Creating a Cultural Shift: A Comprehensive Literacy Design for Second Language Learners

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Salina Intermediate School

- Located in Dearborn, Michigan.
- We border the city of Detroit.
- We are a fairly affluent district, but we have pockets of poverty.
- There is a large Arabic population in the East End of Dearborn. In fact, the biggest concentration of Arab descents outside of the Middle East.
- We are a 4th through 8th grade school in the 4th year of existence
- We Converted from a K-5 building
- 550 students in total.
- This is our 4th year of implementation of the PCL

Salina Immigration Status 2006-07 School Year

Salina Intermediate Limited English Proficient Population

Economically Disadvantaged Students
at Salina Intermediate 2006-07

Schools Do Make a Difference

- **Effective School Research of Ron Edmunds, Larry Lezotte, Wilbur Bookover, Michael Rutter, and other concluded:**

- **All children can learn; and the school controls the factors to assure student mastery of the core curriculum**

Schools Do Make a Difference

- An analysis of research conducted over a thirty-five year period demonstrates that schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds.

- Robert Marzano, What works in schools, 2003.

Correlates of Effective Schools

- Strong Instructional Leadership
- Clear Focused Mission
- Safe and Orderly Environment
- Climate of High Expectations
- Frequent Monitoring of Student Progress
- Positive Home/School Relations
- Opportunity to Learn & Student time on task.

FAILURE IS NOT AN OPTION at Salina Intermediate

There are One-Story intellects
Two-Story intellects, and
Three-Story intellects with Skylights.

Oliver Wendell Holmes

All fact collectors, who have no aim beyond their facts, are **one-story minds**

Oliver Wendell Holmes

Two-Story minds
Compare, reason, generalize, using the
Labors of the fact collectors as well as
Their own

Oliver Wendell Holmes

Three-Story minds
Idealize, imagine, predict----their best Illumination comes from above,
Through the SKYLIGHT

Oliver Wendell Holmes

Activity

- Turn to a partner and discuss the following questions:
  - What is your reaction to the quotation from Oliver Wendell Holmes?
  - What implications does this have on your perception of literacy instruction?
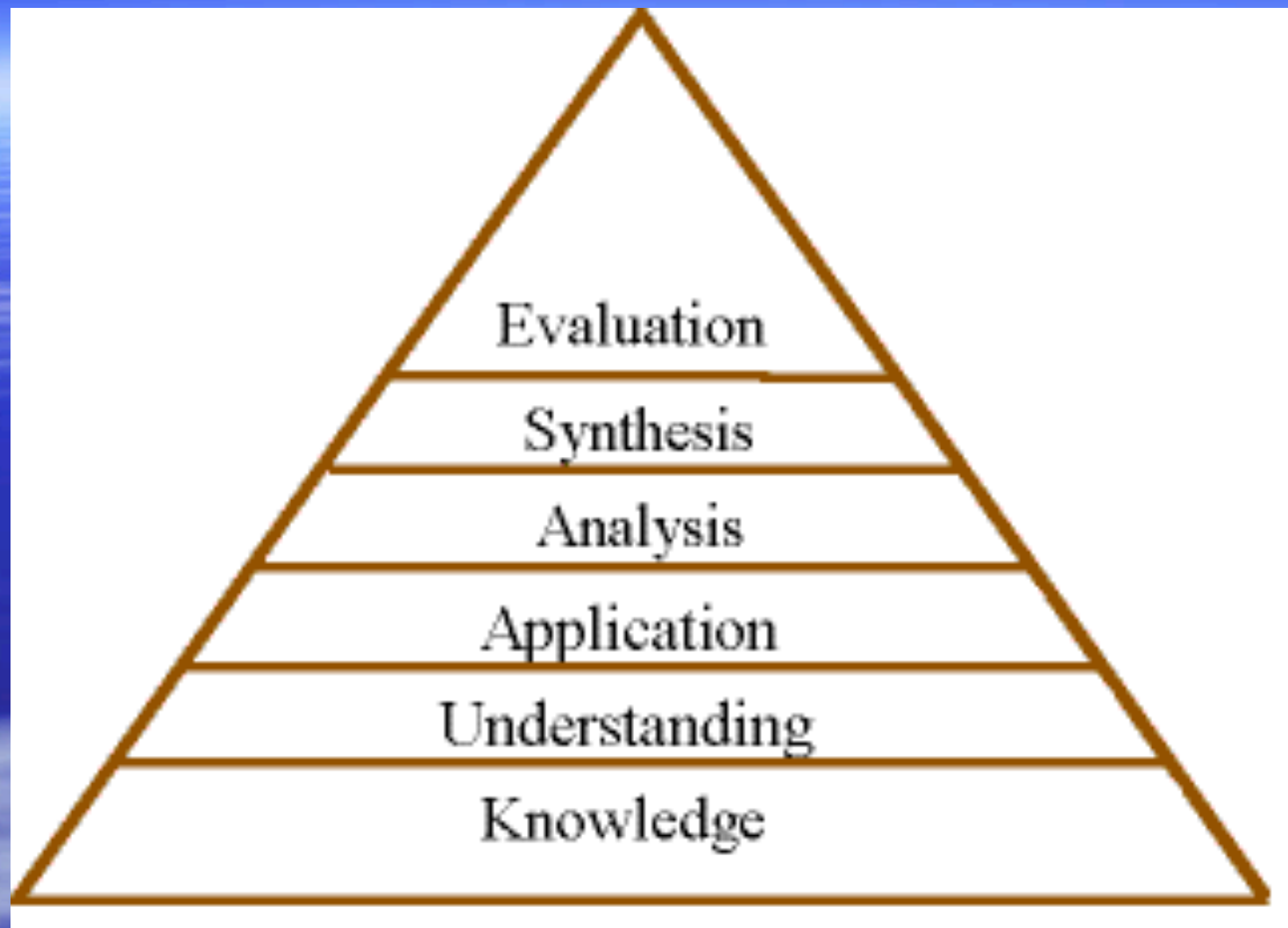
Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.

Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,

Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

The Salina Intermediate Writing Across the Curriculum Program is an Example of how we are implementing this. Technology Integration and using the Scientific Method along with the Inquiry method is another example.

WE LEARN

10% OF WHAT WE READ

20% OF WHAT WE HEAR

30% OF WHAT WE SEE

50% OF WHAT WE HEAR AND SEE

70% OF WHAT IS DISCUSSED WITH OTHERS

80% OF WHAT WE EXPERIENCE PERSONALLY

95% OF WHAT WE TEACH SOMEONE ELSE

W. M. Glasser

Vision

We envision an innovative, successful school where diversity is respected and celebrated, where all students use higher order thinking skills to meet high standards developed collaboratively by a motivated, compassionate, and highly skilled staff, working in partnership with parents and the community.

Salina Intermediate Mission

- The mission of Salina Intermediate School is to increase academic achievement by implementing and evaluating a technology integrated comprehensive curriculum which enables students to become literate problem-solving critical thinkers. We have high expectations for all students, and provide a safe and nurturing environment collaboratively with parents and community to ensure that all students become responsible, productive citizens.

Visionary Leaders

- Leaders can use vision to build trust rather than break it if they are willing to let their rhetoric give way to reality and allow their vision to become a blueprint rather than public relations baloney.

- Reeves, Douglas (2006). The learning Leader.

- Effective visions help individuals understand that they are part of a larger world and also reassure them of their individual importance to the organization.

- Reeves, Douglas (2006). The learning Leader.

Salina Intermediate School Improvement Plan

- Goal 1: Reading
- Goal 2: Writing
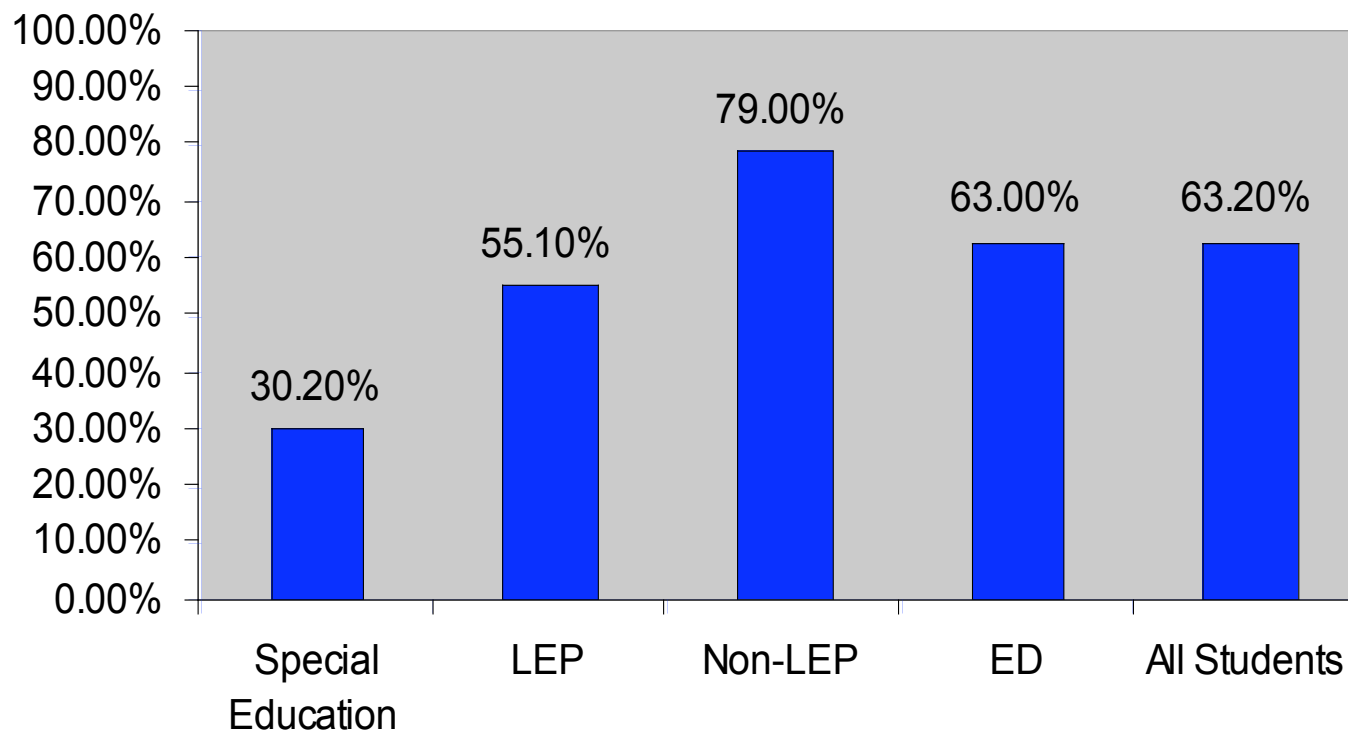- Goal 3: Math/ Problem Solving

Goal One Reading

- All students will demonstrate improvement in reading comprehension in all content areas. 65% of the students will show proficiency by meeting the state standards on the 2007 MEAP reading assessment.

Goal Two Writing

- All students will demonstrate improvement in writing across all content areas with 60% of the students showing proficiency by meeting the state standards on the 2007 MEAP writing assessment.
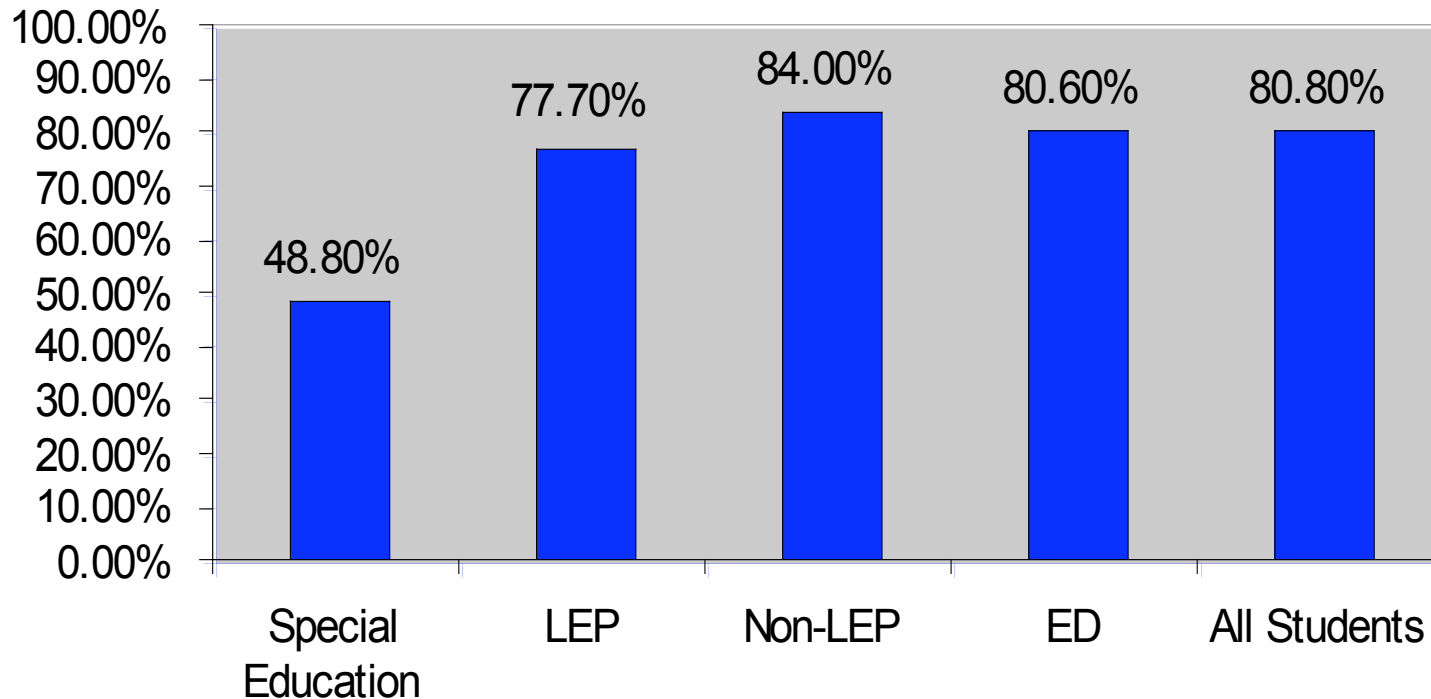
MEAP English Language Arts Proficiency

2006/2007 ELA Percent Proficient
Adequate Yearly Progress Index Grades 5 through 8

Team Collaboration and the 3 Essential Questions

- Question One: What is it that we want children to Learn?

- State and District Benchmarks.

- At Salina we are implementing a writing across the curriculum program that promotes higher level thinking skills on Bloom's taxonomy.

NCA and District School Improvement Plan Official Written Feedback

The committee visited on March 7th, 2007

March 7th SIP visit Verbal Feedback from the NCA/SIP committee

- "Evidence of the plan is all over"
- "Student Learning and engagement was very evident"
- "Writing Across the curriculum is strong and it shows everywhere"
- "The students are in control of their learning and can articulate what they are doing"
- "Outstanding things are going on with technology integration, it was everywhere"
- "I want to come back and learn from the students regarding how to work on Excel, they can teach me"

Verbal Feedback continued

- "In most schools we are happy if we get the teachers to start using the technology, at Salina it is being taken to a new level as the students are working and using the technology at a very high level"

- "Bloom's Taxonomy and the higher order thinking was evident throughout the building"

- "The Quality of lessons was outstanding and very powerful everywhere we went"

- "Students were composing papers, writing, editing and have a lot of pride regarding what they are doing"

Verbal Feedback continued

- **Writing is evident and everywhere in the school"**
- **"Students are engaged in the process just as much as the teachers".**
- **"We can not say enough about the strong leadership and instructional program at Salina Intermediate."**
- **"We think that Salina could be a model for other schools and we encourage you to provide presentations and invite visitors to view the outstanding things that are going on".**

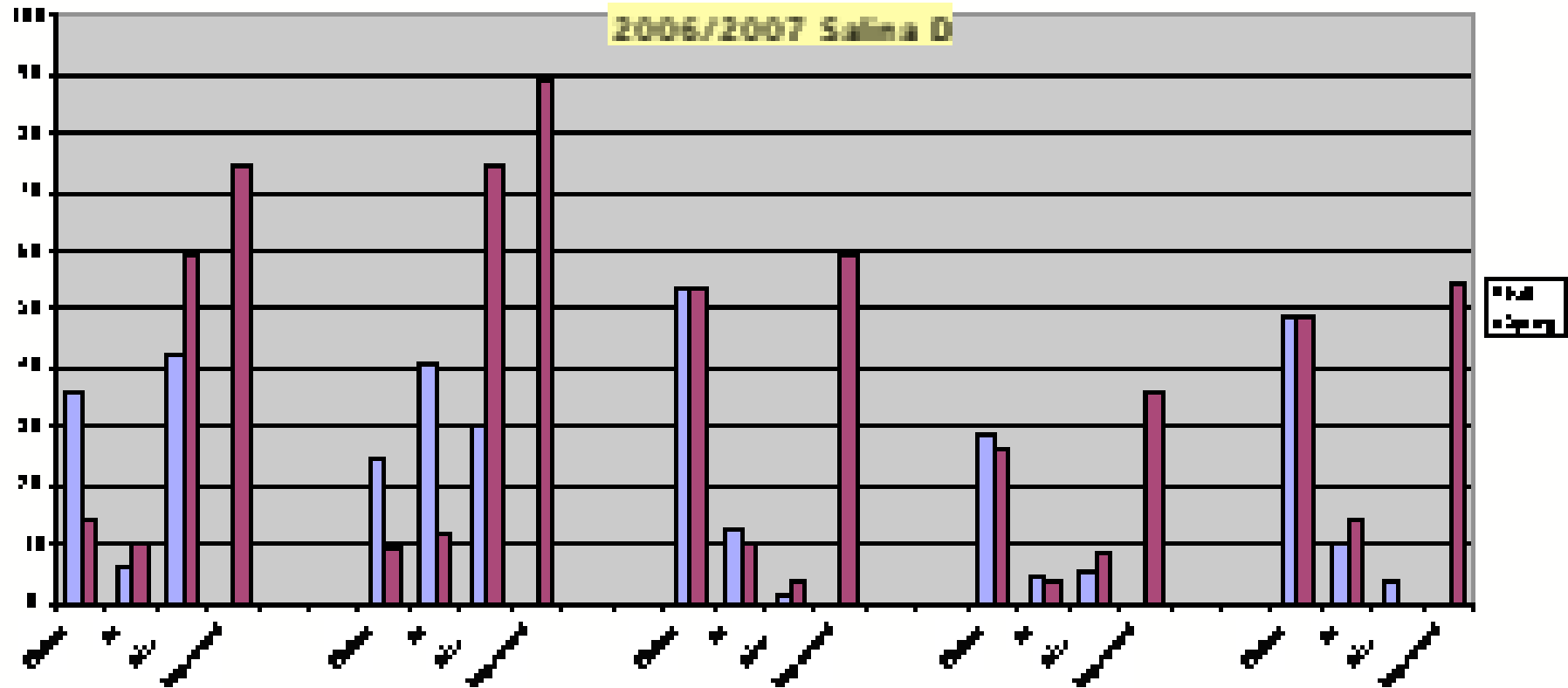# Team Collaboration and the 3 Essential Questions

- Question Two: How will we know when they have learned it?

- Formal and Informal Assessment.
- DRA, Writing Prompts, Common Assessment, etc…
- Standardized Testing

Salina Intermediate Writing Program
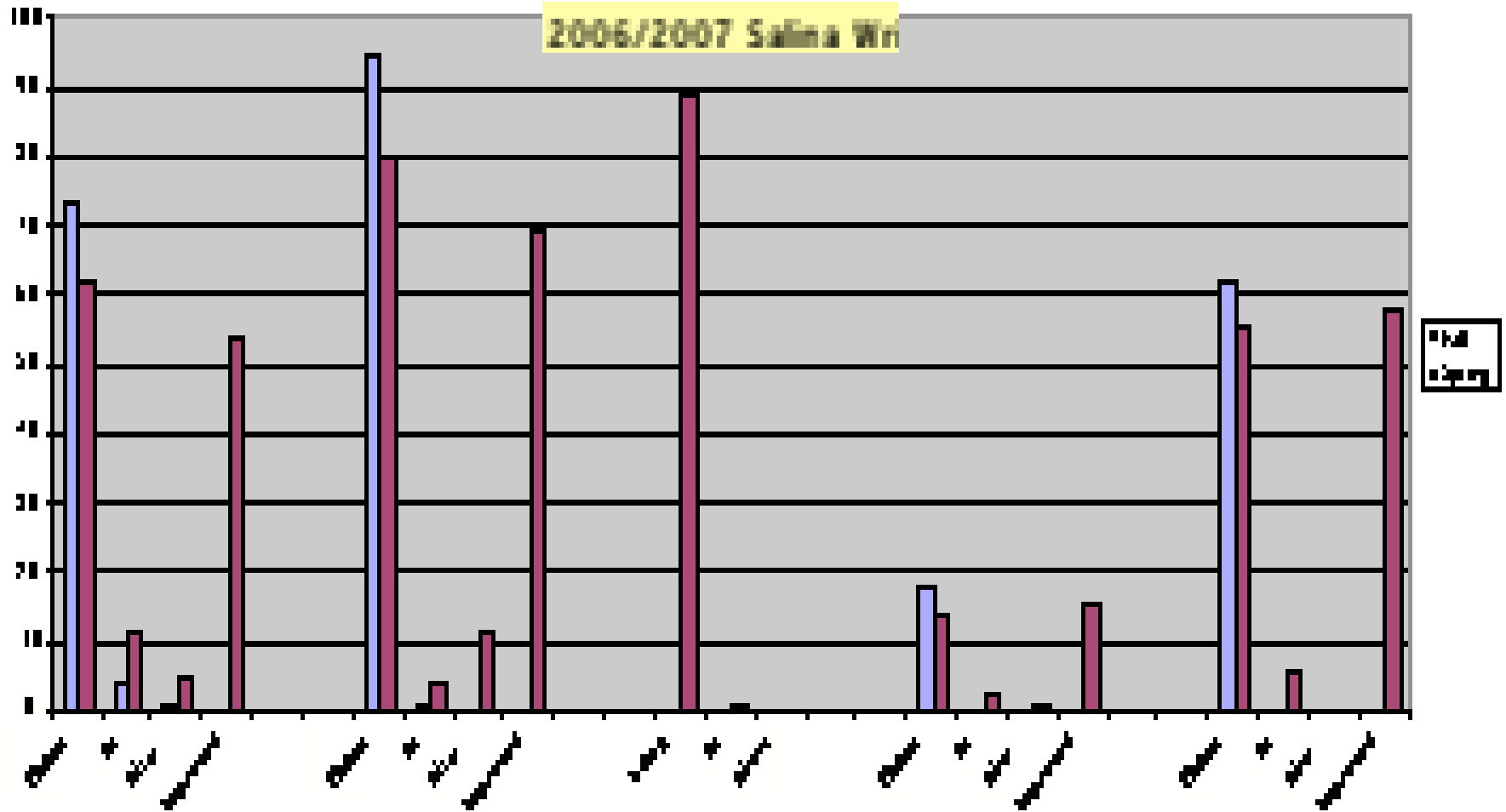
Salina Intermediate DRA Results Based on those students who started below grade level and scored

2006/2007 Salina D

The Standard Based Assessment System

Implementation of the Assessment for Learning Model

- We created an assessment for learning PD plan during the 2006-07 school year.

- We began the process of implementing and creating common assessments during the 2004-05 school year. Our staff is leading the District in implementing various initiatives.

Implementation of the Assessment for Learning Model

- We are using the results to guide our instruction in all content areas.

Team Collaboration and the 3 Essential Questions

- Question Three: How will we respond when they don't learn?

- Pyramid of Intervention

- Comprehensive Intervention Model (CIM) through the PCL model

Salina Intermediate PLC Pyramid of Interventions
IF STUDENTS **DO NOT MEET** EXPECTATIONS . . .

04-02-07

Bullying Prevention

PCL MODEL

Technology Integration

PCL MODEL
Advisor/Advisee

Writing Program

School:
Mentoring
Peer Mediation
Title I Tutoring
Instructional Dialogues
Communication Box
Social Work intervention
21st Century Program
Parent-Principal Forums
SOS program
Counseling
Detention/ISS,
Brunch with Social Workers
CRSD Rec Program
Social Work Interns
Career Education
Community Resource Center
Bilingual Support

Team/ Grade Level:
Pullout Study Skills Support w/ Samira
Bullying Intervention & Community Safety w/ William Ali
Parent Liaison Support
Home Visit
Co-teaching
Intervention Referral Process
Parent Communication and Meeting
DRA assessment
Team Collaboration Time

Classroom:
Flexible Grouping   Intervention Referral
Teacher-student conference
Classroom Behavior/ Academic Plan
Formative assessment: follow-up & retest Student portfolios
Classroom Behavior/ Academic Plan
Differentiated Instruction Parent Conference/Contact

ELL Newcomer Literacy Center

- We have developed a newcomer literacy academy that integrates reading across the curriculum in grades 4th through 8th.

- All students receive at least five hours per day of intensive literacy instruction throughout the content.

- They receive two 120 minute blocks per day plus 60 minutes using ELL software.

- ELPA, Terra Nova, MLPP and DRA results are used for appropriate student placement in the newcomer literacy center.

Guided Reading

Teacher Support   On-going Assessments

Literacy Intervention Class

- Students in grades six through eight who are two grade levels below the appropriate reading level are flagged for this class.
- Other data can also be used to flag these students.
- They receive an additional 50 minute period each day in lieu of an elective class.
- There are 3 teachers and one paraprofessional in this classroom for a 1:6 ratio teacher to student.
- Guided reading and computer software are the major resources that are used in this class.

Implementation of the Special Education Co-teaching

- Co-teaching in 4th through 8th grade we have implemented a co-teaching program in Language Arts and Mathematics.
- We have followed the research by Dr. Friend.
- We are also in the process of implementing an intensive Literacy class for our struggling students.

Instructional Dialogues—

Teachers meet in teams with the intervention team and the principal to discuss struggling students. It is mandated at least three times per year. They must bring DRA data, writing data and other data to the meeting. Pending the outcome we then decide on an intervention.

Additional Support

The 21st century after school program that supports our at-risk students.

The use of Study Island software to support reading/writing and all content areas.

Guided Reading Plus.

Team Collaboration and the 3 Essential Questions

- A new, fourth question is: How will we respond when they have learned?

Salina Intermediate PLC Pyramid of Interventions

04-02-07

IF STUDENTS **EXCEED** EXCPECTATIONS . . .

PCL MODEL

Technology Integration

Bullying Prevention

Advisor/Advisee

Writing Program

School:
IGNITE
STAND
Emerging Scholars
DCMST Partnership
Peer Mediators
Academic Games
Math Counts
Student Council
Academic Games
CRSD Rec Program
Inter-School Multicultural Technology Partnerships
Media Broadcast   Technology Camp
Career Education   Science Club

Team/ Grade Level:
Co-teaching
Student Mentors
Team Teaching
Team Collaboration Time

Classroom:
Flexible Grouping
Enrichment Activities
Teacher-student conference
Above Grade Level Assignments
Differentiated Instruction
Student led co-teaching presentations/lessons
Technology Trainers
Classroom leadership Committees or Clubs

Building Wide Writing Across the Curriculum

- All teachers including elective teachers submit student writing samples that is reviewed by the Literacy Team.

- We created a common writing rubric in the various content areas.

- Extensive Inter-rater Reliability Training.

- The development of appropriate writing prompts for all content areas.

There must Be a Cultural Shift in how we do business on a day to day basis.

Cultural Shifts
Becoming a Professional Learning Community

- "To put it as succinctly as possible, if you want to change and improve the climate and outcomes of schooling both for students and teachers, there are features of the school culture that have to be changed, and if they are not changed your well-intentioned efforts will be defeated"

Seymour Sarason: Taken From Robert Eaker PLC presentation.

Professional Learning Community (PLC) Defined

- Educators committed to working <u>collaboratively</u> in ongoing processes or collective inquiry and action research in order to achieve better <u>results</u> for the students they serve. **PLC's operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.**

- Dufour, Dufour, Eaker, Many, 2006.

A Traditional School Focuses on **Teaching**
and a Professional Learning Community Focuses on **Student Learning.**

Learning Community is Characterized by

- 1. Shared, Mission, Vision, and Values.
- 2. Collaborative Teams
- 3. Collective Inquiry
- 4. Action Orientation/experimentation.
- 5. Commitment to Continuous school improvement
- 6. Results Oriented.
- 7. SMART goals.

Team Collaboration

We can achieve our fundamental purpose of high levels of learning for all students only if we work together. We cultivate this collaborative culture through the development of high performing teams.

Dufour & Eaker

Advantages of collaborative teams

- provide support for new teachers

- promote confidence among staff members

- allow teachers to work together to find quality solutions

- provide opportunities for sharing ideas, materials, and methods for better teaching

- enhance student achievement

Effective Teams

Effective collaborative teams share knowledge, define learning standards, agree on pacing, build knowledge of best practice, and focus on issues that MOST impact student achievement.

PCL District Training

- Building literacy coaches
- Building Special Education
- Resource teachers
- On-going dialogue and support.

Literacy Leadership

- Our Building literacy leadership team meets at least twice per month.
- They are the leaders of our SIP committee

Intended VS. Implemented Curriculum

- **Intended Curriculum-** the essential concepts that you *plan* to teach

- **Implemented Curriculum-** your executed lesson plans, what you actually teach

- By comparing the two on a regular basis over time, teams will have a more clear & concise response to: **What must students know?**

Learning Vs. Teaching

- The most effective collaborative teams focus on learning rather than teaching. If teams do not focus on issues and questions that most impact student achievement, they become "coblaboration" teams.

Team Meetings components

- Three important components keep the team focus and help to subdue the resistors
  - 1. The development of Team Norms
  - 2. The development of Team Goals
  - 3. Sustaining Good team leadership (This could be one or two individuals.

Accountability

- Writing Across the Curriculum.

- Administrative Building Walk-through and First things First.

- Administrative observation and the teacher evaluation system.

- Administrators need to put First Things First and Collect Data.

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Staff Development

- DRA training for all middle school Core Teachers in Dearborn.

- Writing Across the Curriculum Training

- Technology Professional Development-We have provided training to over 1000 teachers throughout the state of Michigan.

- [Link to Salina webpage](#)

- http://salina-int.dearbornschools.org/

Leadership and Choice: One Person Can Make a Difference!

All of us can consciously decide to leave behind a life of mediocrity and to live a life of greatness---at home, at work and in the community. No matter what our circumstances may be, such a decision can be made by everyone of us.

Steven Covey

These People just realize that they can't wait for their boss or the organization to change. They become an island of excellence in a sea of mediocrity. And it's contagious.

Steven Covey

Whether that greatness is manifest by choosing to have a magnificent spirit in facing an incurable disease, by simply making a difference in the life of a child, given that child a sense of worth and potential, by becoming a change-catalyst inside an organization, or by becoming an initiator of a great cause in society.

Steven Covey

We all have the power to decide to live a great life, or even simpler, to have not only a good day but a great day. No matter how long we've walked life's pathway to mediocrity, we can always choose to switch paths. Always. It's never too late. We can find our voice.

Pg. 29.   Steven Covey

My personal
Mission Statement

The history of a free man is never written by chance but by choice– their choice.

Dwight D. Eisenhower

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