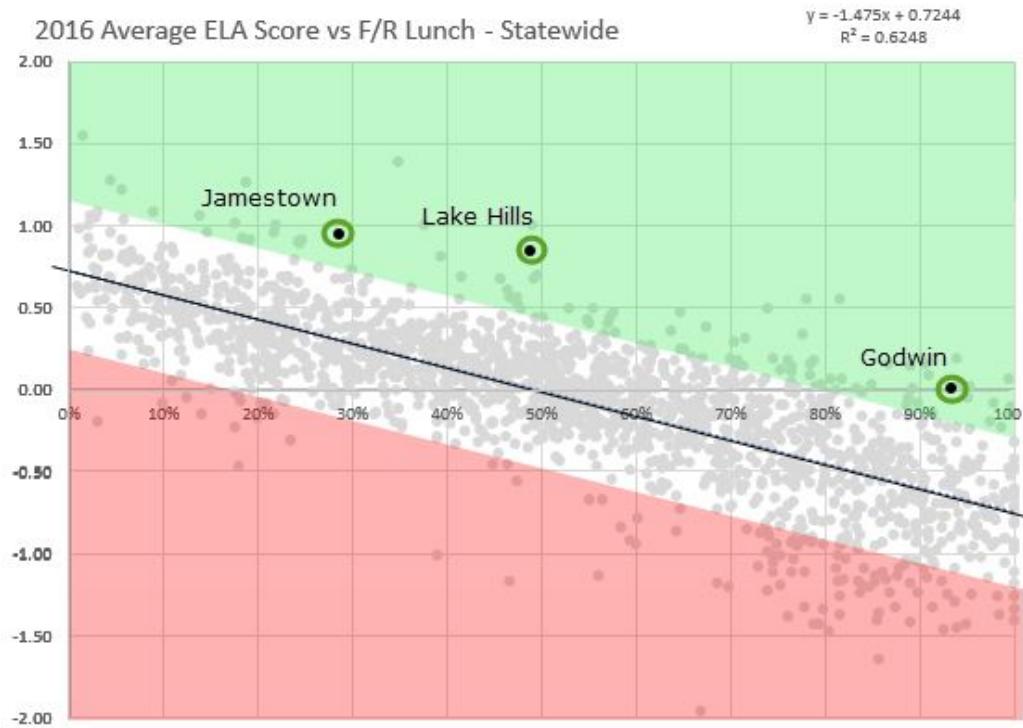


READINGSM
NOW
NETWORK

Three Stories of Success



ACADEMIC VOCABULARY

THE WHY . THE WHAT . THE HOW

Marie DeGroot, Jamestown Lower Elementary Principal
Hudsonville Public Schools

RESEARCH & THE WHY

Why is vocabulary a critical component to teaching and learning in our classrooms?

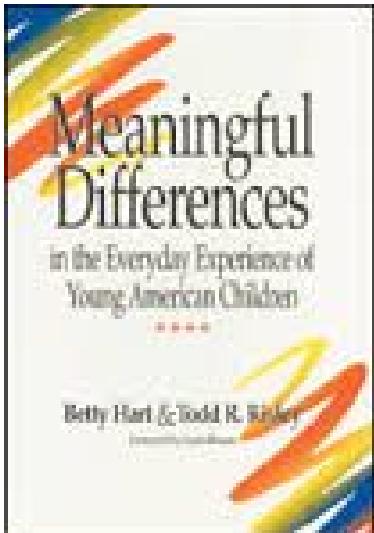


VOCABULARY IS A STRONG INDICATOR OF STUDENT SUCCESS (BAKER, SIMMONS & KAME'ENUI, 1997).

- CHILDREN'S VOCABULARY SIZE DOUBLES BETWEEN GRADES 3 AND 7.
- THE CCSS STRESS THAT LEARNING AND USING VOCABULARY IS AN ESSENTIAL COMPONENT TO COLLEGE AND CAREER READINESS.

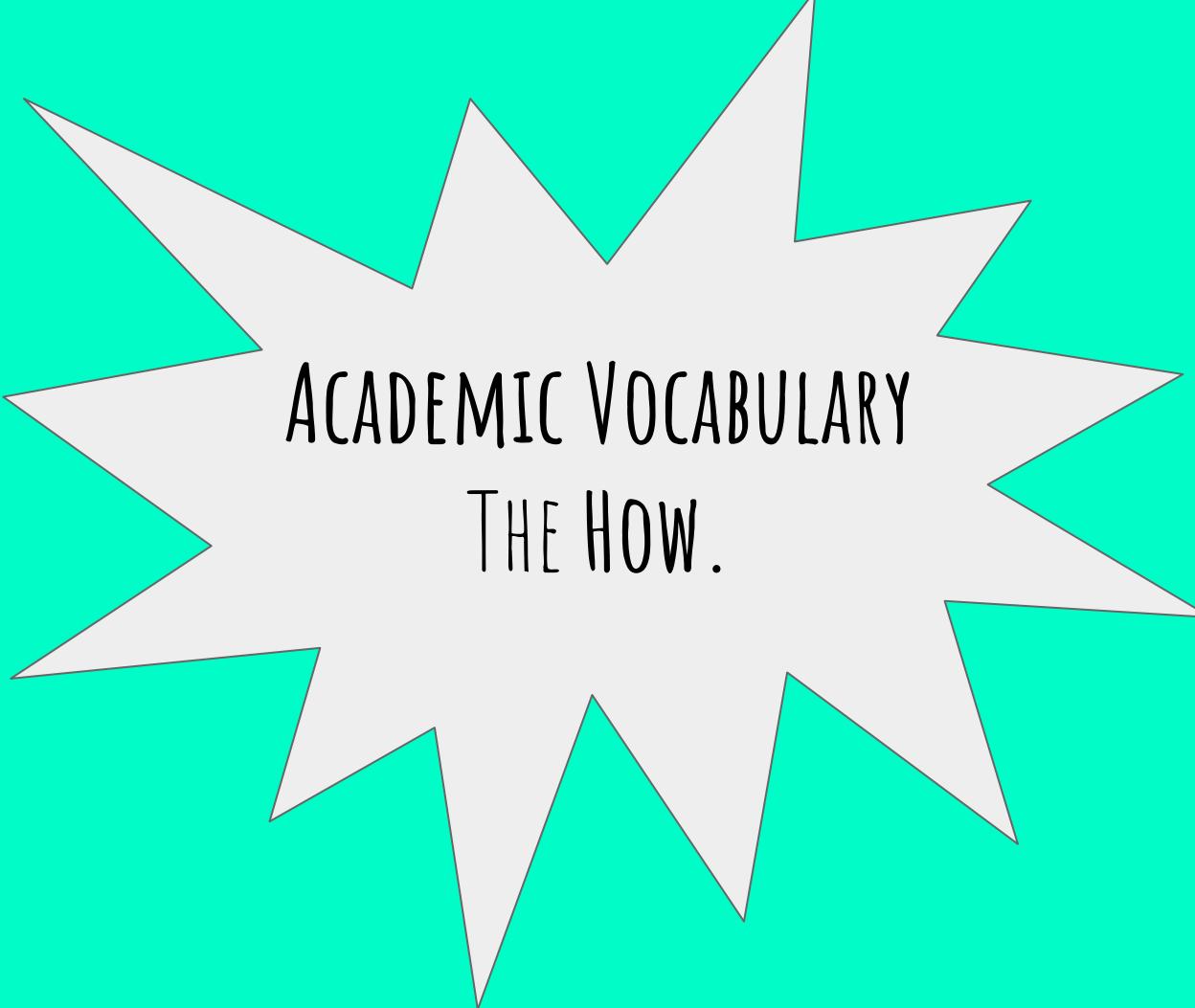
RESEARCH & THE WHAT

What does research say about academic vocabulary?



- By age 3, children in professional families have heard more than **30 million** words, children in working class families **20 million**, and children in poverty **10 million** (Hart & Risley).

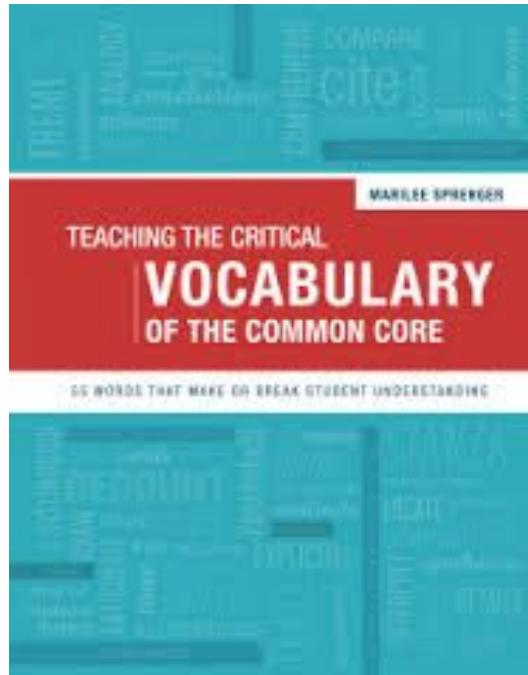
- Educators must create **intentional** and **ambitious** efforts to build vocabulary and content knowledge (Essential Practices in Early Literacy).



ACADEMIC VOCABULARY THE HOW.

ACADEMIC VOCABULARY

The **HOW**. Year #1



Our Team...

- Started with the research
 - First= Academic Excellence Team Members
 - Next= All Staff
 - Then= Align our work/embed in SIP

ACADEMIC VOCABULARY

The **HOW.** Year #2



Our Team...

- Implemented a building wide focus on SMART words (29 critical verbs of the common core)
 - Building wide word of the week/Monday announcement
 - 5 minutes of daily vocabulary instruction using research based strategies learned during staff meetings/PD
 - Word wall posted in EVERY classroom learning space
 - SMART word weekly jingle

YEAR #2

CHALLENGES/ANALYSIS

- DIG DEEPER
- TARGET CCSS GRADE LEVEL VOCABULARY
- EMBED IN CONTENT AREA
- ASSESSMENT: HOW DO WE KNOW STUDENTS HAVE ACHIEVED SUCCESS?

WE DON'T GROW WHEN THINGS ARE EASY; WE GROW WHEN WE FACE CHALLENGES.



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ACADEMIC VOCABULARY

The HOW. Year #3

2016-17 School Improvement: Aligning Our Work

5D Focus Areas (Building)	Adult Activities (Building)	Student Strategies	Adult Activities (District)
Questioning SE1	Book Study/Research Staff Meeting PD	Students questioning one another to probe for deeper thinking	Instructional Rounds January 31-JJ February 2-JL
Vocab/Read-Aloud CP3	Scope & Sequence K-Link 1st Link 2nd Link 3rd-5th Link Vocabulary Rubric Assessment Template Assessment Data Tracking Underline SMART words in learning goals	Engaged in purposeful read aloud School-wide non verbal signal for SMART words, “v” Circle SMART words in assignments & assessments	Instructional Rounds January 31-JJ February 2-JL
5D Focus Areas (Classroom)	Adult Activities (Building)	Student Strategies	Adult Activities (District)
Data Driven Dialogues PCC1, PCC3	Implementation of K-3 LLI System Use of planning time for data dialogue conversations Developing content area student achievement goals based on district and state assessments Shared ownership within school improvement teams (Academic Excellence, Staff Relations, Home-School Relations, School Climate)	WIN Block 5 days a week Students self-monitoring academic progress	Data Warehouse Fountas and Pinnell Training LLI Training District Grade Level Meetings Early Release Days
5D Focus Areas (Individual)	Adult Activities (Individual)	Student Strategies	Connections
1.			
2.			

Our Team...

- Aligned OUR WORK to 5D/SIP
- Identified grade level SMART words to teach and assess
- Embedded SMART word instruction during read-aloud
- Added an assessment component
- Organized grade level SCOPE and SEQUENCE

YEAR #3

CHALLENGES/ANALYSIS

- IDENTIFY GRADE LEVEL CONTENT
SPECIFIC VOCABULARY

WE DON'T GROW WHEN
THINGS ARE EASY; WE
GROW WHEN WE FACE
CHALLENGES.



QUESTIONS?



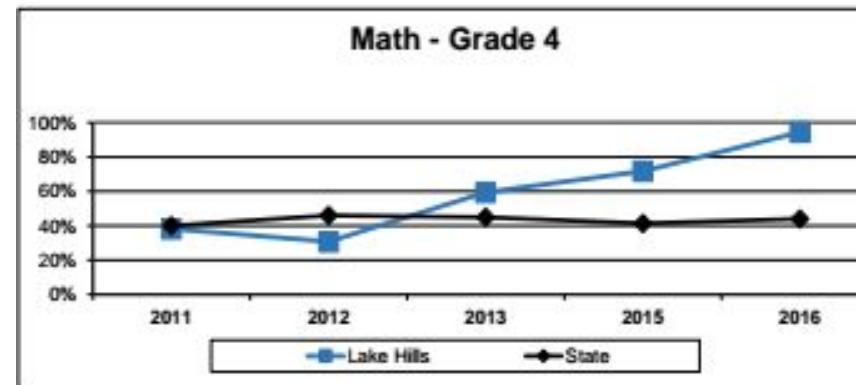
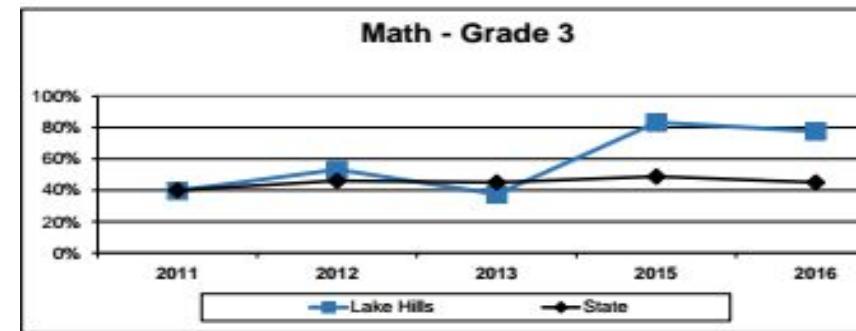
MARIE DEGROOT: MDEGROOT@HPSEAGLES.NET

Whatever It Takes

Jason Lawson, Lake Hills Elementary Principal
Grand Haven Public Schools

The What: Collective Responsibility

Focus School Status- 2012



To What Might We Attribute Our Success?

Principal Ownership

Team Ownership

Individual Ownership



Principal Ownership

- Pep-talks with Clear Message
- Evaluating/Replacing Staff
- Learning Alongside Teachers
- Roll-up Sleeves with Behavior/Academics
- Family Engagement

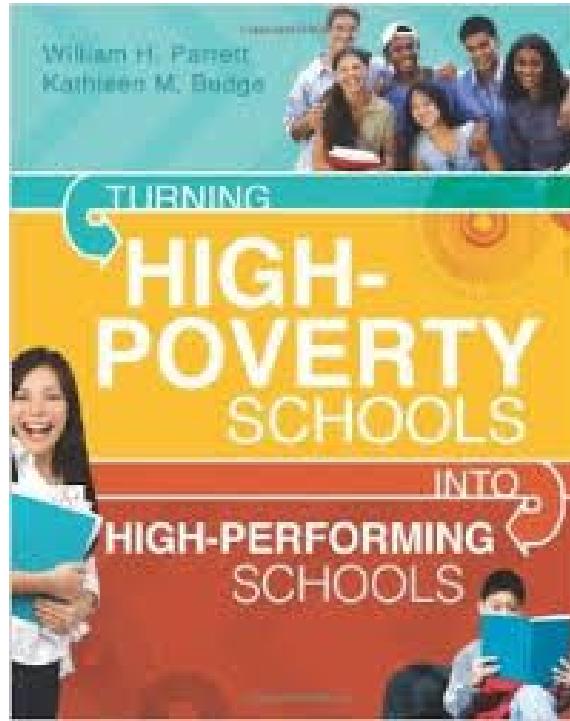
Leadership

Leadership is the action
The individuals who are
a person who guides
Effective leaders are
company's management
... is very



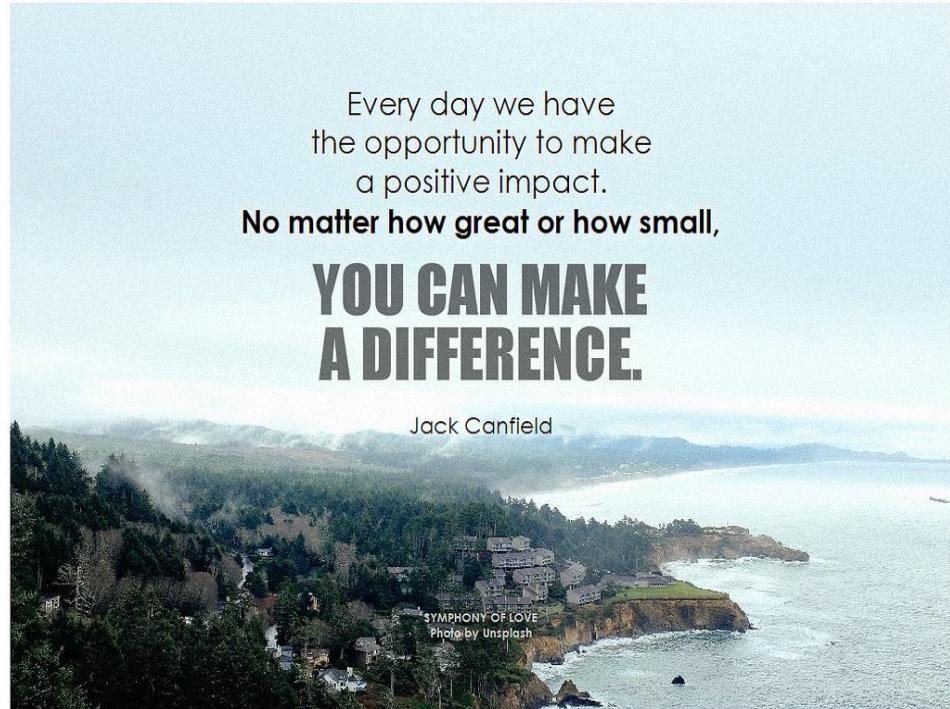
Team Ownership

- Parent Communication
- Research Based Book Study
- Meeting Frequently
- Evaluating Most Effective Strategies
- Summer Learning
- Student Focused



Individual Ownership

- Voluntary Commitment to PLCs
- Teachers Leading Learning
- Continuous Improvement
- Growth Mindset



Whatever It Takes

Dream BIG and BELIEVE

North Godwin Elementary

Principal - Mary Lang



Demographic Information

Total Number of Students (Kindergarten through 4th Grade): 362

Ethnicity

- American Indian--1%
- African American—18%
- Asian—3.5%
- Hispanic—49%
- Caucasian—21%
- Multi-Racial—7.5%
- Bilingual Students: 49% of our K-4 population.
- Free/Reduced Lunch: 88%
- Special Education: 14%

What's the Magic?

- Getting the Right People on the Bus
- Supporting Them on Their Ride
- Build Relationships with Students & Staff
- Developing Solid Core Instruction
- Strong Classroom Management
- Prescriptive Intervention
- Learning Together



Get the Right People on the Bus

- Staff
 - Recruitment
 - Student Teachers
 - Paraprofessionals
 - Be Selective
 - Screener Interviews
 - Live Teaching
 - Traditional Interviews



Education is Not Just a Profession, It's a Calling

- “No one gives up” mindset
- Sense of urgency for every child
- Ticket out of poverty; hopefulness
- A high-morale family school culture



Support for the Ride

- Mentorship Program
- Observation/Visitation
- Modeling
- Outside Consultants
- Building Collaboration
- District Collaboration
- Weekly PLC's



Build Relationships

- Get to know your students
- Get to know your colleagues
- Work together collaboratively
- Whole staff training in PLC model
- Abundant evidence of collaboration and shared leadership



Core Instruction

- Provide quality core instruction



Collaborate

Collaborate

Collaborate

- Intervention does not take place until 80% of class masters a skill
- Teachers act as facilitators
- Clear Focus:

**21st Century
Skills**

**Literacy in Content
Area**

**Sheltered
Instruction**

**Gradual
Release**

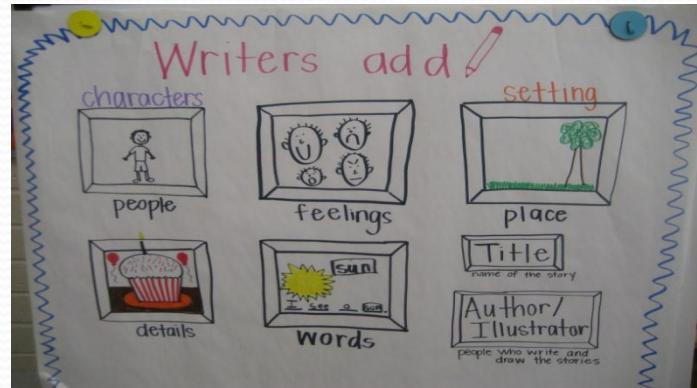
Raising the Bar

- High Expectations for ALL students
 - Reading Rigby Level 7 by the end of Kindergarten
 - 70 sight words
 - Writing 3 sentences on topic
 - Dialogue, Strong Leads, Details, etc.

high achievement
always takes place
in the framework
of high
expectations.

meetville.com

Jack Kinder



Classroom Management

- ❖ Strong classroom management is the foundation of a successful classroom.
- ❖ Every minute of the day is **intentional**.
- Ownership of ALL students, not just those on our list



Layers of Support

- Native speaking EL support staff
- RtI model in place: 1st Core, 2nd TAG, 3rd Child Study
- After-school and summer programs
- One instructional coach per building: Monthly Coaching Conversations, Model Lessons, Reflection Conversations, Classroom Learning Labs



Learning Together

- K-12 Learning Walks
- Administrative Team and Instructional Specialists tour all buildings in the district together
- Develop a common understanding of effective instruction



Reflection



How will you lead?