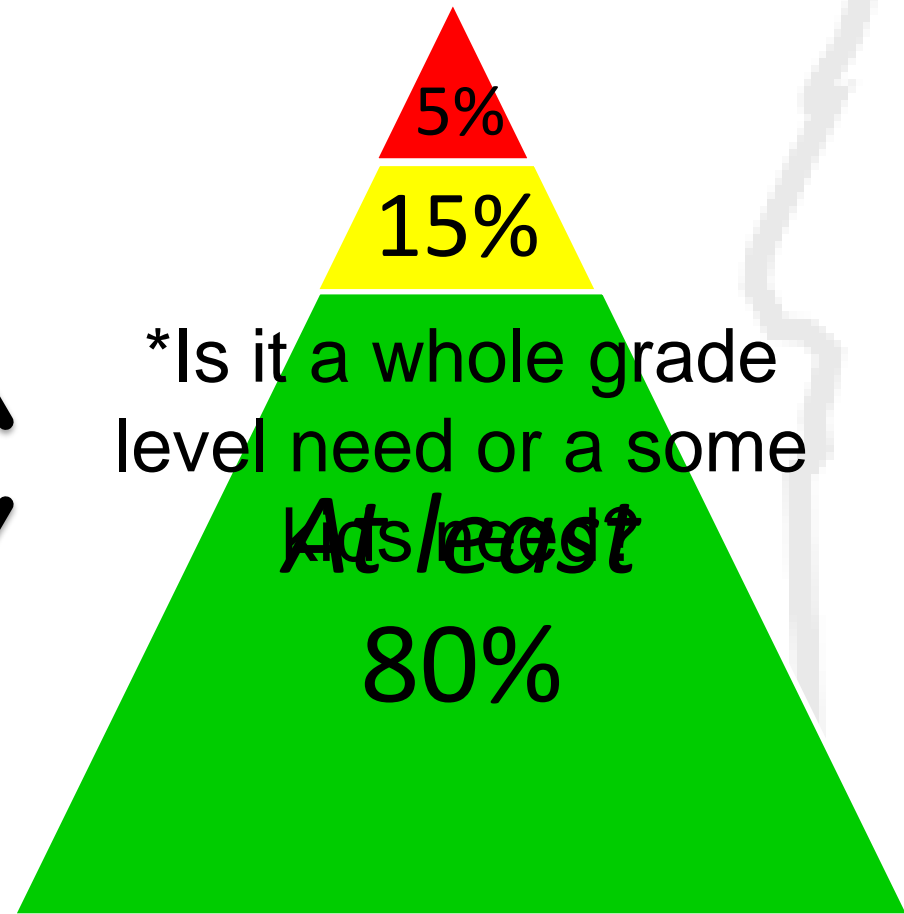
# Purpose: 100% Data Meetings

- Determine if the *grade level* is benefiting from core instruction
- AND
- Refine core instruction to better meet the needs of **ALL** students at the *grade level*.

\*Is the grade level where we want them to be?



Where we are



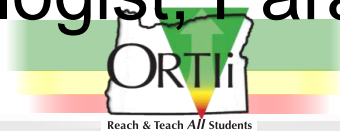
\*Is it a whole grade level need or a some kids need?  
**At least**

Where we want to be

# 100% Meeting General Features

**When:** 2-3 times per year (following collection of your **schoolwide screening data**)

**Who:** Principal  
Literacy Specialist/Title I  
Counselor  
Grade level team  
**ELL Facilitator**  
Could include SPED, ELL, School Psychologist, Paraprofessionals





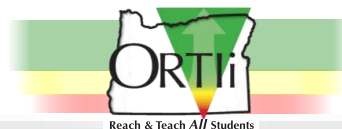
# 100% Meeting General Features

What:

Use **schoolwide screening data** to answer questions about core instruction

Outcomes:

Identify which of the 5 Big Ideas need additional focus **AND** develop a plan (with a goal) for improving grade level achievement



Originally all of us felt isolated by  
the differences in our programs



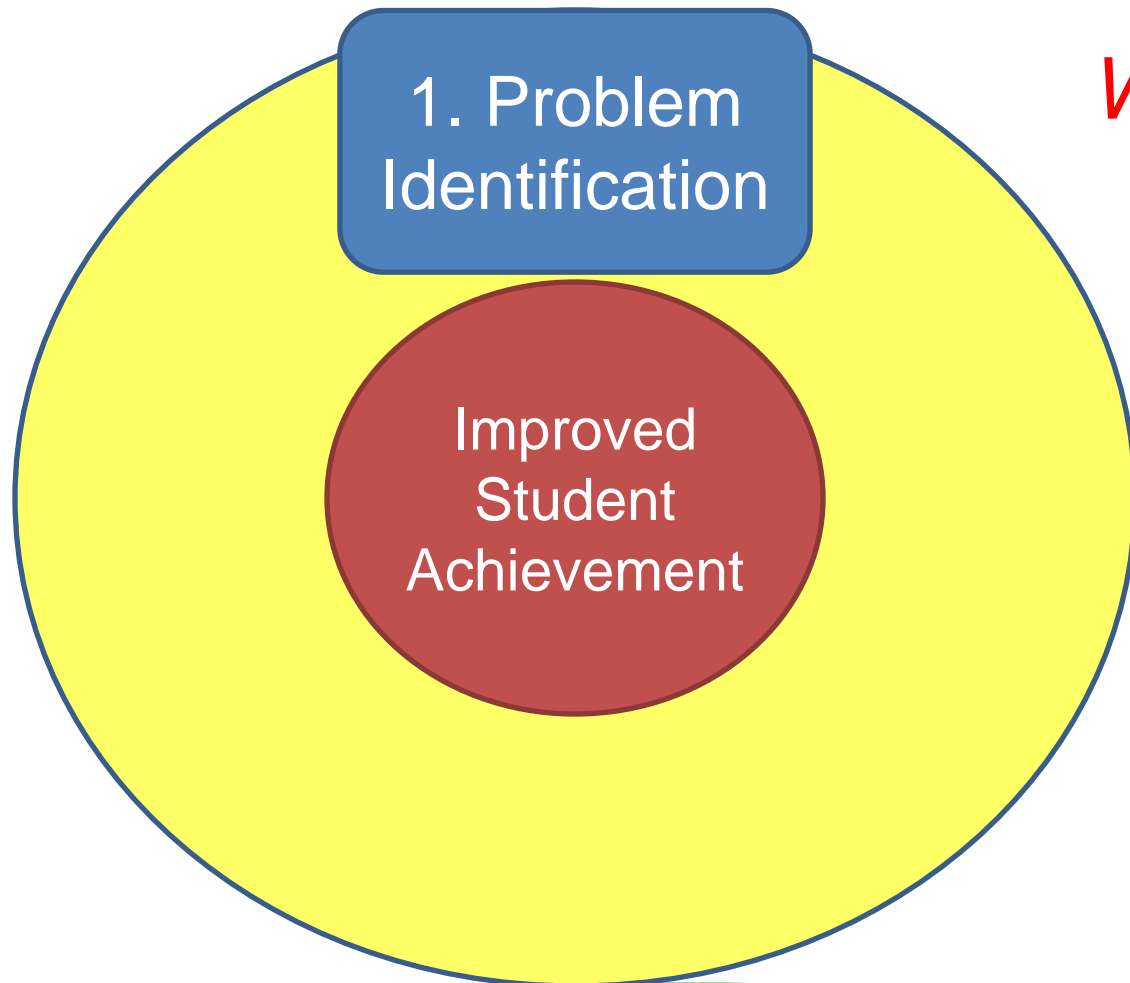
So we found a way to all work  
together with the same goals



# Obstacles at Fern Hill

- Good data in both English and Spanish
- How to separate the data but still keep everyone working together
- Having all the materials designed for both English and Spanish

# Step 1: Problem Identification



*What* is the problem?

# Step 1: Problem Identification

A problem is defined as a discrepancy between:

Where we want to be  
~~Using Data/Evidence~~

Where we are

Problem  
Definition

# 1. Problem Identification

Do your teachers “trust the data?”

“I think...”  
“I feel like...”  
“I believe...”

VS.

“Our  
data/evidence  
indicates...”

*How clearly are you currently defining  
“problems” in your school? Do you primarily  
rely on the data?*



# Step 1

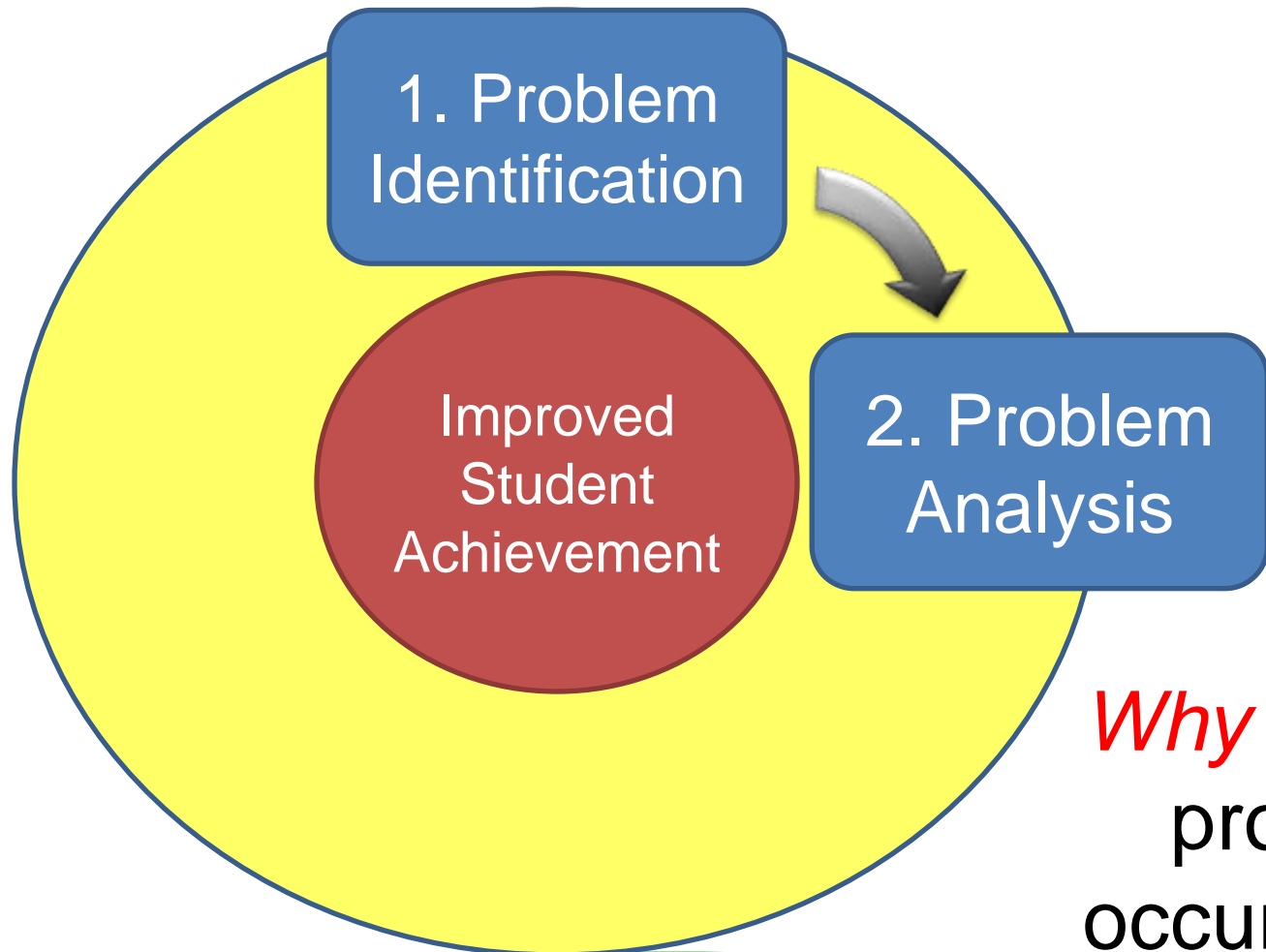
At Fern Hill there were several issues with this step.

- Good quality data in both languages
- Changing the forms to fit data in both languages
- Keeping the group focused on both sets of data

Risk Level	Fall		Winter		Spring	
	Eng	Span	Eng	Span	Eng	Span
<b>%Low Risk</b>	26%	55%	39%	70%		
<b>% Some Risk</b>	29%	15%	42%	15%		
<b>% High Risk</b>	45%	30%	19%	15%		

Risk Level	<b>Winter Goal</b>		<b>Change%</b>		<b>Spring Goal</b>		<b>Change%</b>		<b>Change%</b>	
	Eng	Span	<i>Fall to Winter</i> Eng Span		Eng	Span	<i>Winter to Spring</i> Eng Span		<i>Fall to Spring</i> Eng Span	
<b>%Low Risk</b>	51%	70%	+13	+15	52%	80%				
<b>% Some Risk</b>	18%	10%	+13	0	33%	5%				
<b>% High Risk</b>	31%	20%	-26	-15	15%	15%				

# The Problem Solving Process



# Literacy Skills: English & Spanish

## Foundational Skills

Lectura oral: Fluidez y precisión  
Oral Reading: Fluency and Accuracy

Fonética (Principio alfabético)  
Phonics (Alphabetic Principle)

Conciencia fonémica  
Phonemic Awareness


Comprensión  
Comprehension

Vocabulario  
Vocabulary



Reach & Teach All Students

# What is the priority skill need?



5 Big Ideas	Percentage of Students at Benchmark
Comprehension	57%
Vocabulary	75%
Fluency	65%
Phonics	60%
Phonemic Awareness	85%

*We want the priority skill to be close to 80% (at least)*

# For our school...

We do not have just one priority skill. We look at both languages to choose the priority skills.

When we level English literacy classes, we also consider different priority skills for these classes.

### Step 2: Problem Analysis (Why is it happening?)

- a) Using data, prioritize which big idea of reading is currently the most important **common instructional need** for most students

#### ENGLISH

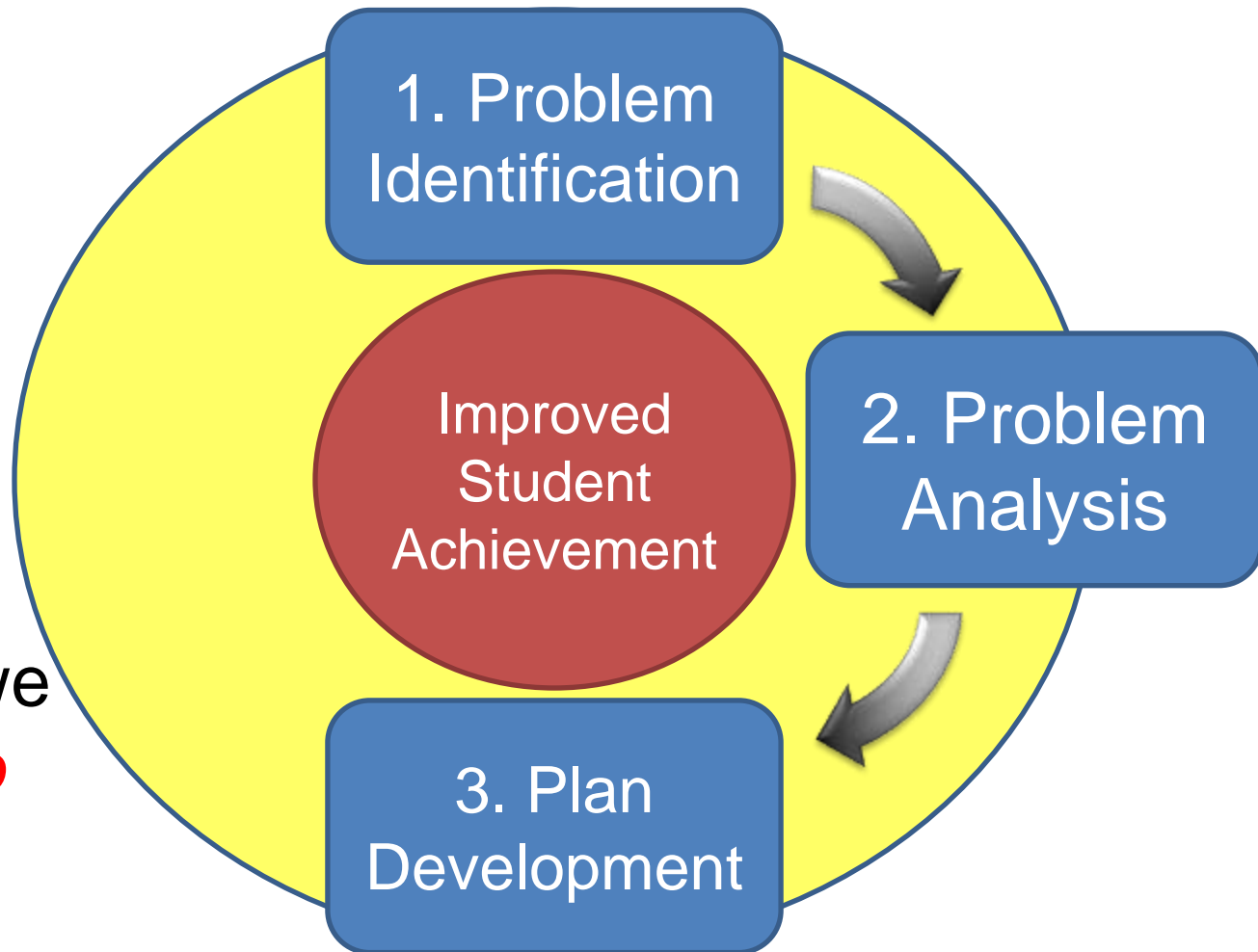
Skill	Phonological Awareness	Phonics		Oral Reading Fluency	Vocabulary	Reading Comprehension
easyCBM Assessment	PS	LS	WRF	PRF	Vocab-VC	MCRC
Fall: % Low Risk	N/A	N/A	N/A	31% (26% acc)	24%	26%
Winter: % Low Risk	N/A	N/A	N/A	37% (61% acc)	56%	36%
Spring: % Low Risk	N/A	N/A	N/A			

#### SPANISH

Skill	Phonological Awareness	Phonics	Fluency
<u>IDEL</u> Assessment	Segmentación de fonemas	FPS	FLO
Fall: % Low Risk	N/A	75%	55%
Winter: % Low Risk	N/A	N/A	70% (92.5%)
Spring: % Low Risk	N/A	N/A	



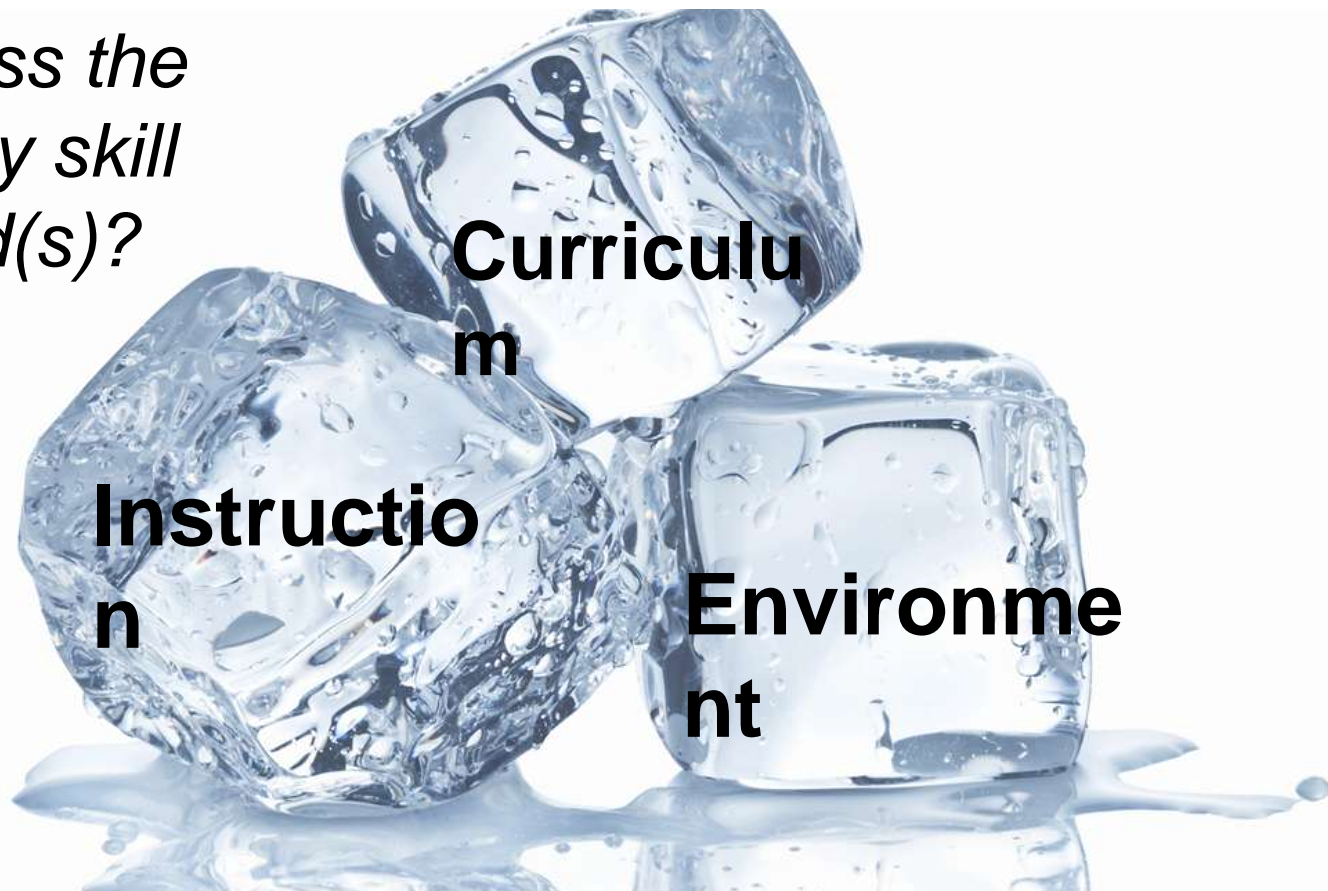
# Step 3: Plan Development



What are we going to *do* about the problem?

# 3. Plan Development

*How should we  
address the  
priority skill  
need(s)?*



# 3. Plan Development

\*Make common agreements around:

**Instruction**

**Curriculum**

**Environment**

(We can control these things)

There will not necessarily be one set of agreements for each grade level.

And **provide professional learning** opportunities to allow staff to implement these agreements



# CCSS English

CCSS Common Instructional Needs

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Phonemic Awareness	Left to right Letter Names Word Spacing	Features of a sentence				
	Sound/Word comparison Rhyming Blend & Segment: Sentences Syllables Onset-rime					
	Blend & Segment: Individual Phonemes					
	Phoneme deletion & manipulation					
Phonics	Letter sounds					
	Long/Short vowels					
	High Frequency Words/Sight Words					
		VC & CVC words Consonant Blends Consonant Digraphs Silent e Advanced consonants Vowel in each syllable Inflectional endings Irregularly spelled words				
			Vowel teams			
					Morphology Accurately unfamiliar Multisyllabic words in context/out of context	
			Multisyllabic words Prefixes & Suffixes			
Fluency		Accuracy: @90%	>95%	96-97%	97-98%	97-98%
		30-50 WCPM	40-100 WCPM	70-100 WCPM	100-140 WCPM	100-140 WCPM
		Attends to punctuation Self corrects when reading				
		Phrasing, Expression, Smoothness (Prosody)				
Vocabulary	Concept Naming & Use					
	Learns new words through direct instruction (Receptive Vocabulary)					
	Uses new words in speaking and writing (Expressive Vocabulary)					
		Use context clues to understand the meaning of words (Contextual Analysis) Uses word structure to understand meaning of words (Morphemic Analysis)				
					Consult reference materials	
Comprehension	Answering Text Based Questions Makes predictions Retelling & Summarizing Making Connections					
		Main Idea and Details Point of view Making Inferences Monitoring Comprehension				
			Analyze structure of text			
				Author's Purpose/Point of View Informational Text Structure/Charts, Maps, Graphs, Tables, Insets Compare and contrast text		

# Spanish Common Instructional Needs

## Spanish Common Instructional Needs

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Phonemic Awareness Conocimiento fonológico	Sound/Word Comparison-comparación de palabras/sonidos Combining and segmenting sentences/words/syllables-la combinación y segmentación de oraciones/palabras/silabas				
	Segmenting/Blending individual phonemes-segmentación/combinación de fonemas individuales Changing words with phoneme manipulation-la manipulación de fonemas para cambiar palabras				
Phonics Fonética	Sounds-Sonidos				
	Open Syllables-Silabas abiertas Syllables for C, G, Q-Silabas de C, G, Q HFV-Palabras del uso frecuente				
		Closed Syllables-Las silabas cerradas Consonant Blends-grupo consonántico Digraphs and soft r-digrafo y r suave Plurals-Plurales Hiatuses/diphthongs-hiatos/diptongos Accentuation-accentuación			
			Compound Words-palabras compuestas Prefixes/Suffixes-Prefijos /Sufijos		

## Common Instructional Strategies

### I do it:

- ☐ **Instructor provides explicit instruction**
  - o Sets the purpose for the instruction
  - o Identifies the important details of the concept being taught
  - o Provides instructions that have only one interpretation
  - o Makes connection to previously-learned material
- ☐ **Instructor models instructional tasks when appropriate**
  - o Demonstrates the task (e.g. uses think alouds)
  - o Proceeds in step-by-step fashion
  - o Limits language to demonstration of skill
  - o Makes eye contact with students, speaks clearly while modeling skill
- ☐ **Instructor engages students in meaningful interactions with language during lesson**
  - o Provides and elicits background information
  - o Emphasizes distinctive features of new concepts
  - o Uses visuals and manipulatives to teach content as necessary
  - o Makes relationships among concepts overt
  - o Engages students in discourse around new concepts elaborates on student responses

### We do it:

- ☐ **Instructor provides multiple opportunities for student to practice instructional tasks**
  - o Provides more than one opportunity to practice each new skill
  - o Provides opportunities for practice after each step in instruction
  - o Provides feedback during and after task completion
  - o Elicits group responses
  - o Provides extra practice based on accuracy of student responses
- ☐ **Instructor provides corrective feedback after initial student responses**
  - o Provides affirmations for correct responses
  - o Promptly corrects errors with provision of correct model
  - o Limits corrective feedback language to the task at hand

### We do it together:

- ☐ **Instructor utilizes precision partnerships**
  - o Assigning of roles is based on skill level
  - o Specific roles are assigned to partners (partner 1 talk, partner 2 listen & repeat)
  - o Teacher calls a listener to share partner's thinking
  - o Teacher provides corrective feedback while monitoring conversations
  - o Students follow a student to student feedback protocol
- ☐ **Instructor utilizes cooperative group work**
  - o Heterogeneous groups are assigned by teacher
  - o Group roles are assigned by teacher
  - o Individual and group accountability is evident
  - o Elicits a high percentage of accurate response from group
  - o Holds same standard of accuracy for high performers and low performers

### You do it alone:

- ☐ **Students are engaged in the lesson during independent work**
  - o Independent work routines and procedures previously taught
  - o Models task before allowing students to work independently
  - o Checks for student understanding of the task(s)
  - o Students use previously-learned strategies or routines when they come to a task they don't understand
  - o Independent work is completed with high level of accuracy

# Instructional Strategies



# Common Active Engagement Strategies

## Common Engagement Strategies

<i><b>Oral Responses (Things Students Say)</b></i>		
<i><b>Strategy</b></i>	<i><b>Useful when...</b></i>	<i><b>Description/Suggestions/Examples</b></i>
<input type="checkbox"/> Choral Responses	The answers are short and the same	Provide an auditory and/or visual signal
<input type="checkbox"/> Partner Responses	The answers are long or short and different	Look-Lean-Whisper; Think and Write-Fair and Write-Share; Think-Write-Share; Assign partner numbers/labels
<input type="checkbox"/> Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
<input type="checkbox"/> Individual Responses	The answer comes from a student's own experience	Can have the students share with a partner first Whip around or pass (students have the option to say an answer or pass)
<i><b>Written Responses (Things Student Write)</b></i>		
<i><b>Strategy</b></i>	<i><b>Useful when...</b></i>	<i><b>Description/Suggestions/Examples</b></i>
<input type="checkbox"/> Response Slates (White Boards)	The answers are long or short, more divergent or dependent on personal experience	Set clear expectations (e.g. "After writing the answer, set your pen down")
<input type="checkbox"/> Graphic Organizers	Students organize thinking alone, in partners or teams	Use after reading for greatest impact. Good for retelling
<input type="checkbox"/> Completing a Sentence Frame	Structure is needed to complete correct sentences	Useful with vocabulary instruction
<i><b>Action Responses (Things Students Do)</b></i>		
<i><b>Strategy</b></i>	<i><b>Useful when...</b></i>	<i><b>Description/Suggestions/Examples</b></i>
<input type="checkbox"/> Touching or Pointing	The students are younger, struggling to follow along and/or students are off task and a quick action brings back attention	"Put your finger on the word", "Touch the picture", etc.
<input type="checkbox"/> Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements
<input type="checkbox"/> Hand Signals	Reviewing factual information	Can have students form hand signal on desk, then hold up in unison
<input type="checkbox"/> Response Cards	The number of potential answers is limited	True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc.
<input type="checkbox"/> Manipulates	In small group or at seats	Elkonin boxes; sorting pictures for summarizing/order of events
<i><b>Alternative Passage Reading Procedures</b></i>		
<i><b>Strategy</b></i>	<i><b>Description/Suggestions</b></i>	
<input type="checkbox"/> Echo Reading	Teacher reads a segment, and then student(s) echo back the same segment.	
<input type="checkbox"/> Choral Reading	Teacher and students read aloud together. Read at a moderate rate, after students have read the passage silently	
<input type="checkbox"/> Cloze Reading	Teacher reads aloud and pauses at certain words you want the students to read.	
<input type="checkbox"/> Augmented Silent Reading	Ask students a pre-reading question that they will answer after they read. Have various students "whisper read" to you. Can use exit slips to ensure student accountability	
<input type="checkbox"/> Partner Reading	Partners alternate reading, providing error correction	



# Plan Identification: ICE

## Curriculum

<b>Which priority skill(s) within the identified big idea will be targeted for instruction?</b>
<b>Fall:</b> English: Watters-Accuracy; Decoding Fitz-Fluency, automaticity Spanish Fluency
<b>Winter:</b> Watters: Fluency and Accuracy, Fitzgerald Fluency, Fitz: Fluency
<b>Spring:</b>

<b>What component(s) of the core reading program can be used for this?</b>
<b>Fall:</b> ECRI and Reading Mastery
<b>Winter:</b> Refining ECRI based on levels
<b>Spring:</b>

## Instruction

<b>What common instructional strategy will be used by all grade level teachers?</b>
<b>Fall:</b> Multiple Opportunities for student practice
<b>Winter:</b> Multiple opportunities for student practice
<b>Spring:</b>



# 100% Meeting Agreements

## 100% Meeting Agreements

School: \_\_\_\_\_ Fern Hill \_\_\_\_\_

Date: \_\_\_\_\_ 2/3/2017 \_\_\_\_\_

	Goal For Next Benchmarking	Priority Skill	Instructional Strategy	Engagement Strategy	PD Needs												
K	<table><tr><td></td><td>Eng</td><td>Span</td></tr><tr><td>L</td><td>61%</td><td>80%</td></tr><tr><td>S</td><td>27%</td><td>5%</td></tr><tr><td>H</td><td>12%</td><td>15%</td></tr></table>		Eng	Span	L	61%	80%	S	27%	5%	H	12%	15%	Eng: Phonics--blending	Eng: Multiple opportunities for practice	Eng: Individual Responses	Eng: Tamara PD needs and Amy blending routines
		Eng	Span														
L	61%	80%															
S	27%	5%															
H	12%	15%															
		Span: Phonics--blending	Span: Same	Span: Same	Span: None												
1	<table><tr><td></td><td>Eng</td><td>Span</td></tr><tr><td>L</td><td>78%</td><td>82%</td></tr><tr><td>S</td><td>14%</td><td>12%</td></tr><tr><td>H</td><td>8%</td><td>6%</td></tr></table>		Eng	Span	L	78%	82%	S	14%	12%	H	8%	6%	Eng: Phonics	Eng: Multiple opportunities for practice	Eng: Choral responses/reading (depending on time of day)	Eng: Phonemic awareness program (jo gale)
		Eng	Span														
L	78%	82%															
S	14%	12%															
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		Span: Phonics	Span: same	Span: same	Span: ECRI												
2	<table><tr><td></td><td>Eng</td><td>Span</td></tr><tr><td>L</td><td>52%</td><td>80%</td></tr><tr><td>S</td><td>33%</td><td>5%</td></tr><tr><td>H</td><td>15%</td><td>15%</td></tr></table>		Eng	Span	L	52%	80%	S	33%	5%	H	15%	15%	Eng: : Watters: Fluency and Accuracy, Fitz: Fluency	Eng: Multiple opportunities for practice	Eng: Choral Reading	Eng: Book Sets (8-10); alternative intervention materials
		Eng	Span														
L	52%	80%															
S	33%	5%															
H	15%	15%															
		Span: Fluency	Span: same	Span: same	Span: ECRI												
3	<table><tr><td>L</td><td>42%</td></tr><tr><td>S</td><td>33%</td></tr><tr><td>H</td><td>25%</td></tr></table>	L	42%	S	33%	H	25%	Vocabulary work	Corrective feedback after initial student responses	Davidson--Choral reading; Ganje and Palmer--Individual responses (oral and written)	Collaboration time; time to adapt HD word for mixed level groups						
	L	42%															
S	33%																
H	25%																
				Daily throughout the day; Miss D 20-30 min, daily													
4	<table><tr><td>L</td><td>50%</td></tr><tr><td>S</td><td>19%</td></tr><tr><td>H</td><td>31%</td></tr></table>	L	50%	S	19%	H	31%	Fluency	Multiple opportunities for practice	Instructor provides corrective feedback							
	L	50%															
S	19%																
H	31%																

# What professional development do teachers need to implement the plan?

- Model lessons by coach or peer
- Peer lesson observation
- Video a master teacher
- In school experts training at staff meetings
- Instructional highlights at staff meetings
- Include paraprofessionals



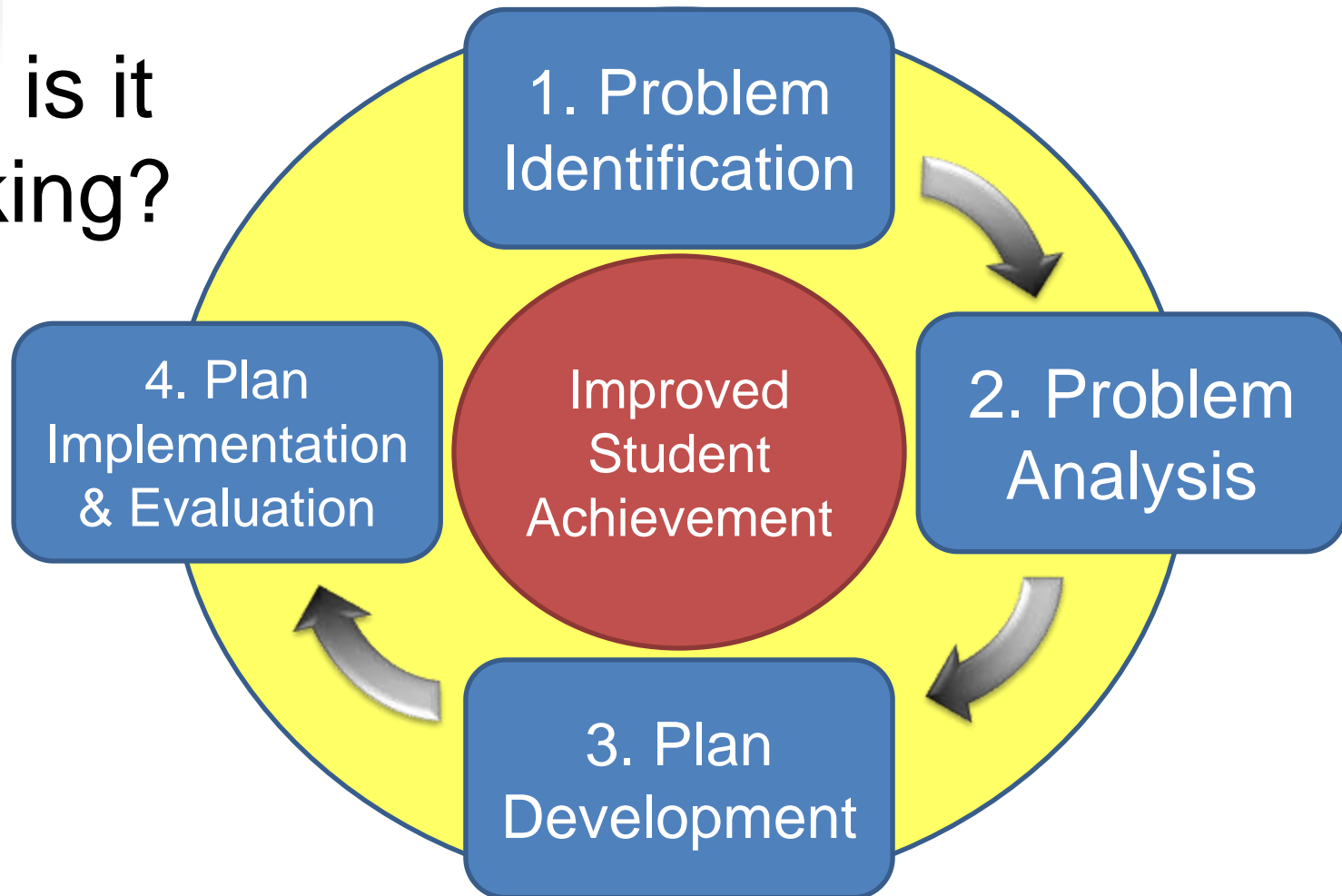
# How we built instructional expertise at Fern Hill

- Ongoing, embedded training by master teacher Anita Archer
- Enhancing Core Phonics instruction (ECRI templates)
- Model lessons by Specialists
- Peer lesson observation
- Training at staff meetings
- Expert training for Instructional Assistants



# Step 4: Plan Implementation & Evaluation

**How** is it working?



# 4: Plan Implementation & Evaluation

- How do we ensure that we implement our plan?
  - Make it public
  - Revisit the agreements at regular PLC/PLT/SAT times
  - Principal walkthroughs



# 100% Meeting Agreements

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H	8%	6%															
		Span: Phonics	Span: same	Span: same	Span: ECRI												
2	<table><tr><td></td><td>Eng</td><td>Span</td></tr><tr><td>L</td><td>52%</td><td>80%</td></tr><tr><td>S</td><td>33%</td><td>5%</td></tr><tr><td>H</td><td>15%</td><td>15%</td></tr></table>		Eng	Span	L	52%	80%	S	33%	5%	H	15%	15%	Eng: : Watters: Fluency and Accuracy, Fitz: Fluency	Eng: Multiple opportunities for practice	Eng: Choral Reading	Eng: Book Sets (8-10); alternative intervention materials
		Eng	Span														
L	52%	80%															
S	33%	5%															
H	15%	15%															
		Span: Fluency	Span: same	Span: same	Span: ECRI												
3	<table><tr><td>L</td><td>42%</td></tr><tr><td>S</td><td>33%</td></tr><tr><td>H</td><td>25%</td></tr></table>	L	42%	S	33%	H	25%	Vocabulary work	Corrective feedback after initial student responses	Davidson--Choral reading; Ganje and Palmer--Individual responses (oral and written)	Collaboration time; time to adapt HD word for mixed level groups						
	L	42%															
S	33%																
H	25%																
				Daily throughout the day; Miss D 20-30 min, daily													
4	<table><tr><td>L</td><td>50%</td></tr><tr><td>S</td><td>19%</td></tr><tr><td>H</td><td>31%</td></tr></table>	L	50%	S	19%	H	31%	Fluency	Multiple opportunities for practice	Instructor provides corrective feedback							
	L	50%															
S	19%																
H	31%																



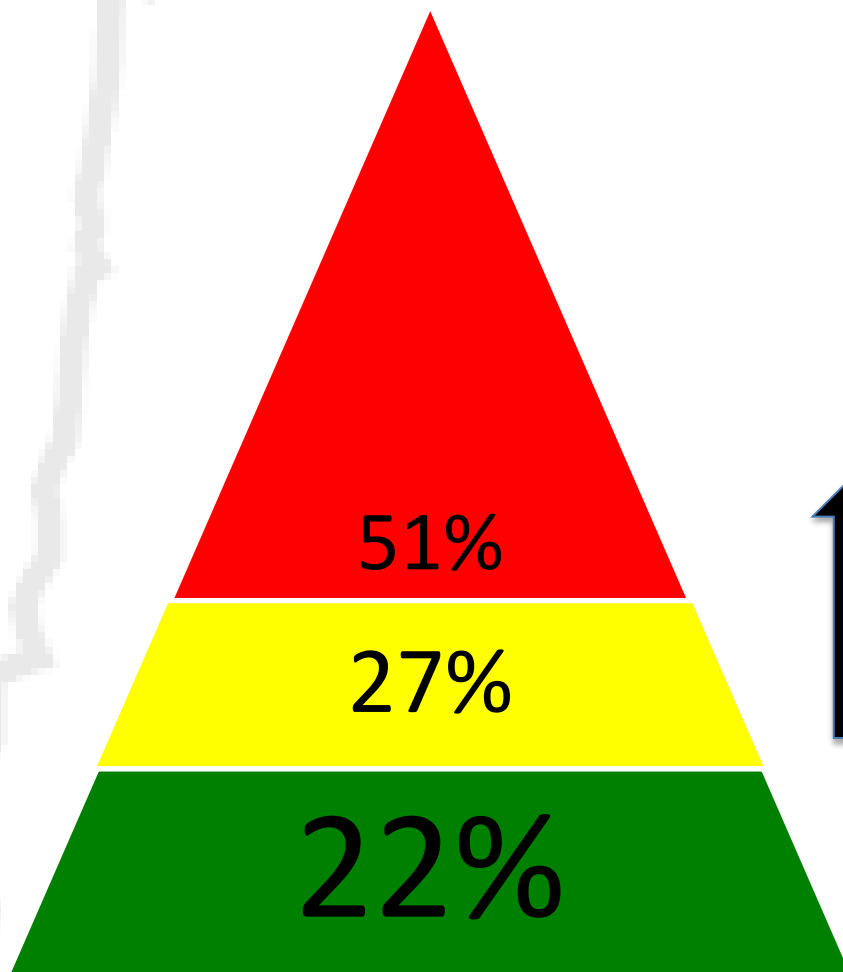
# Make it public



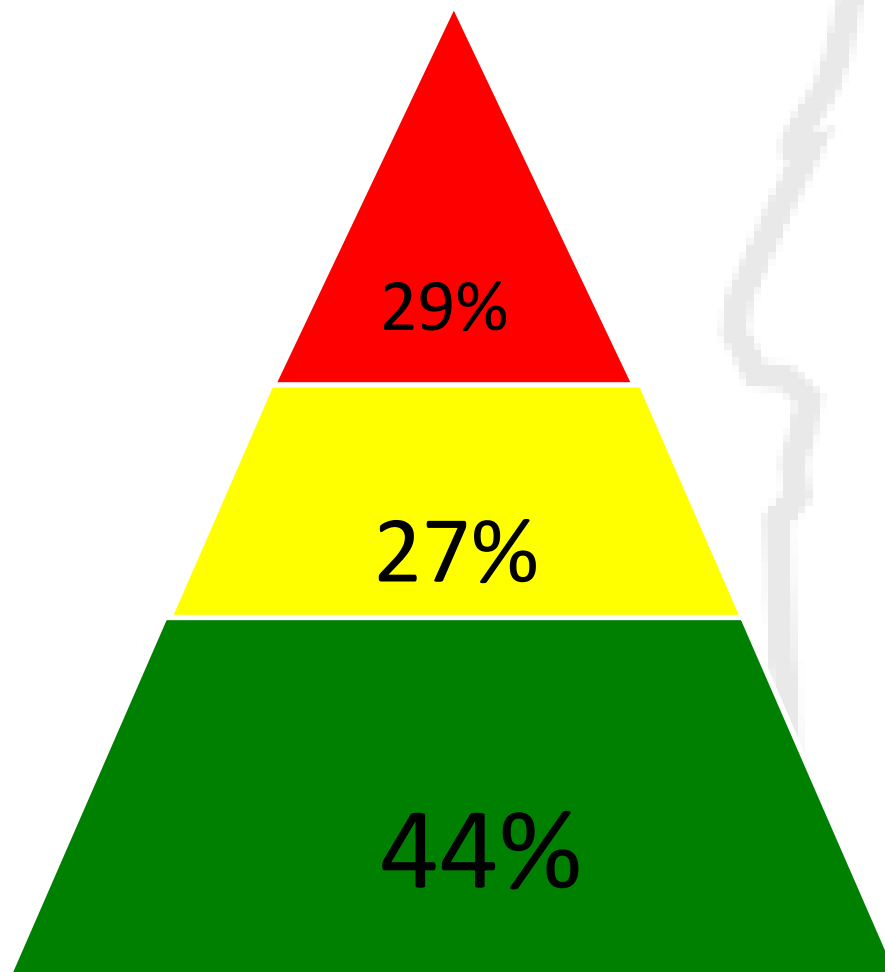


# 4: Plan Evaluation

## Next Benchmarking Period



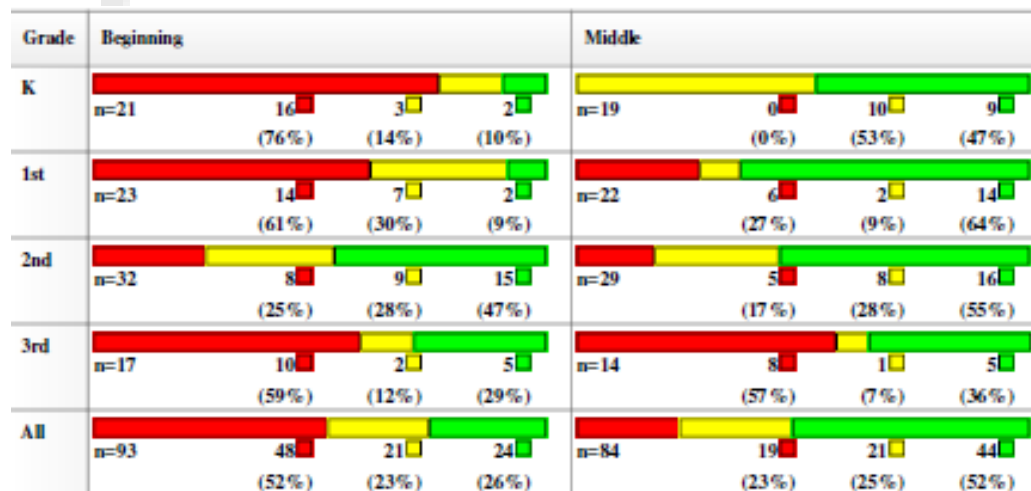
Where we were



Where we are now

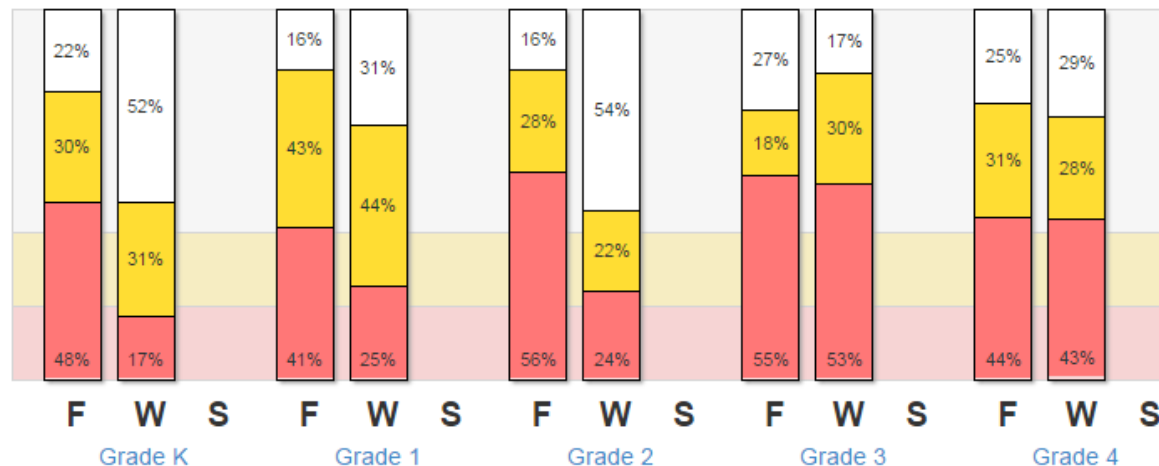
# 4: Plan Evaluation

## Next Benchmarking Period



Spanish

English



# Support for all students



# Lessons Learned: the Right Tools

When the  
right tools  
don't exist,  
create  
them



# Lessons Learned: Culture of Collaboration

No one  
works  
alone, we  
all work  
together





# Lessons Learned: Leadership is Key

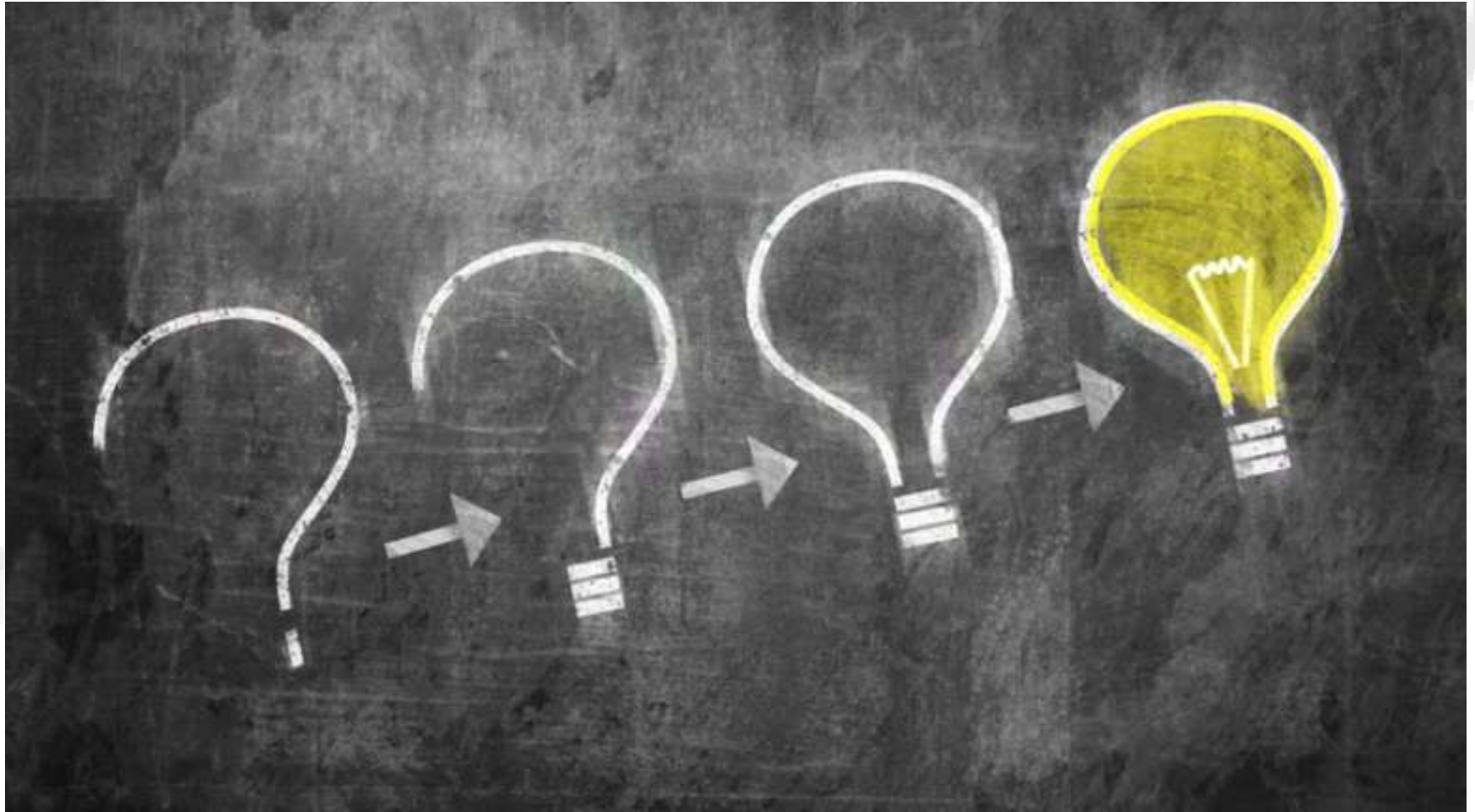
Don't wait for someone to make it equitable, do it yourself



# It WORKS and our students DESERVE



# Q & A





[illegible]