

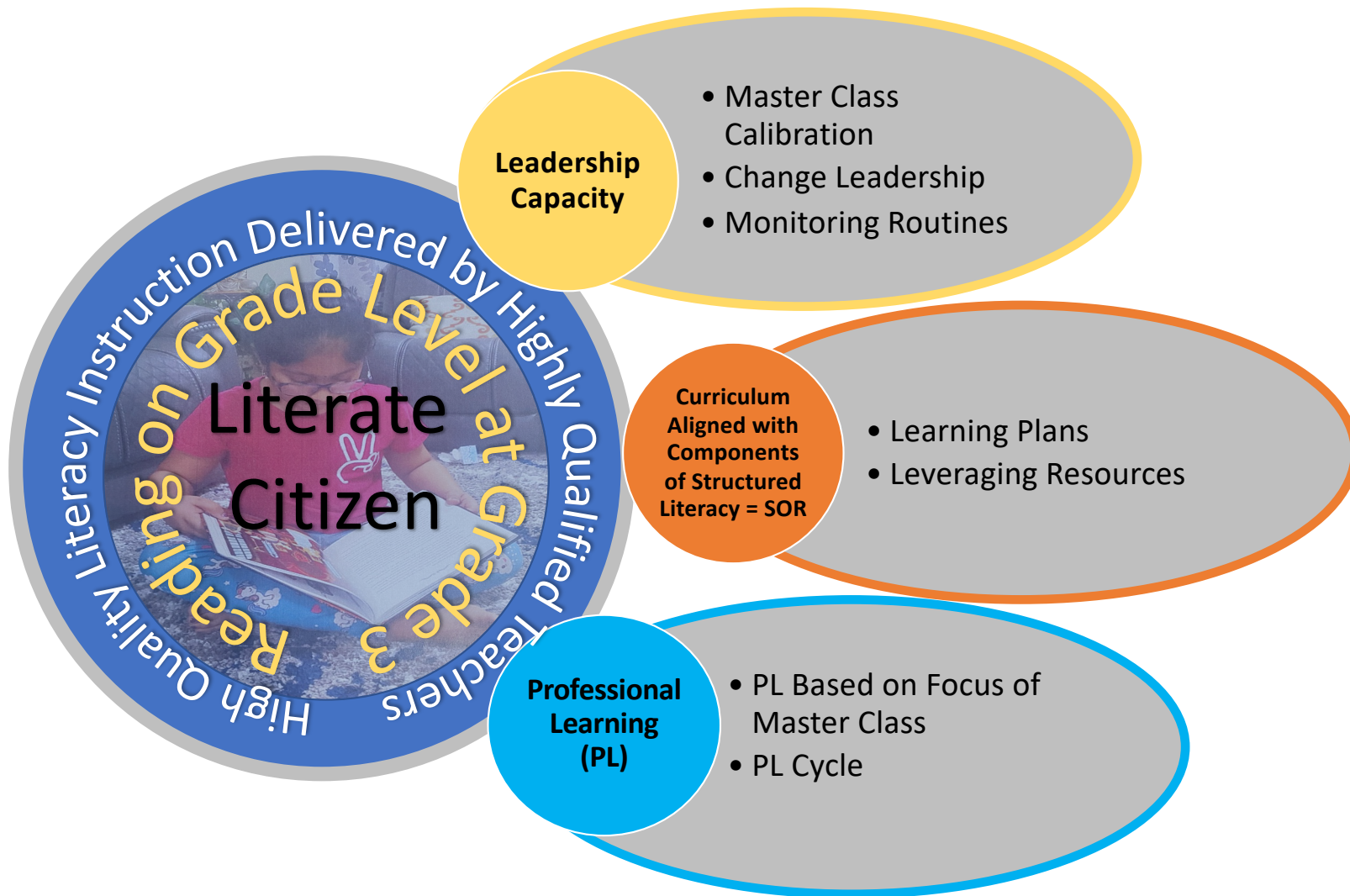


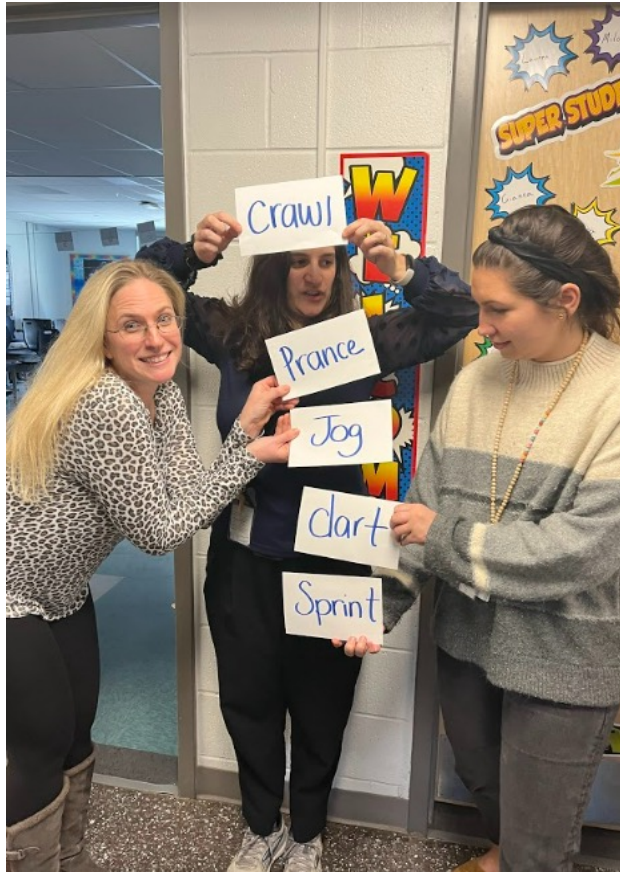
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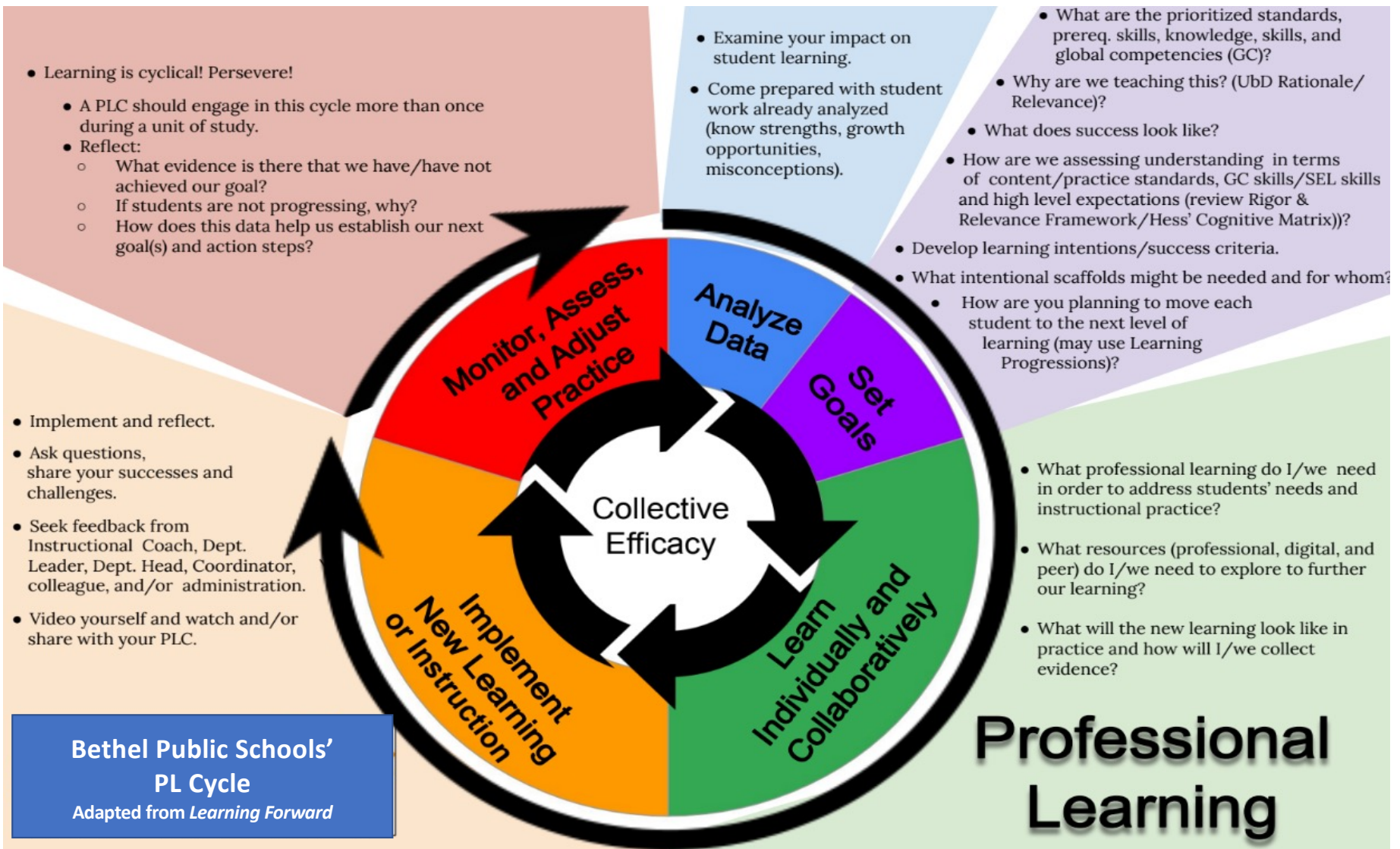


Setting a District Focus on Literacy





#workhardplayhard



A lighthouse at night with beams of light shining out, with a house silhouette in the foreground.

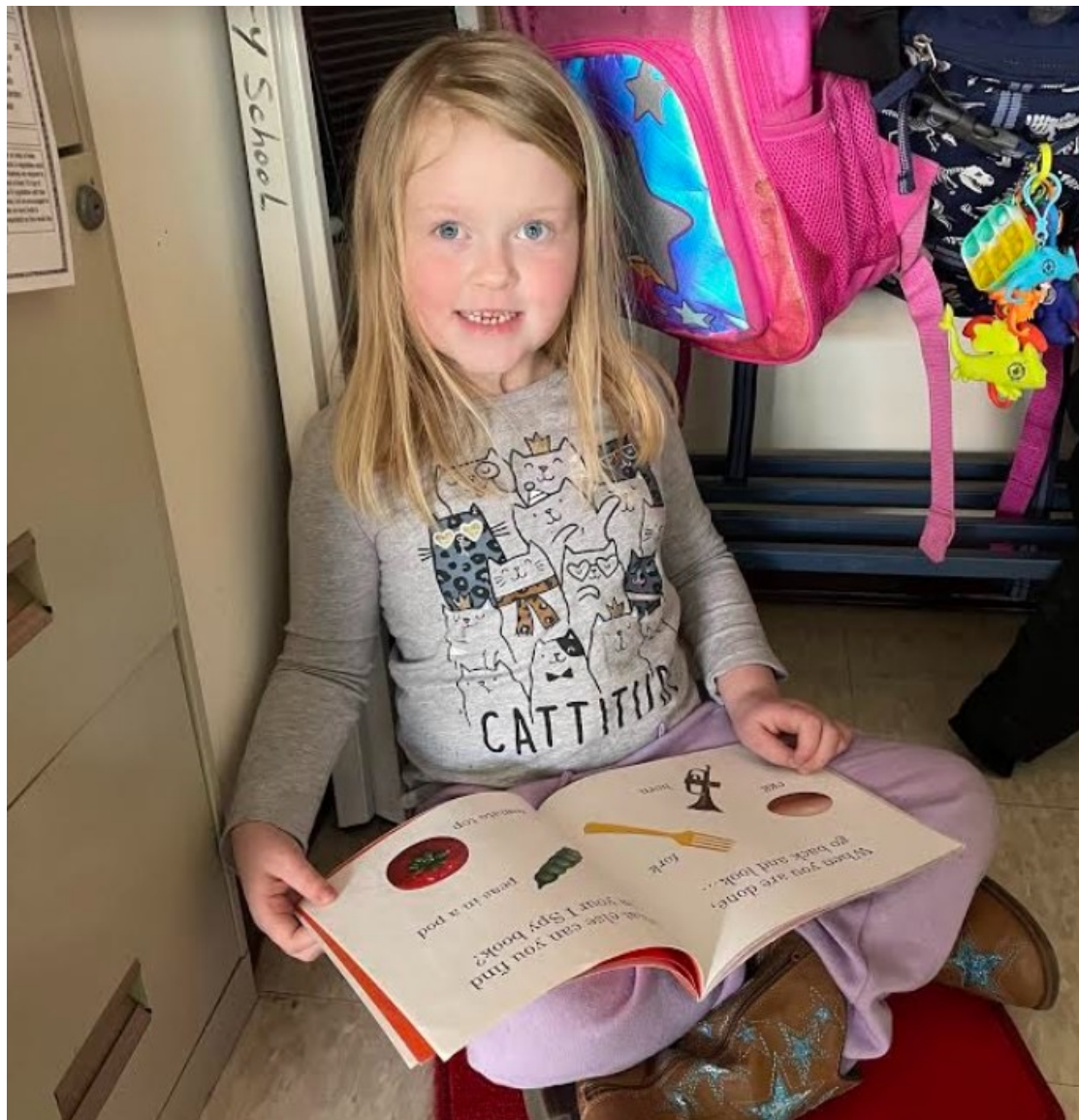
SETTING THE COURSE



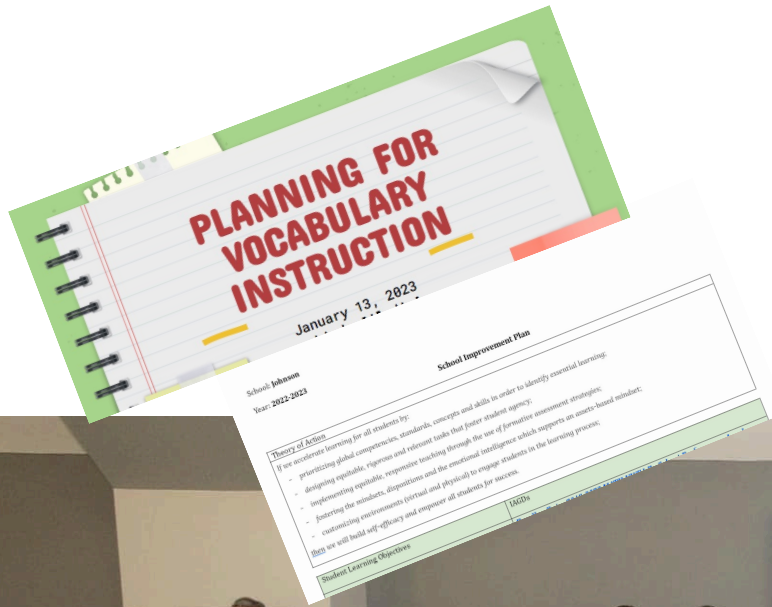
SATELLITE DATA

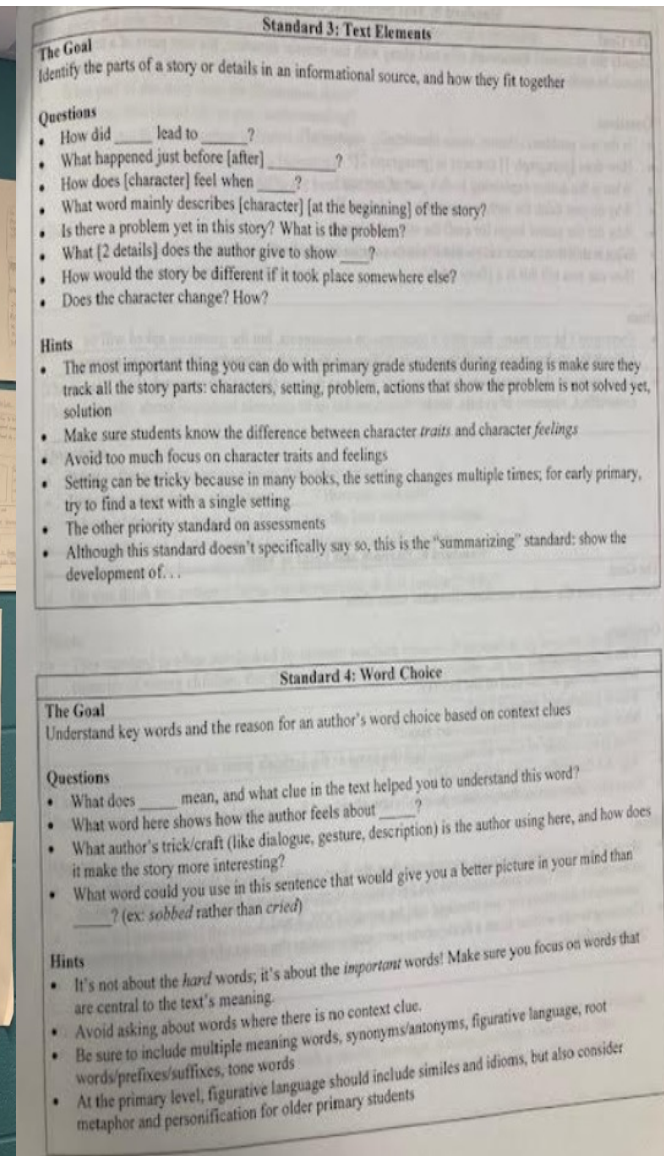
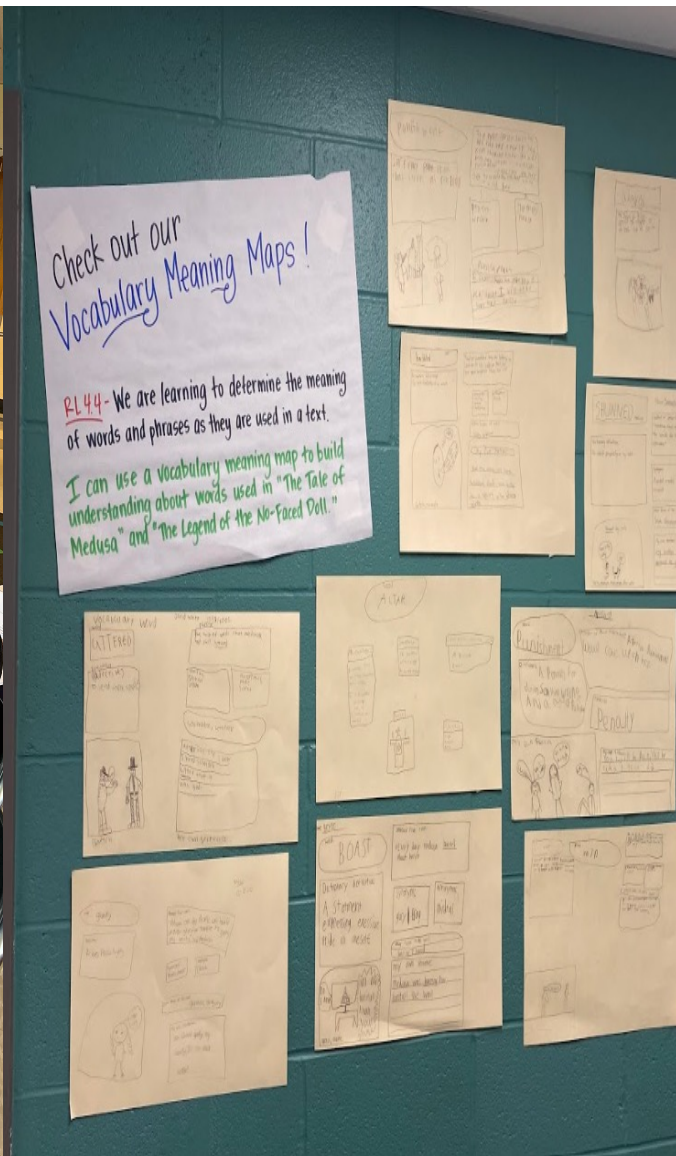


STREET DATA

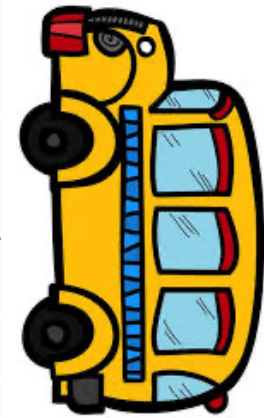


Structures
Professional Learning Communities
Admin Council Routines
Family
Strategic Planning Team
Data Teams
Systems
School Improvement Teams





Oral Language at the CORE



Phonemic Awareness

Syntax

Vocabulary & Morphology

Phonics & Spelling

Written Expression

Text Comprehension

**Small Group
Instruction**

Workplaces

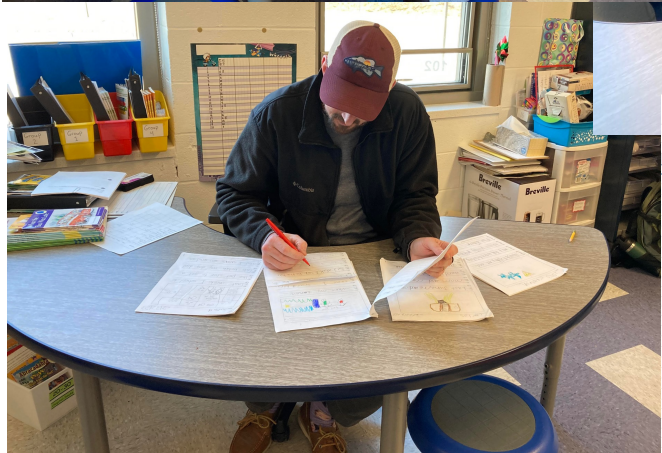
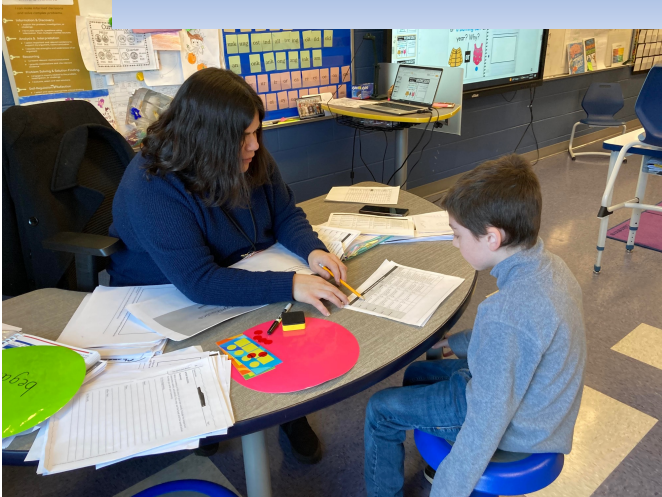
**Implement
New
Learning
And
Instruction**

**Student Agency
and Ownership**

**Whole Group
Instruction**



Monitor, Assess and Adjust Practice

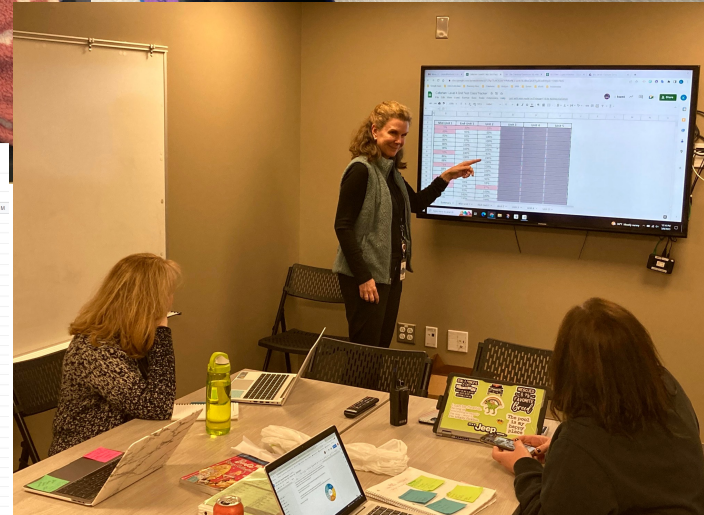


DRA Indep- Rockwell Gr 1-2 / 2022-2023

File Edit View Insert Format Data Tools Extensions Help Accessibility Last edit was made yesterday at 3:28 PM by Laurel McCollum

Fall Independent DRA					Winter Independent DRA				
Rockwell Grade 1 Fall	Students Assessed	Not Tested	Students at Goal	% at Goal	Rockwell Grade 1-Winter	Students Assessed	Not Tested	Students at Goal	% at Goal
Blake	21	0	8	38%	Blake	21	0	13	62%
Blake	18	1	14	78%	Blake	18	1	18	100%
McCormick	20	0	10	50%	McCormick	19	1	14	74%
Schommer	19	0	6	32%	Schommer	19	0	12	63%
Stephens	19	0	9	47%	Stephens	20	0	14	70%
Totals	97	1	47	49%	Totals	97	2	71	74%

Fall GRADE 2					Winter GRADE 2				
Rockwell Grade 2 Fall	Students Assessed	Not Tested	Students at Goal	% at Goal	Rockwell Grade 2-Winter	Students Assessed	Not Tested	Students at Goal	% at Goal
Carlisle	20	0	12	60%	Carlisle	20	0	14	70%
Dodson	19	0	11	58%	Dodson	18	1	12	67%
Drake	18	0	12	67%	Drake	19	0	13	68%
Libert	20	1	9	45%	Libert	20	0	11	55%
Pence	19	1	8	42%	Pence	19	1	11	58%
Totals	96	2	52	54%	Totals	96	2	61	64%



To  ~Rockwell-Staff X |

Cc Bcc

Learning Walk Feedback

Small group instruction in comprehension was impressive! Specifically, we noticed that many teachers were using decodable text to not only work on specific phonics skills, but simultaneously weave in challenging comprehension questions taken from our recent professional learning during the faculty meeting. It was also clear that you have expanded your repertoire of questioning after professional learning.

Next steps - be sure to use the ELA workplaces suggested in the Learning Plan to reinforce needed skills for specific students when they are working independently and you are with a group.

--

Trisha Soucy
Principal
Anna H. Rockwell School
400 Whittlesey Drive
Bethel, CT 06801



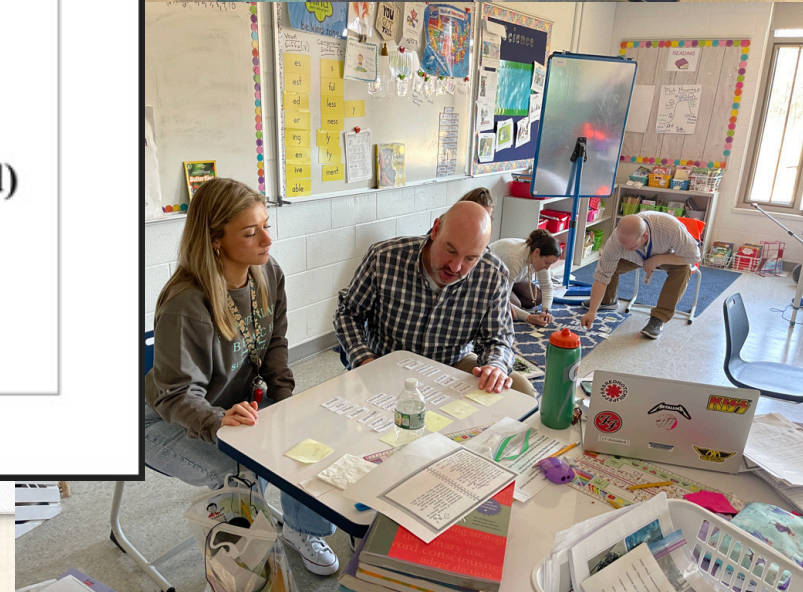
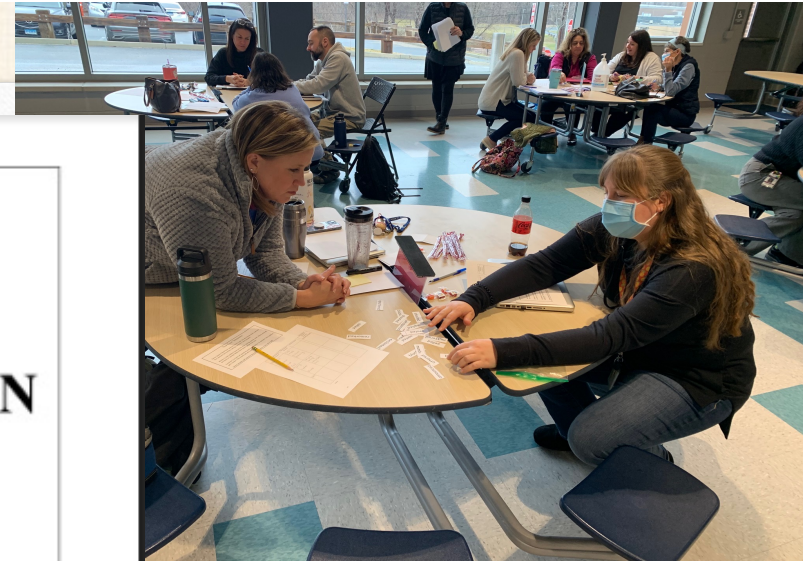



MAXIMIZING STUDENTS' COMPREHENSION



(With Standards in Mind)

Developed and Presented for CAPSS by:
DR. NANCY BOYLES
 Professor Emerita
 Southern Connecticut State University
nancy.boyles@scsu.edu
 DrNancyBoyles





Book Club Collaboration!

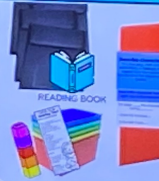
TO DO:

- ★ Meet at your book club with a jot you would like to discuss.
- ★ Get out our book club questions for describing characters and your book club goal.
- ★ Choose someone to start keeping the line alive with their claim.
- ★ Listen to and build upon each other's ideas using accountable talk to reach your conversation goal.
- ★ Once you've said EVERYTHING you could about a topic, take down your tower and start a new conversation line.

OBJECTIVE

☐ List use discourse task strategies to develop solutions
☐ Explain how their actions contribute to the solution
☐ I know I am successful when I can:
☐ Write at least one jot to describe the character
☐ Listen to and use the ideas of others to grow my conversation
☐ Build on another group member's idea to start a new conversation line

MATERIAL



READING BOOK

ELA STRATEGIES

Strategy: STOP and Jot

Good readers STOP and Jot while reading to record their thinking!

Why? To show my understanding and to keep me engaged.

Front of Strategy Card: Strategy Stop and Jot, Places to Stop and Jot: Questions, Connections, Predictions, Summarizing, Confused

Back of Strategy Card: (What my reading notebook looks like), Strategy Stop and Jot, Title, Page #, What am I thinking about?, Is it clearly

Goal: Understanding Characters
Strategy: Back Up Ideas about Characters with Evidence

- Write down an idea you have about a character.
- Find two lines where the character says or does something that connects to the idea.
- Explain how the lines prove that idea.

Goal: Theme
Strategy: Mistakes Can Lead to Lessons

- Think about a mistake the character made or a problem they are having
- Ask yourself: What did the character learn?
- Write a possible lesson and support your thinking with evidence from the text.

Goal: Understanding Characters
Strategy: Yes, But Why?

- Name what the character does or says.
- Think: Why did he or she do or say that?
- Write your inference using evidence from the text. (Maybe because...)

Goal: Plot/Setting
Strategy: Chapter-End Stop Signs

- Jot down the chapter name
- Think: What is the most important thing that happened in that chapter?
- Write the most important thing in one sentence.
- Repeat with each chapter.

Goal: Plot/Setting
Strategy: Summarize Based on What a Character Wants

- Think: What does the character want?
- Think of one event per chapter that connects back to the want.
- Summarize by writing the events

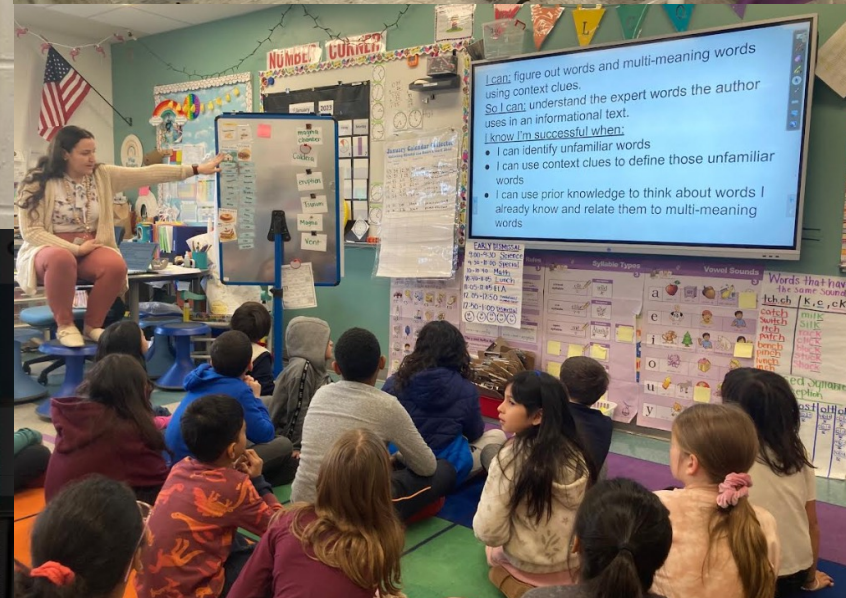
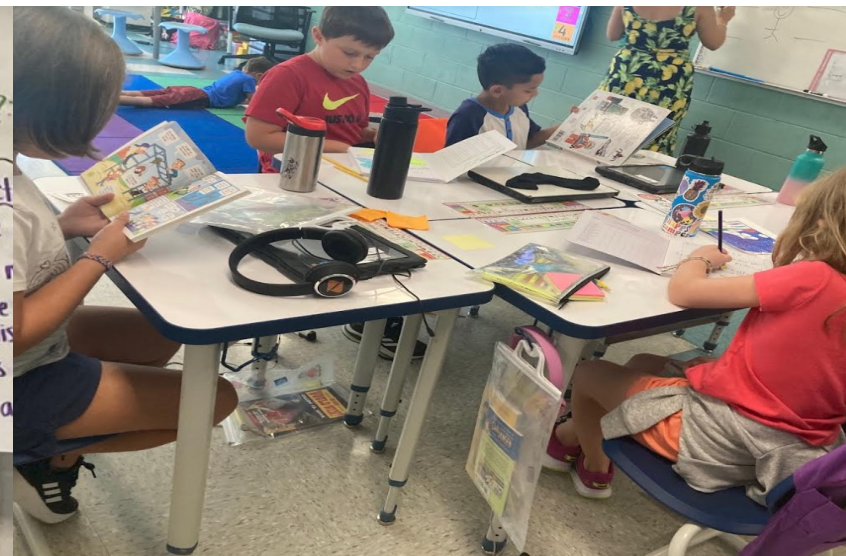
Goal: Elaboration
Strategy: What else happened?

- Read your writing. (One part at a time)
- Think:
 - What else happened?
 - What did I leave out?
- Add in the extra...

Why?

Expect

- One
- You
- Come to lis
- Words
- Not a

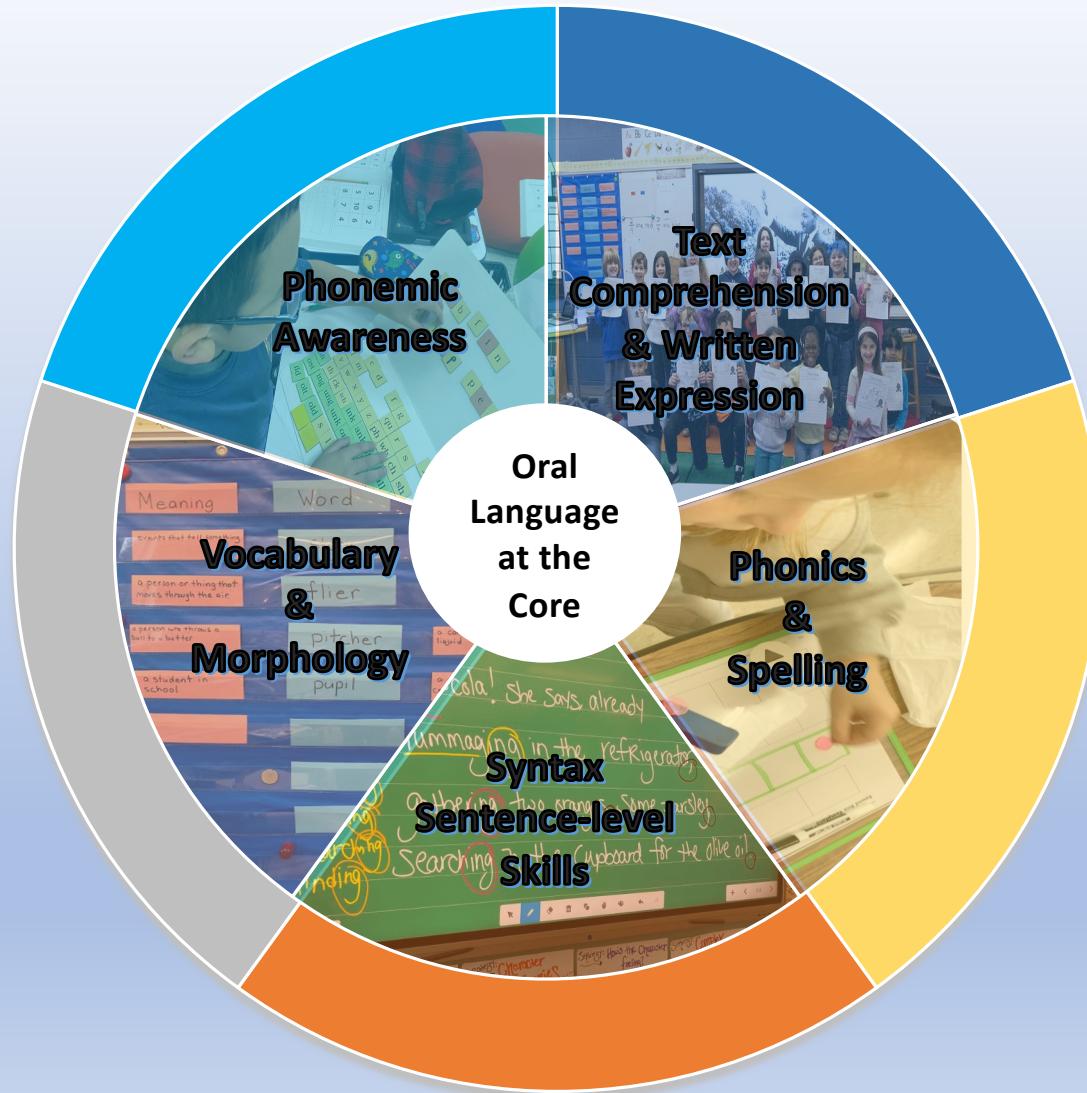




Leadership Drivers in Brief

What does effective learning-leadership
look like in action?

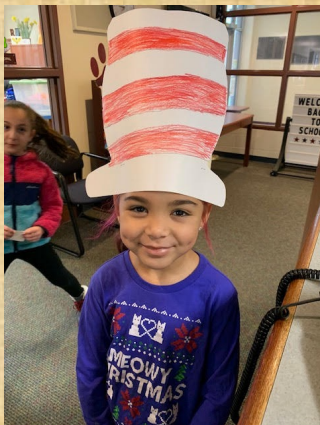




The Greater Good
Continuous Improvement

The Bethel Way

Growth Mindset
Embracing Mistakes
Vision of the Graduate



Did Someone
Say RAFFLE?
#thebethelway

