



Spotlight on Literacy

VOLUME 2, ISSUE 1

FALL 2013

EFFECTIVE INSTRUCTIONAL FRAMEWORK (EIF)

The goal of the Texas State Literacy Plan (TSLP) is to ensure that every Texas child is purposefully prepared for the literacy demands of high school graduation and/or college or career. The TSLP is a framework of six essential components. This Fall 2013, BISD is focusing on the component of **Effective Instructional Framework (EIF)**. This EIF Module builds a Response to Intervention Foundation for the comprehensive, campus based literacy program.

Age 0 to School Entry

This Module focuses on interventions, shared-reading intervention, parent and home programs, preschool and kindergarten programs and language enhancement interventions. Parents play a pivotal role in the literacy development of children Age 0 to School Entry. Parents should hold conversations with their children. Instruction should occur through purposeful play, language, and literacy-rich environments.

Kindergarten to Grade 5

K-Grade 5 module focuses on the implementation of a Response to Intervention Framework for literacy instruction. The goal for RtI is to intervene early. RtI is a comprehensive school-wide framework that meets the needs of all students. Teachers should provide instruction based on data and progress monitoring should be done to evaluate instruction and program effectiveness.

Grade 6 to Grade 12

This module includes the RtI as an instructional framework as well. It focuses on increasing student motivation and sustained engagement through quality instruction by providing differentiated support and specialized curriculum as needed.

TII Project Highlights



TEXAS LITERACY INITIATIVE
LINE UP THE FUTURE

NEW District Initiatives

Brownsville Independent School District has begun the school year focusing on the Fluency and Vocabulary Instructional Routines as District initiatives in order to increase student success.

Fluency: The Bridge between Word Recognition and Comprehension

BISD is recommending that ALL students in the district receive equitable fluency instruction through a uniform DAILY FLUENCY ROUTINE. By finding the balance between fluency and comprehension we will ensure success for all!

FLUENCY Initiative Routine

Monday: COLD Reading 1 Minute 2 Questions/WCPM on Fluency Tracker → Report Card Score

Tuesday: Rapid Word Recognition Chart (RWRC) - Read Aloud- Ask DOK's

Wednesday: RWRC – Highlight Punctuation – Ask DOK's

Thursday: RWRC – Pencil Swings – Ask DOK's

Friday: 1 Minute Reassess – Graph Results

Credits: Neuhaus Education Center; Practices for Developing Accuracy & Fluency, 2000, 2003

Calendar of Upcoming Events

- 11-15 & 16 CIRCLE Training
- 13th Week Progress Monitoring Assessment (3-12)
- 11-20 Graphophonemic Knowledge Part 2 (Kinder)
- 11-20 Graphophonemic Knowledge Part 2 (1-2)
- 11-21 Vocabulary Routine (6-12)
- 11-21 Vocabulary Routine (3-5)
- 12/3 Expository Text TOT
- 12/12 STELLAR Training(3-12)
- **12/6-7 Early Childhood Literacy Summit**
- 12/13 HEB Read3 Celebration

VOCABULARY Development Initiative

Because of the importance of vocabulary instruction in all classrooms BISD is recommending the addition of the following daily schedule for the words as listed in the BISD Vocabulary Word of the Week 2013-2014.

The **Vocabulary Routine** is as follows:

Monday: Student Friendly Definition 3-5 minutes

Tuesday: Characteristics 3-5 minutes

Wednesday: Examples 3-5 minutes

Thursday: Non-examples 3-5 minutes

Friday: 7-Up Rule Sentence (Powerful sentence created with 7 or more words) 3-5 min.

Student Friendly Definition	Characteristics
Example	7 Up Rule: Powerful Sentences are 7 words up!
Non-Example	

"Once you learn to read, you will be forever free." -Frederick Douglas





Spotlight on Literacy



WASHINGTON DC SEEKS BROWNSVILLE ISD INPUT

The White House Initiative on Educational Excellence for Hispanics (WHIEEH) visited South and West Texas to engage key stakeholders on the current state and future of education. Their purpose was to share information about the President's education agenda, federal resources, initiatives, and policies; identify successful models in this local region; and discuss what is and is not working.

In Brownsville ISD, a roundtable discussion on Hispanics educational attainment was planned with BISD Superintendent Carl A. Montoya, community leaders, parents, teachers and Maria V. Gonzales, BISD Texas Literacy Initiative Director. "You're in a district here that makes it work. Education is the great equalizer," Mrs. Gonzales said at the gathering.

"We want to be able to replicate what is happening here in Brownsville across the country," said Alejandra Ceja, WHIEEH Executive Director. "We want this to be a dialogue, not just a one-time visit. We want to be able to tell your story."

Read the complete article of this visit by WHIEEH to Brownsville in [The Brownsville Herald](#).

"Education is the great equalizer."

Maria V. Gonzales, TLI Director Brownsville ISD



Pictured above attending the event are Dr. Atkinson, Dr. Montoya, Ms. Ceja, Mrs. Gonzales, Mr. Cortez, Ms. Martinez, and Ms. Peña.



BISD Educators of all grade levels took time off their busy Saturday to attend the 4th Annual **ELA Summit** October 12, 2013. Topics ranged from Instructional Routines to Web based learning.



Student-Focused Coaching



Use SOLER position

- ◀ Sit **SQUARELY** in front of other person (no desk between you or twisted in seat)
- ◀ Maintain an **OPEN POSTURE** (no crossed arms or angry expression)
- ◀ **LEAN** forward slightly
- ◀ Maintain **EYE CONTACT**
- ◀ Try to be as **RELAXED** as possible (relaxed alertness)

ACTIVITY: Practice SOLER Position



This year the TLI Teacher Specialists are implementing the LASERS Leadership Action Step 6 at their respective campuses. Action Step 6 focuses on establishing a **coaching model** aimed at fulfilling the goals of the campus-wide Data-Informed Plan (DIP). The TLI Teacher Specialists will be executing one coaching model in particular, *The Student-Focused Coaching Model* by Jan Hasbrouck and Carolyn Denton.

Student-Focused Coaching (**SFC**) is "a cooperative, and ideally collaborative relationship with parties mutually engaged in efforts to provide better services for students" Hasbrouck & Denton, 2005. SFC is all about providing better services for all students because coaching is **about the students**. It is about forming and maintaining professional relationships with all stakeholders. Finally, SFC is about focusing on improving academic outcomes through systematic problem-solving. By involving everyone in each step of the collaborative planning process, the more likely everyone will work toward a successful plan for student success.

This model provides opportunities for Administrative teams, coaches, teachers and specialists to hone in on explicit Professional Development that is based on a specific set of learning targets through observation and data collection. By using data to analyze interactions between student and teacher behaviors along with student work and progress, all stake-holders become systematic problem solvers with one focus, improving academic outcomes.

In SFC, it is stressed to avoid the "Expert Aura," or rather the idea of a magic wand. A coach's role is NOT to have all the knowledge, all the answers, or even all the great ideas; but rather as a **resource** to provide opportunities for mutual collaboration between all stake-holders who join together to prepare our children for the literacy demands of college and/or career by high school graduation. **"Let's all work TOGETHER to help every student achieve success!"** Hasbrouck & Denton, 2005.





TLI Highlights



Texas Literacy Initiative 2013 Summer Institute

The Texas Education Agency (TEA), along with its University partnership held its Annual Texas Literacy Initiative July of 2013. Administrators, Curriculum Specialists, Deans, TLI Teacher Specialists, and teachers were provided with a strategic blueprint for improving reading and writing instruction for all students, Age 0 to Grade 12. The institute provided many opportunities to build teacher knowledge and expand on effective literacy practices.

Leading by Example



Making Inferences & Predictions

Back to School August 21, 2013

*The more you infer and predict, the more chances you have
of being right.*





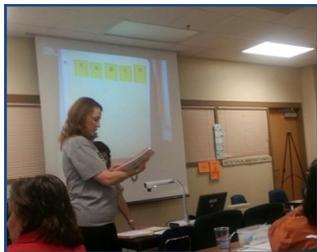
BISD BOY DISTRICT TRAININGS



Reading Readiness for New Kinder Teachers



Presenters: Ninfa Zavala and Margaret Garcia, TLI Teacher Specialists. On September 19, 2013, new Kinder teachers were trained on the Neuhaus Education Centers' *Reading Readiness Program*.



Reading Readiness provides an effective, research-based approach for developing necessary pre-reading skills. Participants in the *Reading Readiness* training practice explicit routines that promote phonological awareness, letter recognition, the alphabetic principle, sight word recognition, oral language, and listening comprehension.

Language Enrichment for New Teachers



Presenters: Mariana Khouane and Judith Gavito, TLI Teacher Specialists. The LE training for new teachers focused on the Six Syllable Types, the LE Schedule, and the daily lessons from the Scope and Sequence found in the Reading Concepts Manual. This training took place on September 26, 2013.



SOY (Start-of-Year) is an acronym that has quickly caught on! In the first days and weeks of school, many teachers jump right in to providing targeted instruction to the students they worry about most.

In some schools, by the time BOY TPRI administration is complete and the data has been analyzed, almost a month of school has gone by. To avoid delaying intervention support to those students most in need, many teachers rely on last year's EOY (End-of-Year) data to provide targeted instruction to a select group of students. If you have access to last year's data, identify those students most in need, and don't hesitate to provide targeted instruction right at SOY! *TPRI Newsletter, August 2013*





TLI Strategies/Routines Share Fair MAKE & TAKE September 7, 2013



C



Think



F

P

Turn

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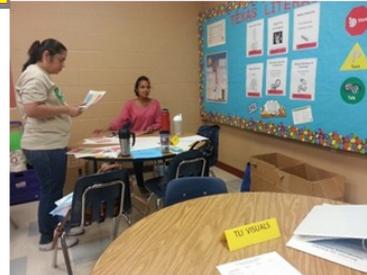


Talk

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R

Q



19

BISD GRANT IMPLEMENTATION TEAM (GIT)!



Meeting of the district GIT was held on September 26th in the BISD Boardroom. TLI State Director Keith Milner & State Liaison Darcy Dycha guided our GIT through the TLI grant status. We reviewed the data, current accomplishments, needs and areas for this year's focus. We have updated the performance targets per age group. They were shared with the DEIC on October 21st along with the Professional Development aligned to our *fluency and comprehension* needs.

- **Age 0 – School Entry:** Support fluency and comprehension by developing oral language and phonological awareness skills in Age 0 to School Entry (PK) children so that 70% are successful at End-Of-Year (EOY) as measured by the ELAP, LAP 3, or CPALLS.
- **Grades K – 2:** Support fluency by increasing listening comprehension so that 70% of all Kinder students are Developed as measured by the EOY TPRI/TEJAS LEE. Increase comprehension and fluency in all 1st – 2nd Grade students so that 70% are Developed as measured by the EOY TPRI/TEJAS LEE.
- **Grades 3 – 5:** Increase fluency of students so that 70% of students are reading at or above grade Level at the EOY supported by the BISD fluency goals and measured by TPRI/Tejas LEE and state adopted materials.
- **Grades 6 – 8:** Increase the number of students who achieve mastery so that 70% of students increase in comprehension as measured on items assessing Figure 19 on the 2014 STAAR assessment. This will ensure that students meet the four indices according to TEA standards.
- **Grades 9 – 12:** Increase the number of students who achieve mastery of making inferences about text so that 50% of them are successful on items assessing Figure 19, RC(B) on the 2014 STAAR/EOC assessment. This will ensure that students meet the four indices according to TEA standards.





TLI Data Informed Plan Professional Development TOT October Trainings



Using Data to Guide Instruction- Pre K October 2, 2013



Presenters: Sue Theall & Josie Field (UT Health SC) The participants studied various data reports and learned how to use data to make informed instructional decisions.

Graphophonemic Knowledge - Kinder thru 2nd Grade October 3, 2013



Presenters: Becky Beegle (UT Health SC) The participants reviewed GK Routines and Teaching Tools. They practiced a daily routine to build spelling skills in students in grades K – 2nd grade.

MIP Follow Up/Creating Mental Images - 3rd thru 5th Grade October 3, 2013



Presenters: Holly Rocha & Darcy Dycha (UT Health SC) The participants examined ways to teach the cognitive strategies of MIP and CMI effectively through explicit instruction following the steps of the cognitive strategy routine. Ms. Bea Garcia also spoke to the group about the importance of implementation and supports for the STAAR.