

Developing School-Wide Reading Instructional Norms

Southwick Elementary School

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Background Leading to this Inquiry

- In the past, Southwick Elementary School has had numerous new classroom teachers. As a result, there has been an inconsistency in the implementation of reading norms. Due to the high percentage of EL learners and the many support staff members that provide reading instruction, it is imperative that we are using consistent strategies and language.

Purpose of This Inquiry

- Therefore, the purpose of this project is to develop consistent school norms for reading instruction in hopes that it will improve overall student performance. We feel that with the majority of our students working with multiple teachers each day, consistent use of instructional teaching methods will better support their needs. This would cause less confusion and help students to build a stronger foundation of basic reading skills, at a much faster rate. When students hear the same verbiage and can reference the same visuals again and again, they more easily grasp the concepts being taught.

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Our Wondering

- With this purpose, we wondered with the implementation of consistent school norms for reading instruction, what student success and data improvement will occur?

Our Actions

- We surveyed the staff to determine what instructional methods are being used for varying reading concepts.
- Once the results were gathered, we met with the School Improvement Team to identify the teaching methods that we deemed most critical for consistency.
- While the team communicated or felt that most of the reading norms were important, we determined which ones were most vital and then created a timeline for implementation.
- The School Improvement Team discussed “how” implementing the selected reading norms should look in each setting and/or grade level.
- School Improvement Team members shared the timelines and reading norms with their teams.
- Professional development was planned and provided shortly thereafter. We will continue implementation of reading norms as indicated per our timeline.

Data Collection

- Staff survey
- Southwick Instructional Reading Norms Checklist (Fall 2019)
- Student sample/pilot group (2019-20 school year):
We will consider tracking a group of kindergarten students who know the fewest letters and sounds at BOY in 2019 and compare the data from the previous school year in hopes to determine/analyze growth with implementing consistent reading norms.

Our Data

- 100% of those that participated in the survey agreed that consistency of instructional methods is important. Repeated comments included:
- *“Consistency maximizes time because it is familiar for students and they understand what is expected of them.”*
- *“Students know the procedures and can get started right away.”*
- *“When students know what to expect, they have greater success.”*
- *“Like verbiage and use of mental models equals deeper understanding and mastery at a faster pace.”*

Our Data

- Teachers currently using Tucker Signing when teaching students letter sounds:
40% YES 60% NO
- Teachers currently displaying the CAFÉ strategies with a visual next to them:
72% YES 28% NO
- Teachers currently using the 6-syllable language when teaching students how to decode one, two, and three syllable words:
64% YES 36% NO
- Teachers currently displaying a picture next to the core vocabulary words:
68% YES 32% NO
- Teachers currently using a chant when saying the ABC Linking chart:
36% YES 64% NO
- Teachers that believe Word Walls should be consistent using COLOR:
76% YES 24% NO
- Teachers currently posting the CAFÉ menu strategies written in the district verbiage:
84% YES 16% NO

Our Discoveries

- It is critical to use consistent language when teaching reading strategies due to the high EL student population and the large amount of support staff interacting with the students.

Our Discoveries

- The instructional methods used to teach reading must be researched based best practices that are proven to ensure student growth.

Our Discoveries

Southwick Reading Norms

- CAFÉ Menu with Visuals
- Core Vocab with Visuals
- QAR Rollout
- Tucker Signing
- ABC Linking Chart and Chant
- Letter Formation
- 6-Syllable Rule Patterns
- Colored Word Wall
- Student Name Chart
- Sentence Starters

Where We Are Heading Next

- We will continue to implement reading norms based upon the timeline.
- We will provide professional development as needed for teachers so that they may full implement the reading norms established.
- Administration and instructional coaches will monitor and sustain the implementation reading norms.

Bibliography

- Hall, S. (2012). *I've DIBEL'd, Now What?*
- Richardson, J. (2016). *The Next Step Forward in Guided Reading.*
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Southwick Reading Norms

- | | |
|-------------------------------|----------------------------|
| • CAFÉ Menu with Visuals | - Letter Formation |
| • Core Vocab with Visuals | - 6-Syllable Rule Patterns |
| • QAR Rollout | - Colored Word Wall |
| • Tucker Signing | - Student Name Chart |
| • ABC Linking Chart and Chant | - Sentence Starters |

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Citing Your Presentation

Presentation

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