

KENMORE-TOWN OF TONAWANDA
UNION FREE SCHOOL DISTRICT

COMPREHENSIVE REPORT ON
BALANCED LITERACY AND
THE AMERICAN READING FRAMEWORK

BOARD OF EDUCATION MEETING
JUNE 13, 2017

We educate, prepare, and inspire all students to achieve their highest potential.



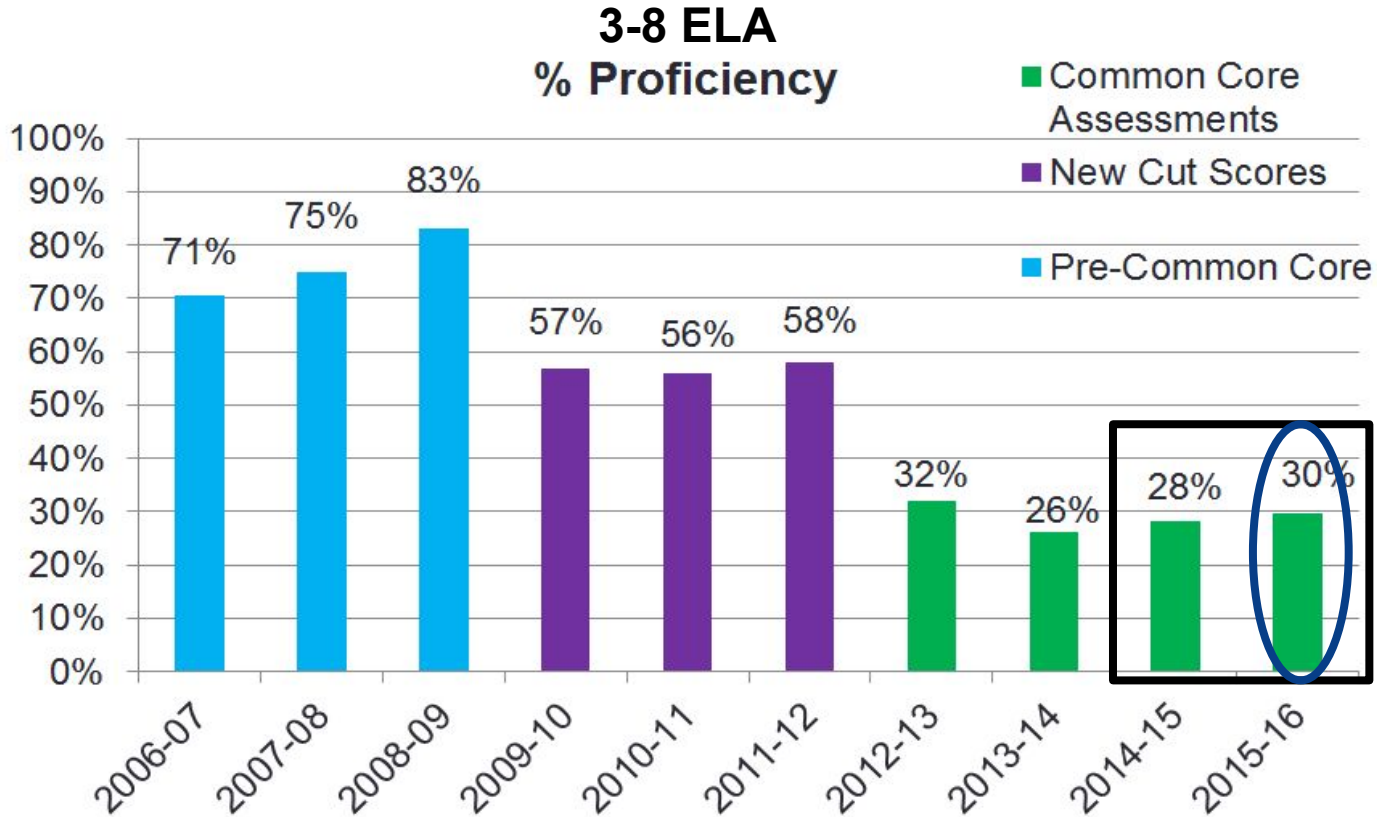
Balanced Literacy and the American Reading Framework

This presentation will explain:

- How we came to use the American Reading Framework
- Three levels of reading in the Balanced Literacy Block
- Resources and features of American Reading
- Student Results and Teacher feedback
- The future of elementary ELA in Ken-Ton

How Did We Get To AMERICAN READING

Student Performance

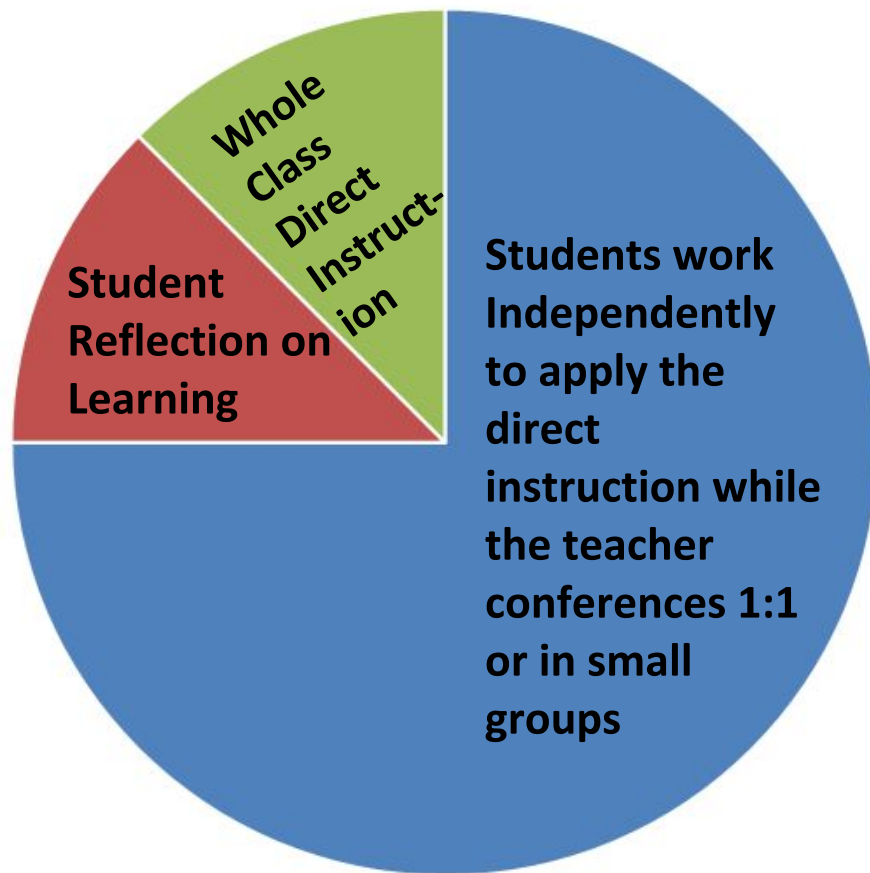
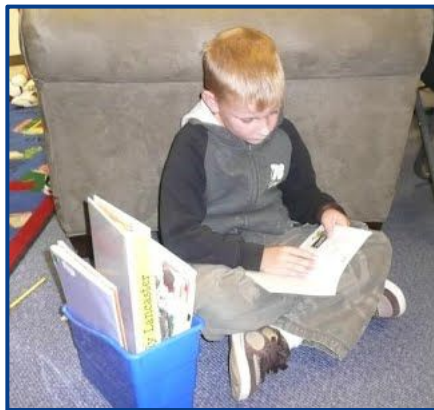


Consistency in Readers and Writers Workshop

	Before Focus District Designation Prior to 2012	During Focus District Designation 2012-2016	After Focus District Designation 2016-Current
Instructional Frameworks	<ul style="list-style-type: none"> ● Readers and Writers Workshop 	<ul style="list-style-type: none"> ● Readers and Writers Workshop 	<ul style="list-style-type: none"> ● Readers and Writers Workshop
Reading Curriculum	<ul style="list-style-type: none"> ● School and/or Teacher-Created 	<ul style="list-style-type: none"> ● Mandated Module Use 	<ul style="list-style-type: none"> ● Flexible Module Use or Standards-Aligned Teacher-Created
Assessments	<ul style="list-style-type: none"> ● Fountas and Pinnell 2x/Year ● Teacher-Adapted Writing CFAs from Lucy Calkins K-5 ● STAR 	<ul style="list-style-type: none"> ● Mandated Module Assessments ● Fountas and Pinnell 2x/Year OR IRLA on-going ● Teacher-Created Reading CFAs K-2 ● Teacher-Adapted Writing CFAs from Lucy Calkins K-5 ● STAR 	<ul style="list-style-type: none"> ● Optional Module Assessments ● IRLA on-going ● Pending--Revised Teacher-Created Reading and Writing CFAs ● STAR
Communication About Students	<ul style="list-style-type: none"> ● Paper and pencil ● ELA Portfolios that went with the students ● Report Cards 	<ul style="list-style-type: none"> ● Paper and pencil ● ELA Portfolios that went with the students ● Report Cards 	<ul style="list-style-type: none"> ● Paper and pencil ● Electronic <ul style="list-style-type: none"> ○ School Pace ○ eDoctrina ○ Report Cards

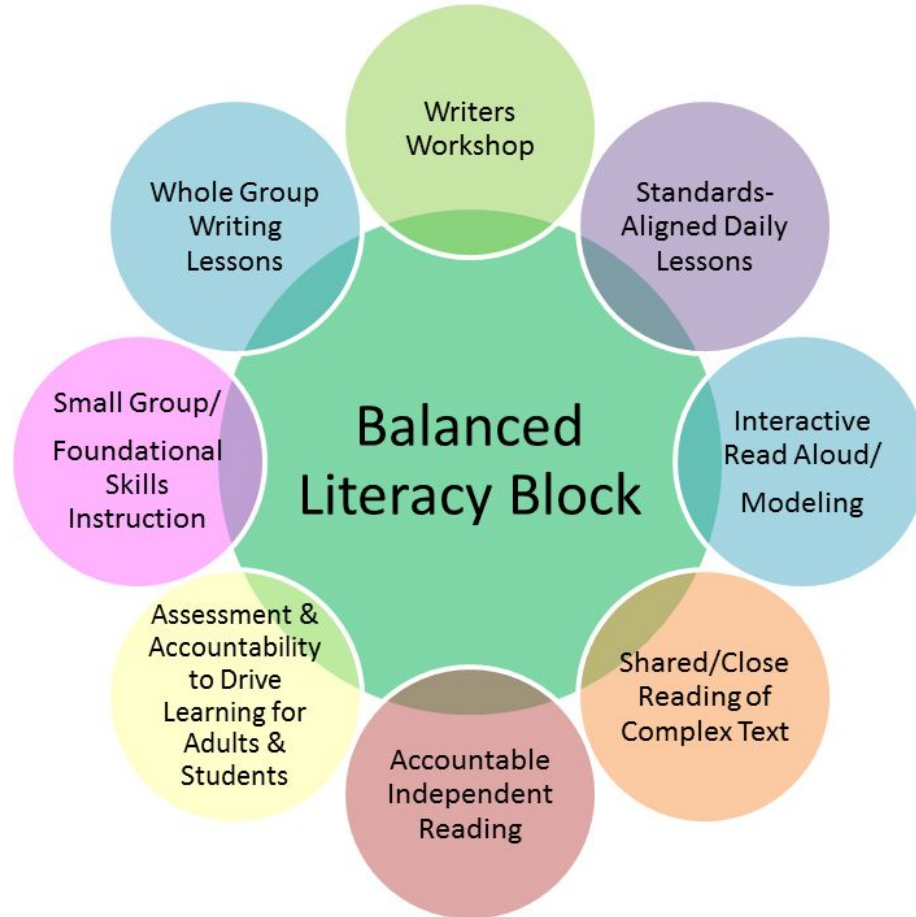
The Workshop Model Framework

In Ken-Ton, we use both Readers and Writers Workshop

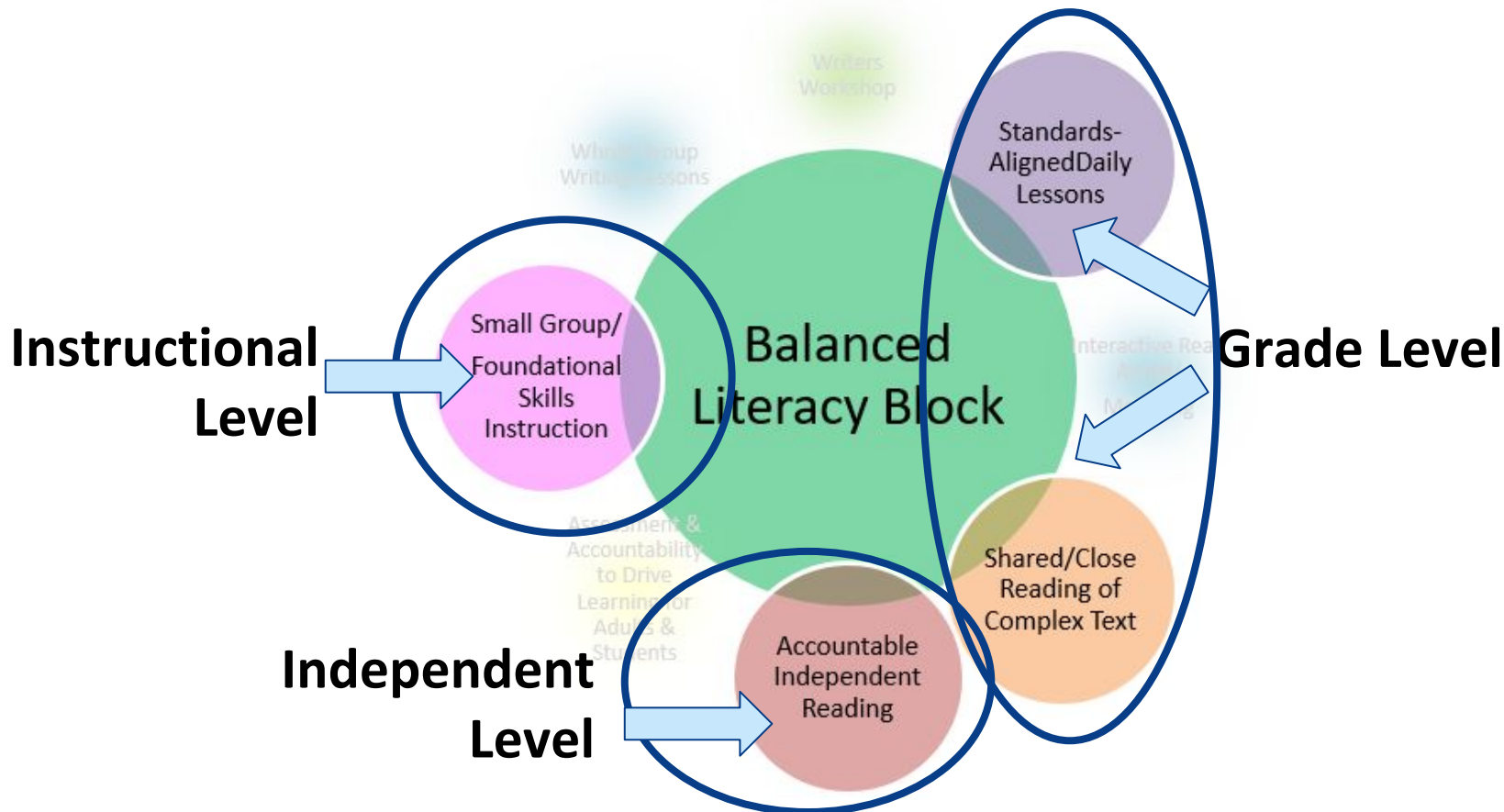


READING AND THE BALANCED LITERACY BLOCK

The Balanced Literacy Block

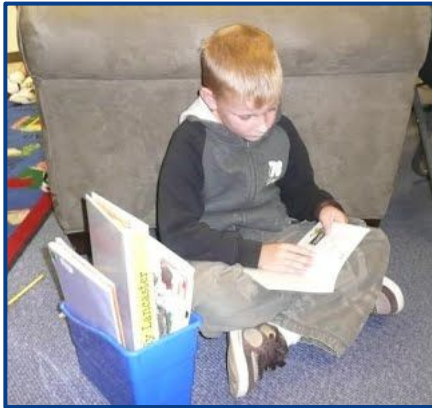


Reading Components of the Balanced Literacy Block



Independent Level Reading

Type	Meaning
Independent Level	<ul style="list-style-type: none">● This is <i>personalized</i> reading.● This reading level indicates what a child can successfully read <i><u>without teacher support</u></i>.



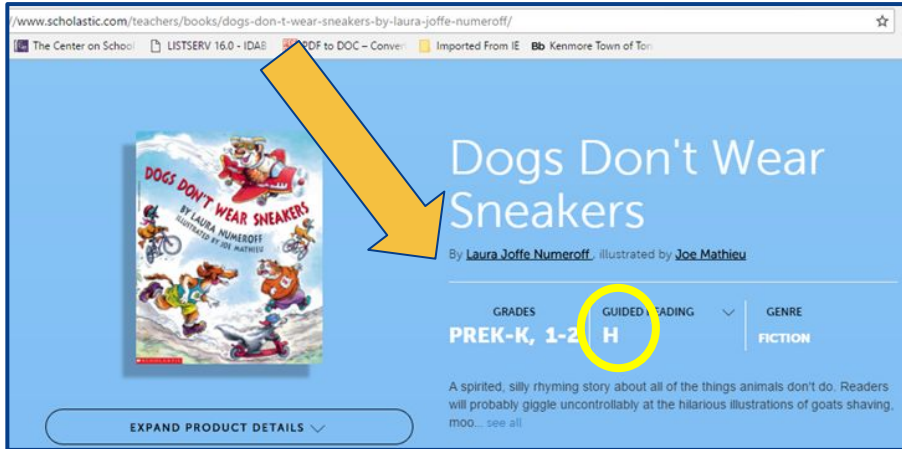
Instructional Level Reading

Type	Meaning
Instructional Level	<ul style="list-style-type: none"><li data-bbox="407 325 1812 489">● This is <i>personalized</i> instruction in reading. This reading level indicates what a child can successfully read <i>with teacher support</i>.<li data-bbox="407 527 1779 631">● If the child is independently an on- or above-level reader, the instructional level will be above grade level.<li data-bbox="407 669 1837 833">● If the child is independently a below-level reader, the instructional level will be on or below grade level (depending on how far below the child is independently).



Same Book, Different Level

Dogs Don't Wear Sneakers is an “H” (mid first grade) for the **Instructional Level** according to Fountas and Pinnell



The screenshot shows the Scholastic.com product page for the book 'Dogs Don't Wear Sneakers' by Laura Joffe Numeroff, illustrated by Joe Mathieu. The book cover is on the left. The title and author information are in the center. Below the title, there are tabs for 'GRADES', 'GUIDED READING', and 'GENRE'. The 'GUIDED READING' tab is selected, and the letter 'H' is circled in yellow. The 'GENRE' tab shows 'FICTION'. A description at the bottom reads: 'A spirited, silly rhyming story about all of the things animals don't do. Readers will probably giggle uncontrollably at the hilarious illustrations of goats shaving, moo... see all'. An 'EXPAND PRODUCT DETAILS' button is at the bottom left.

Siamese

gnu

Dogs Don't Wear Sneakers is a “2R” (mid/end of second grade) for the **Independent Level** according to American Reading



The screenshot shows a 'Book Information' page for 'Dogs Don't Wear Sneakers' by Numeroff, Laura. The book cover is on the left. The title and author name are in the center. On the right, there is a 'Level' dropdown menu with '2R' circled in yellow. An orange arrow points from the text above to the '2R' level.

gym

tutu

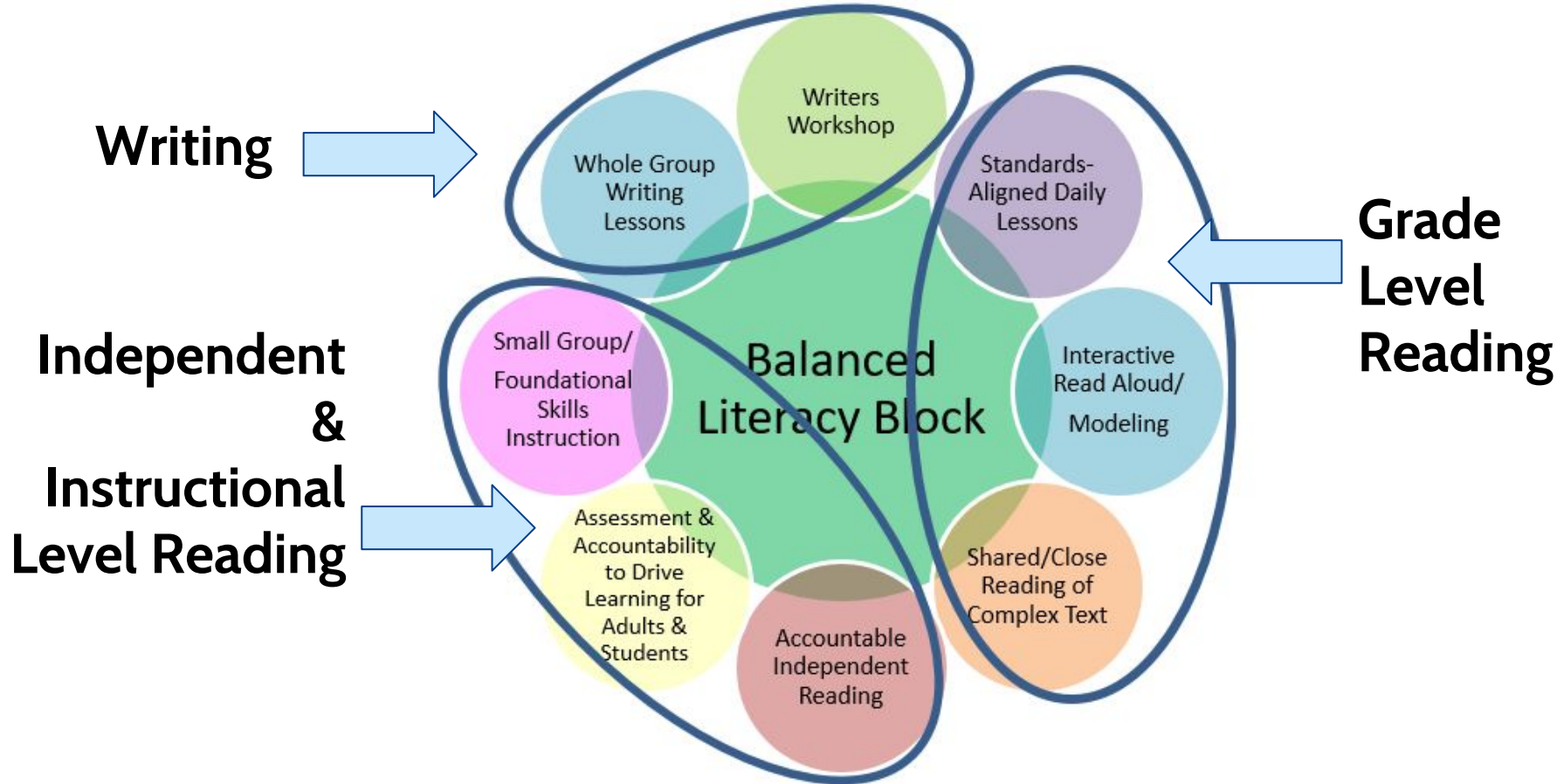
Grade Level Reading

Type	Meaning
Grade Level	<ul style="list-style-type: none">● This is <i>universal</i> instruction in reading to whole groups of students.● This reading level indicates what a child who is reading on grade level should be able to read.● All students are <i>exposed</i> to the grade level text, standards, and assessments.

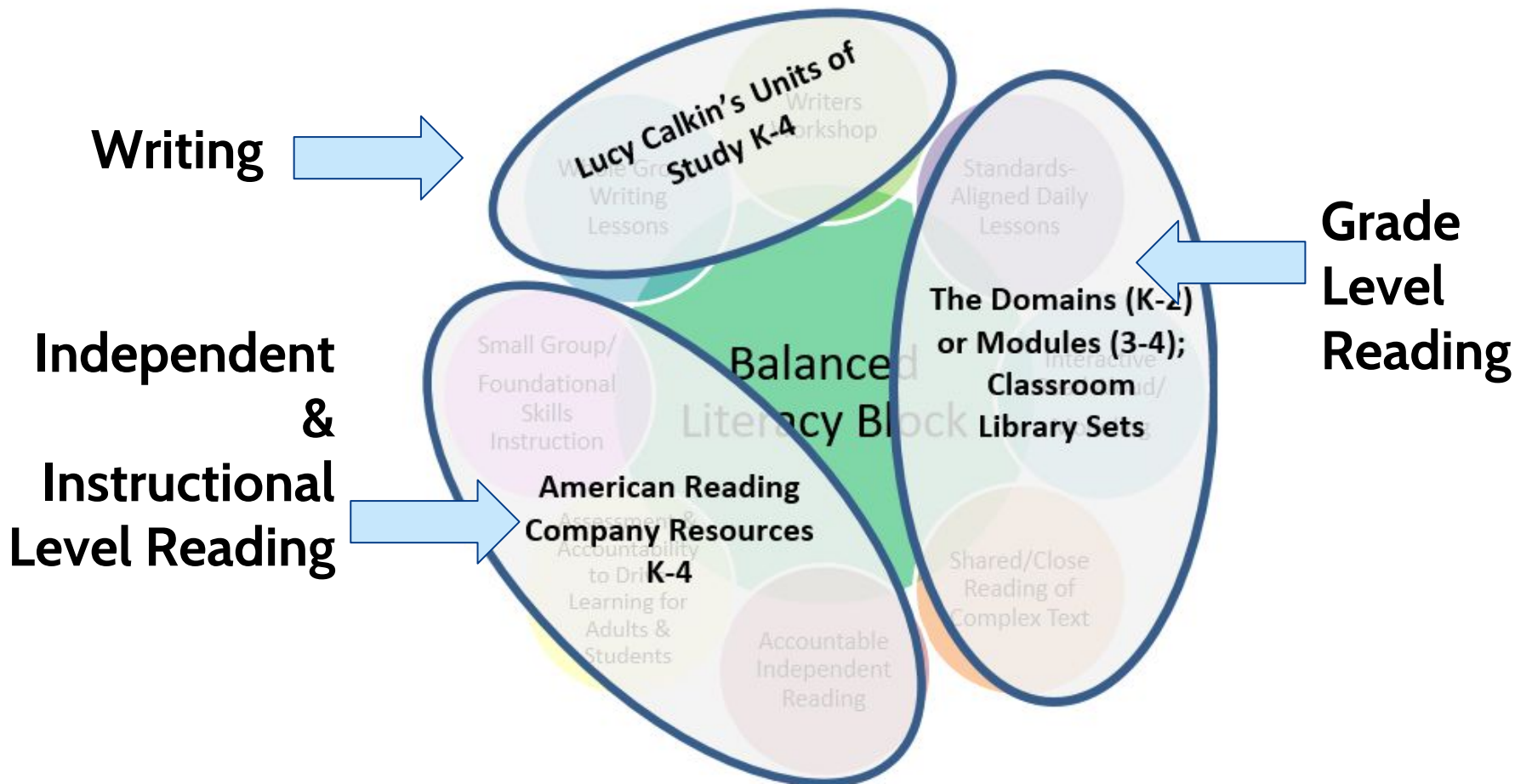


READING AND WRITING
RESOURCES IN KEN-TON

The Balanced Literacy Block

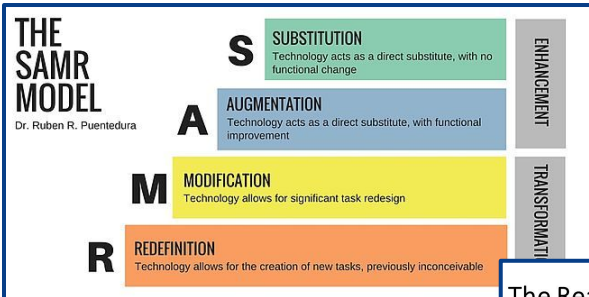
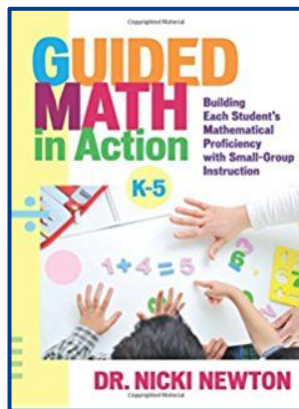
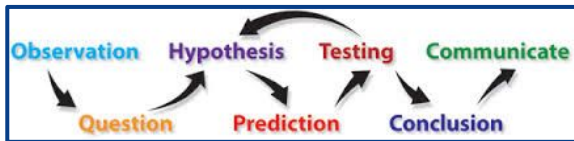
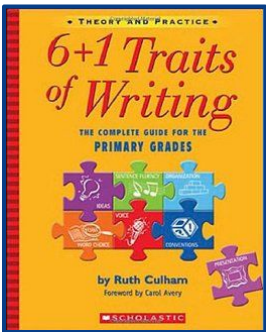


The Balanced Literacy Block Resources

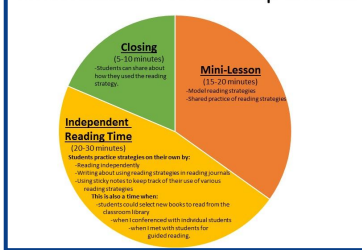


FEATURES OF THE AMERICAN READING FRAMEWORK

Framework Versus Program

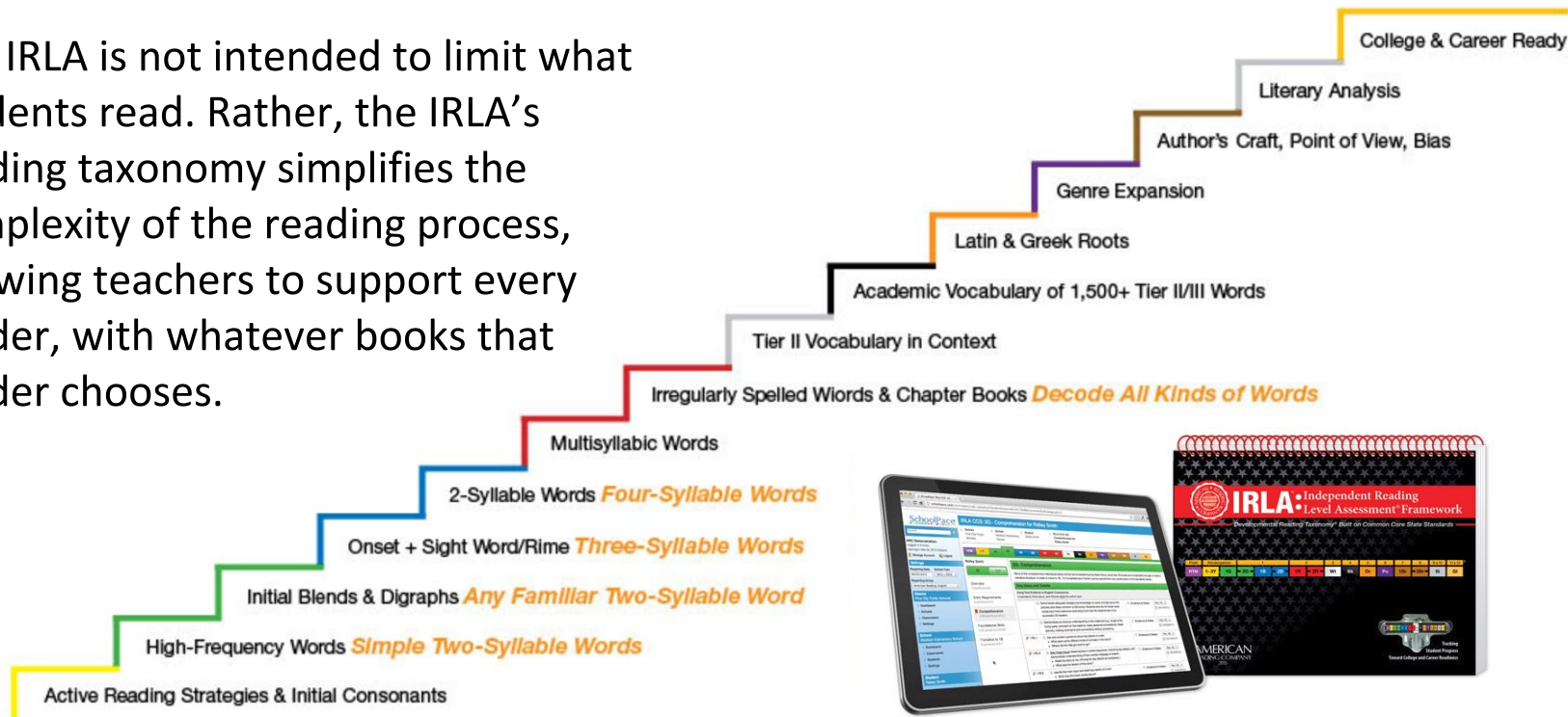


The Reader's Workshop Model



The Independent Reading Level Assessment

The IRLA is not intended to limit what students read. Rather, the IRLA's reading taxonomy simplifies the complexity of the reading process, allowing teachers to support every reader, with whatever books that reader chooses.



PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Examples of ARC Resources for Teachers

Search by category



Category

- Blackline Masters (102)
- Coaching Records (13)
- Instructional Supports (7)
- Skills Cards (73)
- Videos (18)
- Other Resources (13)

Reading Level

- Read to Me (2)
- 1-3 Yellow (11)
- 1 Green (17)
- 2 Green (19)
- 1 Blue (25)
- 2 Blue (11)
- 1 Red (9)
- 2 Red (10)
- White (8)
- Black (19)
- Orange (16)
- Purple (18)
- 1 Bronze (15)
- 2 Bronze (14)
- Silver (3)
- Gold (3)

Search by reading level



The screenshot shows the IRLA Resource Center website. At the top, there is a navigation bar with tabs for grade levels: PreK, Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, and 11-12. Below this, there are colored buttons for reading levels: RTM (purple), 1-3Y (yellow), 1G (green), 2G (green), 1B (blue), 2B (blue), 1R (red), 2R (red), Wt (white), Bk (black), Or (orange), Pu (purple), 1Br (brown), 2Br (brown), Si (gray), and G (gold). The main content area features a search bar with the placeholder text "What would you like to learn today?". Below the search bar, there is a welcome message and a legend for resource icons: Blackline Masters (document icon), Coaching Records (document with pencil icon), Instructional Supports (calendar icon), Skills Cards (grid icon), Videos & Tutorials (television icon), and Other Resources (lightbulb icon). At the bottom, there is a "Popular" section listing "Sight Word Acquisition" and "Tricky Words (2R)".

Search by typing what you're looking for



Examples of ARC Resources for Students

1B: Skills Card

Reader: _____ Room: _____

Active Reading Habits

- Cover parts of one-syllable words to find chunk.
- Think of a word that looks the same and rhyme (us/us, it'am, then h'am is "ham.")
- Use final "e" rule to figure out new words (us/us, it'am, then h'am is "ham.")
- Use long vowel teams to figure out new words (lo, glue).
- Use "r" chunks to figure out new words (ar, er, ir, loe, glue).
- Use blends at the end of words (desk/wish).
- Stop and try again when something doesn't look sound right, or make sense.
- When I get stuck, I say "blank," read on, and c_____ fill in the tricky word.
- Retell the important events in a story in the cor_____
- Tell what the book was about: main topic and _____
- Read by myself for 15 minutes without getting th_____ whisper voice.
- Read at home for at least 30 minutes every night.

Use words I know to figure out new words.

my	by
this	miss
like	bike
will	fill
out	shout
about	

Use final "e"

hop
plan
cut
pet
tim

Use "r" chunks.

-ar	-er	-ir	-or
car	her	girl	for

	1B Power Chunks		
	1B Easy	1B Hard	1B Hard
am	ham	clam	cramp
an	fan	Stan	plank
at	rat	flat	chats
get	pet	Bret	frets
ten	dien	glen	blend
will	fill	chill	spills
in	fin	grin	print
it	pit	spit	twitch
not	dot	plot	spots
but	cut	shut	crutch
jump	bump	clump	pumps
came	name	blame	framed
make	wake	shake	brakes
like	bike	spike	hikes
time	dime	grime	climes
write	bite	spite	kites
those	nose	chose	close
over	wove	stove	clove
rain	pail	train	chai
day	way	clay	tray
eat	sea	tea	blea
see	fee	tree	que
boat	road	croak	gro
blue	Sue	true	gl
too	zoo	shoot	h
look	book	stood	h
know	row	grew	k
down	wow	plow	com

Read Together Every Day

- Get a snack.
- Have your child choose a book.
- Turn off the TV and the radio.
- Snuggle up. Relax together.
- Have fun with the book.
- Ham it up. Use different voices.
- Don't test your child.
- Talk with your child about the pictures.
- Talk about what the characters in the book are doing.
- Think out loud about what you are reading and what you notice in the pictures.

ABC

That makes me remember when...

I think what is going to happen next is...

ADVENTURE

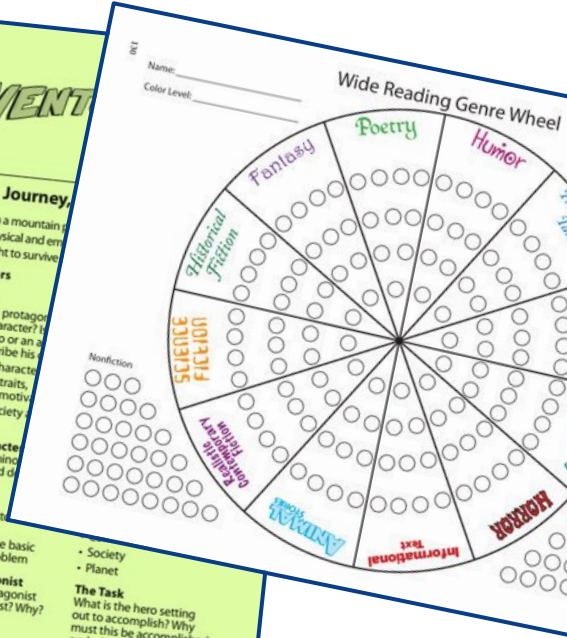
Reader: _____

Adventure: A Dangerous Journey.

Sailing on the high seas, trekking through a mountain, adventures are defined by the intense physical and emotional characters and the exhilaration of their fight to survive.

Setting
Where does the story take place? Why does this matter?
Time: When does the story take place and why does it matter?
Past, present, or future
Historical period
Character: Who is the protagonist or main character? Is there more a hero or an anti-hero? Describe his/her: Physical characteristics, Character traits, especially motivation, Place in society, it matters
Minor Character: Identify the minor characters and describe their: Motivations, Relationship to protagonist, Relation to the basic conflict or problem
Society, Planet
The Task: What is the hero setting out to accomplish? Why must this be accomplished, and what are the consequences if it is not?
The Journey: What kind of journey does the hero set out to complete? Why must the hero complete this journey? What are the consequences if the hero fails?
Search for Self: What does the hero learn? How does this relate to the theme?

Nonfiction
SCIENCE FICTION
Fantasy
Poetry
Humor
Mystery
Informational Text
Historical Fiction
Realistic Fiction
Graphic Novel



Inputs Versus Outputs

Practice

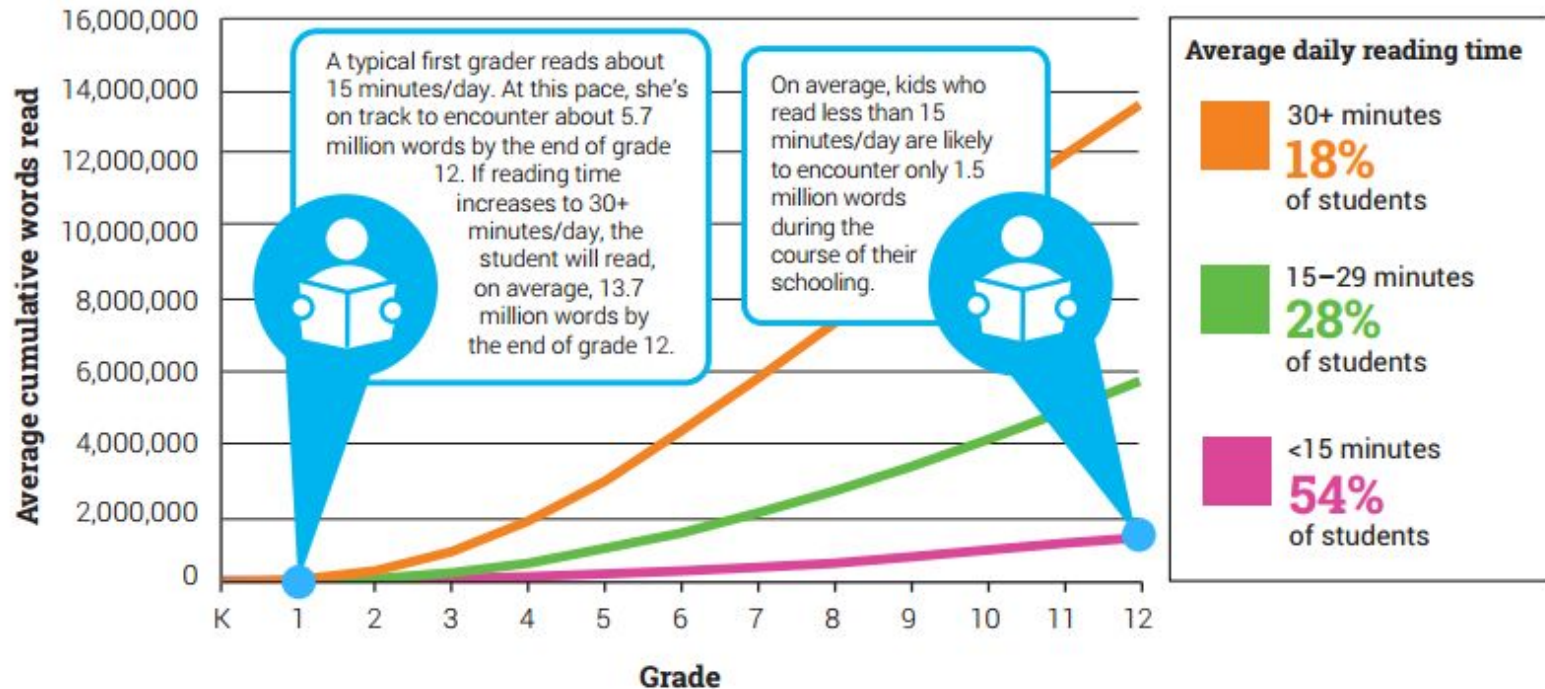


Performance



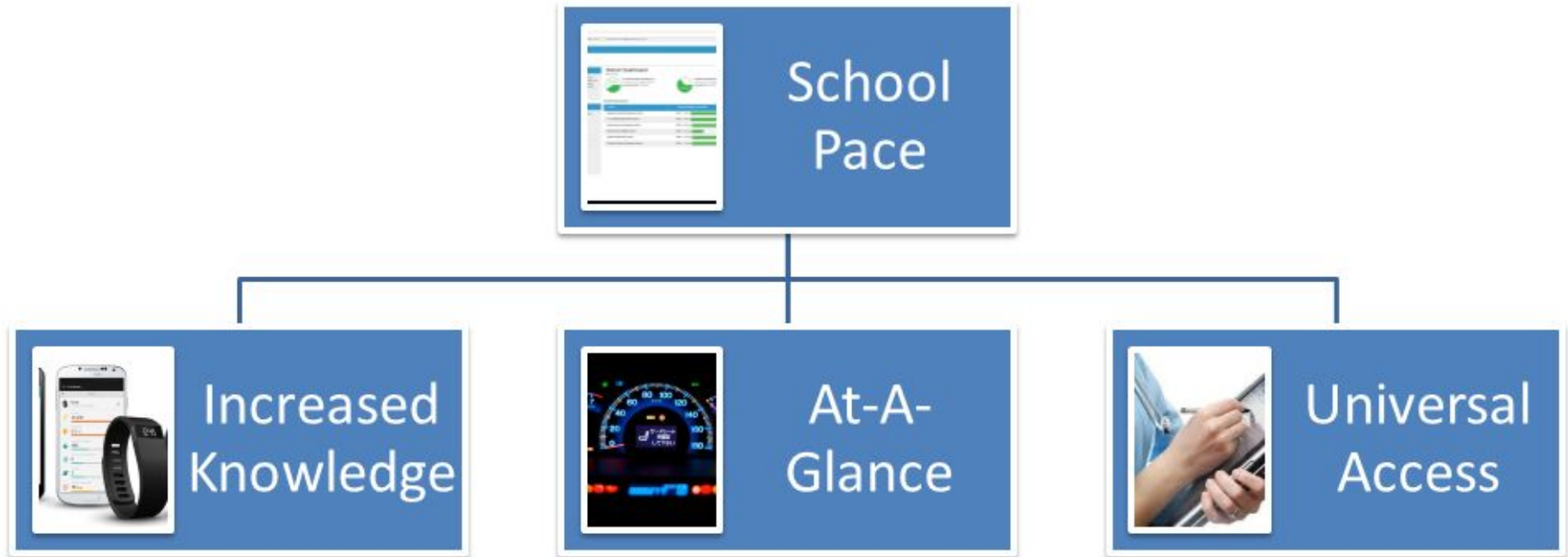
Inputs Versus Outputs

Reading is a long-term investment in vocabulary exposure



Source: Renaissance Accelerated Reader 360®, 2015-2016.

The Power of School Pace



How Do We Know It's Working: STUDENT RESULTS

What We Are Learning About Our Students

Reports

For more ways to analyze your data, click on the following reports.

Dashboards

Project Summary ⓘ

On Target

On Target by Grade ⓘ

On Target by Classroom ⓘ

Growth

Growth by Grade ⓘ

Growth by Classroom ⓘ

Student Scores

Student Scores ⓘ

Data Walls

Data Wall by Grade ⓘ

Data Wall by Classroom ⓘ

Power Goal Data Walls

Power Goal Data Wall by Grade

Power Goal Data Wall by Classroom ⓘ

Conference Activity

Conference Activity by Classroom ⓘ

Reports

For more ways to analyze your data, click on the following reports.

Dashboards

Project Summary ⓘ

On Target

On Target by School ⓘ

On Target by Grade ⓘ

On Target by Classroom ⓘ

Growth

Growth by Grade ⓘ

Data Wall

Data Wall by Grade ⓘ



On Target for IRLA Reading Level

187 out of 541 students (34.6%)

Average Growth : 0.96 Years



On Target for Reading Practice

342 out of 541 students (63.2%)

Average Score : 584.07 Steps

Average Reading Level Growth

IRLA: 1.3 Years



IRLA: 1.3 Years



IRLA: 1.2 Years



IRLA: 1.2 Years



IRLA: 1.1 Years



IRLA: 1.1 Years



Grade Students

Grade	Students	PRINT CONCEPTS	WORD RECOGNITION	PHONICS	COMPREHENSION	RANGE of READING	VOCABULARY
K	106	4	58	34	9	1	
1st	95		27	41	26	1	
2nd	94		8	37	30	10	9
3rd	122		1	20	62	19	20
4th	117		3	21	59	6	28
	534	4	97	153	186	37	57

What We Are Learning About Our Students

Teacher can access the students' current reading level, growth in reading, and get access to conferencing.

Student Name ↕	IRLA ↕	Reading Practice ↕	Home Reading ↕	Contract Rec. ↕	Reader Engagement ↕
Targets:	1G 0.80	558 Steps	Yes	Yes	4 - Engaged
	3Y 0.56 Link ! Growth: 0.55 Years <input type="button" value="Open the IRLA"/>	639 Steps Link ✓	Yes Link ✓	Yes Link ✓	1 - Challenged Link ! Growth: 0
	2G 1.02 Link ✓ Growth: 1.01 Years <input type="button" value="Open the IRLA"/>	583 Steps Link ✓	Yes Link ✓	Yes Link ✓	4 - Engaged Link ✓ Growth: 1
	1R 2.08 Link ✓ Growth: 1.98 Years <input type="button" value="Open the IRLA"/>	740 Steps Link ✓	Yes Link ✓	Yes Link ✓	4 - Engaged Link ✓ Growth: 2
	3Y 0.57 Link ! Growth: 0.56 Years <input type="button" value="Open the IRLA"/>	641 Steps Link ✓	Yes Link ✓	Yes Link ✓	1 - Challenged Link ! Growth: 0
	1G 0.85 Link ✓ Growth: 0.84 Years <input type="button" value="Open the IRLA"/>	483 Steps Link !	Yes Link ✓	Yes Link ✓	3 - Compliant Link ! Growth: 0

What We Are Learning About Our Students

We can see an individual student's progress over one year.



What We Are Learning About Our Students

We can see an individual student's progress over multiple years.



What We Are Learning About Our Students

Teachers can easily create small groups for instructional reading.

On Target For IRLA Reading Level
6 out of the 24 students (25.0%) in this class are on target for IRLA Reading Level.

25.0%

2B	1R	2R	Wt	Wt	Wt	Wt	Bk	Bk
2B 1.75 ⬇ Growth: 0.45 Years Power Goal: <i>Self-Monitor and Self-Correct</i> Reading Practice: 558 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 2 - Resistant	1R 2.09 ⬇ Growth: 0.79 Years Power Goal: <i>Decode 3-Syllable Words</i> Reading Practice: 886 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 4 - Engaged	2R 2.56 ⬇ Growth: 0.56 Years Power Goal: <i>Vowel Teams</i> Reading Practice: 780 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 3 - Compliant	Wt 3.33 ⬇ Growth: 1.73 Years Power Goal: <i>Adjust Reading Speed for Purpose</i> Reading Practice: 830 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 3 - Compliant	Wt 3.39 ⬇ Growth: 1.39 Years Power Goal: <i>Chapter Book Habit: 1+ Per Week</i> Reading Practice: 828 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 3 - Compliant	Wt 3.42 ⬇ Growth: 0.92 Years Power Goal: <i>Self-Monitor and Self-Correct</i> Reading Practice: 753 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 4 - Engaged	Wt 3.57 ⬇ Growth: 1.07 Years Power Goal: <i>Evaluate the Author</i> Reading Practice: 719 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 4 - Engaged	Bk 4.15 ⬆ Growth: 1.15 Years Power Goal: <i>Use Context to Generate Synonyms</i> Reading Practice: 686 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 4 - Engaged	Bk Growth: 1.28 Power Goal: Reading Practice: Home Reading: Contract Re: Reader Eng: 4 - Engage
2B 1.81 ⬇ Growth: 0.51 Years Power Goal: <i>Consonant Digraphs</i> Reading Practice: 656 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 3 - Compliant	1R 2.44 ⬇ Growth: 0.44 Years Power Goal: <i>Read 2R w/Fluency & Comprehension</i> Reading Practice: 698 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 3 - Compliant	2R 2.81 ⬇ Growth: 0.81 Years Power Goal: <i>Decode Every Word Encountered</i> Reading Practice: 737 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 3 - Compliant	Wt 3.66 ⬇ Growth: 0.66 Years Power Goal: <i>Evaluate the Author</i> Reading Practice: 721 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 3 - Compliant	Wt 3.71 ⬇ Growth: 1.71 Years Power Goal: <i>Evaluate the Author</i> Reading Practice: 721 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 3 - Compliant	Wt 3.77 ⬇ Growth: 1.27 Years 300001578 Power Goal: <i>Evaluate the Author</i> Reading Practice: 757 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 4 - Engaged	Wt 3.77 ⬇ Growth: 1.27 Years Power Goal: <i>Evaluate the Author</i> Reading Practice: 718 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 4 - Engaged	Bk 4.39 ⬆ Growth: 1.39 Years Power Goal: <i>Read Poetry</i> Reading Practice: 980 Steps Home Reading: Yes Contract Rec.: Yes Reader Engagement: 4 - Engaged	Bk Growth: 1.44 Power Goal: Reading Practice: Home Reading: Contract Re: Reader Eng: 4 - Engage
		2R 2.93 ⬇ Growth: 0.93 Years	Wt 3.77 ⬇ Growth: 1.27 Years	Wt 3.78 ⬇ Growth: 1.78 Years	Wt 3.79 ⬇ Growth: 1.29 Years	Wt 3.85 ⬆ Growth: 1.35 Years	Bk 4.45 ⬆ Growth: 1.45 Years	

What We Are Learning About Our Students

IRLA Reading Level Growth by Grade for District

May 31, 2017



On Target For IRLA Reading Level

District-wide, 1175 out of 2520 students (46.6%) are on target for IRLA Reading Level.

IRLA Reading Level Growth by Grade

Average IRLA Reading Level Growth

Grade	Average	IRLA Growth
K	1.0	0.9 Years 21 days old on average.
1st	1.9	1.1 Years 18 days old on average.
2nd	2.6	1.1 Years 13 days old on average.
3rd	3.4	1.2 Years 24 days old on average.
4th	4.0	1.2 Years 27 days old on average.

Across the district in nine month's time, 1st-4th grade students have made over a year's growth.

What We Are Learning About Our Students

Progress

October 3, 2016

Text Level

Students Can Read Grade-Level Text With Basic Comprehension

	Total Students	%
Proficient or Above On or Above Grade Level	835	35.3 %
At-Risk 01 - 1.9 Years Below Grade Level	971	41.0 %
Emergency 2 or More Years Below Grade Level	534	22.6 %

Across the district...

- We reduced our **Emergency level** readers by almost half
- We reduced our **At-Risk level** readers by over half
- We more than doubled our **Proficient or Above** readers

Progress

May 31, 2017

Text Level

Students Can Read Grade-Level Text With Basic Comprehension

	Total Students	%
Proficient or Above On or Above Grade Level	1,801	71.5 %
At-Risk 01 - 1.9 Years Below Grade Level	408	16.2 %
Emergency 2 or More Years Below Grade Level	308	12.2 %

How Do We Know It's Working: TEACHER FEEDBACK

By the Numbers

- **10** The number of days educators had to complete the survey
- **62** The number of educators who responded who are in their first year with American Reading
- **52** The number of questions asked on a scale from Strongly Agree to Strongly Disagree
- **138** The number of educators who responded to the survey

Demographic Info

Answer Choices	Responses
0-4 years	7.25% 10
5-9 years	6.52% 9
10-14 years	7.97% 11
15-19 years	37.68% 52
20 years or more	40.58% 56
Total	138

78% of the respondents have 15 or more years of teaching experience.

Demographic Info

Answer Choices	Responses
Classroom teacher	81.16% 112
AIS Reading Teacher	8.70% 12
AIS Math Teacher	0.00% 0
ESL Teacher	4.35% 6
Special Education Teacher	2.90% 4
Teacher Assistant	2.90% 4
Total	138

Over 80% of the respondents were classroom teachers.*

Survey Design

There were 7 groups of questions:

1. How the AR Framework Impacted Students (6 questions)
2. How the AR Framework Impacted Instruction (6 questions)
3. Administrative Leadership Regarding the AR Framework (8 questions)
4. Feelings about the AR Framework Resources (10 questions)
5. Feelings about the PD and Coaching through the AR Company (7 questions)
6. Feelings about the IRLA in Comparison to F/Ps (5 questions)
7. Feelings about School Pace (9 questions)

Survey Design

- All questions were worded consistently so that agreement equated to a “positive” rating.
- There were 5 choices on the Likert Scale:
 - **Strongly Agree (2 point value)**
 - **Agree (1 point value)**
 - **Undecided (0 point value)**
 - **Disagree (-1 point value)**
 - **Strongly Disagree (-2 point value)**

Results

Pluses

- **48/52 (92%)** questions received an average “positive” score on the survey
- **17/52 (33%)** questions received an average score of **1.0 or higher (strongly agree)**
- The highest average score was **1.42/2.0** in response to the prompt, **“My principal supports my growth with the AR Framework”**
- **6/8 (75%)** questions asked about “Administrative leadership regarding the American Reading Framework” received a score of **1.04 or higher**

Deltas

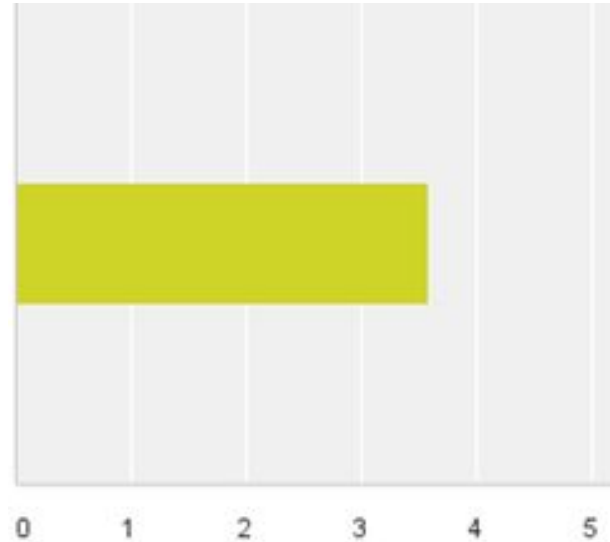
- **4/52 (8%)** questions received an average score below 0
- The lowest average score was **-0.44/-2.0** in response to the prompt, **“I have enough AR books for my students”**
- The additional 3 questions rated below 0 were:
 - **The AR books are well-made (quality of the product)** (-0.36/-2.0)
 - **Integrating written responses is a regular feature of the AR Framework** (-0.11/-2.0)
 - **I have confidence that the students’ home reading logs are an accurate representation of student home reading** (-0.12/-2.0)

“Strongly Agreed:” The Top 17

Q14. 4	1.02	In comparison with F/Ps, I am more knowledgeable about what my students need to know and be able to do to exit/enter a new level with the IRLA.
Q7.5	1.03	I integrate the AR Framework into my ELA instruction (balanced literacy block.)
Q8.2	1.04	Heather Lyon and Robin Zymroz support the teachers' growth with the AR Framework.
Q12. 4	1.05	My AR coach demonstrates knowledge of how to work with adults.
Q12. 6	1.06	My AR coach makes me feel like I'm doing a good job with the AR Framework.
Q8.8	1.08	My principal's use of data from School Pace is appropriate.
Q10. 1	1.09	The AR Tool Kits are useful for instruction.
Q14. 1	1.1	I am confident in my ability to correctly administer the IRLA
Q5.2	1.11	My students' stamina for reading has grown.
Q12. 5	1.2	My AR coach is someone with whom I work well.
Q8.3	1.22	My principal has a solid understanding of the AR Framework.
Q10. 5	1.23	The take home bags are useful for my students.
Q8.7	1.24	My principal uses data from School Pace to celebrate the work the students are doing.
Q 16. 2	1.24	I like that School Pace is available to all teachers who work with the same students.
Q10. 2	1.3	The IRLA is useful for leveling my students.
Q8.6	1.34	My principal uses data from School Pace to celebrate the work the adults are doing.
Q8.4	1.42	My principal supports my growth with the AR Framework.

IRLA vs. Other Tools

Only 7/120 (6%) respondents rated the IRLA as less than a 3 for usefulness in comparison with other tools they have used (with 5 being the highest).



1	2	3	4	5	Total	Weighted Average
3.33%	2.50%	42.50%	34.17%	17.50%		
4	3	51	41	21	120	3.60

THE FUTURE OF ELEMENTARY ELA IN KEN-TON

ELA Vertical Team Feedback

Priority	Identified Priority Concern Winter/Spring 2017	Plan (initial ideas)	Implementation Timeframe (ASAP/Summer Work)
1	They are finding success with the AR framework and would like to continue working with it next year. Continue standards-based instruction using AR Framework, Lucy Calkins Reading Units of Study (K-2) and adapted Modules (3-4)	AR and District Coaching and Professional Development	2017-2018 school year
2	Create standards-based reading/writing assessments K-4	COII summer 2017	Work to begin spring 2017-summer 2017 with implementation 2017-2018
3	Create a scope and sequence/curriculum map	District Coaches	Fall 2017
4	Due to the inconsistent use of writing resources, K-4 teachers will receive PD and support in the use of Lucy Calkins Units of Study Writing Framework.	Coaches- Staff Development Day in Aug. Continued support/PD during 2017/18 school year.	Implement 2017-2018

ELA Standards



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

FOR IMMEDIATE RELEASE

MAY 2, 2017

For More Information Contact:
Jonathan Burman or Jeanne Beattie
(518) 474-1201
www.nysed.gov



State Education Department Releases Revised NYS English And Mathematics Learning Standards

Committees Reviewed More Than 4,100 Public Comments and Incorporated Public
& Expert Feedback into the Standards

New Learning Standards are a Culmination of a Two-Year Collaborative Process
Involving 130 Educators & Parents, Resulting in Substantive Changes

Revised Standards Maintain Rigor to Prepare Student for the 21st Century

Public Comments Accepted on Revised Standards Through June 2

The State Education Department today released revised New York State P-12

Reading/Writing Practices

2/8/17 draft version

LIFELONG PRACTICES OF READERS AND WRITERS:

It is our commitment as educators and parents to develop independent thinkers who can read, write, speak, and listen to communicate effectively. Reading and writing must be done regularly and repeatedly; therefore, it is important to foster and support these literacy practices.

Lifelong Practices of Readers

Readers

- think, write, speak, and listen to understand
- read often and widely from a range of global and diverse texts
- read for multiple purposes, including for learning and for pleasure
- self-select text based on interest
- monitor their comprehension and apply reading strategies flexibly
- make connections (to self, other texts, ideas, cultures, eras, etc.)
- persevere through challenging texts
- enrich personal language, background knowledge, and vocabulary through reading and communicating with others

Lifelong Practices of Writers

Writers

- think, read, speak, and listen to strengthen their writing
- write often and widely in a variety of formats, using print and digital resources
- write for multiple purposes, including for learning and for pleasure
- experiment and play with language
- analyze mentor texts to enhance their writing
- persevere through challenging writing tasks
- strengthen writing by planning, revising, editing, rewriting, or trying a new approach
- enrich personal language, background knowledge, and vocabulary through writing and communicating with others

The cover of the 'New York Common Core Task Force Final Report' features a photograph of a teacher and several young students gathered around a table, looking at a document together. The background is a bright, modern classroom setting. At the top left, there is a logo for 'NEW YORK STATE OF OPPORTUNITY' and the state seal. The title 'New York Common Core Task Force Final Report' is written in large, white, sans-serif font across the top. At the bottom, there is a blue banner with the website address 'www.ny.gov/programs/common-core-task-force' and the name 'Governor Andrew M. Cuomo'.

www.ny.gov/programs/common-core-task-force

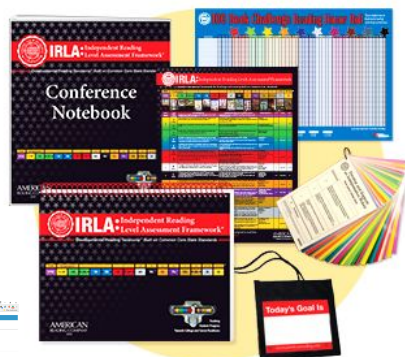
Governor Andrew M. Cuomo

The Future of Writing



1. “Getting on the Same Page” Training to be done in August, 2017 for all teachers K-4
2. Three ½ day building-based grade level sessions: (opinion, informational, narrative) run by district Instructional Coaches - dates TBD based on curriculum map/pacing guide.
3. Two faculty meetings (Fall/Winter) for whole staff. Run by district Instructional Coaches and/or school literacy teams
4. Grade level/band meetings (these would be optional) - These meetings would be an opportunity for teachers to go “above and beyond” the basics. Facilitated by district Instructional Coaches.
5. Possible staff development courses around the topic of writing for the spring.

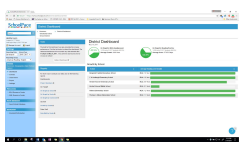
Initial Investment Materials and Resources



Teacher Resource Kit



Instructional Framework Incentive Reading Folders (270)



School Pace Subscription



Reading Skills Cards (270-360)



Foundational Toolkits



Classroom Library

On-Going Investment Materials and Resources



Teacher Resource Kit



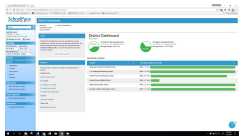
Instructional Framework



Incentive Reading Folders (270)



Reading Skills Cards (270-360)



School Pace Subscription

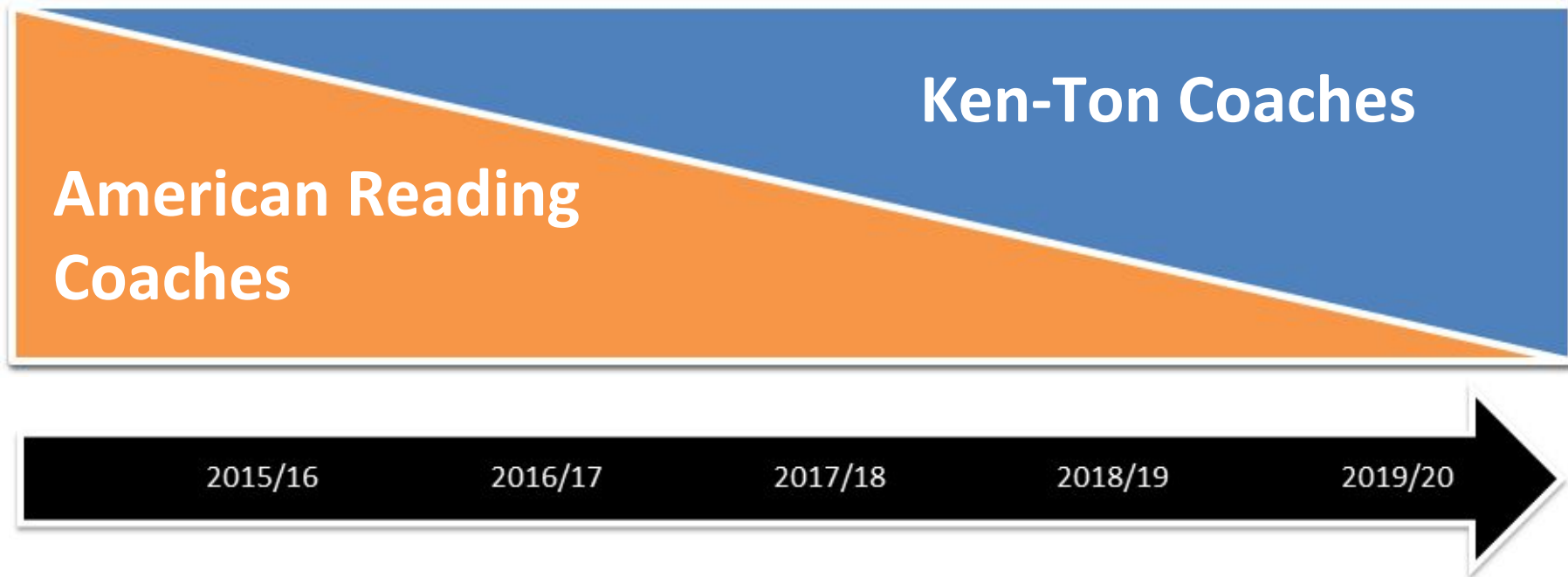


Foundational Toolkits



Classroom Library

ARC Coaching



Thank You

QUESTIONS?

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