

Board Report
9/30/14

Agenda Item/Topic:

Update on School-Wide Data (Reading/Math)

Personnel Involved:

Student Services Director
Intervention Teachers

Issues Involved- Fiscal Impact (if any):

Title 1 Funding - Approximately \$90,000

Impact on School Mission, Vision, or Goals (if any):

See attached:

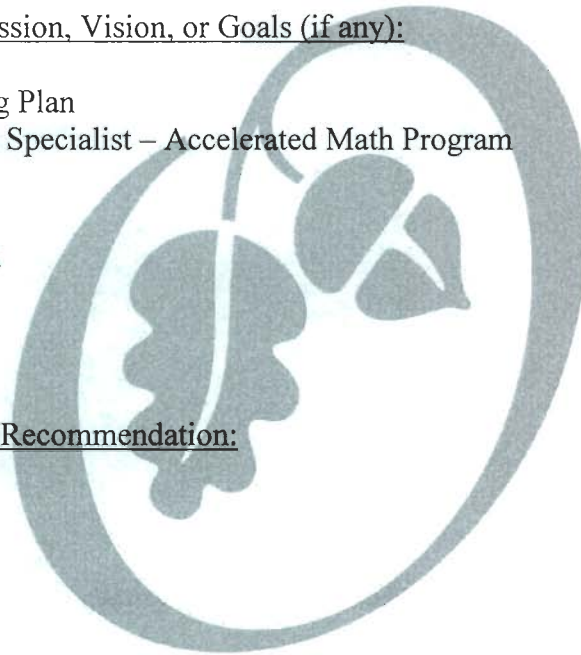
School-Wide Reading Plan

Overview from Math Specialist – Accelerated Math Program

Letters Home

Options or Solutions:

Executive Director's Recommendation:



Blue Oak Charter School Accelerated Math Program for Upper Grades

Overview:

- Teachers grades 6-8 have the opportunity to select students and assess their readiness for an accelerated mathematics program. This would give students the opportunity to be placed in 10th grade math upon entering high school. *Please see program details by grade level on the next page.*

Student Selection:

- Teachers first select students through evaluating past and present performance in mathematics while also, considering each child's ability to be on task and productive in an independent, small group learning environment. Students are assessed for readiness using a grade appropriate exam provided by the College Preparatory Mathematics program (CPM). Students who show significant struggling on any content area of the exam(s) are not recommended as candidates for the program.
- Parents shall be notified if their child is selected and have the opportunity to opt out of the program.

Student/Parent Responsibilities:

To remain in the program:

- Students must maintain progress over the course of the track, demonstrating adequate performance on regular summative unit assessments, assignments and homework. Students shall commit to working in a group and refrain from disruptive behavior.
- Students must check in at least once a week with Mr. Combs, the school Math Interventionist. Students can come by his office after school every Monday through Wednesday during the hours of 3:15 -4:15pm.
- Parents are advised to provide their children with help outside of school.

Teacher Responsibilities:

- Teachers are required to prepare and facilitate lessons for candidates while maintaining grade level curriculum for the rest of the class.
- Teachers must administer and grade assessment for each chapter of their class textbook.
- Teachers must make assessment data available to the Math Interventionist, Director of Student Services, and Education Director.

6th Grade Program

Students complete various units from the CPM Course Connections 1 textbook and half the CPM Course Connections 2 textbook. There are 12 units covered and 12 summative examinations.

7th Grade Program

Students complete the second half of the CPM Course Connections 2 textbook and selected material from the CPM Course Connections 3 textbook. There are 11 units covered and 11 summative examinations.

In 8th grade, students complete the Integrated Math 1 CPM curriculum.

As a high school freshman, candidates successfully completing the advanced track will take Integrated Math 2.



School Wide Reading Plan

Blue Oak School

2014-2015

Michelle Lohse

Stephanie Nichols

Grade	1 st Antuzzi/Jones One-One (Push-In)	2 nd Masula/Robertson Small group (Push-In) 1:1 Support (Pull-Out)	3 rd Macleod/S. Lee Small group (Push-In) 1:1 Support (Pull-Out)	4 th Chew/Madera Small Pull-Out Groups	5 th – 8 th * Small Pull-Out Groups
Reading Curriculum	Observe/Identify Student Needs Main Lesson Instruction	<i>Seeing Stars</i> <i>Visualizing Verbalizing Learning Palettes</i> Mini-Books Movement Warm-Ups <i>Reading Discovery</i> Book Bags	<i>Inquiry By Design</i> <i>Seeing Stars</i> <i>Visualizing/Verbalizing</i> <i>Read Naturally</i> <i>Reading Discovery</i> Book Bags	<i>Inquiry By Design</i> <i>Visualizing/Verbalizing</i> <i>Read Naturally</i> <i>Reading Discovery</i> Novel Studies Book Bags	<i>Inquiry By Design</i> <i>Visualizing/Verbalizing</i> <i>Seeing Stars</i> <i>Read Naturally</i> REWARDS <i>Signs for Sounds</i> Novel Studies
Intervention: Grade-Level Programs	Classroom Teacher Shannon O’Laughlin	Classroom Teacher Michelle Lohse Shannon Walker Reading Aides (TBD)	Classroom Teacher Michelle Lohse Shannon Walker Reading Aide (TBD)	Classroom Teacher Michelle Lohse Shannon Walker Reading Aide (TBD)	Classroom Teacher Michelle Lohse Shannon Walker
Instructor	In-classroom	Classroom Reading Room	Classroom Reading Room	Classroom Reading Room	Classroom/Library Reading Room
School wide Assessments	Block Assessments	BPST III <i>Rigby</i> <i>Seeing Stars</i>	BPST III <i>Rigby</i> OARS ELA	<i>Qualitative Reading Inventory (QRI)</i> • Oral Reading Fluency • Word List OARS ELA	<i>Qualitative Reading Inventory (QRI)</i> • Oral Reading Fluency • Word List OARS ELA
Intervention Progress Monitoring	N/A	BPST III <i>Rigby</i> <i>Seeing Stars</i>	BPST III <i>Rigby</i> <i>Seeing Stars</i> <i>Visualizing Verbalizing</i>	<i>Read Naturally</i> BPST III (As needed) <i>Rigby</i> (As needed) QRI – Word List	<i>Read Naturally</i> BPST III (As needed) QRI – Word List <i>Signs For Sounds</i>

* 5th – Cullen/King, 6th - B. Lee/Meier, 7th- Adams/Stevens, 8th – Carr/Welch

Continuing School Wide Curricula (from 2013-2014)

Seeing Stars (Lindamood - Bell) – Increases student’s auditory processing through the development of **Symbol Imagery** - the ability to automatically code and recode phonological and orthographical information (i.e. word attack & word recognition skills, phonological awareness, orthographic processing) to increase fluency and comprehension.

Visualizing and Verbalizing (Lindamood- Bell) - Increases student’s visual processing through the development of **Concept Imagery** (i.e. word recognition skills, orthographic processing, spelling, sight word vocabulary) to increase comprehension, fluency and oral language development.

Inquiry By Design (Grades 3, 5, 7) – Classroom curriculum with direct ELA Common Core correlation to support classroom instruction of reading and writing. Students and teachers read and discuss interesting and engaging literary and informational texts while learning to write in a range of genres including text-based explanations and arguments.

New Curricula (2014-2015)

Inquiry By Design (Grades 4, 6, 8) - Classroom curriculum with direct ELA Common Core correlation to support classroom instruction of reading and writing. Students and teachers read and discuss interesting and engaging literary and informational texts while learning to write in a range of genres including text-based explanations and arguments.

1st grade

Intervention plan – 1st Grade student needs will be identified through assessment of Basic Reading Skills, Kindergarten Teacher suggestions and teacher anecdotal observations. Support will be determined by classroom teacher with Educational Director guidance.

Educational Director will:

- Demonstrate Waldorf Reading Instruction lessons and techniques to classroom teachers.
- Use Block Assessments based on Common Core standards and Waldorf Pedagogy to guide instruction.

Reading Intervention teacher will:

- Assist classroom teachers with reading instructions as needed.
- Provide curriculum support and coaching to classroom teachers.
- Assist with Book bag selection beginning January 2015.

2nd Grade

School-Wide Reading Plan - 2nd grade student needs are identified during the school-wide assessment periods using the *BPST III* and *Rigby* assessment tools, along with, teacher anecdotal information. Individualized instruction is based on student needs and analysis of assessment data.

Reading Interventionist/Reading Aides will:

- Demonstrate small group instruction of **Seeing Stars** to classroom teachers & teacher aides
- Train Teacher's Aides and Classroom Teachers to administer assessments and lead small groups.
- Utilize grade-level intervention programs (as needed and/or requested by classroom teachers.)
- Administer and analyze assessments and use data to organize ELA groups.
- Assist Teachers with Book Bag selection criteria.
- Provide 1:1 support as needed.

Reading Interventions look like:

- Instruction in sight words, word attack, reading fluency, spelling, and comprehension.
- Develop *Symbol Imagery* through phonics instruction.
- Regular intervals of progress monitoring to guide instruction.

3rd Grade

School-Wide Reading Plan – 3rd grade student needs are identified during the school-wide assessment periods using the *QRI, BPST III, OARS, Rigby* assessment tools, and teacher anecdotal information. Individualized instruction is based on student needs and analysis of assessment data.

Reading Interventionist/Reading Aides will:

- Demonstrate small group instruction of *Seeing Stars* and *Visualizing and Verbalizing* to Teacher's Aides and Classroom Teachers.
- Modeling and coaching of *Inquiry by Design*.
- Novel Study support within the classroom.
- Utilize grade level intervention programs as needed and/or requested by classroom teachers.
- Administer assessments and lead small groups.
- Analyze assessments and use data to organize ELA groups.
- Assist Teacher's Aide in Book Bag selection criteria.
- Provide 1:1 support as needed

Reading Interventions look like:

- Instruction in sight words, word attack, reading fluency, spelling, and comprehension.
- *Symbol Imagery* development through phonics instruction.
- *Concept Imagery* development through language instruction.
- Regular intervals of progress monitoring to guide instruction.

4th Grade

School-Wide Reading Plan – 4th grade student needs are identified during the school-wide assessment periods using the *QRI*, *BPST III*, *OARS*, *Rigby* assessment tools, and teacher anecdotal information. Individualized instruction is based on student needs and analysis of assessment data.

Reading Interventionist/Reading Aides will:

- Train/demonstrate instruction of ***Visualizing and Verbalizing*** to classroom teachers and Teacher's Aide.
- Modeling and coaching of ***Inquiry by Design***.
- Utilize grade level intervention programs as needed and/or requested by classroom teachers.
- Analyze assessments and use data to organize ELA groups.
- Assist Teacher's Aide in Book Bag selection criteria.
- Novel Study support within the classroom.
- Provide 1:1 support as needed.

Reading Interventions look like:

- *Concept Imagery* development through language instruction.
- Remedial skills instruction as needed.
- Teacher's Aide providing instruction in ***Visualizing and Verbalizing*** and ***Read Naturally***.
- Ongoing support of comprehension skills.
- Regular intervals of progress monitoring to guide instruction.

5th – 8th Grade

School-Wide Reading Plan – 5th – 8th grade student needs are identified during the school-wide assessment periods using the results from *QRI*, *OARS* and teacher anecdotal information. Individualized instruction is based on student needs and analysis of assessment data.

Reading Interventionist/Reading Aide will:

- Demonstrate the intervention lessons from ***Visualizing and Verbalizing*** to classroom teachers.
- Modeling and coaching of ***Inquiry by Design***.
- Utilize grade level intervention programs as needed and/or requested by classroom teachers.
- Provide curricula materials when necessary.
- Novel Study support within the classroom.

Reading Interventions look like:

- Librarian runs Reading Group using ***Visualizing and Verbalizing*** and ***Read Naturally***.
- Develop ***Concept Imagery*** through language instruction.
- Ongoing support of comprehension skills.
- Regular intervals of progress monitoring to guide instruction.

Dear Blue Oak Parent or Guardian,

My name is Michelle Lohse. I am the new Reading Intervention Teacher at Blue Oak School for the 2014-2015 school year. I have been a classroom teacher at our school for the past four years and am very excited to remain a part of our community. I anticipate a fantastic school year and look forward to working with your student.

This letter is to inform you that your son or daughter _____ has been selected to attend a six week Reading intervention session with Blue Oak's Reading Intervention teacher or teacher's aide from _____. This decision was made after examining your child's diagnostic reading assessments and school wide benchmark data. Reading intervention is intended to help students develop proficiency in basic or advanced concepts. Students in intervention may miss other electives/classes twice a week to meet these goals. Blue Oak is pleased to provide individualized instruction to support student success. If you have any questions or concerns, please feel free to contact me via email or speak with me in person in the Reading Office during office hours (Monday- Friday 8:10-10:50 am).

Sincerely,

Michelle Lohse

michellelohse@blueoakcharterschool.org

September 2014

Dear Blue Oak Families,

This letter is to inform you of Blue Oak's math and reading intervention programs during the 2014-2015 school year.

Identification and selection of interventions:

In order to identify students who are in need of extra support and interventions, specific assessments of grade level content areas are given within the first 3 weeks of the school year. After this assessment period, data is collected and students are then selected to receive extra support, if needed.

If your child is selected:

A week prior to interventions beginning, you will receive a letter via mail if your son or daughter has been chosen as an intervention candidate. This is to inform you prior to them receiving academic assistance and support. Although we strive to avoid this, during the course of intervention students may miss specialties. Intervention sessions of 4-6 weeks provide students with the help they need to meet grade level benchmarks. All instruction during intervention shall be aligned with the California Common Core State Standards.

Progress Monitoring:

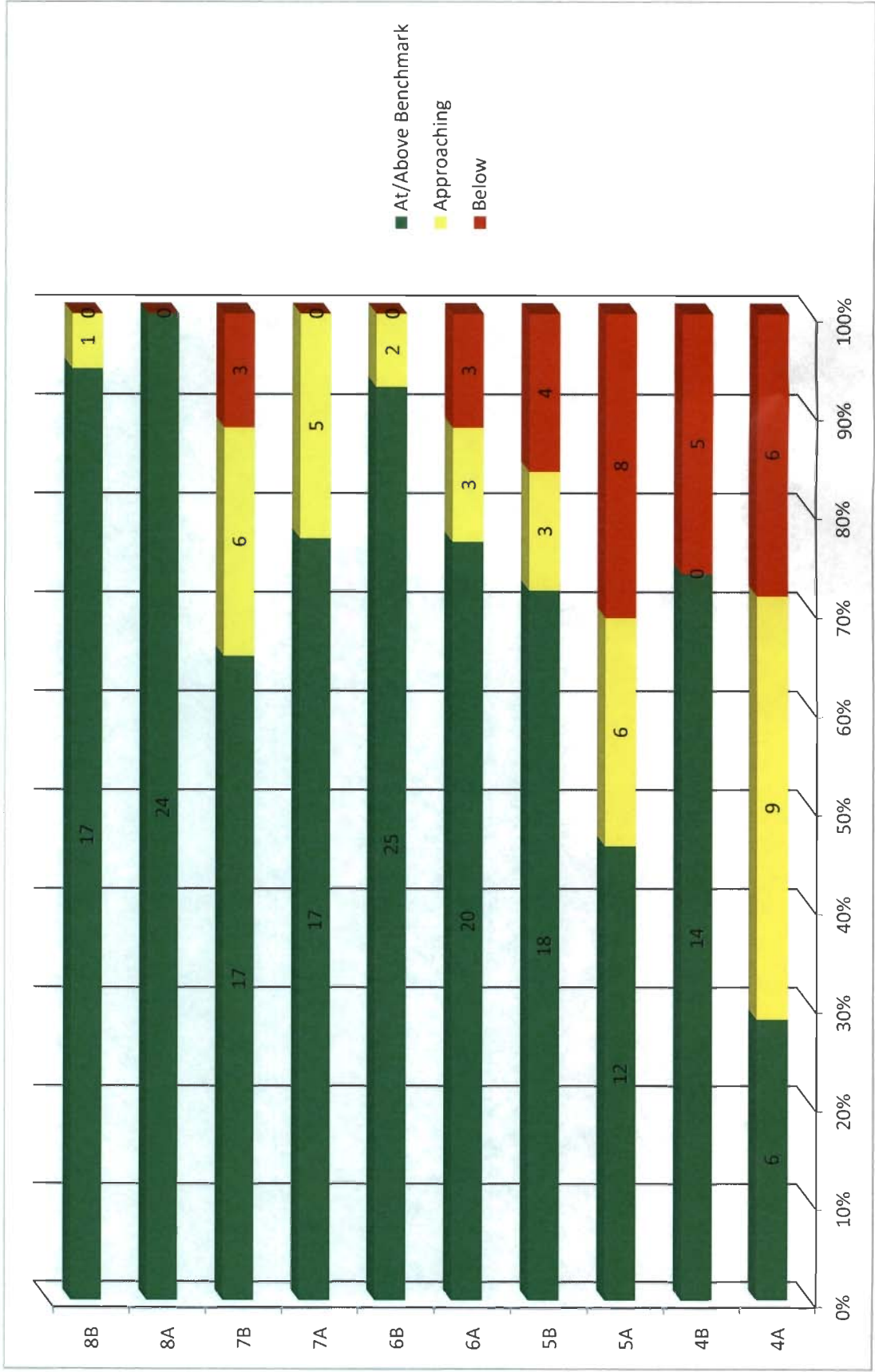
Your child's progress will be monitored to ensure tracking of their growth over the course of the intervention period. If you have any questions please feel free to contact the following director and/or intervention teachers.

Stephanie Nichols, Student Services Director:
stephanienichols@blueoakcharterschool.org

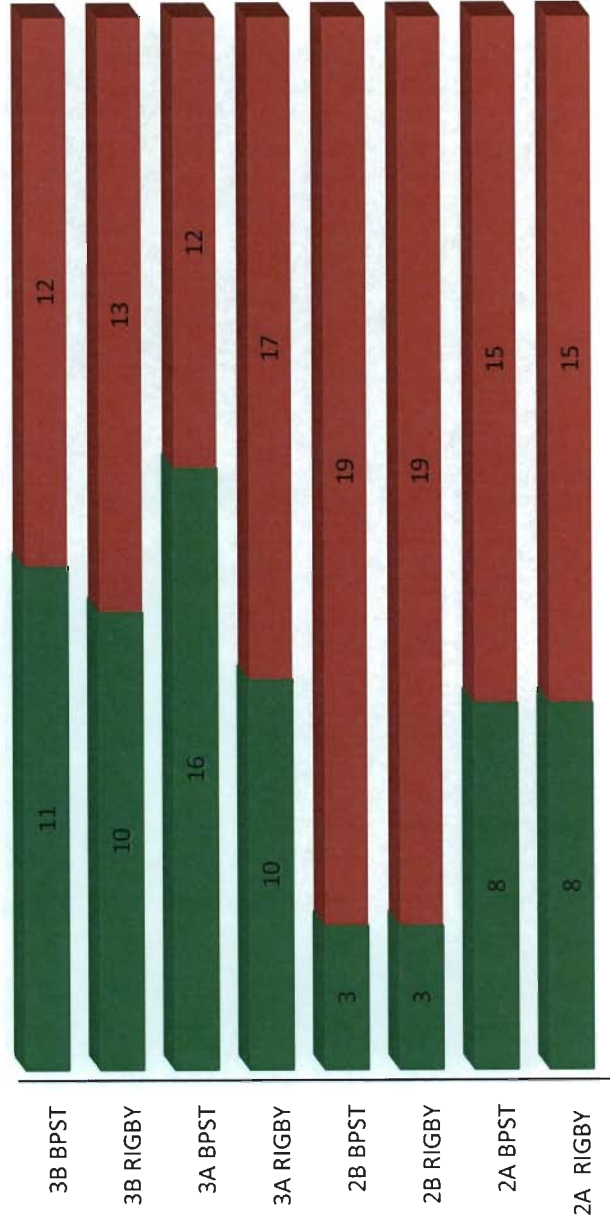
Chairun Combs, Math Intervention Teacher:
chairuncombs@blueoakcharterschool.org

Michelle Lohse, Reading Intervention Teacher:
michellelohse@blueoakcharterschool.org

Blue Oak Charter School
 Fall Benchmark Reading Data
 QRI- Wordlist
 2014 – 2015



Blue Oak Charter School SCHOOLWIDE DATA 2014-2015 Fall Assessment Data



■ At/Above benchmark
 ■ Below Benchmark