

What and How of English Language Arts

Maplewood Middle School

Goals

- Understand *what* is being taught
 - Common Core State Standards for English Language Arts
 - Curriculum Companion
- Understand *how* students are being taught
 - Gradual Release of Responsibility
- Understand how we respond to students' varying needs

What is being taught in ELA?

Common Core State Standards

- Adopted by WI, June 2010
- Adopted by 45 of the 50 states
- Joint effort between:
 - National Governors' Association
 - Council of Chief State School Officers
 - Feedback from the public (including educators)
- Apply reading and writing to *all* content areas

What is being taught?

Goals of Common Core State Standards:

- "a vision of what it means to be a literate person in the twenty-first century"
- "applicability outside the classroom or workplace"
- read and think deeply about both literature and informational texts
- "In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language."

<http://www.corestandards.org/ELA-Literacy>

What is being taught?

Four strands in ELA standards:

1. Reading

- Literature
- Informational text

2. Writing

3. Speaking and Listening

4. Language

What is being taught?

New standards = New assessment system

- Smarter Balanced Assessment (SBAC)
- Computer items and performance tasks
- Begins spring 2015
- Replaces WKCE

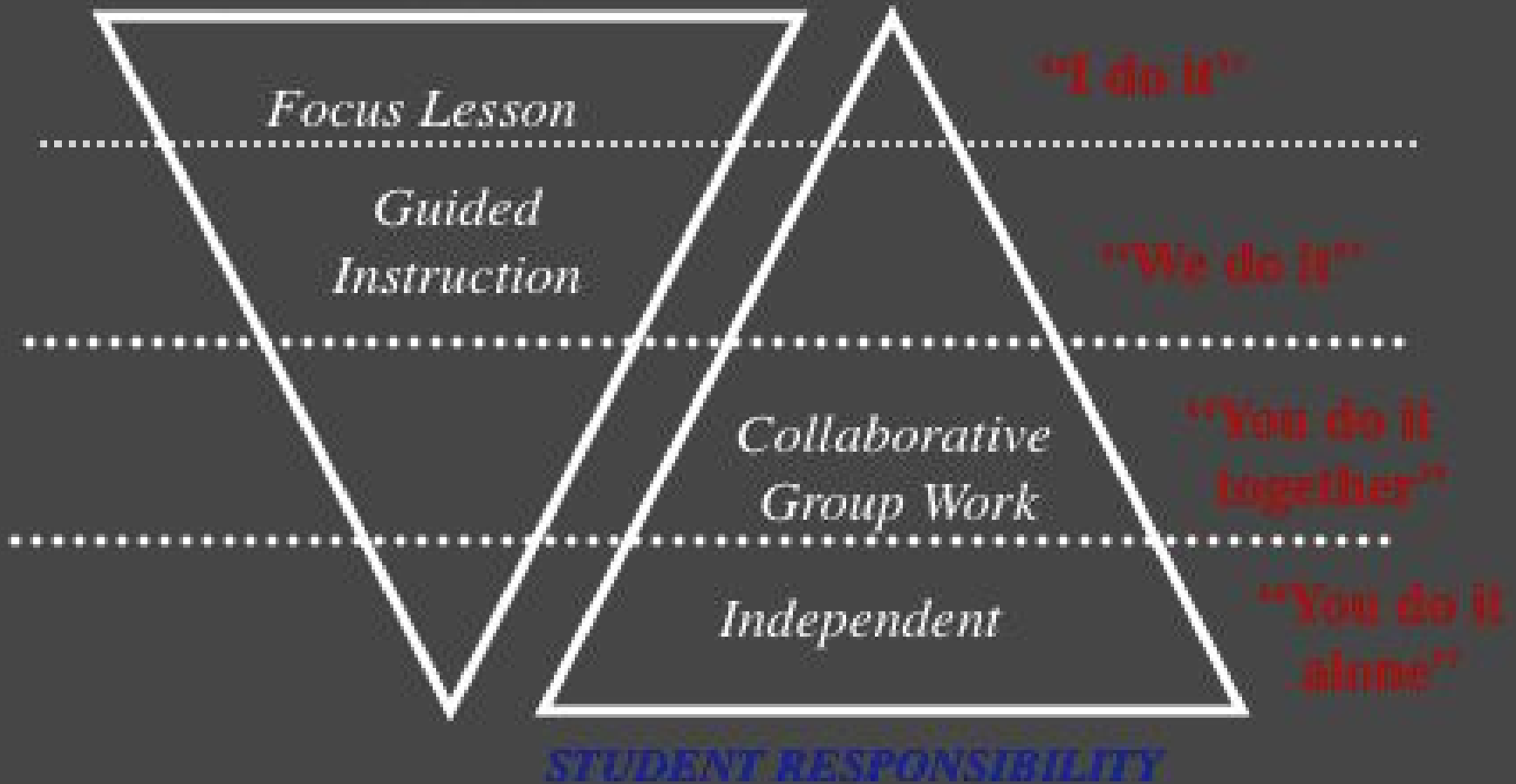
How do we teach?

Gradual Release of Responsibility

". . . effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. It is through this process of gradually assuming more and more responsibility for their learning that students become competent, independent learners."

(Graves & Fitzgerald, 2003, p. 98 in Fisher & Frey, 2008, p. 2)

TEACHER RESPONSIBILITY



Gradual Release of Responsibility: gr. 6-12

How do we teach?

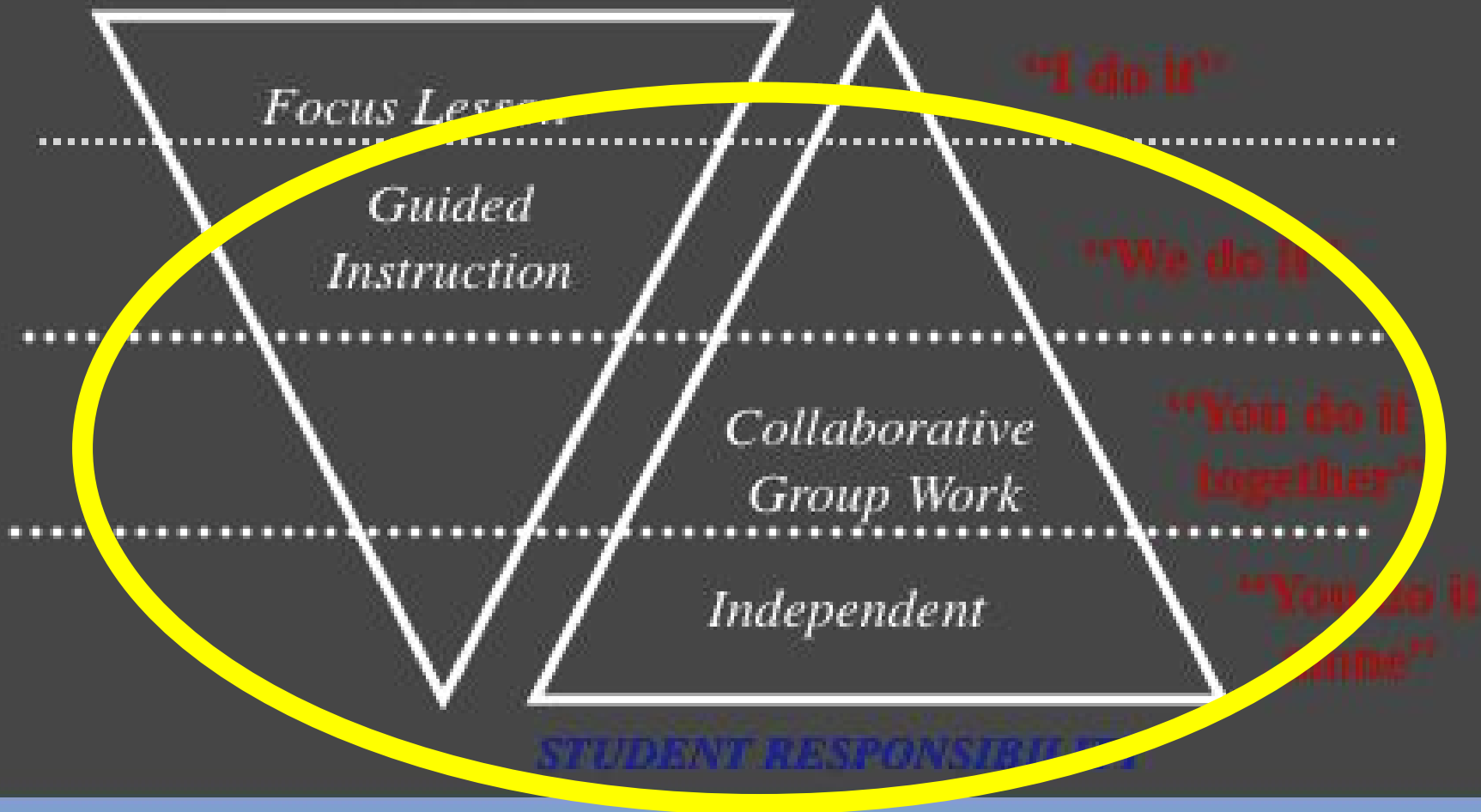
Gradual release is highly dependent upon routines and procedures.

- Teachers explicitly teach and reinforce expectations for behavior

How do we respond to individual needs?

Gradual release of responsibility allows opportunities for the teacher to meet the needs of individual and small groups of students.

TEACHER RESPONSIBILITY



Gradual Release of Responsibility: gr. 6-12

How do we respond to individual needs?

Reading Intervention

- Supplements - not supplants - universal instruction
- Placement based on student needs (as demonstrated by multiple data points)
- Multiple options at each grade level

How do we respond to individual needs?

Evaluate needs based on:

- WI Knowledge and Concepts Examination (WKCE) for reading
- Measures of Academic Progress (MAP) for reading
- Lexile score (measured by Scholastic Reading Inventory (SRI))

How do we respond to individual needs?

Grade 6	Grades 7 and 8
Workshop 6	Workshop 7 and 8
Co-taught ELA	READ 180

All options delivered by certified reading teacher.

How can you support your student?

- Encourage your child to read at home
- Praise your child for reading at home
- Talk with your child about what he/she is reading
- Talk with your child about what you are reading
- Read with your child
- Create a special place in your home for reading
- Help your child use the local library
- Ask teachers how your child is progressing

How are we doing?

New standards = New assessment system

- Smarter Balanced Assessment (SBAC)
- Computer items and performance tasks
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How are we doing?

- School report card to be released the week of October 22.
- More information found here:
<http://dpi.wi.gov/oea/acct/accountability.html>

Accountability Determination



Meets Expectations

Rating Category	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	School Score	Max Score	State Score
Student Achievement	64.2/100	???	???
Reading Achievement	30.1/50	???	???
Mathematics Achievement	34.1/50	???	???

Student Growth

	School Score	Max Score	State Score
Student Growth	48.5/100	???	???
Reading Growth	24.7/50	???	???
Mathematics Growth	23.8/50	???	???

Closing Gaps

	School Score	Max Score	State Score
Closing Gaps	52.6/100	???	???
Reading Achievement Gaps	25.2/50	???	???
Mathematics Achievement Gaps	27.4/50	???	???
Graduation Rate Gaps	NA/NA	???	???

On-Track and Postsecondary Readiness

	School Score	Max Score	State Score
On-Track and Postsecondary Readiness	89.4/100	???	???
Graduation Rate (when available)	NA/NA	???	???
Attendance Rate (when graduation not available)	75.8/80	???	???
3rd Grade Reading Achievement	NA/NA	???	???
8th Grade Mathematics Achievement	13.6/20	???	???
ACT Participation and Performance	NA/NA	???	???

Student Engagement Indicators

Indicator	Score	Expectation
Student Engagement Indicators	0	0
Test Participation Lowest Group Rate	0	Expectation Met (0)
Absenteeism Rate	0	Expectation Met (0)
Dropout Rate	0	Expectation Met (0)

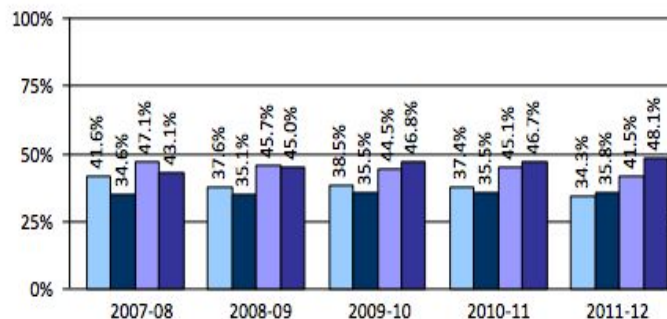
Note: Overall Accountability Score is an average of priority area scores, minus Student Engagement Indicators deductions. The average is weighted differently for schools that cannot be measured with all priority area scores, to ensure that Overall Index Scores can be compared fairly for all schools. Details can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>

School Information

Grades	6-8
School Type	Public Middle School
Enrollment	466
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	1.1%
Asian or Pacific Islander	2.8%
Black not Hispanic	1.7%
Hispanic	1.1%
White not Hispanic	93.3%
<i>Student Groups</i>	
Students with Disabilities	13.5%
Economically Disadvantaged	41.4%

WSAS Percent Proficient and Advanced

College and career readiness benchmarks based on NAEP for WKCE



How can we support you?

Please complete survey tonight.

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Future Information

- Maplewood's "School Report Card"
- Opportunities to provide feedback on:
 - Parental Involvement Policy
 - Program Plans (for reading intervention)