



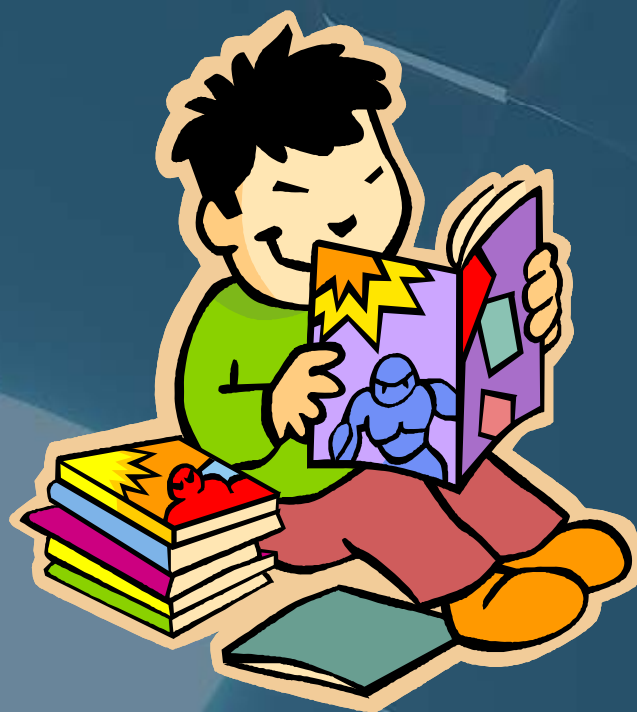
Can A Large, Complex School Have an Effective Triple I? Yes, It Can!

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Florida Formula for Reading

- 5 + 3 + ii + iii = Reading
- 5 Elements of Reading
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- 3 Assessments
 - Screening
 - Progress Monitoring
 - Diagnostic
- ii Initial Instruction
- iii Immediate Intensive Intervention





Sunrise's Formula revised

- Reading = 5 + 3 + ii + (E + iii)
- Same structure as state formula but . . .

All grade levels K-5

- During iii/e
 - Students below grade level receive skill specific strategies and instruction
 - While on grade level and above grade level students receive enriched instruction

What is Sunrise?

- Largest elementary school in Marion County
- Designed for 650, had 1400 students from August to December of 2007 before Horizon opened in 2008
- 38 portables
- This year: K = 11, 1st = 12, 2nd = 12, 3rd = 10, 4th = 11, and 5th = 10







Demographics

- 69% minority and rising
- 75.88% Free and Reduced
- 35 – 40% mobility rate
- AYP cells active include: White (37%), African American (17.7%), Hispanic (40%), Economically Disadvantaged, Limited English Proficiency (17%), and Students with Disabilities (15.35)
- Only exempt cells are Asian and American Indian, but we are working on it



Challenges

- How does Sunrise, a large school with high diversity, high mobility create a Triple i program that meets the needs of students both low and high?
- How do we create this program, keep within the parameters of Reading First and still provide a balanced curriculum teaching students not subjects?
- How do we schedule 1400 kids to receive ½ hour chunks of time in small groups focused on their needs?



Scheduling (A nightmare)

- Master schedule had to accommodate all of the following requirements both State and Local
 - 90 minute uninterrupted Reading Block
 - 30 minute Triple i
 - 60 minute Acaletics (math)
 - P.E. three times a week for a minimum of 30 minutes/day
 - Art and Music minimum 1 time a week
 - Remediation for CFA (Common Formative Assessments)
 - Teach Writing, Science and Social Studies
 - Sunrise on Character Program
 - Lunch (yes, we do feed them both Breakfast & Lunch)
 - Starting Time 7:45 (busses arriving at 7:25)
 - Dismissal Time 2:05

	8:00 8:30	8:33 9:03	9:0 6 9:3 6	9:39 10:09	10:12 10:42	10:45 11:15	11:18 11:48	11:51 12:21	12:24 12:54	12:57 1:27	1:30 2:00
5	Enrichment		Math (Direct Instruction) (Math Club)		Science/ Social Studies	Lunch 10:45 – 11:25	Triple i (11:25 – 11:55)	Reading Block (11:58 – 1:30)			Writing
4	Math (Direct Instruction) (Math Club)		Enrichment		Writing (10:12 – 11:03)	Lunch 11:03 -- 11:43	Science & S.S. (11:43 – 11:58) & within Lunch	Reading Block (11:58 – 1:30)			Triple i
Primary Reading Block								4 th & 5 th Grade Reading Block			
3	Triple i	Reading Block			Enrichment		Math 11:18 – 12:18	Lunch 12:18 1:01 (Science & S.S.)	Writing 1:05 – 1:45	Science & Social Studies 1:45 – 2:00	
2	Reading Block		Triple i		Writing	Math 10:45 – 11:48		Enrichment		Lunch 12:57 1:37	S/SS 1:40 – 2:00
1	Reading Block		Triple i		Writing	Math 10:45 – 11:48		Lunc h 11:51 12:40	S/SS 12:40 – 12:57	Enrichment	
K	Triple i	Reading Block			Writing Or P.E.	Writing Or P.E.	Lunch 11:21 12:07	Math 12:07 – 1:07		S & S.S. & Extra Remediation 1:07 – 2:00	
Enrich ment							Lunch				

Enrichment Schedule Twelve Teachers

Teacher	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6	
1	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M
2	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M
3	M/P.E.	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C
4	M/P.E.	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C
5	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R
6	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R
7	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R
8	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R
9	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R
10	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R
11	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A
12	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A



Schedule Activity

- Need four volunteers to be classroom teachers
- Need 8 volunteers to be students
- Walk through a typical Enrichment/Remediation /Specials rotation



Use of Data

- Since teachers want to familiarize themselves with their students and their strengths and weaknesses, we began Triple i after the first DIBELS.

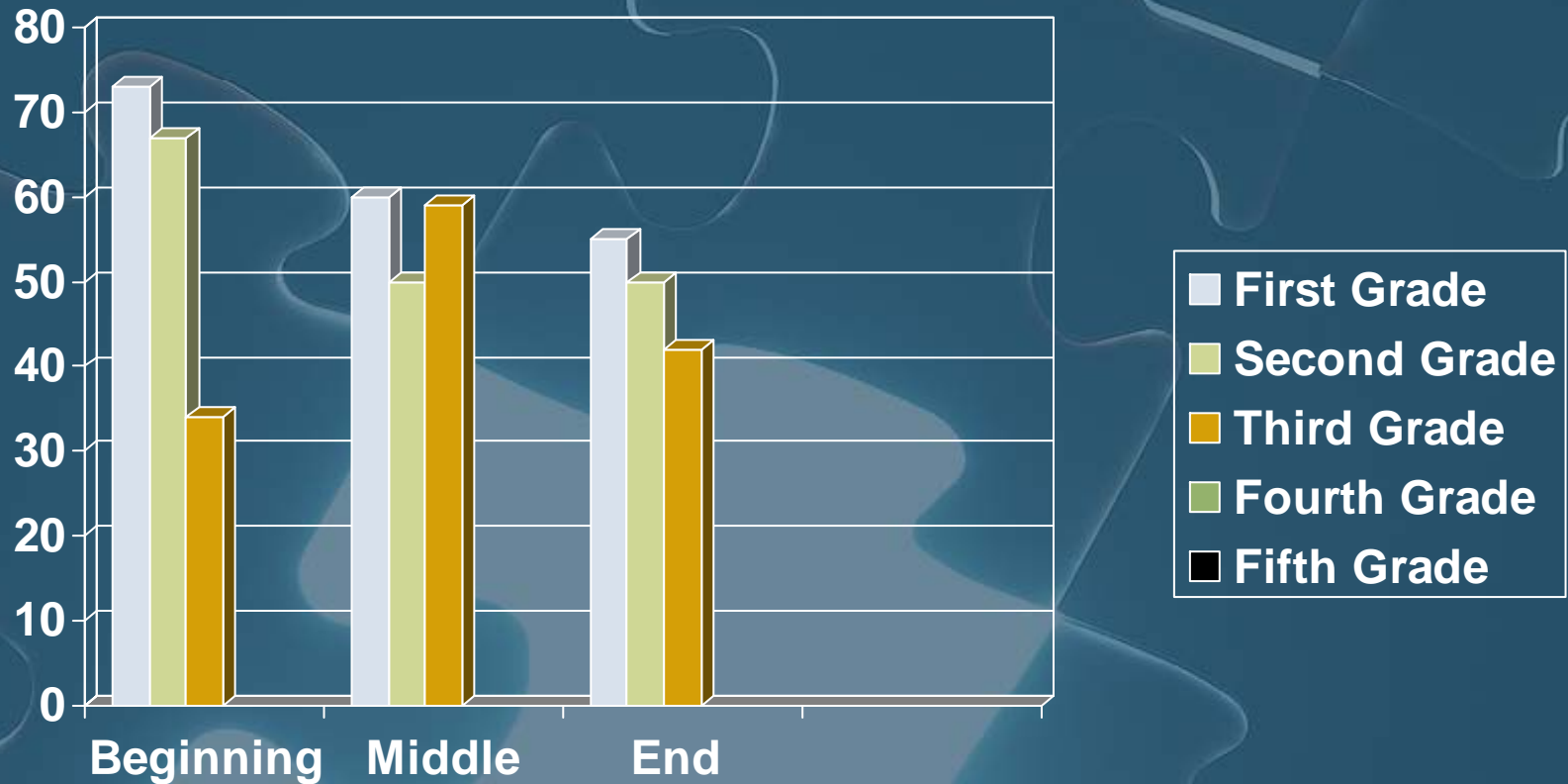


DIBELS



04 – 05 SY Oral Reading Fluency

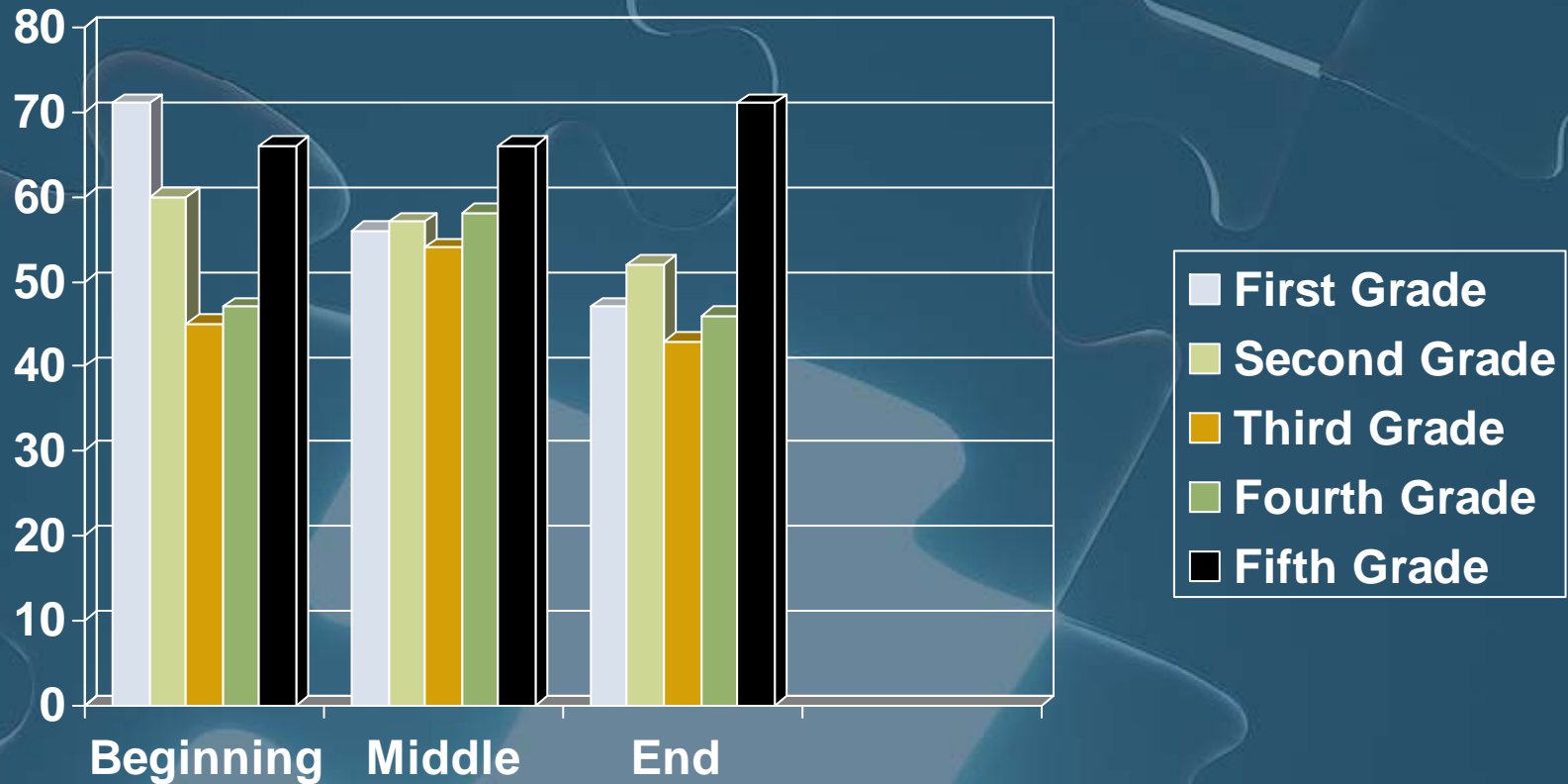
Percent Proficient



DIBELS

05 -- 06 SY Oral Reading Fluency

Percent Proficient

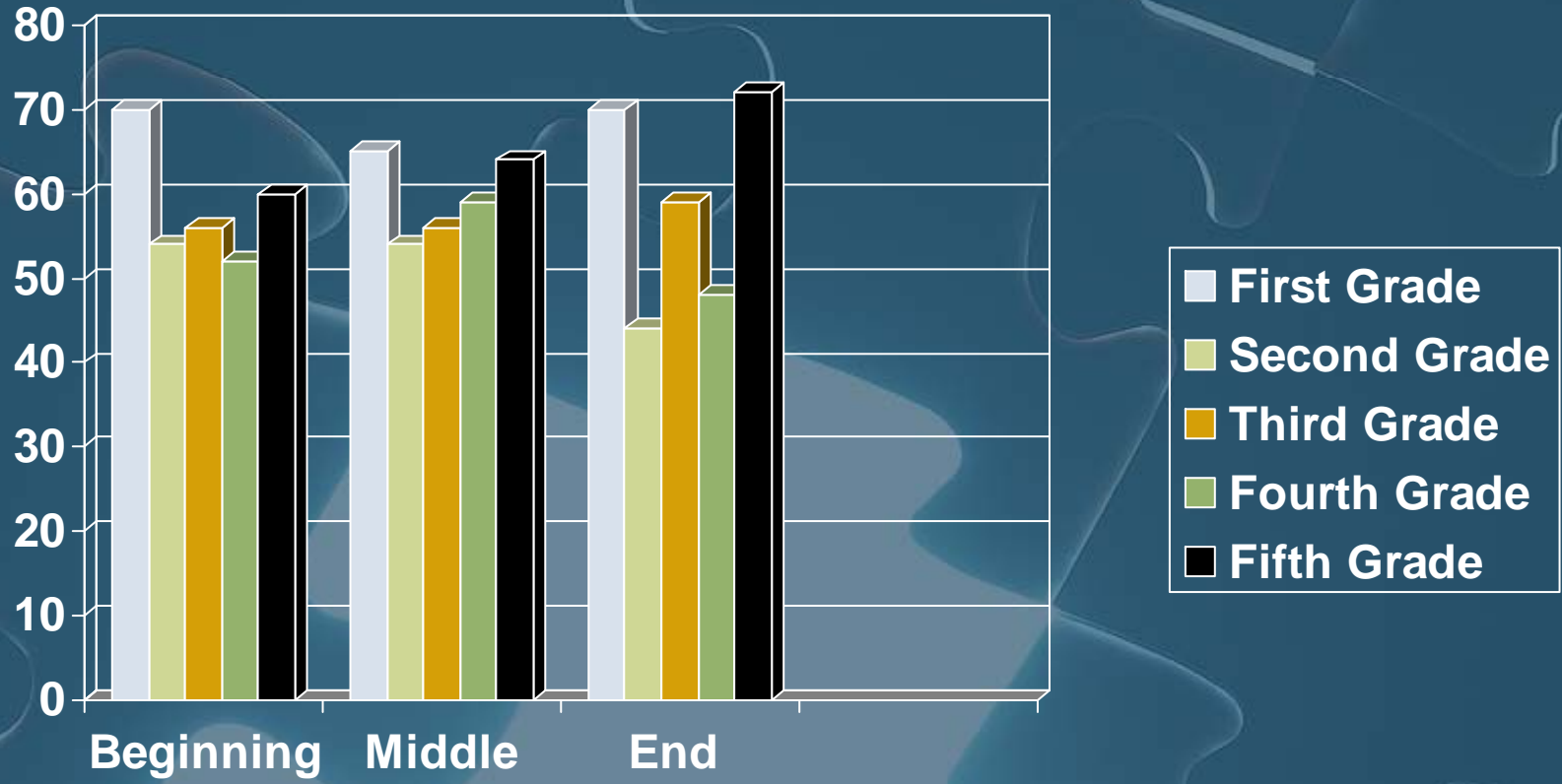


DIBELS



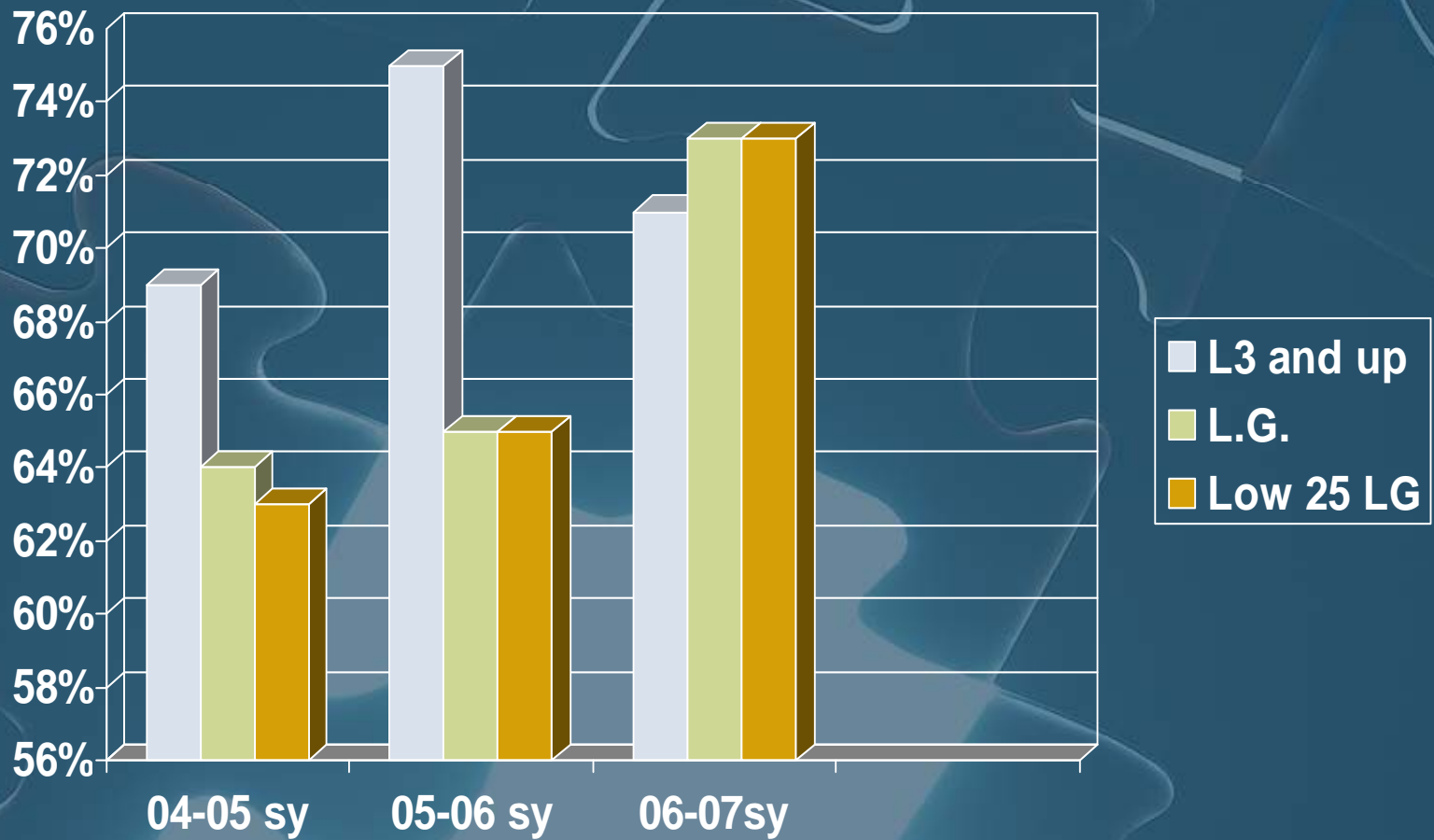
06 – 07 SY Oral Reading Fluency

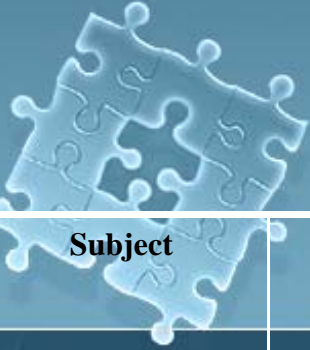
Percent Proficient





Reading School Grade Trends





Three Years of Results

Subject	04 – 05 A+ Plan	05 – 06 A+ Plan	06 – 07 A+ Plan	Gains from 05 – 06	Gains from 06 – 07
School Grade	C	A	A	+2 Grades	Maintained A
Reading	69% L3 or higher 64% Learning Gains 63% of lowest 25% making Learning Gains	75% L3 or higher 65% Learning Gains 65% of lowest 25% making Learning Gains	71% L3 or higher 73% Learning Gains 73% of lowest 25% making Learning Gains	+6 L3 or higher +1 Learning Gains +2 of lowest 25% making Learning Gains	-4% L3 or higher (But previous third gr scores suspect) +8% L.G. +8% L.G. for Lowest 25%
Math	55% L3 or higher 67% Learning Gains	72% L3 or higher 80% Learning Gains	74% L3 or higher 67% Learning Gains 74% of lowest 25% making Learning Gains	+17 L3 or higher +23 Learning Gains	+2% L3 or higher -13% Learning Gains
Writing	60%	75%	81%	+15%	+6%
Science			39%		
AYP	93%	100%	100%		



Nuts and Bolts: An overview

- K-5 steps in process
 - Make initial determinations on instructor's (both instructional and non-instructional personnel) groups (using skill set of instructor as a main determinant of group assignment)
 - Look at DIBELS scores
 - Divide groups up by 5 elements of reading and/or enrichment needs
 - Determine curriculum material or program needs, make any additional purchases as necessary
 - Assign space/location for Triple i
 - Assign groups to teachers
 - Assign assistants to groups
 - Provide curriculum to group leaders then . . .
 - Provide training, either initial or refresher to group leaders



Proficient Students

- Proficient students are provided enrichment opportunities such as
 - Literature circles
 - Enrichment group is determined by their proficiency
 - Students that are significantly above grade level are provided challenging text at their grade level.
 - Groups are larger and novels are used, including Sunshine State Readers.
 - Instruction includes critical thinking skills using the novel as the text.
 - Students in lower grades that are significantly above grade level are provided Triple i opportunities in other grade levels more matching their needs.

K-3 Curriculum Selections for Triple i

G. L.	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
K	Early Intervention Kit, S.F. <u>Earobics</u> Reading Links See the Sound, Think the Letter	Early Intervention Kit, S.F. <u>Earobics</u> Reading Links	Early Intervention Kit S.F. Read Naturally <u>Earobics</u> Great Leaps	Early Intervention Kit, S.F. Elements of Reading Vocab. Kit <u>Earobics</u>	Early Intervention Kit, S.F. Guided Reading Groups <u>Earobics</u>
1	Early Intervention Kit, S.F. <u>Earobics</u> Reading Links Spell Read See the Sound, Think the Letter	Early Intervention Kit, S.F. Elements of Reading, Phonics Kit <u>Earobics</u> Reading Links	Early Intervention Kit, S.F. Read Naturally <u>Earobics</u> Great Leaps	Early Intervention Kit, S.F. Elements of Reading, Vocabulary Kit <u>Earobics</u>	Early Intervention Kit, S.F. Guided Reading Groups <u>Earobics</u>
2	Frog Games Reading Links My Reading Coach (LC)	Elements of Reading, Phonics Kits Reading Links Voyager Passport	Read Naturally Great Leaps	Elements of Reading, Vocabulary Kit	Versatiles Comprehension Games Literature Circles
3	My Reading Coach (LC)	Prefixes/Suffixes Kit	Read Naturally	Elements of Reading, Vocabulary Kit Graphic Organizers	Versatiles
					Literature Circles
		Making Big Words	Great Leaps		Comprehension Games
		REWARDS Intermediate	Books On Tape		
	Reading Links				

4 - 5 Curriculum Selections for Triple i

G L .	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
4	My Reading Coach (LC)	Big Words Kit	Read Naturally	Science Leveled Readers Social Studies Leveled Readers Eye Openers	Strategy Instruction
		REWARDS Intermediate	Books On Tape		Comprehension Games
		Making More Big Words			Literature Circles
5	My Reading Coach (LC)	REWARDS Intermediate	Read Naturally	Science Leveled Readers Social Studies Leveled Readers Eye Openers	Strategy Instruction
		Making Really Big Words			
			Books On Tape		Literature Circles
3, 4, 5					<p><u>Response to Intervention</u></p> <p>SRA Specific Skills Series Gourmet Curriculum Press</p>



Finding Enough Personnel

- Everyone does a Triple I
- Examples of personnel involved:
 - ESOL Paras
 - Paras (across all grade levels)
 - Resource Teachers
 - VE Inclusion Teachers
 - Dean
 - School Coordinator
 - Clerks
 - V.E. Assistants
- Only non-involved personnel are: Principal, Assistant Principal, Reading Coach and School Secretary. Our job is monitoring fidelity to our Triple i



Teaching Students to Switch Locations

- Kindergarten and First Grade do not switch. They remain in classrooms. This may change for next year.
- Grades 2 – 5, do switch into their homogeneous Triple i groups.
- Took about a week of practice for switches to be smooth



New Data, New Groups

- After every DIBELS period, the Reading Coach, Assistant Principal for Curriculum, and Resource teachers sit, analyze the data and regroup students by need.
- This takes about a week of time.
- Most of the time, the students are progressing and moving from the high risk groups to moderate and low risk.
- By the end of the year, the high risk groups are smaller and the enrichment groups are larger.



Moving from Four DIBELS to Three

- Moving from doing DIBELS four times a year to three times a year increased the need for RTI (Response to Intervention)
- With larger gaps between the progress monitoring, ongoing progress monitoring became more critical
- mDIBELS provided a tool to facilitate ongoing progress monitoring



Fourth and Fifth

- While Reading First would have us believe that fourth and fifth graders don't exist, (just kidding)
- We all know that their needs are also important.
- Research has demonstrated that small group remediation, focused on specific students needs, on top of the scheduled 90 minutes of reading, will lead to greater achievement and success.
- Not easy to find the time or the resources but critical for our school and our students



Expansion of Program

- First and foremost, buy in is a must
- Training of intermediate teachers in the use of a 90 minute Reading Block and the use of small group instruction within Triple i
- 90 minute Reading Block training is critical. Critical components and training needs within the block include but are not limited to:
 - Guided Reading
 - Use of Centers
 - Use of Word Walls
 - Diagnosis of Reading Difficulties
 - Small group instruction
 - Explicit and Systematic Vocabulary Instruction (see Isabel Beck & Robert Marzano)
 - And more . . . The training for 4th & 5th grade teachers in Reading should be at least as extensive and systematic as is the training of K-3



Issues to Be Resolved

- If we are talking about things we can control . . .
 - RTI
 - Continuum of Curriculum Interventions
 - Absentees
 - Buy in
 - Fidelity
 - Scheduling for special events



Thank you for your time

- If you have any further questions or ideas, please feel free to contact us at
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