

EVERYTHING STARTS WITH AN

I.D.E.A.

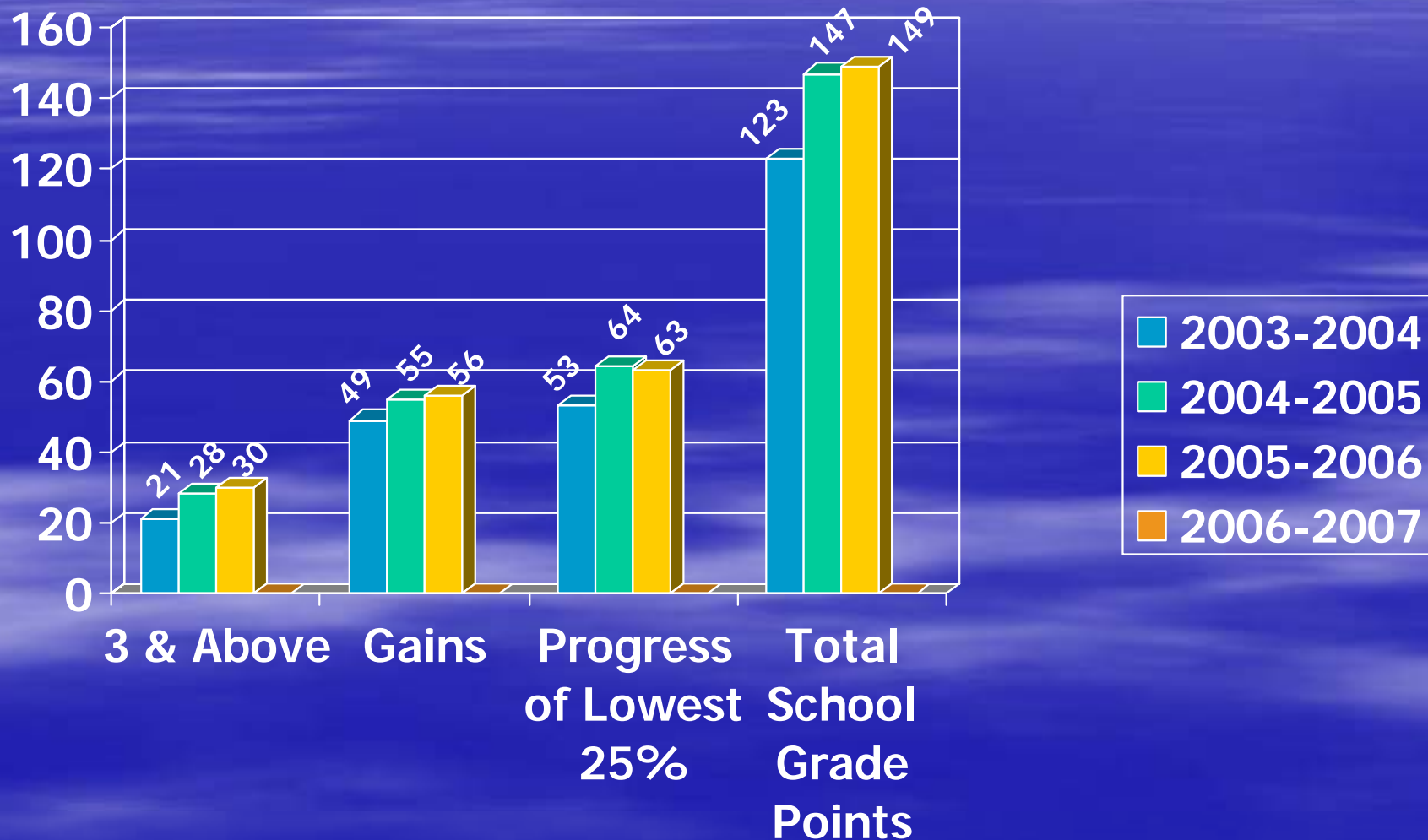
**JUST READ FLORIDA
PRESENTATION**

THE RELEVANCE OF FCAT DATA

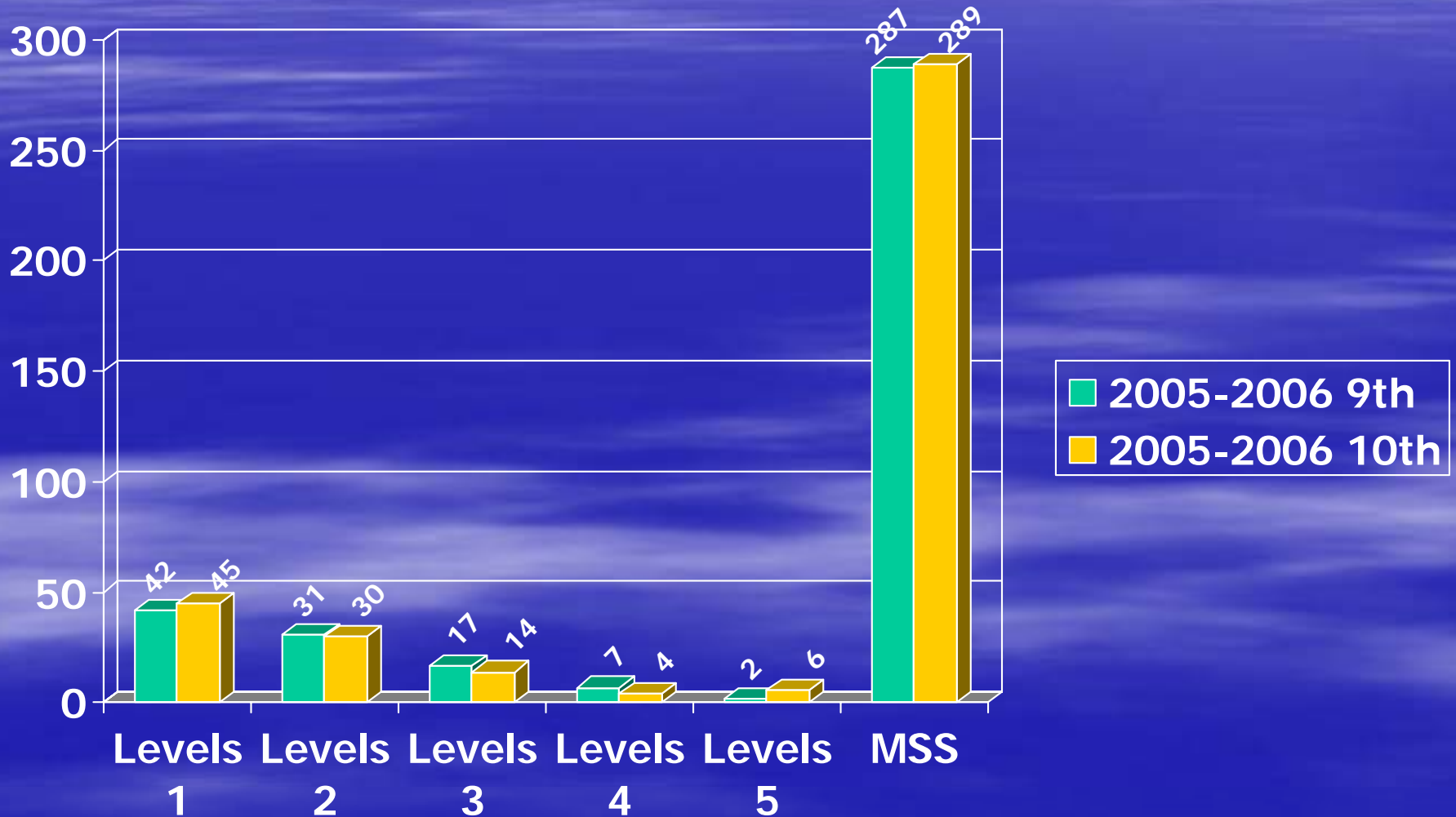
- DECIPHER THE DATA
- SHARE WITH TEAM LEADERS
- EXPLAIN TO FACULTY
- EXPLAIN TO STUDENTS
- TRACK DATA THROUGHOUT THE YEAR

READING

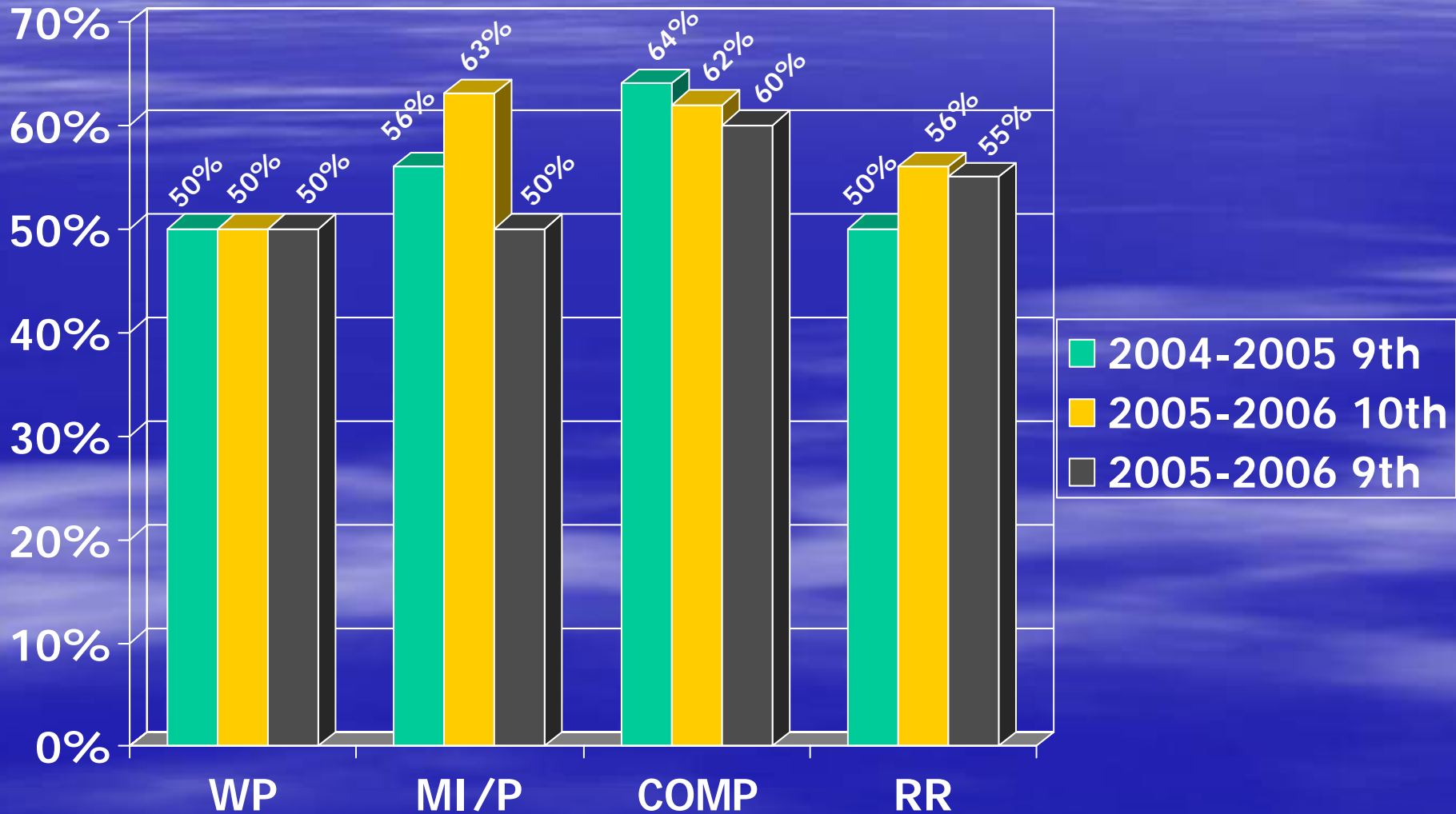
Base Line Data



READING SCORES By Levels

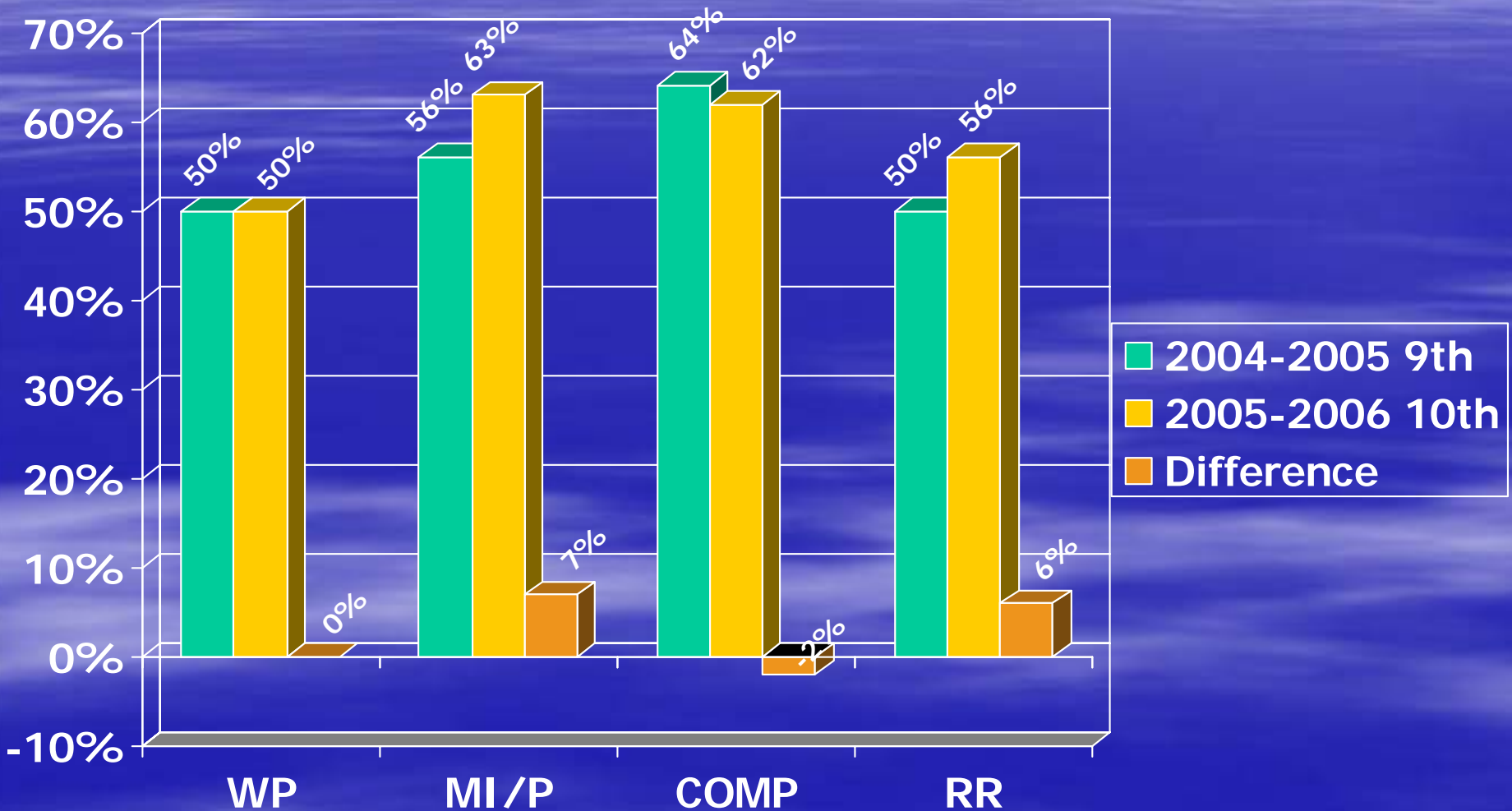


READING SCORES By Content Cluster



READING SCORES

+/- Gains By Content Cluster



FLORIDA'S SCHOOL GRADING SYSTEM CHANGES FOR YEARS 05-06

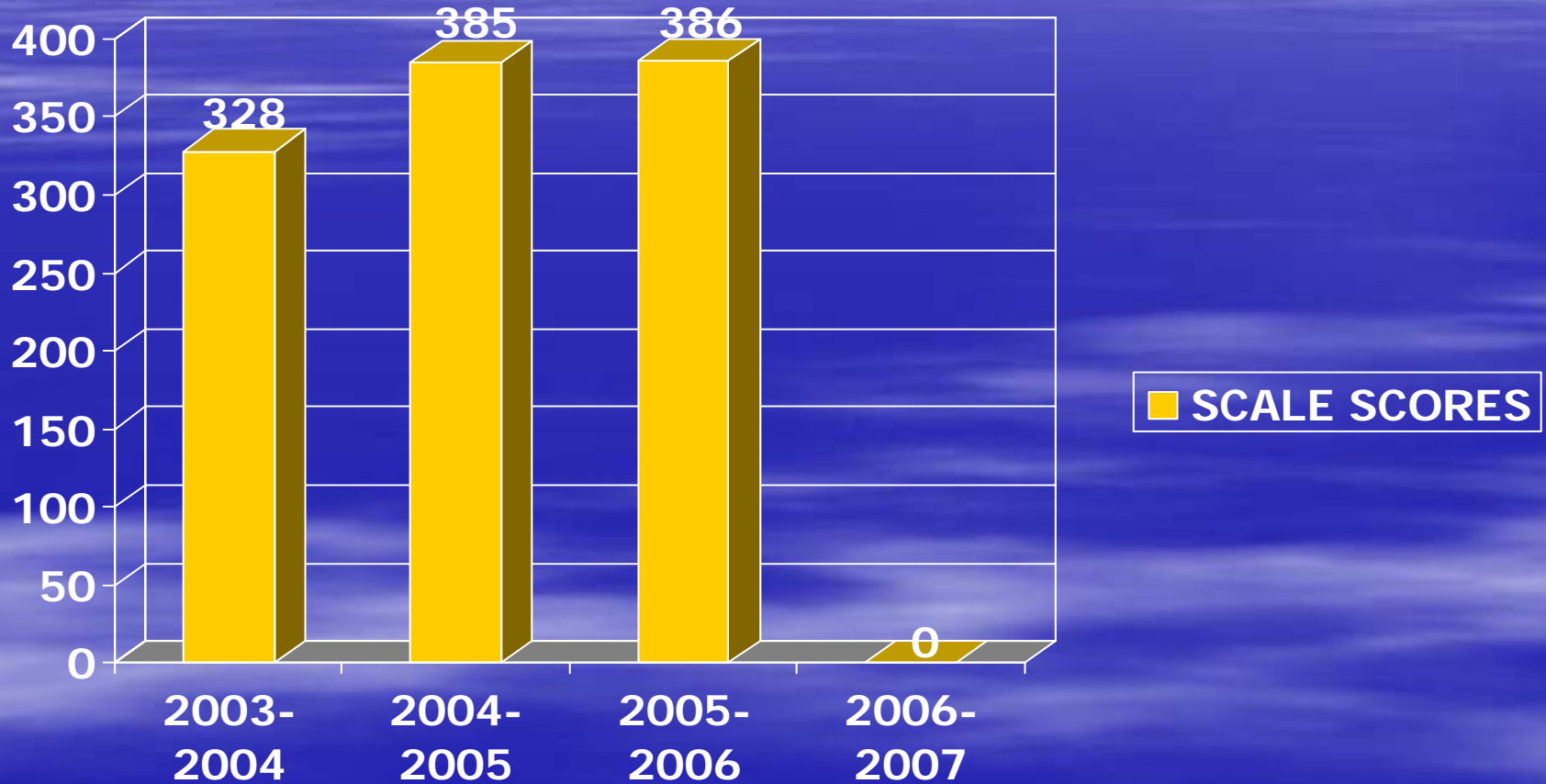
2006-2007 proposed grading score	Reading	Math	Science	Writing	Grade Points
% Meeting High Standards	30%	69%		87%	186
% of students making learning gains	56%	81%	0	0	137
Adequate Progress of Lowest 25%	63%				63
School grade points					386
School Grade	B				

FLORIDA'S SCHOOL GRADING SYSTEM CHANGES FOR YEARS 06-07

ESTIMATED ACCORDING TO 9TH GRADE DATA

2006-2007 proposed grading score	Reading	Math	Science	Writing	Grade Points
% Meeting High Standards	27%	56%	20%	87%	190
% of students making learning gains	56%	81%	0	0	137
Adequate Progress of Lowest 25%	63%	70%			133
Possible Bonus Points for High School only					10
School grade points					470

MEAN SCALE SCORES

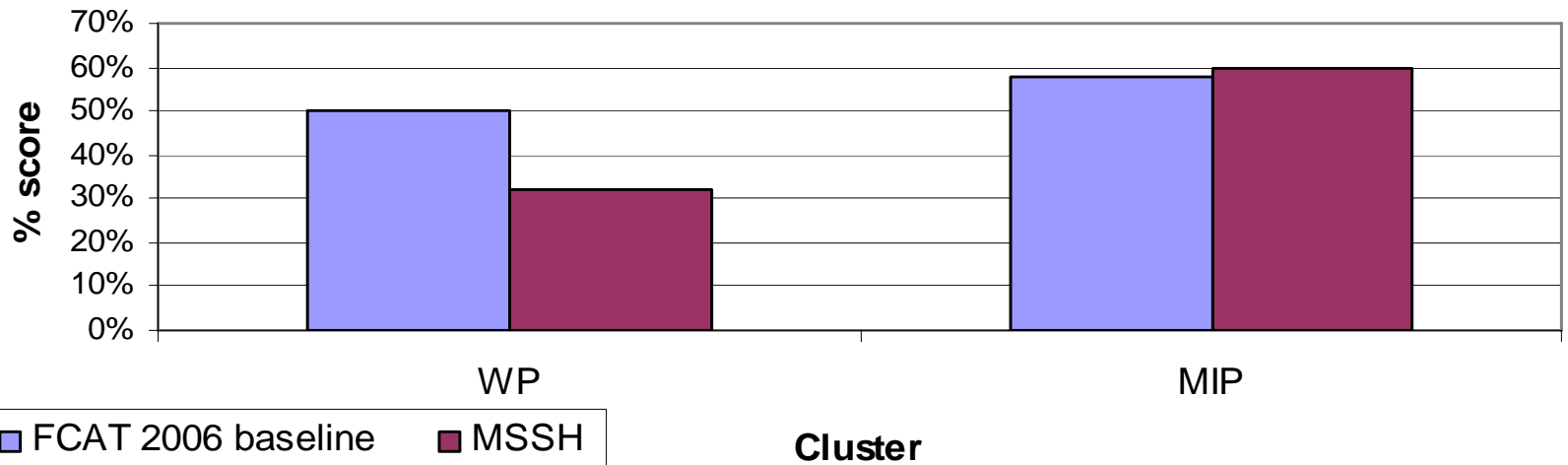


FCAT DATA COMPARISONS TO IN-HOUSE/INTERIM EXAMS

- COMPARE IN-HOUSE EXAMS TO PREVIOUS FCAT SCORES BY GRADE LEVEL
- ASSESS STUDENTS QUARTERLY USING INTERIM EXAMS AND COMPARE ASSESSMENTS WITH FCAT SCORES
- ALL DONE THROUGH EDUSOFT SOFTWARE AND SCANNER

Reading 9th

Reading 9th - FCAT 2006 baseline vs.
Interim Tests by cluster



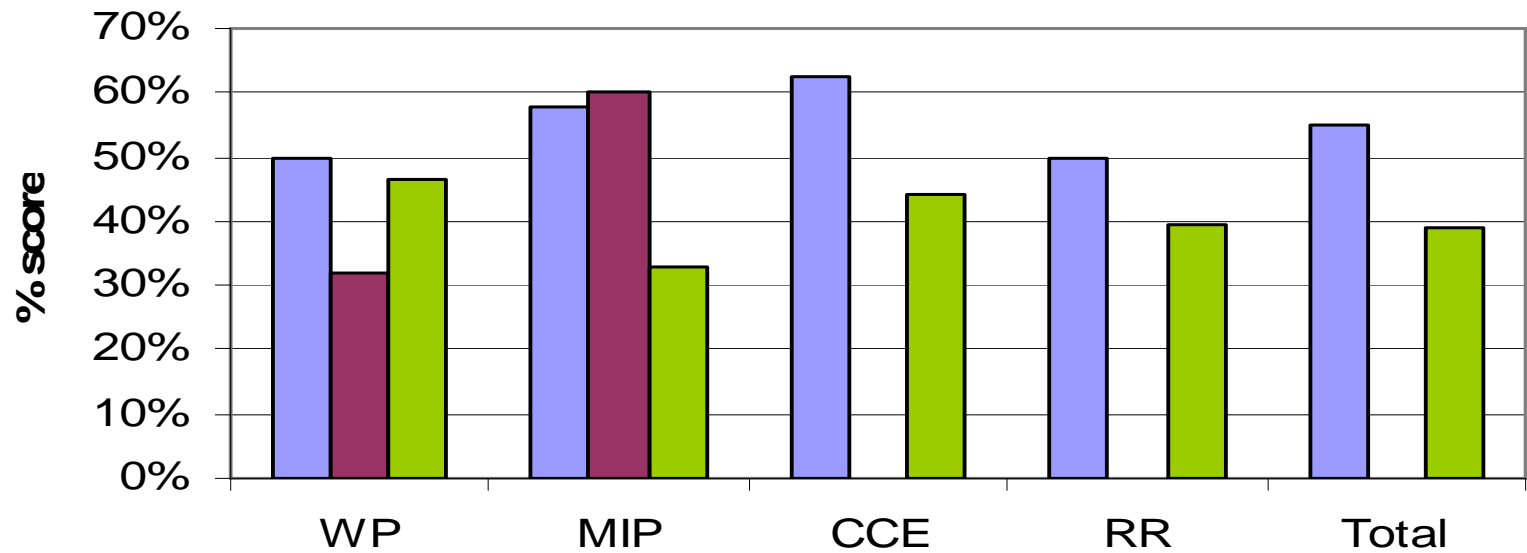
Reading 10th

Reading 10th - FCAT 2006 baseline vs.
Interim Tests by cluster



Reading 9th Grade

Reading 9th Grade - FCAT 2006 vs October Interim



FCAT Feeder

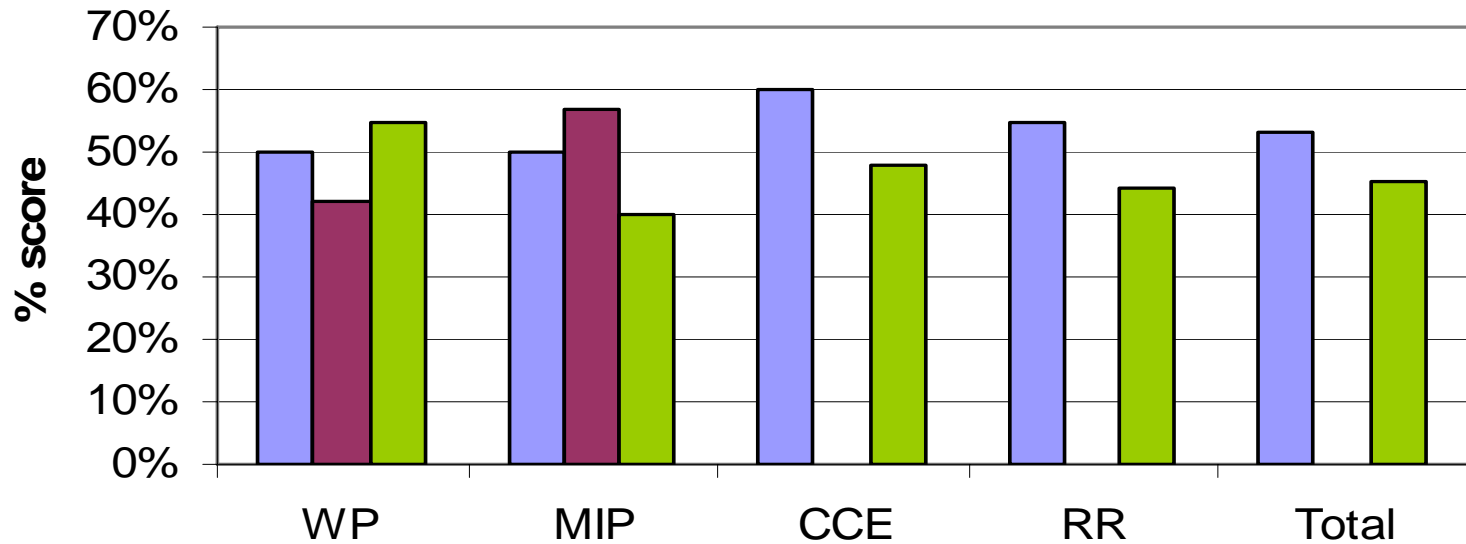
MSSH - Interims

October Interim 93%

strand

Reading 10th Grade

Reading 10th Grade - FCAT 2006 vs MSSH Interims vs October interim



FCAT 9th

MSSH - Interims

October Interim 93%

strand

PROFESSIONAL
DEVELOPMENT

READING STRATEGIES
ACROSS THE
CURRICULUM

WHAT IS LITERACY

- Discuss among your department the definition of LITERACY – 5 minutes
 - DEFINITION OF LITERACY – School-wide interest assuring that all students can read, write, speak, listen, and observe with understanding, rigor and relevance.

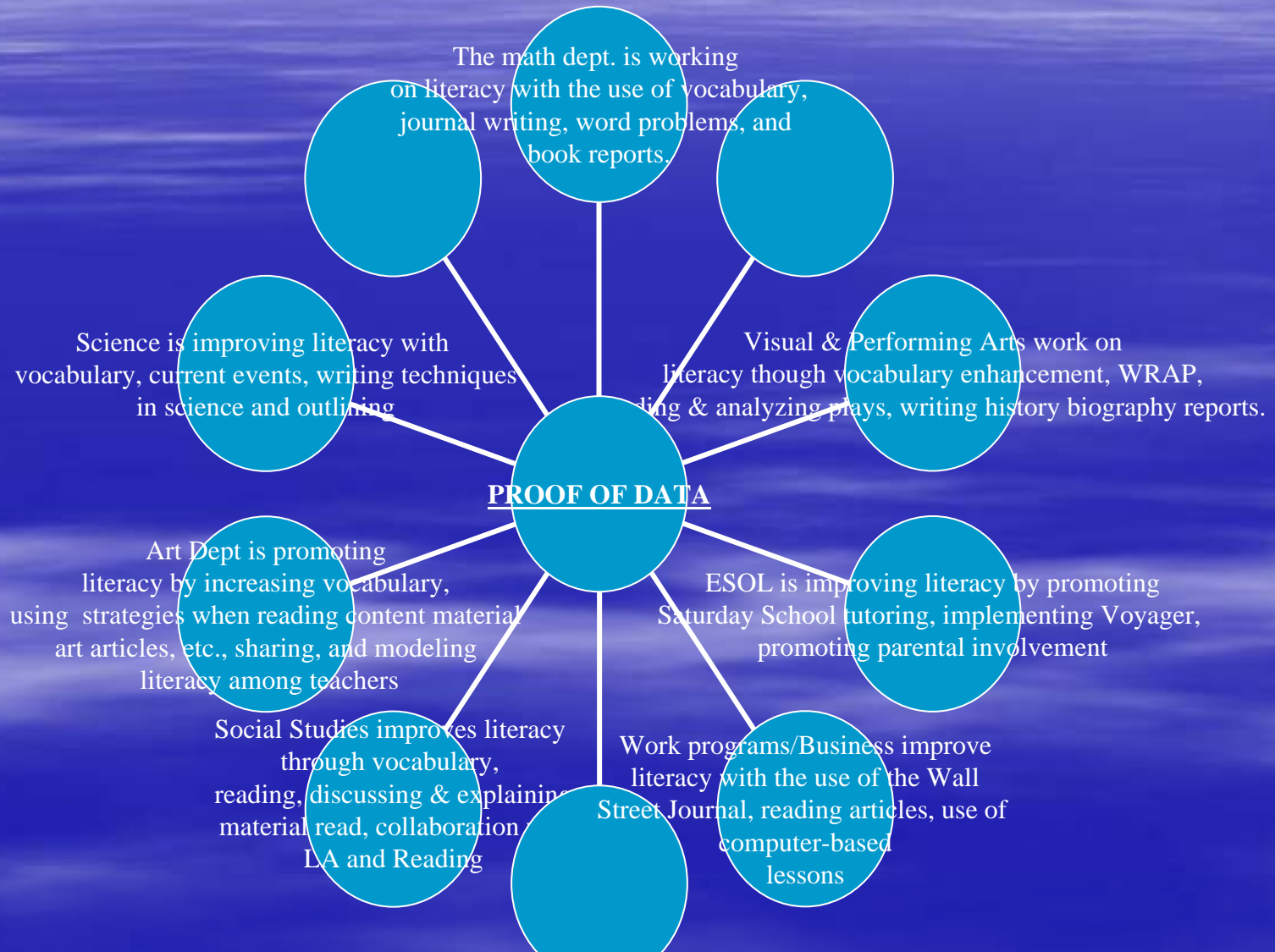
HOW DOES THE DATA PROVE WE MADE INCREASES IN LITERACY?

- CHOOSE A FACILITATOR AT YOUR TABLE THAT WILL KEEP YOUR GROUP ON TASK.
- REVIEW DATA AT YOUR TABLE
- YOU WILL HAVE 10 MINUTES TO DISCUSS THIS QUESTION AMONG YOUR GROUP.

**WRITE ON POST IT BOARDS “3” WAYS
THE DATA PROVED INCREASES IN
LITERACY ACROSS THE CURRICULUM**

- **YOU WILL HAVE 5 MINUTES TO WRITE THEM DOWN.**
- **CHOOSE SOMEONE FROM YOUR GROUP TO PRESENT THE INFORMATION.**

LITERACY INCREASES ACROSS THE CURRICULUM AT MSSH



WHAT DID YOUR DEPARTMENT DO TO INCREASE LITERACY DURING THE 2005-2006 SCHOOL YEAR?

- USE THE SAME FACILITATOR AT YOUR TABLE TO KEEP YOUR GROUP ON TASK.
- YOU WILL HAVE 10 MINUTES TO DISCUSS THIS QUESTION AMONG YOUR GROUP.

WRITE ON POST IT BOARDS “5” THINGS YOUR DEPARTMENT DID TO INCREASE LITERACY

- YOU WILL HAVE 5 MINUTES TO WRITE THEM DOWN.
- ORDER THE RESPONSES FROM MOST SIGNIFICANT TO LEAST SIGNIFICANT.
- CHOOSE SOMEONE FROM YOUR GROUP TO PRESENT THE INFORMATION.

WHAT DID YOU LEARN ABOUT HOW ANOTHER DEPARTMENT, OTHER THAN YOURS, IS SUPPORTING PROFICIENCY IN LITERACY?

DEPARTMENT

- English Department learned:
- Social Studies Department learned:
- ESOL Department learned:

NEW EVIDENCE
SUPPORTING
LITERACY

- Physical Education grades their own WRAP's
- Physical Education teachers READING? Skills are truly integrated
- Math assigns reports about mathematicians

WHAT DID YOU LEARN ABOUT HOW ANOTHER
DEPARTMENT, OTHER THAN YOURS, IS SUPPORTING
PROFICIENCY IN LITERACY?

DEPARTMENT

- Art Department learned:
- Reading Department learned:

NEW EVIDENCE
SUPPORTING
LITERACY

- Math students write research papers on math related subjects
- Math students have a journal

Participant Reflections

- After these sessions, I am aware of the importance of literacy in each & every classroom.
- This was wonderful. As a counselor I don't use these techniques but they are good to know so that when my students come to me for help on the community service essay, I can elaborate with them.
- I was introduced to the word tree. For me, vocabulary is hard to teach, but I can add words for multiple meanings.
- I learned that students should present information they learned because they learn as much from listening to each other as they do listening to us

REFLECTIONS

TODAY WE STARTED OUT WITH AN I.D.E.A.

Interest: To find what motivates and inspires students when planning lessons.

Discussions: Utilizing students background information to make the lesson relevant. Obtaining student input/experiences to create depth in your lesson.

Extraction of Information: Being able to extract information by utilizing strategies that promote active listeners. Probing questions, think-pair-shares, question/answer relationships. Use of technology when appropriate.

Active Responses: Reflections about the lesson to review student's understanding in order to reinforce and/or clarify information.

MODELING THE LESSON

STRATEGIES TO HELP INSPIRE AND MOTIVATE STUDENTS TO ACHIEVE LITERACY ACROSS THE CURRICULUM

- Find an interest in the lesson that relates to students. Creativity goes a long way.
- Use Think-Pair-Share (TPS) groups.
- Utilize Question Answer/Relationships (QAR) to support the lesson being learned.
- Graphic Organizers (Two column notes, webbing, Venn diagrams, pyramids, flow charts, etc .)
- Technology (Music, digital photos, paintings, internet searches, PowerPoint presentations, etc.)

BREAKOUT SESSIONS

THE SESSIONS WILL BE FACILITATED BY READING LEADERS AND WILL SUPPORT THE FOLLOWING:

- HOW TO IMPROVE LITERACY ACROSS THE CURRICULUM BY MODELING A READING LESSON THAT WILL UTILIZE TECHNIQUES SUCH AS THE ONES WE IMPLEMENTED.
- INVOLVE YOU IN THE LESSON. DURING THE NEXT EARLY RELEASE DAY, EACH DEPARTMENT WILL MODEL A LESSON USING THE SAME LITERACY TECHNIQUES AND STRATEGIES LEARNED THIS AFTERNOON.

QUOTE

- *“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives.”*

-- Willa A. Foster

212 DEGREE

the extra degree

VIDEO