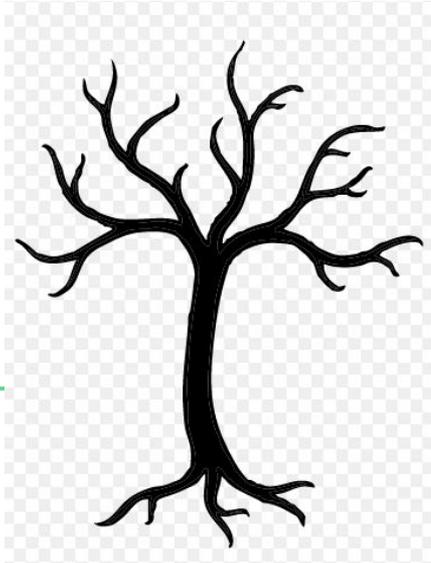


Kettle Moraine
2016-17 SOARING
Grant Reflection Activity
2016 - 2017

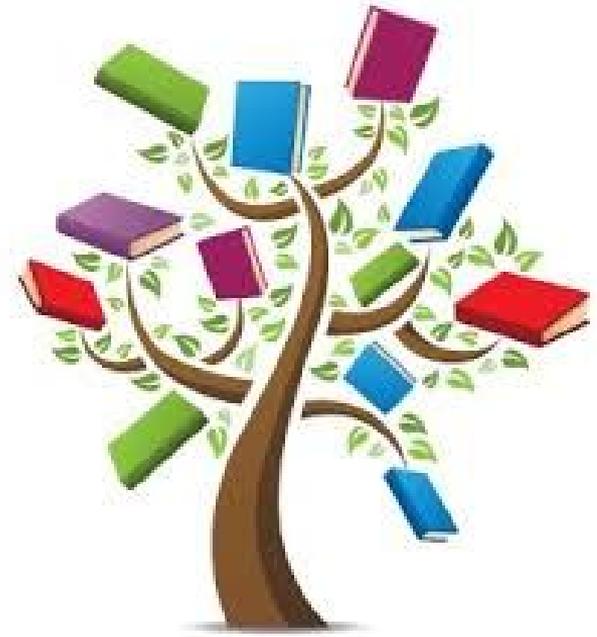


Ken Kassees, Director of Student Services
Jessica Scherer, Lead Teacher of Literacy/Literacy Coach
Eric Solberg, Special Education Teacher

Our SOARING Story



BEFORE SOARING



AFTER SOARING

Where We Started

We modified curriculum.

#essentiallearning

We adapted curriculum.

#lowerreadinglevels

We co-taught courses.

#teamwork

We did not address explicit skill instruction for reading.

Our New Normal

- **TEAMWORK**
- **RESOURCES**
- **CULTURE**
- **DATA**



NEW Normal: Teamwork

- Professional Development
 - Co-teaching teams attend together
 - Active Learning, Disciplinary Lit, DoK, Mental Health, Co-teaching
 - Leadership Matters
 - Excitement, the “why,” build on strengths, ask what’s needed
- Social Capital = Momentum
 - Disciplinary Literacy & Data Teams
 - Teacher Rounds, Lesson Study & #observeme
 - Micros - Close Reading, Questioning for Discussion, Personalized Learning
 - Co-Teaching Relationships
 - Find and maintain levels of co-teaching & course consistency
 - Overlap of personnel to support literacy: ex: RF (*McIntyre/Hanson, Solberg/Matter, Scherer*)
- Each member has a role & purpose



NEW Normal: Resources

- So. Many. Books.
 - Choice texts for students at various levels for use in various settings = higher engagement
 - Book Clubs in ALL core English classes
- Decoding & Fluency
 - OG training, REWARDS, Six Minute Fluency
- Writing. Writing. Writing.
 - Our results get better when students write more often!
- We Just. Keep. Learning.
 - Professional Tools: Library of professional texts & resources
 - Full Time Literacy Coach
 - PD - micros, district-led literacy PD , from CESAs, from colleagues



NEW Normal: Culture of Support

- Continuum of Services: A Systems Approach
 - Student Services Team
 - Tier 1, Tier 2, and Tier 3 supports
 - Data is reviewed, questioned, considered, and valued
- Data
 - Teams evaluate building data and individual student data & seek to find students in need
 - Teachers evaluate classroom level data and are working to use the information in their classrooms
- Look beyond the strategies & see the student
 - Transformed intervention to include life skills, self-advocacy, self-actualization, learner agency, student choice, reflective thinking, AND direct instruction



#GOALS

Soaring Goal: During the 2016-17 school year, 75% of students in an intense reading intervention (Reading Foundations or SWD Reading course) will meet their growth goal as measured by AIMS.

AIMS RcBM	10-25%	25-50%	Over 50%
Beginning of Intervention	12	8	3
End of Intervention	7	9	7

- 96% of students increased their fluency
- 70% of students met their growth goal
- Average growth: 27 words per minute

AIMS Maze	10-25%	25-50%	Over 50%
Beginning of Intervention	6	6	11
End of Intervention	3	4	16

- 78% of students increased their scores
- 61% of students met their growth goal

Lessons Learned: Data Use

- To be successful, adolescent students need to have access to:
 - Long-term supports
 - Cross-over with general education classes
 - Strong, supportive relationships
 - Choice and Voice with materials
- Proper placement in a support system should include Academic Data AND Learner Behaviors
- Use the data. For classrooms, for individual students, WITH individual students
- Student self-actualization and self-acceptance encouraged a growth mindset



Student-Teacher Relationships

- Self-actualization. Sharing data, making goals, talking straight
 - Kids know where they are & can transfer this knowledge to other courses
- Materials matter
 - Student choice and voice



Thank You, Soaring!
We are forever changed!

