Grade Level Team Meetings: Powerful Tools for Improving Student Achievement

“Take-Away” Packet: Activities and Sample Tools

National Reading First Conference
July 2007

Linda Carnine & Jan Silverstein
Activity 1

Self Assessment

1. Take a quick look at the procedures and questions in the Self Assessment on the next page of your packet.

2. Think about your own GLTM(s).
   - Place a “+” to the left of the procedure listed on the chart if you’re comfortable with how your grade level team is functioning in this area.
   - Place a “?” if you need to know more about how to make your GLTM function better.
# Grade Level Team Meetings in RF Schools
## Powerful Procedures: A Self-Assessment

<table>
<thead>
<tr>
<th>Questions for Consideration</th>
<th>Strategies that Work</th>
<th>Things in Place</th>
<th>Things to Do</th>
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</table>
| **FOCUSING/COMMUNICATING GOALS**  
  What is our focus?  
  Over time? At each meeting?  
  How do we keep our goals visible? | Mission/Vision  
  Achievement Goals  
  Annual Calendar | | |
| **MEETING STRUCTURE/ROLES**  
  What predictable procedures organize our work? Who does what? | Meeting agendas  
  Role clarifications | | |
| **GROUP PROCESS**  
  How do we work together? How do we solve problems? How do we manage time? | Norms of behavior  
  Action planning/problem solving  
  Schedule + time savers | | |
| **SHARED LEADERSHIP/PLANNING**  
  What are our student achievement goals? Are they the stretch we need? How are we doing? Are our actions helping us get where we want to go? What needs to change? | K-3 Action Plan  
  Student data notebooks  
  GLTM and BLT meeting notes | | |
| **FOLLOW-UP**  
  Who needs to know what to help us meet achievement goals? How can we make that happen? | Meeting notes  
  Curriculum placement  
  Content coverage  
  Tutoring logs | | |
| **RESEARCH BASE/PROFESSIONAL DEVELOPMENT**  
  What does research say about what we need to do?  
  What do we need to know to do our jobs better? What new skills will help us get our kids to benchmark? | Articles, protocols for discussion, online sources  
  Access to PD resources, e.g., expert trainers; SBRR programs & intervention materials; best practices for assessment, data analysis, & scheduling | | |
| **MOTIVATION/EMPOWERMENT**  
  How do we stretch and celebrate? At each meeting? Over time? | Data boards & displays  
  Public celebrations of accomplishment  
  Food and drink | | |
Guidelines for the Content of K-3 Goals

Kindergarten Goals

1. Have sufficiently challenging goals been established for end-of-year student performance in kindergarten?
   a. literacy skills
      - ability to correctly identify 40 letter-sound correspondences
      - ability to read phonetically regular VC and CVC words with relative ease – at least ten words per minute
      - ability to read 15-20 common irregular words
   b. language skills – basic knowledge of language of instruction

2. Are content-coverage goals for programs sufficient to provide needed instruction to reach goals?

First Grade Goals

1. Have sufficiently challenging goals been established for end-of-year student performance in first grade?
   a. literacy skills
      - letter-sound correspondences for all individual letters and letter combinations (ai, ar, au, ay, ee, ea, er, ir, oa, or, ou, oy, ur, ch, sh, th, wh), CVCe patterns and common endings (ed, er, est, ing, ly)
      - ability to read all types of regular phonetically regular words (CVC, CVCC, CCVC, CCVCC), and CVCe word patterns words with common endings (er, ing, ed est, y)
      - oral reading fluency of end-of-first grade text with 97 percent accuracy and at a rate of 55 w.p.m.
      - higher frequency irregular words
   b. language, vocabulary and comprehension skills – who, what, when, where, how, why

2. Are content-coverage goals for programs sufficient to reach goals?

Second and Third Grade Goals

1. Have you established sufficiently challenging goals for end-of-year student performance?
   a. literacy skills
      - reading one syllable words with common and less-frequent letter combinations
      - reading multi-syllabic words with common and lesson common affixes
      - reading grade level text with 97 percent accuracy
      - oral reading fluency -90 wpm at end of second - 110 at end of third.
   b. vocabulary and comprehension skills – inferential as well as literal

2. Are content coverage goals for programs sufficient to reach end of grade level goals?

Jerry Silbert, WRRFTAC
Kindergarten Reading Targets
Jan. 18, 2007 (Laird Elementary)

- Move from bumpy to smooth blending.
- Give more turns, especially for intensive and strategic kids.
- Make centers more challenging with blending, word and sentence reading while continuing to emphasize completion and accuracy by students. Continue strong alignment of centers to recent comprehensive reading program lessons.
- Work with strategics to get some risk students to grade level or higher.
- Continue efficient transitions to centers and small group instruction. Continue progress monitoring one student per day. Start with those with the lowest scores on the fall screening.

3rd Grade Reading Targets
Jan. 18, 2007 (Laird Elementary)

1. Provide more time for every student to read orally
   - Run 3 small groups each day for one hour
   - Provide more turns to read orally
   - Make transitions from specials and lunch faster
   - Teach up to the final bell
   - Move partner reading to after lunch
2. Make sure center/independent work connects with story and skills and is completed accurately (capitals, spelling, and punctuation) and corrected daily.
3. Continue to consistently use sentence starters for all comprehension questions.
4. Continue to revise comprehensive reading program assessments to more strongly align with Progress Monitoring questions
   - Mark bubble in questions as (L) Literal or (I) Inferential
   - Make overheads of the weekly test and have students read the inferential questions in unison. Help them figure out how to think about and find the answers.
Participant Roles

Facilitator

- Fosters discussion
- Brings out ideas and suggestions from others in the group
- Helps the group establish and accomplish its objectives

Time Keeper

- Reviews agreed upon time parameters
- Reminds group when halfway through allotted time
- Announces when 10 minutes left
- Gives 3-5 minute signal for wrap-up

Recorder

- Keeps accurate record of persons responsible for actionable items
- Makes copies of this record after the meeting and delivers to each group member and any other parties involved (principal, coach, teacher, etc.)

Engaged Participant

- Listens
- Questions
- Contributes
- Commits to specific goals related to student achievement

Reading Lions Center, Sacramento, California
Activity 2

1. Review the agendas on pages 8-11 of this packet.
   ✓ Kihei Elementary, Hawaii
   ✓ Pasadena USD, CA
   ✓ Timed Agenda

2. Compare the documents to see how each provides the following:
   ✓ Clear focus on data, action, and follow-up
   ✓ Clearly established roles
   ✓ Emphasis on accountability

   What do you see? What’s the same? What’s different?

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3. Now, think about your own GLTM$s$. What’s missing? What can you add?

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<th>Oops – We Don’t Do That</th>
<th>A Keeper – We Need to Do This</th>
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<td>Date: _______________________________</td>
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Today’s Data Analysis/Instructional Focus:
____________________________________________________________________________________________

Facilitator: ____________________ Recorder: ____________________ Timekeeper: ____________________

Members Present:  
____________________________________________________________________________________________
____________________________________________________________________________________________

Follow-Up
Last Meeting’s Data Analysis/Instructional Focus:
____________________________________________________________________________________________

Successes:  Challenges:

Today’s Focus
Strengths:  Challenges:

Proposed Action

Action Plan Agreements

Next Meeting
Data Analysis/Instructional Focus:
____________________________________________________________________________________________

Date: ____________________ Time: ____________________ Location: ____________________
Facilitator: ____________________ Recorder: ____________________ Timekeeper: ____________________

Comments:
30-Minute Team Meeting Agenda
(Pasadena USD)

Based on Results by Mike Schmoker

Today’s Date: ____________ Timekeeper: ______________
Grade Level: ______________ Recorder: _______________
Facilitator: ______________
Participants:
________________________________________________________
________________________________________________________

1. Purpose of the Meeting
   • Identify an area for focus: _______________________
   • Agreed-upon goal: ______________________________
   • Develop strategies to promote results for an agreed-upon goal

2. Identification of Problem
   • Problem

3. Brainstorming
   • Concrete, practical solutions to this problem

4. Action Plan
   • Rank-order brainstormed ideas
   • List strategies the team agrees to implement between now and the next meeting
   • Includes checks for student progress

5. The plan will be supported by the
   Teacher actions:
   1. 
   2. 

   Coach actions:
   1. 
   2. 

   Principal actions:
   1. 
   2.

Reading Lions Center, Sacramento County Office of Education
Pasadena USD

Altadena Action Plan-Grade 2

Reading First 2006 School-Level Action Plan
Months 4-6 of 2007

School: Altadena Elementary
District: Pasadena Unified School District

Grade Level: K 1 2 3
Date(s) Actions will be implemented: January 2007-March 2007

Kindergarten: □ lower/upper case letters □ rhyming □ consonant sounds □ vowel sounds □ phonemes □ high frequency words □ cvc words

Grades 1-3: ● oral fluency □ comprehension □ vocabulary □ spelling □ usage □ writing

Instructional Features: ● pacing schedule □ instructional minutes □ extended instructional minutes □ flexible grouping □ direct teaching □ skill assessment

Description of Action Plan
Summary of Student Assessment Data that Supports the Need for This Plan

Sixty-five percent (65%) of the students in Grade 2 did not meet benchmark for fluency according to the first 6-8 Week Skill Assessment.

Description of Specific Action(s) and Person(s) Responsible for Implementation of Action(s)

The teachers have agreed to . . .
1. provide explicit and direct instruction in sound-by-sound and whole word blending depending on the needs of the class.
2. preteach and reteach blending to students in need of additional support.
3. follow routing card for Decodable Book reading and provide at least four opportunities to read decodable book.
4. demonstrate oral fluency to students every day.
5. provide students with opportunities to read out loud daily.
6. use the one-minute reading practices daily.
7. use intervention passages and decodable text for practice during workshop.
8. use Phonemic Awareness Intervention Lesson with students who are reading 23 words or below per minute.

The coach will . . .
1. conduct a demonstration decodable lesson in each Grade 2 classroom.
2. remind teachers where fluency is instructed.
3. work with teachers with high number of students performing below benchmark.
4. offer special workshops on oral fluency and instructional strategies.

The principal will monitor . . .
1. grade level meeting discussions, make regular classroom visits to observe instruction and practice sessions for oral fluency and monitor 6-8 Week skill Assessments data.

Evidence and Criteria to Be Used to Measure Effectiveness of Action(s)

The fluency on the first two 6-8 Week Skill Assessment will be analyzed to determine whether benchmark targets were met. Data will be reviewed by the principal, teachers and coach during grade level meetings. If targets are not met for the first 6-8 Week Skill Assessment, the action plan will be modified in order to keep the focus on meeting oral fluency performance targets.

The 2006 School Level-Action Plans are an evaluation requirement of the Reading First LEA Subgrant.
Grade Level Team Meeting
Sample Timed Agenda (1 Hour)

I. Review Current Student Data (10 minutes)
   a. Which students have made significant progress since their data was last discussed?
   b. Which students are not making adequate progress?

II. Set Goals for Instruction (35 minutes)
   a. Which students need more support? (2 minutes)
   b. What does their current reading program look like?
      i. Write it down (5 minutes)
      ii. Share (10 minutes)
      iii. What could we do to intensify support for these students (18 minutes)

III. Questions and/or Mini Professional Development (15 minutes)
NORMS FOR GROUP MEETINGS

Examples

We will each …

1. Be honest and share what we think and feel.
2. Participate in the conversation. It is our responsibility to get our voices in the room.
3. Focus on the task.
4. Think creatively and comprehensively.
5. Treat one another as equals.
6. Get our work done here and between meetings.
7. Listen when others speak – not prepare our remarks.
8. Be here and be on time.
9. Bring humor to the table.
# Tutoring Log

**Student Name:** ____________  
**Curriculum:** ____________

**Key:**  
P = Preview  
C = Completed  
R = Review  
½ = In the Middle

**Abbreviations:**  
TD = Triple Dose  
DD = Double Dose  
AS = After School  
RB = Reading Block

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<th>5/2 Lesson/Unit</th>
<th>5/3 Lesson/Unit</th>
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Activity 3

Now, please review the self-assessment on page 3 again. Take a look at your original pluses and question marks. Answer a couple of questions about your own Grade Level Team Meeting procedures.

Considering what we’ve discussed about powerful procedures……..

1. What things do you have in place that are working for you?

2. What do you need to do to add power to your meeting procedures?
   Now?

Sometime during the coming year?
# Team Meeting Focus

<table>
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<tr>
<th>Time of Year</th>
<th>Prior to school</th>
<th>Beginning of year</th>
<th>Throughout fall</th>
<th>Middle of Year</th>
<th>Throughout winter &amp; spring</th>
<th>End of Year</th>
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<tbody>
<tr>
<td>Data *</td>
<td>Big Look at Data</td>
<td>1st Benchmark</td>
<td>Progress Monitor High/Some Risk Students</td>
<td>2nd Benchmark</td>
<td>Progress monitor High/Some Risk Students</td>
<td>3rd Benchmark</td>
</tr>
<tr>
<td>Plan **</td>
<td>Create Action Plan(s)</td>
<td>Refine Grouping</td>
<td>Create Individual &amp; group instructional plan(s)</td>
<td>Refine Action Plan &amp; Grouping</td>
<td>Refine Individual and group instructional plan(s)</td>
<td>Big Look at Data Action Plan for next year</td>
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</table>

* This is your data focus in your Grade Level Team meeting
** This is your planned response to the data.
<table>
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<tr>
<th>Grade</th>
<th>Adequate Progress Data</th>
<th>Outcome Data</th>
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<tr>
<td></td>
<td>% and # Students Moved</td>
<td>% and # Stayed</td>
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<tr>
<td></td>
<td>From High Risk to Grade Level or Some Risk</td>
<td>From High Risk to Grade Level</td>
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<td>K</td>
<td>% #</td>
<td>% #</td>
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</table>
## Summary of School Data

### Adequate Progress Data

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<th>Grade</th>
<th>From High Risk to Grade Level or Some Risk</th>
<th>From High Risk to Grade Level</th>
<th>From Some Risk to Grade Level</th>
<th>At or Above Grade Level</th>
<th>Outcome Data</th>
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<tr>
<td></td>
<td>% and # Students Moved</td>
<td>% and # Stayed</td>
<td>% and # Students Proficient</td>
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<td>95% 129/136</td>
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<td>37% 47/128</td>
<td>75% 241/325</td>
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<td>68% 339/495</td>
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<td>22% 26/119</td>
<td>66% 82/124</td>
<td>98% 241/245</td>
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<td>52% 63/122</td>
<td>36% 44/122</td>
<td>93% 182/195</td>
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### Outcome Data

- % and # Students Proficient
Sample of Pacing Guide for Some Risk Students

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CRP = Comprehensive Reading Program, T = Theme, W = Week, D = Day
RR = Repeated Reading, 1.0 (e.g.) = 1st Grade, 0 Months
PP = Phonics Program, L = Lesson
Gr. = Group
## Sample of Pacing Guide for High Risk Students

**Pacing Calendar for High Risk Students**  
2nd Grade, 1st Semester 2006-2007

### SEPTEMBER 2006

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ICP = Intervention Core Program, L = Lesson  
Gr. = Group

### Notes:
- **Labor Day** scheduled on Monday, September 3.
- **ICP. Catch up day** scheduled on Friday, September 27.
Big Ideas from Dr. Joe Torgesen’s Presentation on Reading Comprehension Research
National Reading First Comprehension Conference

1. VOCABULARY

- Repetition and multiple exposures to vocabulary items are important.
- The most effective methods of teaching vocabulary so that it influences reading comprehension involve a balance of definitional information, experience and repeated exposure to words in multiple contexts.
- There is a difference of about 2,000 root words in vocabulary of bottom quartile and average students at the end of 2nd grade.
- To address the large differences in vocabulary size associated with differences in SES, we also have to employ methods that provide at least brief instruction in the meaning of many words (research suggests 25 – 40 weekly).
- We must find ways (i.e. fast-mapping) to devote more time to vocabulary instruction if we are to “close the SES-related achievement gap.”

2. FLUENCY

- Fluency (Reading Rate) is causally related to reading comprehension.
- Reading rate is also correlated with comprehension because of its correlation with other things (vocabulary, SES, ELL status) that influence performance on comprehension tests.
- Students successful on reading comprehension tests actually can have widely varying reading rates.
- Words that students can read fluently with no pauses between sounds have become sight words.
- *Helping students become more fluent readers will definitely improve their comprehension—but to get maximum effects, we need to do other things that have an impact on variables like vocabulary, use of active comprehension strategies, etc.

3. READING COMPREHENSION

- Proficient readers monitor their comprehension more actively and effectively than less proficient readers.
- Proficient readers are more likely to use a variety of active cognitive strategies to enhance their comprehension and repair it when it breaks down.
- Effective long-term instruction will most likely involve teaching students to flexibly use multiple strategies to improve their comprehension of text.
- Effective instruction requires many opportunities for students to discuss and interpret text using the application of strategies as a way of structuring the discussion.
- The focus of strategy instruction should always be on constructing the meaning of the text.
- Effective strategy instruction always involves explicit description and modeling of strategies by the teacher.
- Effective strategy instruction always involves extended discussions of text in which the teacher scaffolds student strategy use.
Key Elements in Making Adjustments To Maximize Student Reading Achievement

1. Instructional delivery
   a. Improve delivery skills of person teaching
   b. Improve skills in knowing how to efficiently accelerate students who are somewhat and far below grade level through instructional programs
   c. Change person teaching

2. Time
   a. Increase time within/outside school day and school year

3. Grouping
   a. Change group membership
   b. Make group smaller
   c. Make groups more homogenous

4. Instructional materials
   a. Change placement in program
   b. Add scaffolding to program
   c. Add additional programs (supplemental or intervention)
   d. Change program

NOTE: These options assume data are available and trustworthy.
## Curriculum Placement/Content Coverage

Please fill out immediately after reading and language block the day before your grade level meeting.

Teacher Name: _________  Date: _________  Curriculum Placement: _________

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Outcome Measures from Previous School Year

Screening Data from Current School Year

Significantly Exceeding

Grade Level

Some Risk

High Risk

In-Program Assessments

Group #1
Extension of CRP

Pass

No Pass

Group #2
Thorough CRP Instruction

Group #3
Thorough CRP Instruction plus re-teach skills not mastered in program

Phonics Screener

Pass

No Pass

Group #4
Thorough CRP Instruction plus fluency instruction

Group #5
Thorough CRP Instruction, instruction of missing phonics skills, and fluency practice at 90%+ accuracy level

Group #6
Substantial Intervention with CRP

Intervention Core Assessments

Group #7
Substantial Intervention with Intervention Core

Flexible Grouping Framework