

Purposefully Creating a Culture of Literacy at the MS/HS Level

Bessie Allen Middle School

School District of North Fond du Lac

WSRA - February 2018



Team Introductions

- **Adam Micke - 7th Grade Comm Skills**
- Theresa Galligan-Amundson - 8th Grade Social Studies
- **Julie Skaer - 8th Grade Comm Skills**
- Melissa Rahn - 6th Grade Comm Skills and SS
- **Adam Broten - Director of Teaching and Learning**

Go Orioles!

Who's in the
Room?



Outline

- **Bessie Allen Middle School**
- **Showcase Our Data**
- **Review Our Journey - Literacy @
MS/HS Levels - Group Activity**
- **Lessons Learned & What's Next**



“Halo Effect”

Thorndike

**“One Nugget”
approach to PD**



About Bessie Allen & NEDL

- 6th, 7th, 8th Grade building
- Our building staff is made up of one administrator and 29 licensed educators.
 - Some shared-staff with HS



About Bessie Allen & NEDL

- About 105 students per grade
- Econ-disadv (50%), EL (8%), SPED (18%)
- One of the faster growing districts in Wis.
 - 200+ students in 5 years



Not Everyone Can Do What We Do

Elementary Teacher

Elementary Reading Teacher

Elementary Principal

Middle School Principal - Bessie Allen



*Humbled Quickly - Many challenges and obstacles
to improving literacy at MS/HS level*



Our Data



Bessie Allen Middle School

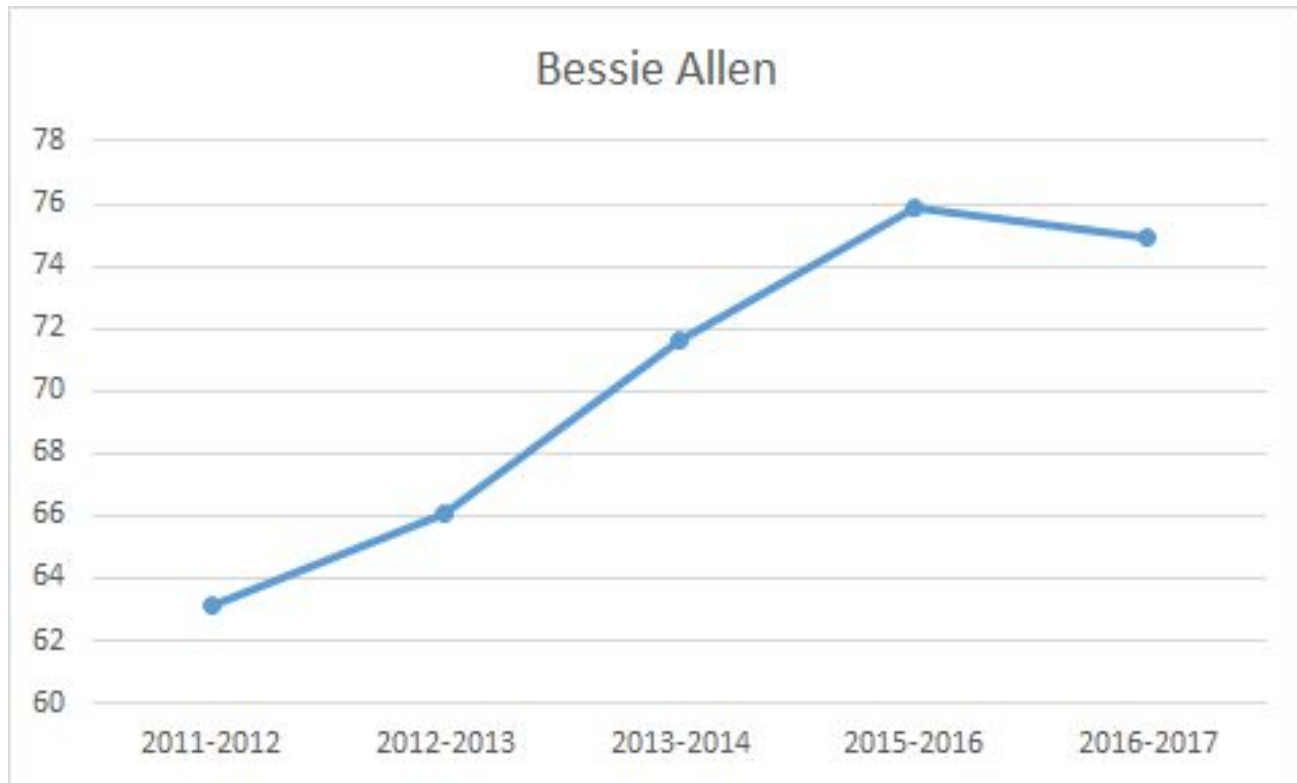
Data

Multiple Years, multiple data points

Our Data

State Report Card uses State Tests Scores = **Achievement, Growth, Gaps (ELA, Math), Readiness**

Top Score is 100



DPI Rankings for Bessie Allen

350+ Middle Schools in Wisconsin

- 2011/12 - 312th - 11th percentile
- 2012/13 - 286th - 20th percentile
- 2013/14 - 157th - 56th percentile
- 2015/16 - 127th - 65th percentile
- 2016/17 - 143rd - 60th percentile

**Hard Work,
Done Well,
Feels Good**

DPI Rankings for Bessie Allen

60+ MS with our Enrollment in Wisc

- 2011/12 - 53rd - 10th percentile
- 2012/13 - 49th - 12th percentile
- 2013/14 - 33rd - 48th percentile
- 2015/16 - 24th - 64th percentile
- 2016/17 - 27th - 59th percentile

DPI Rankings for Bessie Allen


100+ MS with a comparable Poverty Rate in Wisc

- 2011/12 - 95th - 24th percentile
- 2012/13 - 70th - 45th percentile
- 2013/14 - 15th - 81st percentile
- 2015/16 - 9th - 85th percentile
- 2016/17 - **7th** - 82th percentile

DPI Rankings for Bessie Allen

350+ Middle Schools in Wisconsin

- 2011/12 - 312th
- 2012/13 - 286th
- 2013/14 - 157th
- 2015/16 - 127th
- 2016/17 - 143rd



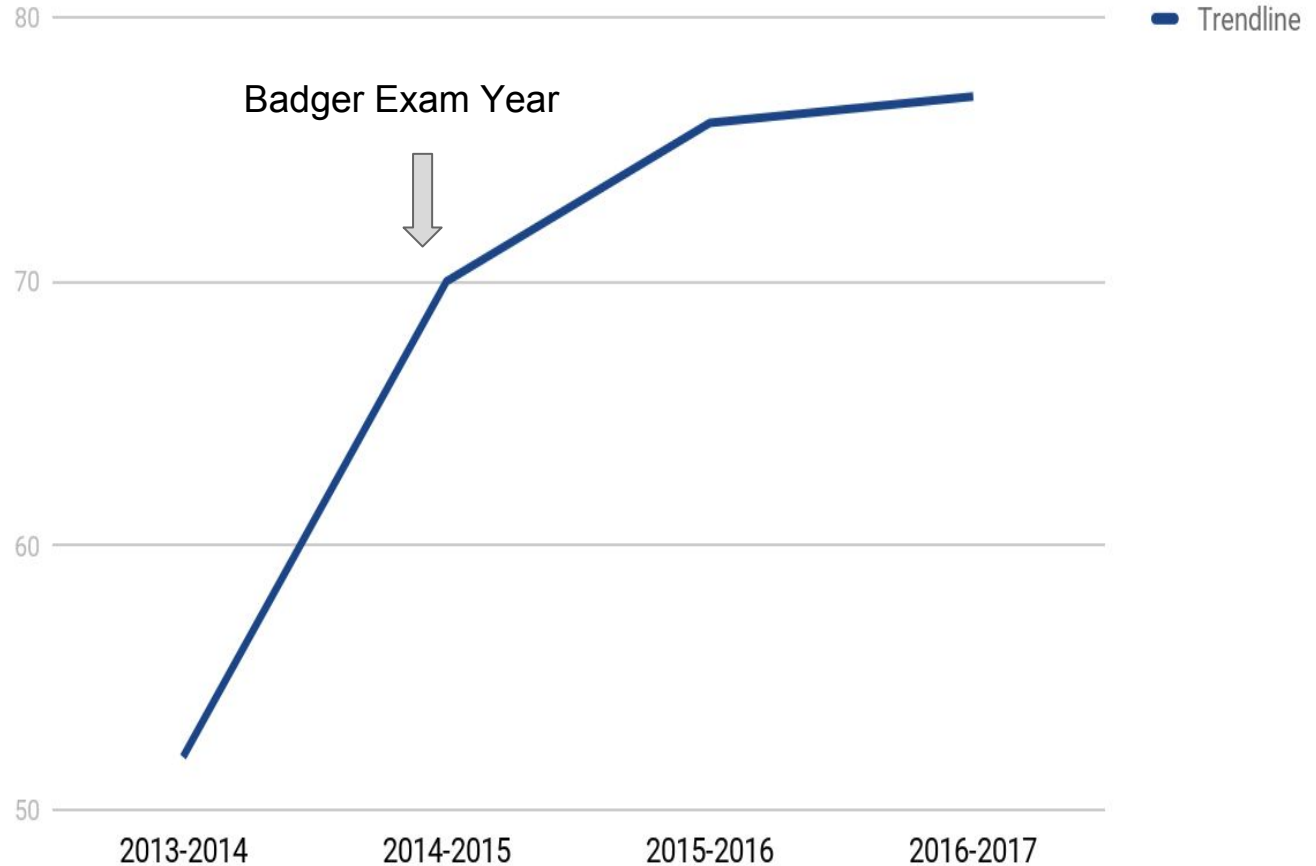
**Our Goal
= Best
Middle
School in
Wisconsin**

Our Data

“Badger Bump” - We had no decrease from Badger to WFE.



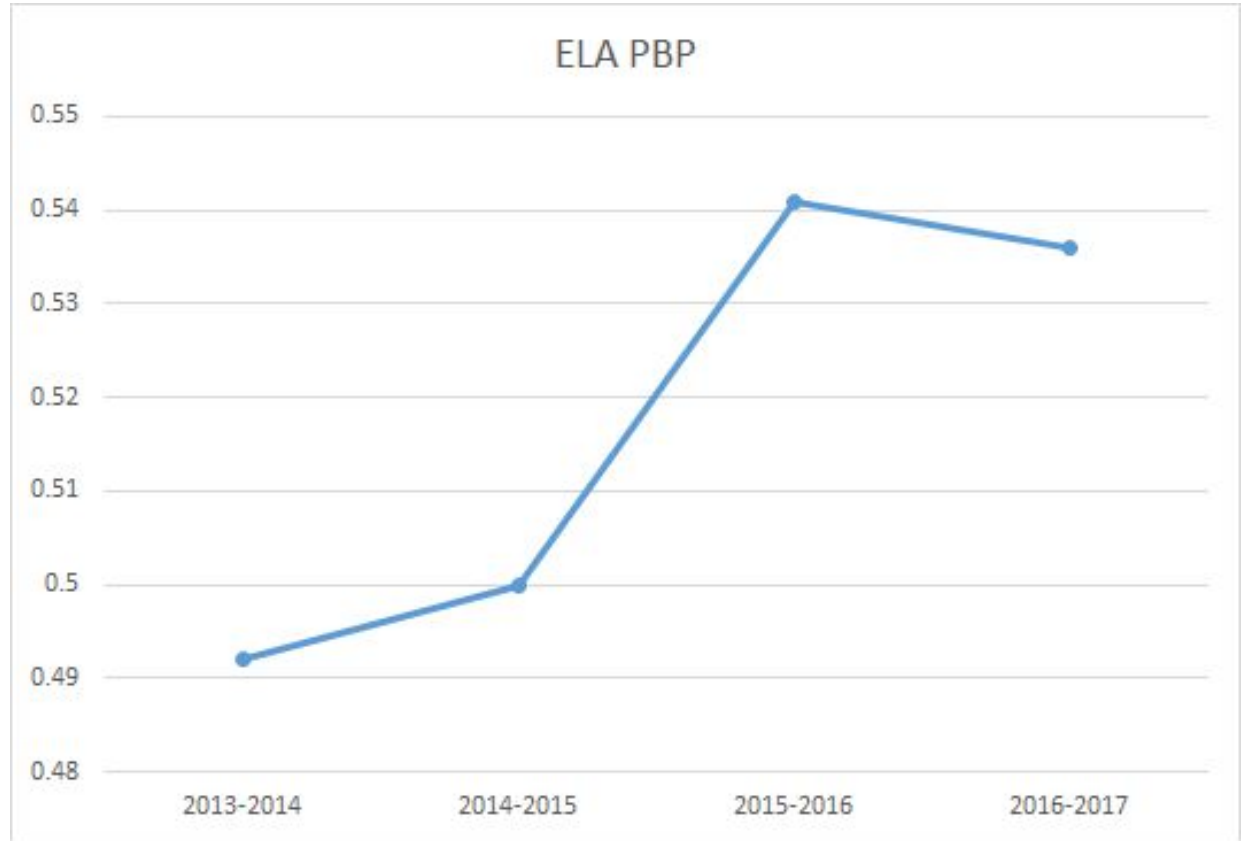
Student Prof/Advan WKCE, Badger, WFE - ELA



Our Data

Enrollment
Increased, so did
achievement.

PBP = The average
point value per
student



Comparison Groups

started to
mirror MS

District School **70, 66, 65, 65, 73***

District School **72, 59, 64, 61, 61**

Bessie Allen - 63, 66, 72, 76, 75

2016-2017 Cohort when in 3rd-5th = Adv/Pro ELA

2016-2017 Cohort when in 6th-8th = Adv/Pro ELA

Almost Doubled; Almost 100% increase!!!

Are you thinking...

State Assessments have changed?

State report card calculations have changed?

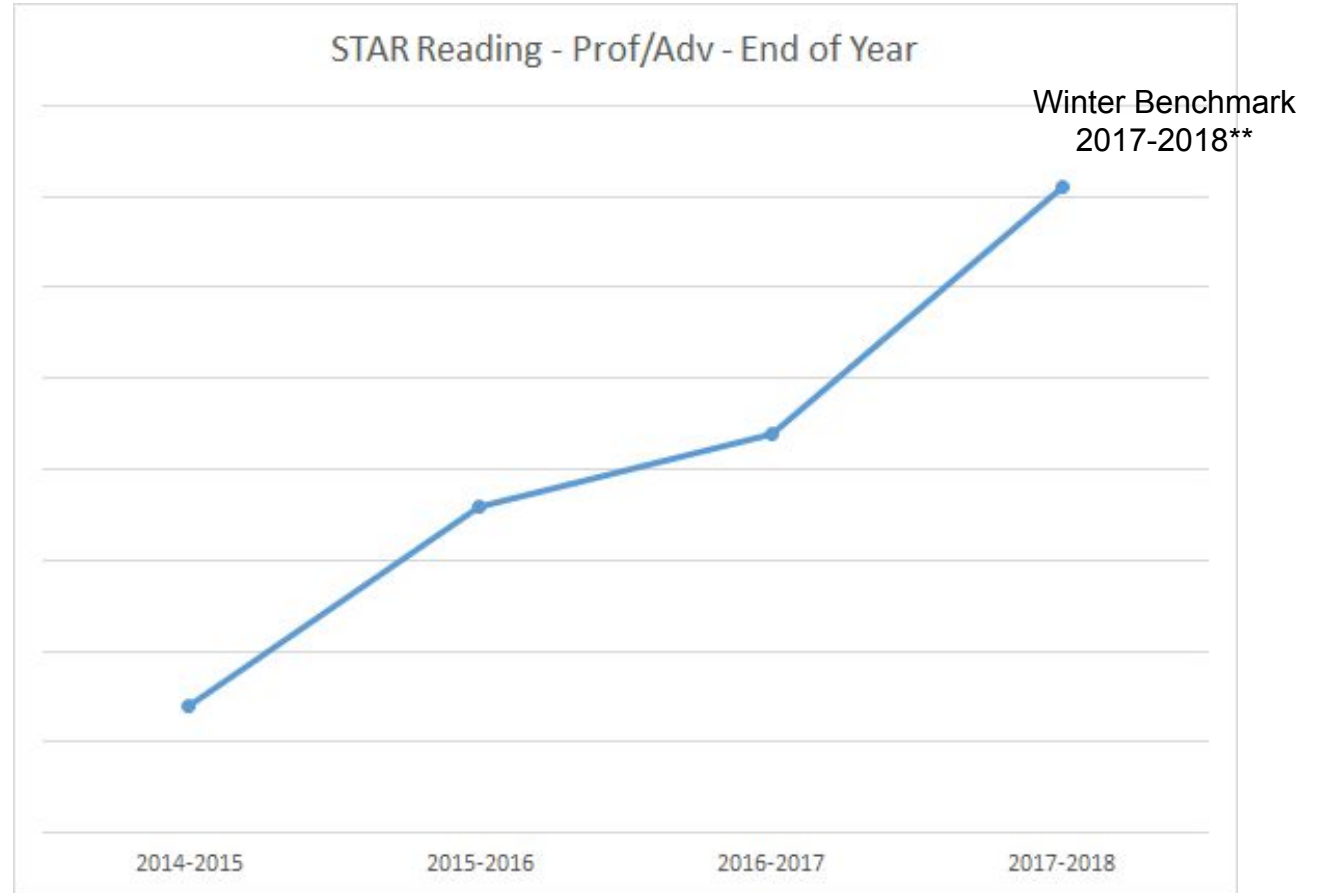
That's only one data source?



Our Data

of Students
Adv/Prof.

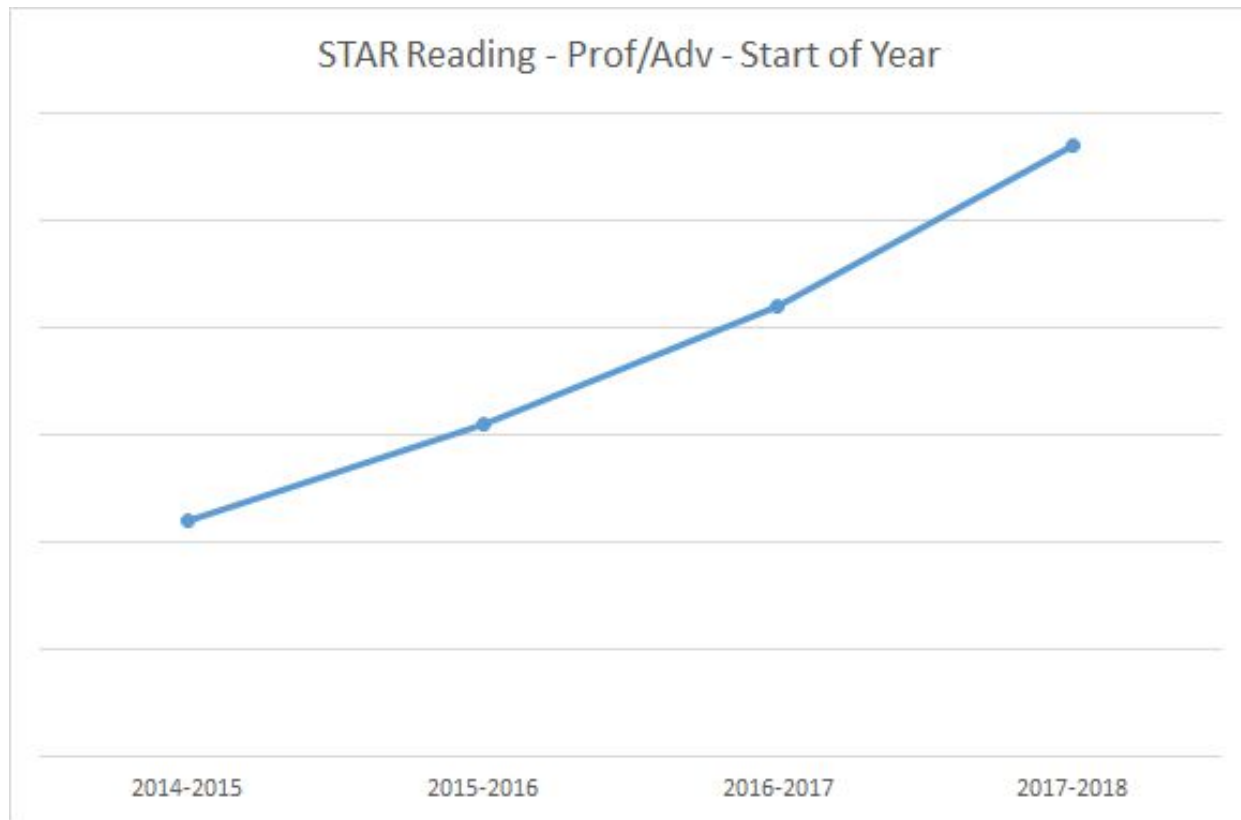
Increase of
105% over a
four-year
period!!!



Our Data

Retainment
of Learning?

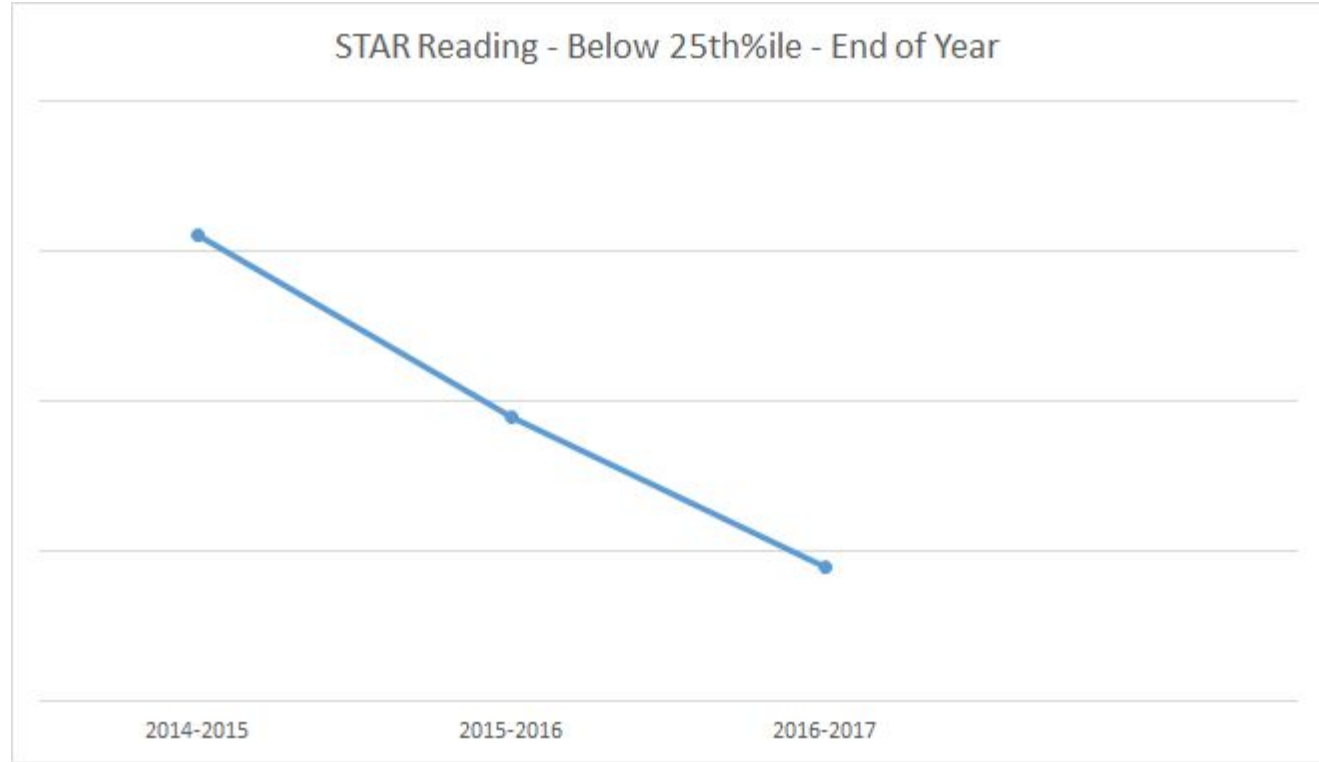
56%
increase!!



Our Data

Enrollment
increased...

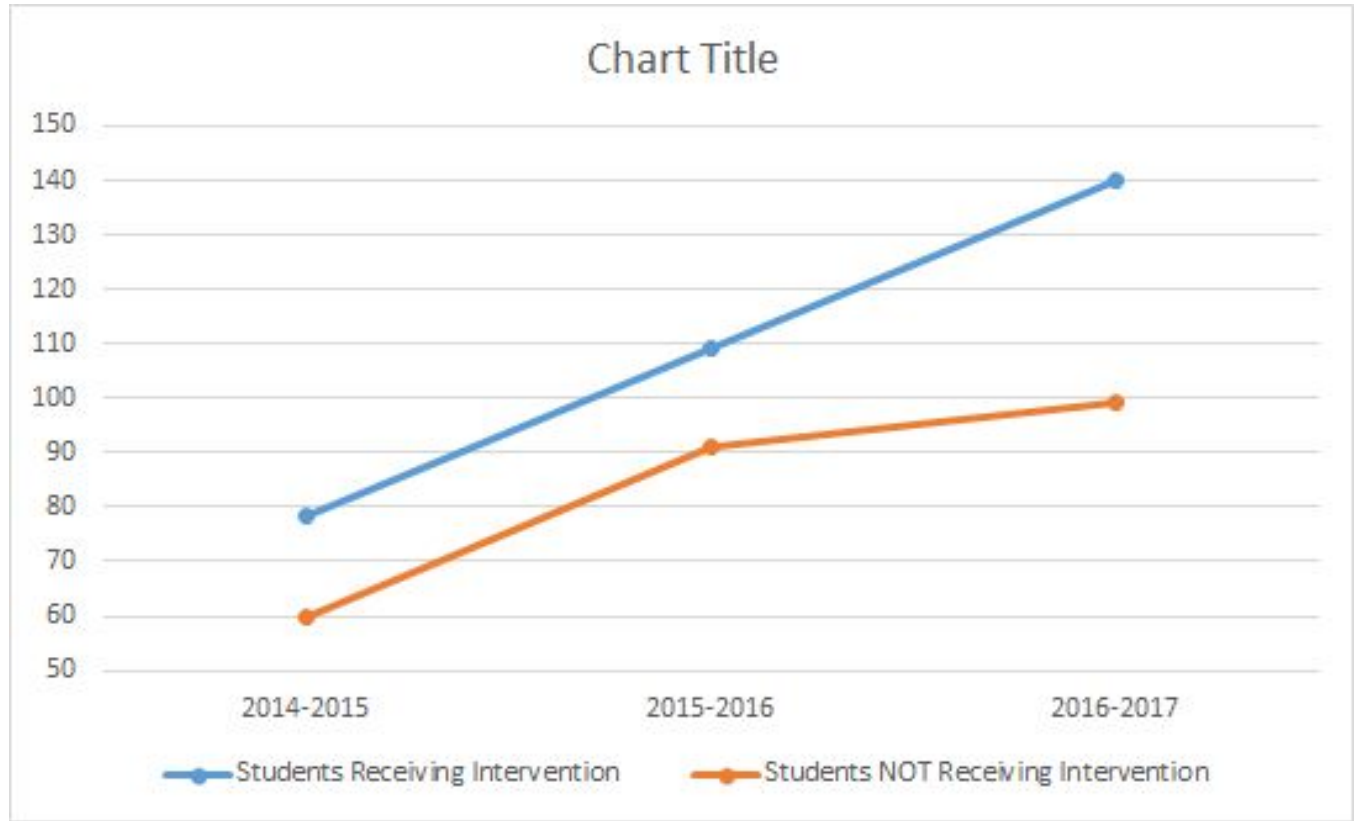
Students below
25th %ile
decreased by
25%.



Our Data

Intervention
Success?

Average
STAR
Reading Scale
Score
Increase



2017-2018 - As of Winter, +94 SS points & +67 SS Points

Comparison Groups

There are not and have not been trends like this for STAR Reading or State Assessments in other district buildings.

Are you thinking...

**Well, what about in the
classroom? What about classroom
data?**

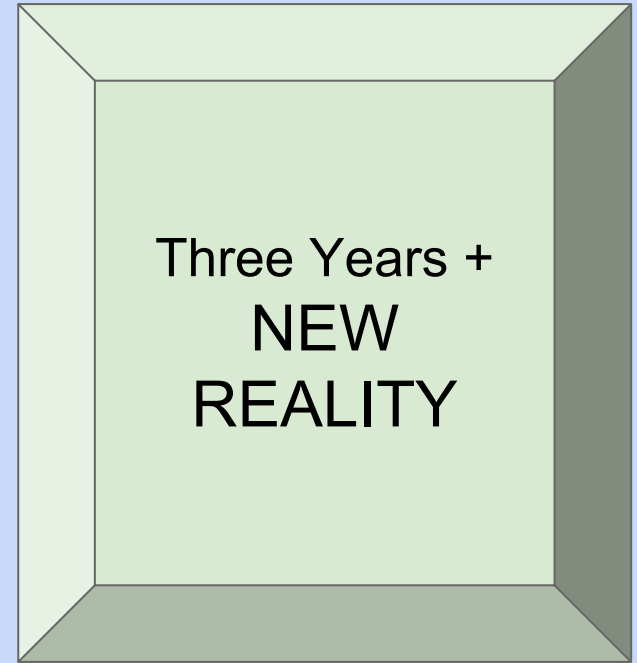
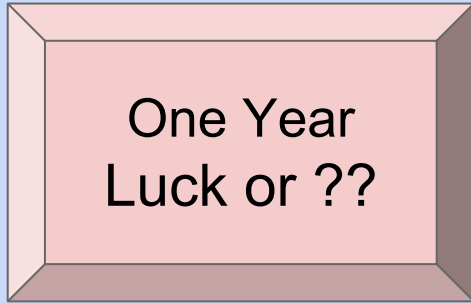
That's only two data sources!!



Evidence from the Classroom - Bessie Allen

- # of Students Making Honor Roll 2013-2016
 - 526, 568, 596 (increased enrollment)
- # of Students in Summer School 2013-2017
 - 37, 28, 29, 19 (increased enrollment)

How do we know what we're doing is working?



The State is Taking Notice

Presented at
MS/HS Principal's
Convention - 2017

Presented for
Wisconsin Rtl
Center - 2017

Presenting at
WSRA Convention -
2018

Visits/Contacts by
Other Districts 2017
& 2018

Presented at State
Curriculum
Convention (ASCD)
- 2017

National Curriculum
Convention (ASCD)
Boston March 2018



The Work is Never Done!!!! We can do more!!!

Turn and Talk

What do you
think about
this data?

2 Minutes



let's talk

What did we do?

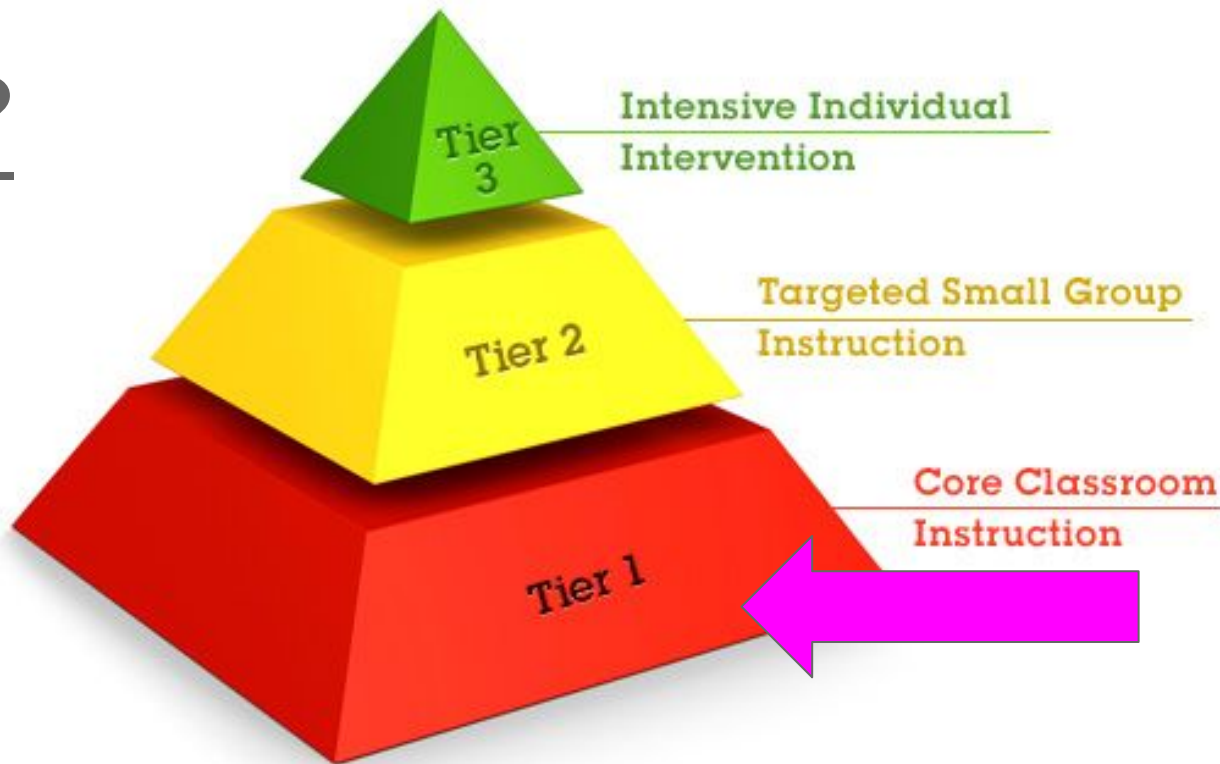
Culture of
Literacy??



What?

What
Tier?

Tier I?
Tier II?
Tier III?



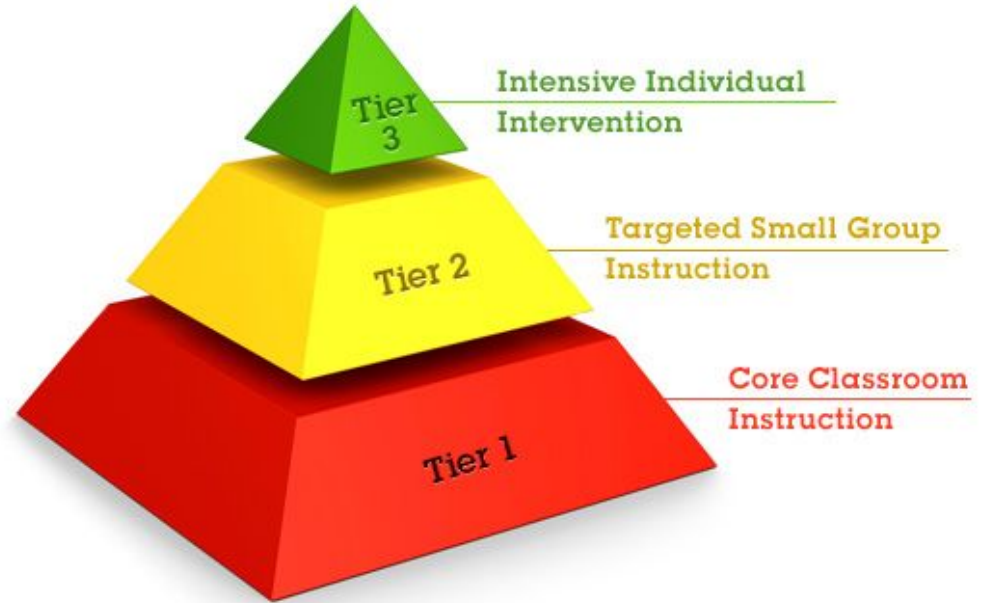
RTI (Response To Intervention)

3 Tiers of Support

Focus Shifted to Tier 1

Needed to impact
more than 5-10
students

*Clean Out Your
Fish Bowl*



RTI (Response To Intervention)

3 Tiers of Support



How?

How did we flip the script on the research of students not at grade level?

How do we impact Tier I instruction at MS/HS?



Crazy Idea



PBIS Philosophy

This was a strength for our
staff and students.



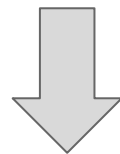
**BE READY
BE RESPECTFUL
BE SAFE**



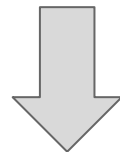
BESSIE ALLEN MIDDLE SCHOOL



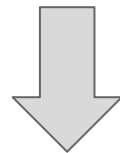
Success w/ PBIS



Why does this work?



Duplicate this for Literacy?



How?

**BE READY
BE RESPECTFUL
BE SAFE**



BESSIE ALLEN MIDDLE SCHOOL

**Could we get
all of our
students and
adults to have
the same
expectations
for literacy?**



Tier I - Literacy and PBIS

Reading Anchor Standards - CCSS

Read Closely

Main Ideas

Analyze Text

Interpret Text

Text Structure

Craft

Understanding Text Features

Evaluate Claims

Accuracy/Comprehension

Comparing Text



Oriole Way Reading - NFDL



ORIOLE WAY READING

Defend Your Thinking

- Be Appropriate
- Question/Challenge the Text
- Use Strong Evidence from Text

Know Main Ideas

- Find Important Information
- Focus on Topic
- Determine Author's Purpose

Dig Deeper

- Search the Text
- Use Text Features
- Analyze the Text
- Make Powerful Connections

Persevere

- Learning Can Be Challenging – Keep Trying!

Ready

Respectful

Safe

Tier I - Literacy and PBIS

Writing Anchor Standards - CCSS

Support Claims

Informative Text

Narrative Text

Organization

Writing Process

Technology

Research

Find Information/Sources

Evidence

Write for Various Lengths/Tasks



Oriole Way Writing - NFDL



ORIOLE WAY WRITING

Defend Your Writing

- . Be Appropriate
- . Support Your Ideas with Strong Evidence

Know Your Purpose

- . Format (Poster, Essay, Letter, etc.)
- . Style (Informative, Persuasive, Narrative, etc.)
- . Audience (Peers, Employers, Teachers, etc.)

Revise and Edit Your Work

- . Word Choice
- . Organization
- . Grammar

Persevere

- . Learning Can Be Challenging - Keep Trying!

Ready

Respectful

Safe

Priority,
Priority,
Priority
Standards



ORIOLE WAY READING

Defend Your Thinking

- Be Appropriate
- Question/Challenge the Text
- Use Strong Evidence from Text

Know Main Ideas

- Find Important Information
- Focus on Topic
- Determine Author's Purpose

Dig Deeper

- Search the Text
- Use Text Features
- Analyze the Text
- Make Powerful Connections

Persevere

- Learning Can Be Challenging – Keep Trying!

Ready

Respectful

Safe



ORIOLE WAY WRITING

Defend Your Writing

- Be Appropriate
- Support Your Ideas with Strong Evidence

Know Your Purpose

- Format (Poster, Essay, Letter, etc.)
- Style (Informative, Persuasive, Narrative, etc.)
- Audience (Peers, Employers, Teachers, etc.)

Revise and Edit Your Work

- Word Choice
- Organization
- Grammar

Persevere

- Learning Can Be Challenging - Keep Trying!

Ready

Respectful

Safe

All staff, all content areas had common ground for literacy

Grade level teams analyzing student work - literacy

Greater understanding of CCSS for all

Clarity for students - they knew what to expect

Non-ELA staff starting embedding this into their instruction

PE/Health, Counselors, Principal, Art, etc. could use this

Non-ELA staff assessing craft of writing, knew what to look for

Professional development could be more focused

All staff were given clear expectations on their role.



Middle School Staff Feedback and Usage

- “Consistent language”
- “Consistent language is nice”
- “I like that we are using the same language”
- “I like that we have common language for all staff and students to use.”
- “I like that common language; being able to say “defend your thinking”.”



Middle School Staff Feedback and Usage

- “These are visuals that I absolutely need for my students.”
- “This has helped my students understand reading and writing expectations.”
- “Defend your thinking has become common language for our staff and students. I believe it works. Kids understand what it means and work to accomplish it.”



This took
courage.

Crazy Idea



Time to roll up our sleeves and reflect with each other.

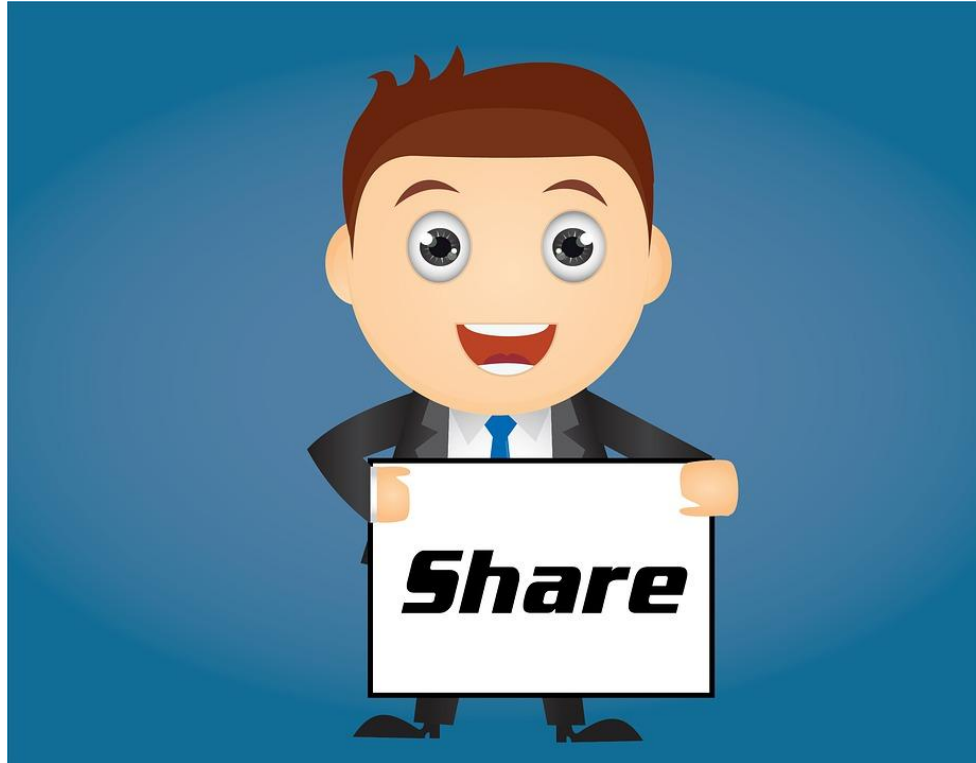
Turn/Talk and Investigate

How did we do? Do you see ELA standards represented in our Oriole Way posters?

How could this be used in your classroom or building?



Anything for the good of the group?



Tier I - SSR/SSW - All Staff (differentiated)

Example SSR/SSW Norms



SSR	SSW
<p>Students Do</p> <ul style="list-style-type: none">● Read Silently and Independently● Read the Whole Time● <i>Optional:</i> Share What You Read (partner, small group, whole group) <p>*Use of iPads - Teacher Discretion (If students are allowed on iPads, but are playing games, messaging, etc, those students could lose iPad privileges during SSW.)</p>	<p>Students Do</p> <ul style="list-style-type: none">● Write Quietly● Write to Fully Develop Your Ideas - Goal Is to Build Stamina● <i>Optional:</i> Share What You Write (partner, small group, whole group) <p>*All Student Writing Goes into Writing Journal; iPad may be used as a resource (editing, spelling, etc.)</p>
<p>Teachers Do</p> <ul style="list-style-type: none">● Take Attendance● Model Reading or Conferencing with Students● <i>Optional:</i> Allow Time to Share● Use Oriole Way Reading Terminology	<p>Teachers Do</p> <ul style="list-style-type: none">● Take Attendance● Working with Students● <i>Optional:</i> Allow Time to Share● Use Oriole Way Writing Terminology

Tier I - SSR/SSW Examples

- Sample Lesson Plan #1
 - *October 13 - Read/Share; Silent Reading*
Writing Prompt: Know your audience
 1. Watch this video on knowing your audience: [“Writing for Your Audience”](#) (4:27)
 2. Watch this video about veteran appreciation: [“I Fought for You”](#) (4:14)
 3. Write a list of appropriate words to use when writing a letter to a veteran.



Student Name: _____

Tier I - Writing Rubric

- Aligned to CCSS, Oriole Way Reading & Writing
- Revised Several Times
- Scoring

CATEGORY	2-Met Standard	1-Approaching Standards	0-Standard Not Met
Know Your Format	Demonstrates a clear understanding of essay format by using separate paragraphs for introduction, body, and conclusion.	Demonstrates some understanding of essay format but does not separate introduction, body, and conclusion into different paragraphs.	Demonstrates no understanding of essay format (missing introduction, body, and/or conclusion).
Defend Your Writing	Includes 3 or more pieces of strong evidence (facts, statistics, examples, real-life experiences) that are relevant and support the position statement.	Includes 1 or 2 pieces of strong evidence (facts, statistics, examples, real-life experiences) that are relevant and support the position statement.	Includes no pieces of evidence (facts, statistics, examples, real-life experiences) that are relevant and support the position statement.
Organization	Arguments and support are provided in a logical order that makes it easy to follow the author's train of thought.	Some of the arguments and support are provided in a fairly logical order that make it reasonably easy to follow the author's train of thought.	Many of the support details or arguments are not in an expected or logical order.
Know Your Style	Demonstrates a clear understanding of the required persuasive style (expresses writer's opinion AND attempts to convince audience).	Demonstrates some understanding of the required persuasive style (expresses writer's opinion but does not attempt to convince audience).	Demonstrates no understanding of the required persuasive style (does not express writer's opinion; e.g., only a summary of issue).
Know Your Audience	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments.	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.	It is not clear who the author is writing for.
Word Choice	Writer accurately uses vivid words and phrases that draw pictures in the reader's mind.	Writer uses words that communicate clearly but the writing lacks variety, punch, or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest.
Grammar	Author makes no errors in grammar, spelling, capitalization, or punctuation that distract the reader from the content.	Author makes some errors in grammar, spelling, capitalization, or punctuation that distract the reader from the content.	Author makes several errors in grammar, spelling, capitalization, or punctuation that distract the reader from the content.



Scheduling and Intervention

BAMS - Actions Steps

- Exploratories
 - Meet with Exploratory Staff
 - Evaluate Programs and Offering
 - Addition/Creation of Courses
 - Reading Intervention?, Vex Robotics?, Coding?, Others?
- Create Building RtI Team
 - Consists of reading support, behavior support, principal, counselor(s)
 - **Mission** – Research and make decisions about interventions and supports in our building – Ongoing evaluation of building RtI framework
- Schedule
 - Time to Support Targeted and Intensive Interventions
 - What will our intervention time look like?
 - What will our intervention time **not** look like?
 - Universal SSR/Writing Time
- Interventions
 - How do we identify students?
 - Create prioritize list – MAP score. teacher rec. past

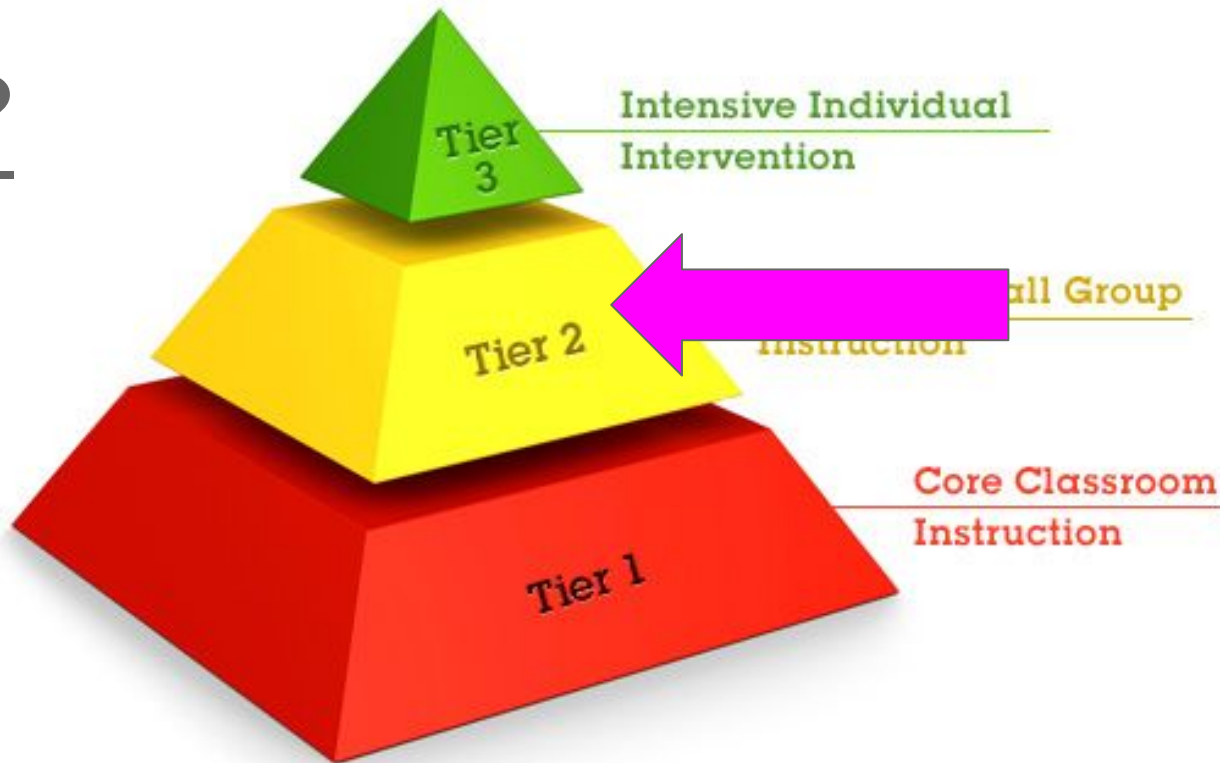
What	When	Who
Meet with Exploratory Staff	January 2014	Adam Broten, exploratory staff
Survey Staff about Needs for Teaching within a Block Schedule	February 2014	Adam Broten
Develop Building RtI Team	February 2014	Adam Broten
Determine Staff to Administer Reading Intervention	February 2014	Adam Broten
Finalize Exploratories for 2014-2015	February - March 2014	Adam Broten, exploratory staff
Finalize Master Schedule	February - March 2014	BAMS Staff
Begin inventorying needs for BAMS Literacy Resource Room	April 2014	RtI Team, BAMS Staff, BAMS Students
Determine Reading Invention Program to Use	May 2014	RtI Team, SPED staff
Create Prioritized List for Identifying Students in Need of Intervention	May 2014	RtI Team
Norms for Universal SSR/Writing time	May 2014	BAMS Staff
Creation of Oriole Way for Math, Writing, and Reading	May 2014	RtI Team, BAMS Staff
Identify Students to Begin	June 2014	RtI Team, Grade



What?

What
Tier?

Tier I?
Tier II?
Tier III?



RTI (Response To Intervention)

3 Tiers of Support

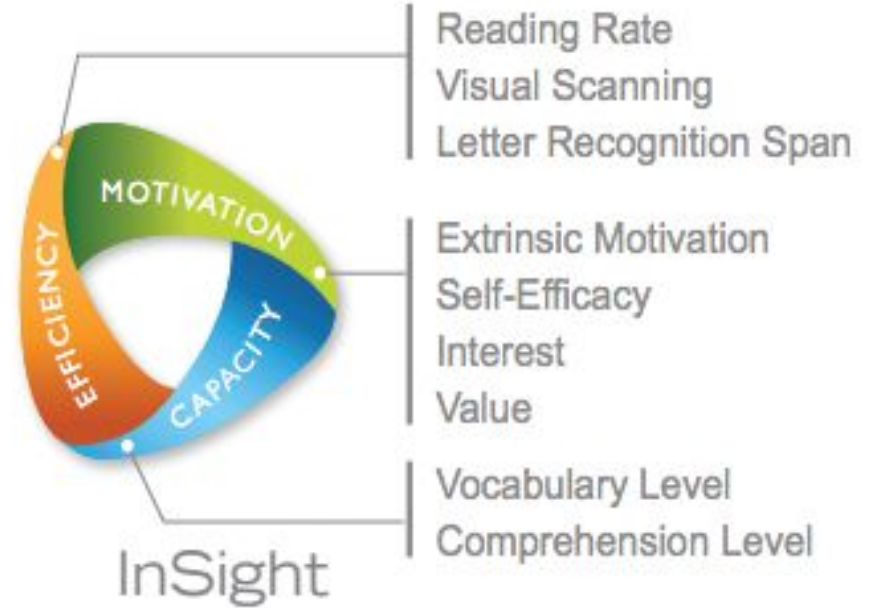
Literacy Intervention - WHAT

- Developed Building Rtl Team
- Researched Literacy Intervention Programs
 - Research is Clear!?!?!?
- Learning/Training Began - *Reading Plus*
- One Year Commitment



Reading Plus

- Motivating
 - Appeals to MS Students
 - Variety of Activities
 - Immediate Results
- Adaptable - Meets Students at Their Levels
- Affordable
- Teacher Friendly



Literacy Intervention - WHEN/HOW



**Anyone part
of the
scheduling
for your
building?**

**How would
this fit in our
schedule?**



Literacy Intervention - WHEN/HOW

- Within Exploratory Periods
 - 9 weeks - Okay...
 - 18 weeks - Optimal!!
- Structure of Typical Class
- Scheduling
 - Give and Take



Literacy Intervention - WHO

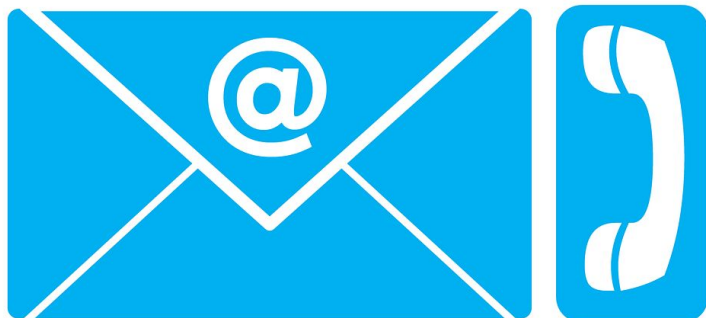
- Staff
 - Uncertainty, Risk - Courage!!!!
- Students - 5-10 per grade
 - Prioritized List
 - Parental Approval



Questions, Comments, Reflections, Wonders



Contact Info - Bessie Allen Middle School



CONTACT US

jskaer@nfdlschools.org
amicke@nfdlschools.org
abroten@nfdlschools.org

Building Principal - Mike González

mgonzalez@nfdlschools.org

920-929-3757

