

Long Beach Unified School District

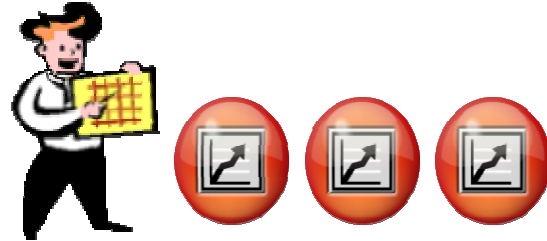
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SUTTER ACADEMY TEACHERS USE BALDRIGE STRATEGIES TO ANALYZE OARS DATA

For the past three years Sutter teachers have been diligently collaborating with one another as they analyzed their students' data and planned their lessons according to student test results. This year with all of our teachers having been trained in the Baldrige process, we are all eagerly incorporating these strategies as we continue to use student data to design our lessons and plan for interventions, if needed.

Part of the Baldrige process involves getting our students to buy into the program by including them in academic goal setting and monitoring. All classes created their field force diagrams that listed their target goals as well as what actions or drivers, were necessary to meet the target (listen attentively to the teacher, complete class work, have a positive attitude, etc.) and preventers, or things that might get in the way of success (going to bed late, not doing homework, talking during instruction, etc) . *Continued* →



If you visit any one of our classrooms, you will be drawn to the colorful charts and graphs created by students to monitor their progress.

Kindergarteners are tracking how many letter names and sounds they know, first graders are monitoring their progress on sight words, students in second grade are tracking their fluency rates, third graders are carefully examining their comprehension scores, fourth graders can tell you what their target areas are in vocabulary, and fifth graders are working diligently to become proficient writers.

Students consistently voice their satisfaction and approval of Baldrige and now see upcoming OARS assessments as opportunities to “strut their stuff” or show off their new found knowledge and skills.

Teachers are just as enthusiastic, noting that using the Baldrige process to monitor their students' progress in reading allows both their students and themselves an opportunity to quickly assess, analyze, and intervene in needed target areas.

As we enter our 4th year in Reading First we, at Sutter Academy, are excited about all the changes this grant has brought to our school. Adding the Baldrige process to our data analysis is yet another important tool we use to raise our students to proficiency in reading.

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2nd Graders At Roosevelt use E-mail and Excel to Survey other Schools



Stephanie Webster, coach at Roosevelt says “the verdict is in”! Captain Underpants is the favorite book of 2nd graders in Long Beach. During the unit Sharing Stories, one class inquired, “What are 2nd Graders’ favorite stories?” They made conjectures about which books would be the favorites and then e-mailed other second grade teachers in the district. Students were very excited to receive e-mails from other classes.

To present their information, they created an Excel spreadsheet as a class to display their findings. Thanks to all who gave us data!

McKinley...

Working Together for Our Students

It's easily evident that all personnel work together for our students at McKinley School. Administrators, teachers, parents, and support staff are all committed to the highest achievement of our students. But beyond that, the specially funded programs work together with Reading First to enhance our Open Court Reading program. One way this is achieved is by providing field trips that match the Open Court themes.

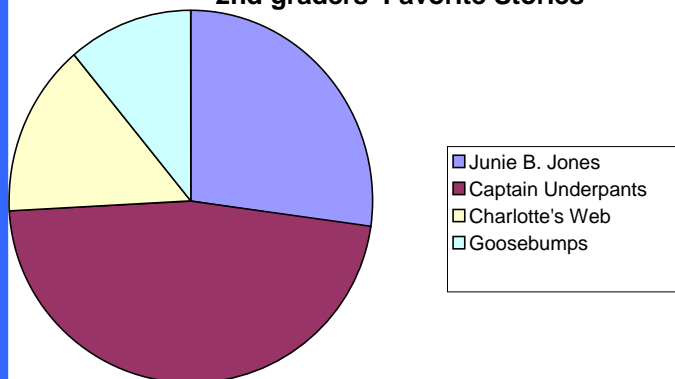
It starts early in the year when our Program Facilitator, Vickee Hasegawa, searches for what field trips are available that match our Open Court themes. The cafeteria staff gets into the picture by providing lunches, as needed, to make these trips even more memorable for our students. A few missing permit slips? It's the office staff which helps out in getting last minute parent approvals.

Trips are so much more meaningful with pictures. Our computer lab guru is quick to provide digital cameras which can be checked-out to record trip-day events.

Of course, enhanced learning for our students is the focus for these field trips. Coaches and teachers work together to plan for the organization and delivery of literacy lessons related to the trips. Digging into research, organizing information prior to the trips, and recording the days' events are just a few such literacy activities occurring as a result of these experiences. Thank you notes to the docents or tour guides add another opportunity for learning when students return to school. Field Trip destinations are selected to maximize learning. Some of the field trip destinations for McKinley students have included the Long Beach Airport and Fire Station for grade one students. What a great extension for the Open Court themes of Journeys, Things That Go, and Our Neighborhoods at Work. Grade two students saw fossils up close at the La Brea Tar Pits and Page Museum. Seeing real paleontologists working in the lab is a great way to make the “Fossils” unit come to life. And “Centennial Farm” is a great place to discover “Country Life” here in the city for third grade students. When the final theme of the year “By the Sea” rolls around, McKinley kindergarteners will board buses for the Long Beach Aquarium.

There are so many benefits to well-selected field trips. McKinley students are fortunate to have these experiences that make learning real... thanks to people and programs working together.

2nd graders' Favorite Stories



Lafayette Teachers Use OARS to Select Focus Areas

Understanding that assessment is at the core of instruction, each grade level team at Lafayette has been closely evaluating the results their students are achieving on the OARS unit assessments for opportunities to improve both teaching and learning.

For example, kindergarten students have consistently scored well on measures of letter identification and high frequency words, but have not yet reached automaticity in decoding CVC words. Hence, the kindergarten focus area for this school year is improved instruction in CVC word reading.

First grade teachers are celebrating student success with Word Reading and Reading Comprehension. They are now focusing on the transfer of those skills to writing in an attempt to bolster overall writing scores.

Checking skills and spelling are strengths for those in second grade, so now more attention will be focused on fluency and comprehension.

Last but not least, third grade has selected vocabulary as an area to improve instruction. Third grade students are being taught multiple strategies for unlocking the meanings of unknown words and are engaged in activities to deepen their knowledge of words learned through reading.



Barton Hosts The Marriage of Baldrige and OARS!

OARS data is being used in classrooms to motivate students! When teachers want to set classroom goals they show the students the total class results of their reading assessments, OARS style! Bar graphs are produced for each subject to demonstrate to the students how one unit compares to the next.

One second grade class decided to improve their Comprehension scores by 5 points. (5% increase at benchmark and above). The students discussed what they would do to achieve their goal. They came up with the idea of doing extra practice, including more comprehension in their homework, helping each other with comprehension in their homework, and helping each other with comprehension when someone didn't understand. To the teacher's surprise and delight the students did it! They got to see their bar graph go up!

In some classes the students are keeping their own data folders for their personal results. This way they are able to monitor their own progress and set do-able goals. Nothing motivates students more, or builds self esteem better than achievement!!

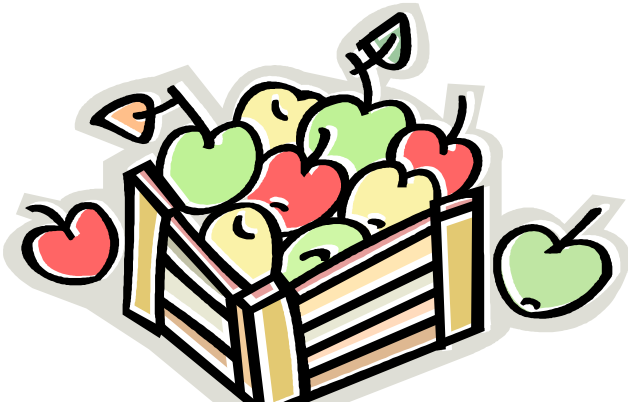
Bret Harte...

Kids Helping Kids Learn Sight Words

Appleseeds are very important people at Bret Harte. Students have the opportunity to help teachers and students by volunteering on their off-track time. We call these student volunteers our Appleseeds.

In January, Harte began a sight word intervention program in our second grade classrooms. Appleseeds were trained by Harte's Reading First Coach and Vice Principal to tutor second graders in learning Edward Fry's 1,000 Instant Words. Students read Fry's word lists until five words are missed. Word cards are made for the students to practice. At the beginning of each new session, flash card games are played to review words and check for word mastery.

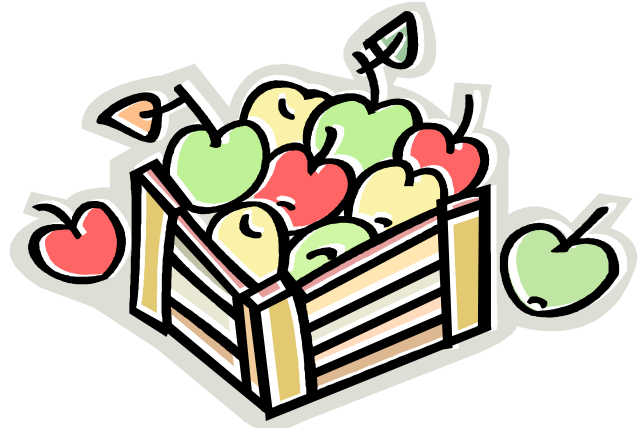
The Appleseeds service the intervention program three to five days a week in each second grade classroom. Harte is anxious to see how this program increases reading and writing proficiency of sight words, and improves both accuracy and pacing of students' reading fluency.



Apple Seeds Rule! Sight Word Help

1. One student will bring “**sight word cards**” to you. The teacher will give you the student’s “**word set**”.
2. Play “**flashcards**” with the student by making **two piles with the “sight word cards”**: the “I know it!” pile and the “I need to practice!” pile.
3. **Put a mark** on the back of each word card in the “I know it!” pile.
4. **Review the words** in the “I need to practice!” pile.
5. If students have **less than 5 words** in the “I need to practice!” pile, go to the “**word set**” and look for the **line and date** of the last completed set. Have the student read the set list to you. Circle words that are missed or students stare with a long pause before saying the word. Keep reading through the word list(s) until 5 new unknown words are found. **Circle** all missed words. Have the student keep reading word sets until the student **misses 5 words** all together, then **make a line and write the date** under the completed set.
6. **Write** any new words on index cards one-at-a-time and practice reading through the new words 1-2 times.
7. **Celebrate** your session with a high-five, pinky-shake or handshake! The student will then return to his/her seat.

REPEAT THIS 8-STEP PROCESS WITH OTHER STUDENTS AS TIME PERMITS.



What's New In Fourth and Fifth Grades...

Barton 4th Graders Produce Video

"Risks and Consequences"

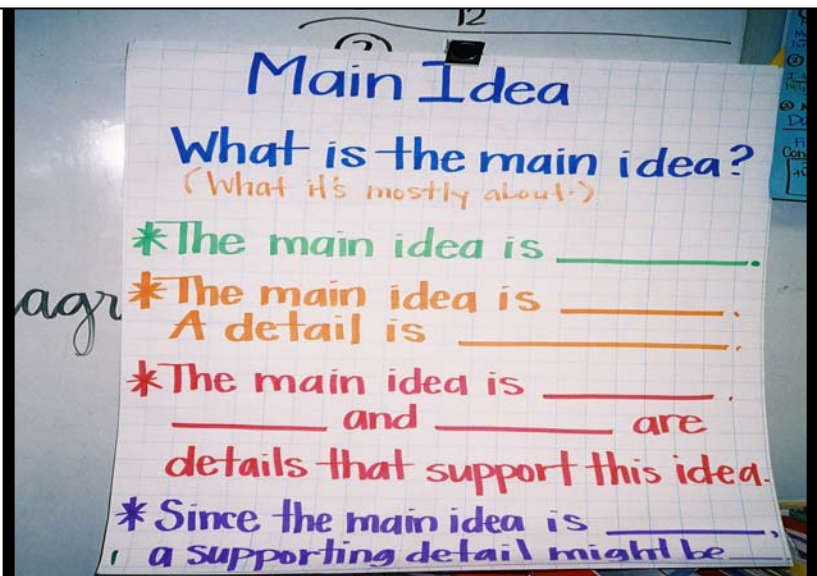
In Felicia Anderson's fourth grade ASE (Afternoon Structured English) class excitement grew as students tied in their unit theme "Risks and Consequences" with their new school policy of being "Safe and Civil". The students made the connection that there would be many risks and consequences on an unsafe campus.

They used their Inquiry process to develop a project around the theme. As a group they began asking good questions and making conjectures. They refined their questions and then divided into teams to do their research. They used a survey of all of the students to develop an affinity chart of those concerns that were most predominant. Interviews were conducted with the principal, school counselor, nurse, and librarian.

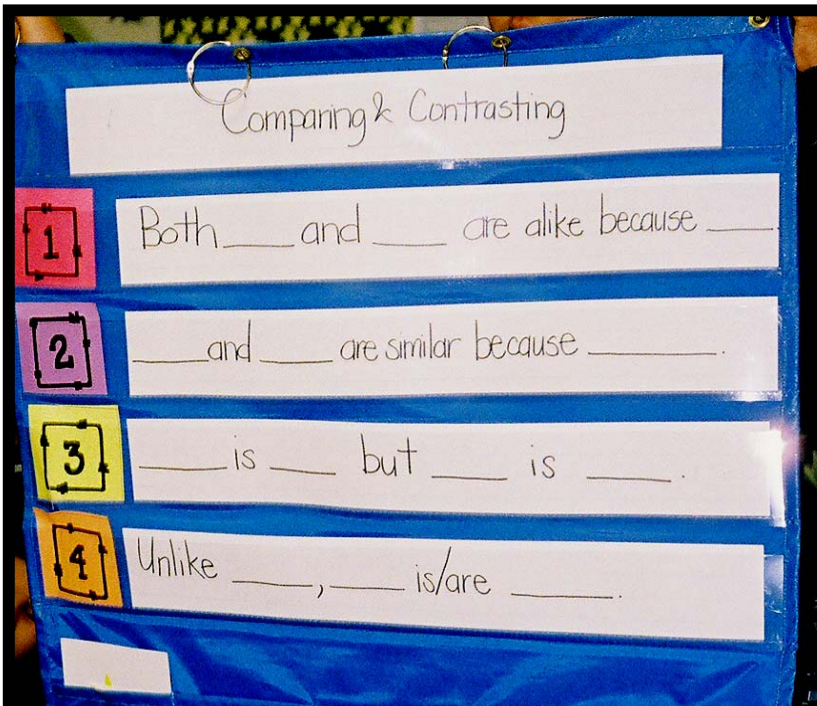
When all the information was in place the students went to work producing a video that would be aired school wide. They had to decide how to portray the safety issues so that students would understand. They also faced creative decisions about every aspect of production. On January 24, 25 and 26, there were scheduled showings of the video. Every classroom tuned in to view the student video project. When the credits rolled, there were some very proud students at Barton!



Lee Students Focus on Learning Linguistic Patterns



Arcelia Salazars' fourth grade classroom at Lee.



Melissa Swailes' fifth grade classroom at Lee