

Diving into Data Driven Intervention Instruction: A Reading First Elementary School Perspective

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Pine Crest Elementary School

- 817 students
- Title One – Free/Reduced lunch – 79%
- Mobility
 - Teacher
 - 1st year - 10
 - 2nd year – 2
 - 3rd year – 12
 - Student – 55%
- Subgroups
 - Asian – 1%
 - Black – 36%
 - Hispanic – 22%
 - Indian – 5%
 - White – 36%

Diving into the Data

Chart indicates end-of-the-year percentages for students at **benchmark**

| | 03-04 | 04-05 | 05-06 |
|-----------------|-------|-------|-------|
| K | 50 | 63 | 76 |
| 1 st | 36 | 48 | 50 |
| 2 nd | 34 | 45 | 42 |
| 3 rd | 40 | 29 | 21 |

Data Continued...

Chart indicates end-of-the-year percentages for students at **intensive**

| | 03-04 | 04-05 | 05-06 |
|-----------------|-------|-------|-------|
| K | 27 | 20 | 12 |
| 1 st | 27 | 19 | 23 |
| 2 nd | 40 | 32 | 28 |
| 3 rd | 18 | 25 | 39 |

According to FCRR...

Teaching All Students to Read: Practices from Reading First Schools with Strong Intervention Outcomes, Summary Document
by Elizabeth Crawford and Joseph Torgesen

Common Traits Present at Pine Crest:

- Strong leadership
- Data utilization and analysis
- Effective scheduling
- Professional development
- Scientifically based intervention programs

Second Order Change

Changes that alter the fundamental ways in which organizations are put together, including new cultures, goals, structures, and roles.

The Road to Change

Leadership means:

- Planning staff development/training
- Setting a timeline for implementation
- Providing support
- A proactive and instructional approach to expectations

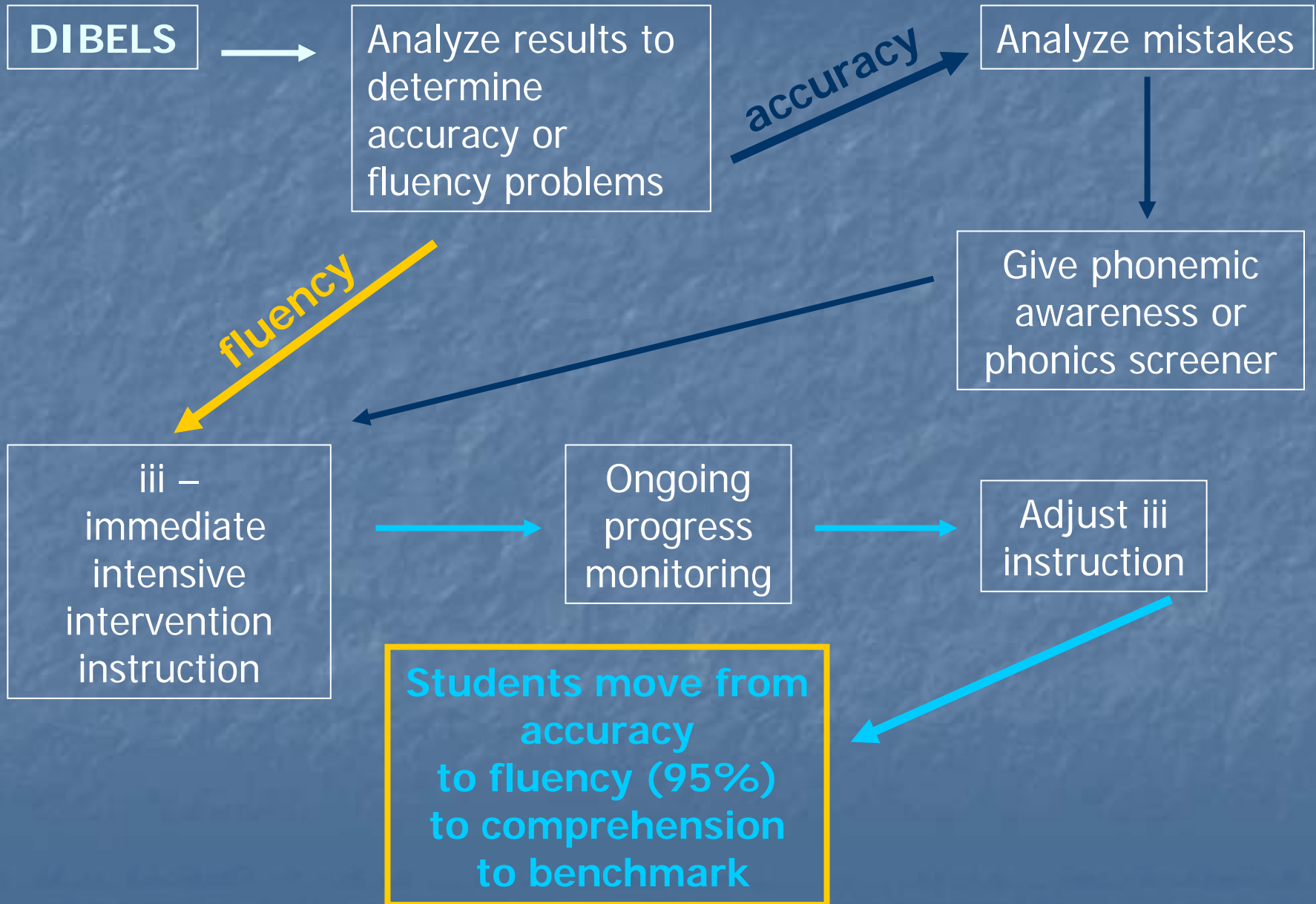
Leadership

- Recognize different levels of expertise and levels of acceptance and resistance.
- Close relationship between administrators and reading coach
 - Good cop/bad cop
 - Administration – provides monitoring
 - Reading coach – provides support

Getting to 100% requires going through the bottom 20%.

This requires a strong, stable intervention support system.

The Change Process



Diving into Intervention

- Schedule interventions
- Phonological awareness and phonics continuum
- Error pattern analysis
 - each DIBELS measure
- Grouping Worksheets
- Phonological Awareness screener for interventions
- Phonics screener for interventions

Continued...

- Correlate phonological awareness and phonics skills to supplemental materials
- Train on supplemental programs
- Lesson plan formats
- Goal Setting

Lesson Plan Format

Phonics A to Z, Wiley Belvins

- Repeated Reading and warm-up
- Explicit instruction of sound-spelling relationship
 - I do, We do, You do
- Blending and word-building exercises
- Dictation and writing

Video clips

We are going to include clips of each part of the lesson plan in action

On-Going Professional Development

- Differentiated core and intervention instruction
- Characteristics of effective intervention instruction
- Multi-syllabic instruction
- Road to the Code training

Professional Development Continued...

- Fluency and Comprehension training
- Wilson Foundations training
- Quick Reads
- Five Areas of Reading Make and Take
- OPM Training

The Teachers

- Increased confidence in communications with parents about the data and the implications of that data.
- Increased level of conversation about data, interventions, and what the students are and are not able to do.
- Using goal setting to guide planning and instruction.

We can celebrate the classroom successes that we are observing, while being mindful of the challenges that remain.

On-Site Assistance

- Data analysis
- Grouping and regrouping for intervention instruction
- Intervention and core observations and coaching
- Feedback and next steps for forward shifts in teaching

The Data

Chart indicates end-of-the-year percentages for students at **benchmark**

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Excellence can be achieved if you
care more than others think is
wise,
risk more than others think is safe,
dream more than others think is
practical,
expect more than others think is
possible.

Questions

And

Answers

Thank You!

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