

NM Reads to Lead! in Rio Rancho Public Schools

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Literacy
NEW MEXICO
NEW MEXICO READS TO LEAD!

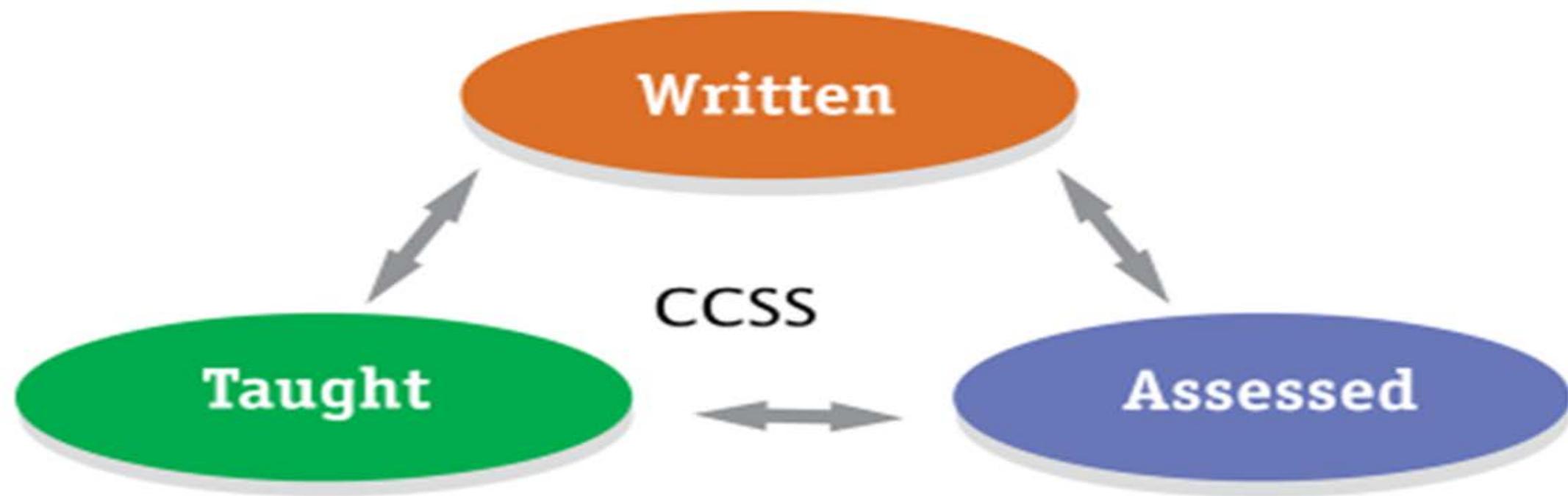


NM Reads to Lead!

RRPS District Leadership Goals:

- Support the quality of universal core instruction in Tier I, and reading intervention in Tier II
- Focus on systematic, explicit instruction in the reading foundational skills of phonemic awareness, phonics, vocabulary, comprehension and fluency

OBJECTIVE



Adapted from the work of Foxwick English



Curriculum and Instruction: Tier I Universal Instruction

- Systematic and explicit instruction aligned with Common Core State Standards
 - ELA Instructional Frameworks
 - Reading Foundational Skills (Fountas and Pinnell Phonics)
 - Reading Standards for Informational and Literary Text
 - Writing
 - Language
 - Speaking and Listening
 - ELA Units of Study
 - Treasures
 - Open Educational Resources (Engage NY)
 - Leveled Libraries



Curriculum and Instruction: Tier II Intervention

- **Leveled Literacy Intervention**
 - Provided by classroom teacher or interventionist
 - Small groups of students (grades K-3)
 - Targets reading foundational skills, writing
- **Literacy Intervention Groups**
 - Provided by reading interventionists
 - Small groups of students (grades K-3)
 - Targets reading foundational skills, vocabulary, comprehension
- **Reading Recovery**
 - Provided by highly trained Reading Recovery Teacher
 - 1:1 daily intervention, differentiated to target individual student needs (1st grade)
 - Targets reading foundational skills, vocabulary, comprehension, writing



Curriculum and Instruction: Tier III Support

- Orton Gillingham
 - Theory combines multi-sensory techniques along with the structure of the English language. Those items taught include: phonemes and morphemes, such as prefixes, suffixes, and roots
- SRA Corrective Reading
 - The program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively
- Sounds and Syllables
 - (S.I.S) can be provided by a trained dyslexia therapist. Sound in Syllables is a researched-based language training program designed for students who struggle with decoding (reading) and encoding (spelling). It is a multisensory, systematic, diagnostic, structured approach, where the teaching plan is based on continuous assessment of the student's needs. Sounds in Syllables provides the foundation for successful reading, writing, and spelling remediation for persons with dyslexia and related disorders



Kindergarten- 3rd Grade Assessment

- DIBELS Next
- NWEA Maps for Primary Grades (MPG)
- NWEA Measures of Academic Progress (MAP)
- PARCC



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Student Achievement Goals:



	DIBELS Next 5% increase from SY 14-15	NWEA 5% increase from SY 14-15
Kindergarten	72% will obtain 119 composite score	62% will meet or exceed individual growth target
First Grade	64% will obtain 155 composite score	50% will meet or exceed individual growth target
Second Grade	71% will obtain 238 composite score	57% will meet or exceed individual growth target
Third Grade	73% will obtain 330 composite score	63% will meet or exceed individual growth target



School Leadership Focus:

- Site-based Instructional Coaches
- Instructional Planning/Rtl
- Reading Leadership Teams
- Data Study
- PLCs
- Family Involvement



Instructional Support through Professional Development

- Site administrators receive monthly support on instructional initiatives from the RRPS C&I Department through:
 - District Leadership Team meetings
 - Monthly C&I meetings
 - Collaboration
- Instructional coaches provide ongoing, job embedded professional development for teachers around high leverage instructional practices:
 - -In-service days
 - -After school paid professional development
 - -Professional Learning Communities
 - - One to One instructional coaching

SY 2014-15 Budget

Estimated Expenditures	# of FTEs (if applicable)	Dollar Total	Percentage of Total Reads to Lead Budget
K-3 Reading Coach position(s) funded by New Mexico Reads to Lead initiative	3	234,237.57	90%
K-3 Reading Interventionist position(s) funded by New Mexico Reads to Lead initiative			
K-3 Reading Intervention Instructional Materials		10, 162.43	4%
K-3 Reading Professional Development		13,000.00	5%
Other: Indirect Costs		2,600.00	1%
Total Proposed Budget Amount:		260,000.00	100%

SY 2015-16 Budget



Estimated Expenditures	# of FTEs (if applicable)	Dollar Total	Percentage of Total Reads to Lead Budget
K-3 Reading Coach position(s) funded by New Mexico Reads to Lead initiative	3	226,480.00	87%
K-3 Reading Interventionist position(s) funded by New Mexico Reads to Lead initiative			
K-3 Reading Intervention Instructional Materials			
K-3 Reading Professional Development		33,520.00	13%
Other			
Total Proposed Budget Amount:		260,000.00	100%

Professional Development



SY 2014-15

- Instructional Coaches
 - Data Studies
 - Reading Foundational Skills Training
 - CCSS Instructional Shifts
 - Instructional Planning
- Summer PD: Use of complex text and leveled text to support acquisition of reading skills
- PED provided professional development for instructional coaches

SY 2015-16

- Professional development for Tier II intervention
 - Reading Recovery Teacher Training
 - Teachers engage in a full academic year of professional development with graduate credit under the guidance of a registered Reading Recovery teacher leader
- Instructional Coaches
 - Data Studies
 - Reading Foundational Skills Training
 - Instructional Planning
 - Rtl, progress monitoring

Questions?

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