Excellent Public Schools Act

A Focus on Improving K-3 Literacy



The Excellent Public Schools Act

- Improving Literacy and Ending Social Promotion
- Improving School Performance and Accountability
- Providing Calendar Flexibility and Support
- Providing State Employee Literacy Volunteer Leave Time
- Developing and Retaining High-Quality Teachers



Excellent Public Schools Act

Excellent Public Schools Act

115C-83.1A. State goal.

The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.



Implementation of the North Carolina General Assembly's

Read to Achieve Program





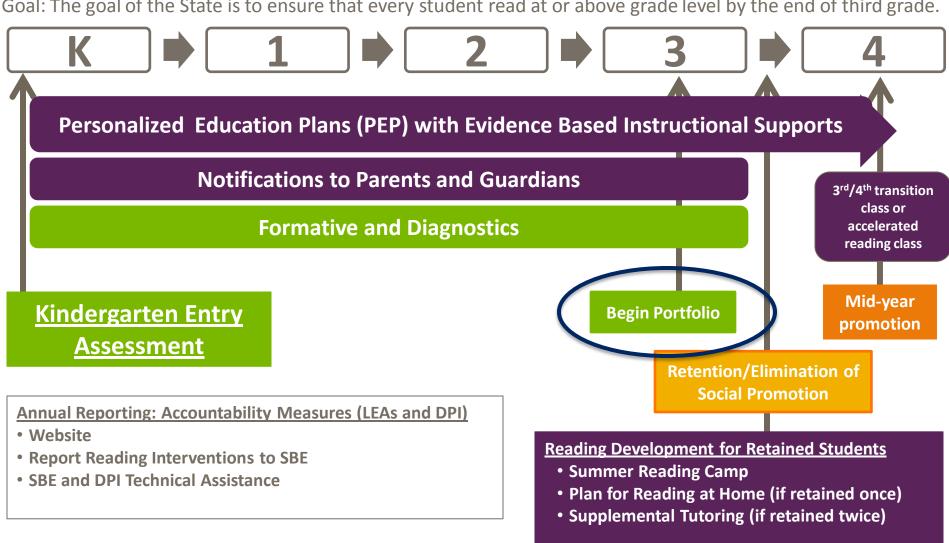




North Carolina Read to Achieve

NORTH CAROLINA GENERAL ASSEMBLY'S READ TO ACHIEVE PROGRAM GRADE LEVEL IMPLEMENTATION PLA North Carolina General Assembly's Read to Achieve Program Grade Level Implementation Plan

Goal: The goal of the State is to ensure that every student read at or above grade level by the end of third grade.



DISTRICT READ TO ACHIEVE IMPLEMENTATION TEAM

- Various Departments
 - Academics, Literacy, Intervention, Title I, ESL, Special Education, Testing, Technology, and Communications
- Elementary Principals
 - 8 Year Round Calendar Principals
 - 7 Traditional Calendar Principals
- Meet regularly to provide guidance

ELIMINATION OF SOCIAL PROMOTION

If student fails to demonstrate proficiency on 3rd grade reading EOG

- Good Cause Exemption
 - Includes the Portfolio
- Alternative Assessment "Read to Achieve Test"

PURPOSE OF PORTFOLIO

- Opportunity to show proficiency other than oneday test
- Can be used to provide formative assessment information to teachers
- Equitable and uniform across state

COMPONENTS/INTEGRAL ELEMENTS

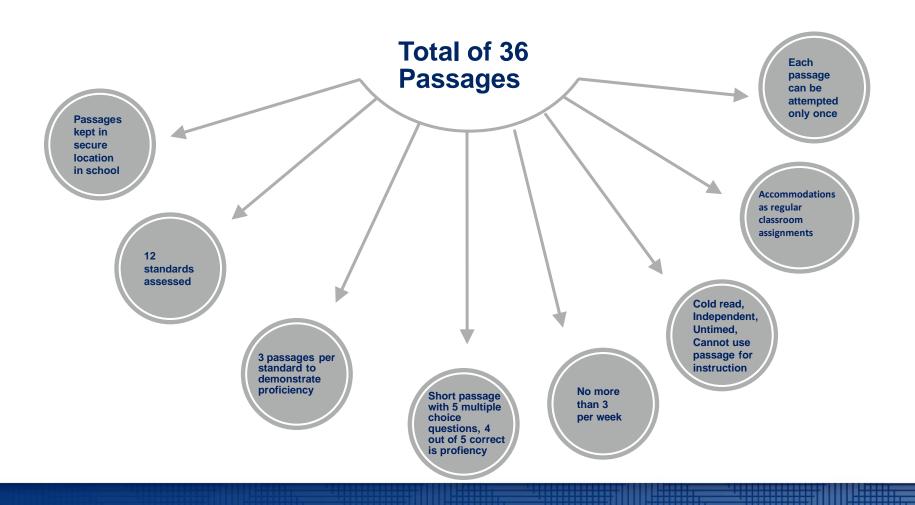
Component 1: Evidence of benchmarking and progress monitoring with mCLASS Reading 3D

Component 2: Evidence of Personal Education Plan, if applicable

Component 3: Completion of 36 reading passages, three passages for each twelve standards

COMPONENT 3 REQUIREMENTS

Logistics



COLLECTING EVIDENCE

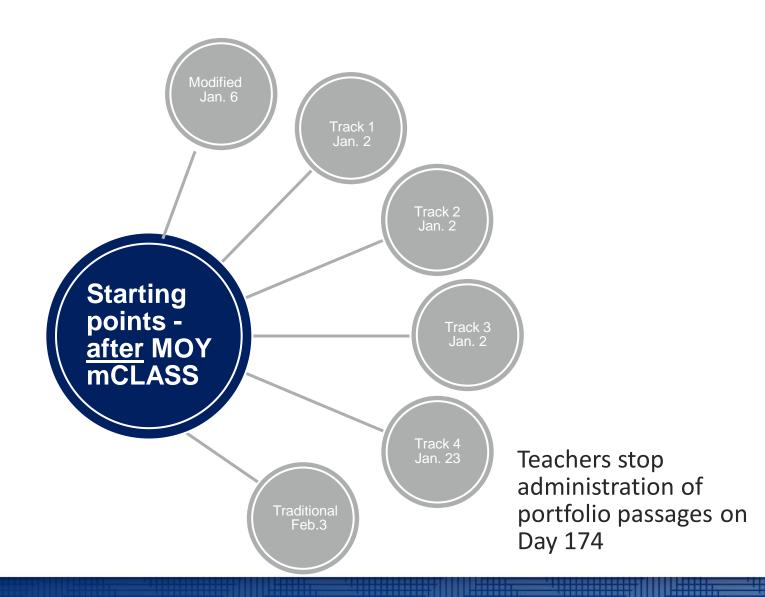
- Copying
- Administering
- Scoring and recording
- Storing

							Score S				
		Comp	onent 3 Co	mpletion:	NO				Sch	ool Name:	Doe Elem
Student First Name:	John		ID#:	1234569789)		Teacher Name:		Teacher A	
Student Last Name:									Verified By:		
Standard 1	Selection Number										
	1	2	3	4	5	6	7	8	9	10	Mastered
Date of Administration	01/17/14	01/22/14	01/24/14	01/27/14	01/29/14						3
of 5	2	3	4	4	5						Yes
Standard 2	Selection Number										
	1	2	3	4	5	6	7	8	9	10	Mastered
Date of Administration	01/29/14	01/31/14	02/03/14	02/04/14							3
of 5	4	3	5	4							Yes
Standard 3	Selection Number										
	1	2	3	4	5	6	7	8	9	10	Mastere
Date of Administration	02/05/14	02/07/14	02/18/14	02/20/14	02/24/14	02/26/14					1
of 5	3	2	1	4	3	2					No
Standard 4	Selection Number										
	1	2	3	4	5	6	7	8	9	10	Mastered
Date of Administration											0
of 5											No
Standard 5	Selection Number										
	1	2	3	4	5	6	7	8	9	10	Mastere
Date of Administration											0
of 5											No
	Selection Number										
Standard 6					Selection	Number				I	

PROCEDURES FOR GOOD CAUSE EXEMPTION

- Teacher documents evidences for completed portfolio
- Second reader (instructional staff) verifies
- Principal certifies-sends to superintendent
- Superintendent approves Good Cause Exemption

COMPONENT 3 TIME



COMPONENT 3 TIME DURING THE DAY



TIME DURING THE DAY

- Principals and third grade teachers will work together to determine best practice
- Suggestions:
 - Whole Group
 - Within Literacy Block during independent time
 - Replace with Common Assessments and EOG Test Prep

TRAINING ON PORTFOLIO

November 13th 2:00-3:30 p.m. at Rural Center

- 1 additional person attended with IRT
 - 3rd grade teacher or someone who can support 3rd grade teachers
 - Expectation of both to train 3rd grade teachers
 - Include special education teachers teaching in separate setting

TIME LINE

- Incomplete portfolios can be continued and completed in Summer Reading Camps
- Incomplete portfolios can be completed and used to show proficiency for mid-year promotion (November 1st)

SUMMER/READING TRACK OUT CAMP

Who When Where What How







PARENT COMMUNICATION



STUDENT ASSIGNMENT

TRANSPORTATION

CALENDARS HOME BASE BOARD OF EDUCATION
BOARD POLICIES

Search wcpss.net

PARENTS

STUDENTS

COMMUNITY

CAREERS



PARENT GUIDES TO RECENT CHANGES IN K-12 EDUCATION

- > EOG and EOC test scores
- Standards-based elementary report cards
- Earned high school class credit for demonstrating content mastery
- > Read To Achieve



SCHOOL CALENDAR



SCHOOL MEALS



SCHOOL



STUDENT ASSIGNMENT



ONLINE STUDENT INFORMATION



STAY INFORMED

HOME CONNECT LETTERS - SEND WITHIN 2 WEEKS

mCLASS® Literacy Progress Report





Needs Most Support

What does this mean?

To reach grade level expectations, Robinson needs a great deal of additional practice, both at school and

Why is Robinson being tested?

The teachers and administrators at our school want Robinson to read successfully. As part of this commitment, our school uses a test called DIBELS, which stands for Dynamic Indicators of Basic Early Literacy Skills, to examine how many important reading skills Robinson has learned.

What can I do?

home.



What are the skills Robinson should learn to become a good reader?



Phonemic Awareness

Hearing and using sounds in spoken words

We no longer measure Robinson's phonemic awareness because students should have this skill by the middle of first grade.



Knowing sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF)

Can your child...

...sound out simple words like van? (vvv...aah...nnn) ...easily read a list of two- and three-letter words?



GOAL

Reading whole words (NWF-Whole Words Read)



Accurate and Fluent Reading

Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (DORF)

Can your child...

...read all the words in a very short story? ...recognize familiar words without sounding them out? ...blend letter-sounds to read unfamiliar words?

...read words by themselves and in very short stories easily?

GOAL Reading with fluency (DORF) GOAL Reading with accuracy (DORF)



Reading Comprehension

Reading for comprehension, the ultimate goal of reading, is measured by Text Reading and Comprehension (TRC).



Activities for Robinson

Even if you have just a few minutes each day, you may be surprised by how much you can help Robinson learn to read. Here are some activities we recommend based on Robinson's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match Robinson's interests or to fit your schedule.



Where Robinson needs support



Phonics

Knowing sounds of letters and sounding out written words

Count the Sounds

Help your child count the number of sounds in words. Have your child find pictures of twoand three-sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the picture. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).

Reading and Listening

Listen as your child reads words and books from school. Be patient as your child practices. Before helping him or her pronounce unfamiliar or difficult words, wait to see if your child tries to figure out how they are pronounced. Allow your child to try and sound out unfamiliar words. Tell your child how proud you are when he or she can read new words.



Reading Comprehension

Understanding the text, the ultimate goal of reading

Show the Cover

Show the cover of the book you are about to read together. Read the title aloud. Have your child say the title. Ask: "What do you think this book is about? Why do you think that?"

We are working hard to ensure that Robinson's development is on target for success, and we thank you for your efforts at home. Together, we will help Robinson become a successful reader.

COMMUNICATING WITH THIRD GRADE PARENTS

Hold a parent meeting for all parents of 3rd graders in mid January

Two invitations were created and a power point with talking notes has been provided for schools to use

Suggestion:

Tracks 1 and 3
Tracks 2 and 4
Modified and Traditional

January 13-17
January 27-31
mid-end January

Resources

- Read to Achieve Toolkit for Schools (Intranet under Academics)
- Parent Portal on WCPSS Website
- http://www.livebinders.com/play/play/850102
 - Excellence Education Act
 - Read to Achieve Guidebook
 - Read to Achieve Parent Resources (parent letter, glossary, brochure)
 - Websites for parents on literacy strategies and tips

