



Finally, Interventions for ELLs that Work!

Sunnyside Elementary School, USD #443

October 27, 2015

KSDE Annual Conference



Sunnyside Demographics

- Sunnyside Elementary in Dodge City
- 96% Economically Disadvantaged
- 89% Hispanic, 6% White, 2% African American
- 77% ESOL
- 24% Migrant

KSDE Report Card 2013-2014



Compare Schools

- Beeson Elementary in Dodge City
- 94% Economically Disadvantaged
- 86% Hispanic
- 74% ESOL
- 33% Migrant

KSDE Report Card 2013-2014



Compare Schools

- Garfield Elementary in Liberal
- 93% Economically Disadvantaged
- 87% Hispanic
- 75% ESOL
- 17% Migrant

KSDE Report Card 2013-2014



Compare Schools

- Schueurman Elementary in Garden City
- 89% Economically Disadvantaged
- 77% Hispanic
- 49% ESOL
- 9% Migrant

KSDE Report Card 2013-2014



Community Dodge City

	Dodge City	Kansas
Population	28,117	2,904,021
Under Age 18	31%	25%
Hispanic	57%	10%
White	37%	78%
Foreign Born	29%	6%
Language Other than English Spoken	52%	11%
Median Value of Housing	\$88,100	\$128,400
Per Capita Income	\$18,672	\$26,929
Below Poverty Level	17%	13%



Employment Dodge City

- National Beef 2,950 Employees
- Cargill Meat Solutions 2,700 Employees
- USD 443 1,292 Employees
- Wal-Mart 400 Employees



State Assessment Data

- ELA Scores

Year	Percent Proficient
2008-2009	83%
2009-2010	61%
2010-2011	71%
2011-2012	66% Identify Year
2012-2013	52%



State Assessment Data

- Math Scores

Year	Percent Proficient
2008-2009	82%
2009-2010	69%
2010-2011	74%
2011-2012	84%
2012-2013	50%



Focus School Timeline

Sunnyside Elementary was identified a focus school as a result of the low scores on the state reading assessments in 2010, 2011, and 2012.



Focus School Timeline

The Kansas Learning Network advised the Dodge City Public Schools in August 2012 that Sunnyside Elementary was identified as a Focus School.



Focus School Timeline

- A comprehensive needs assessment was conducted at the school in November 2012.
- A district facilitator was assigned to the school in December 2012.
- The first KLN building leadership team met in February 2013.
- Language and Literacy began to work with the school staff May 2013.



Focus School Timeline

- In the 2013-2014 school year we worked heavily on guided reading and ELA tier I
- In the spring semester of the 2013-2014 school year we developed a school-wide intervention system.
- In the 2014-2015 school year we developed an intervention system to fit the individual needs of our students.



Stages of Intervention Implementation

- “Buy In” – 2013-14
- “All In” – 2014-15
- “Stay In” – 2015-16



“Buy In”

- Start small (action research project – needs assessment)
- Came from teachers – “phonics”
- Constrained skill – easy to teach and test
- Decided to focus intervention here
- Success and data movement
- Teacher interviews revealed that they needed more than phonics for intervention.



"All In"

- Assessments protocols
- What types of intervention groups needed?
- What interventions?
- Materials needed
- Training
- Implementation



Reading Assessments

Screening	Diagnostic	Progress Monitoring	Outcome
Running Records	Running Records	Running Records	Kansas State Reading Assessment
SRI	Letter Identification	QPS	
	PAST		Running Records
	WTW		
	QPS		

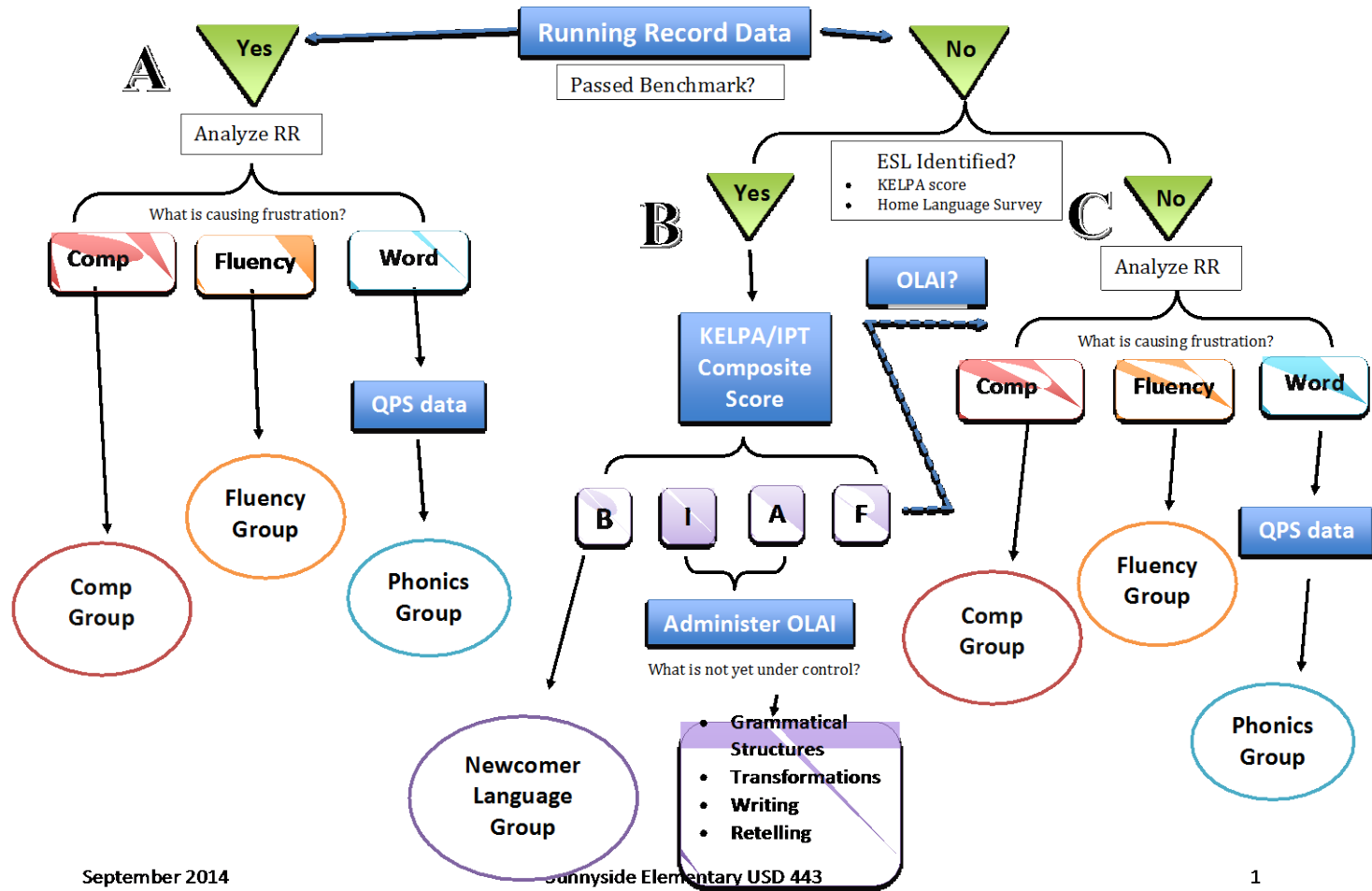


Language Assessments

Screening	Diagnostic	Progress Monitoring	Outcome
KELPA	OLAI2	OLAI2	KELPA
IPT			IPT
DIAL - Kindergarten			



Intervention Data Analysis Protocol

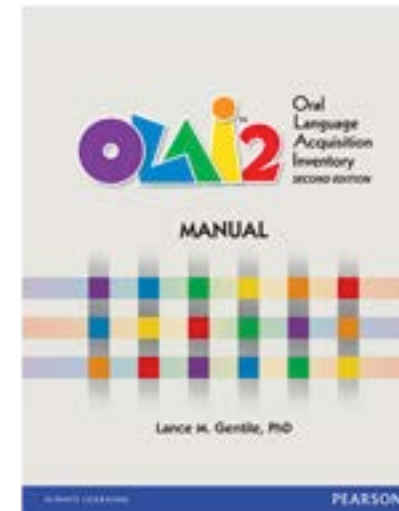




OLAI2

Oral Language Acquisition Inventory Second Edition (OLAI2)

Think of the OLAI2 as
a running record
for language.



OLAI2

Content Overview:

Section	PreK-Grade 3	Grades 4-6
Phonemic Awareness	X	X
Print Concepts	X	
Repeated Sentences	X	X
Story Retelling	X	
Expository Reading		X
Expository Writing		X



Curriculum & Instruction Literacy

Tier	Literacy
I	<p>Making Meaning Being a Writer Animated Literacy Balanced Literacy</p>
II	<p>Language Interventions</p> <ul style="list-style-type: none">•Language – English in My Pocket•Oracy – Let’s Talk About It! <p>Literacy Interventions</p> <ul style="list-style-type: none">•Word Learning•Fluency•Comprehension
III	<ul style="list-style-type: none">•Pairs/one-to-one•Differentiated based on data•Programs•More than extended time



Language Intervention Materials & Resources

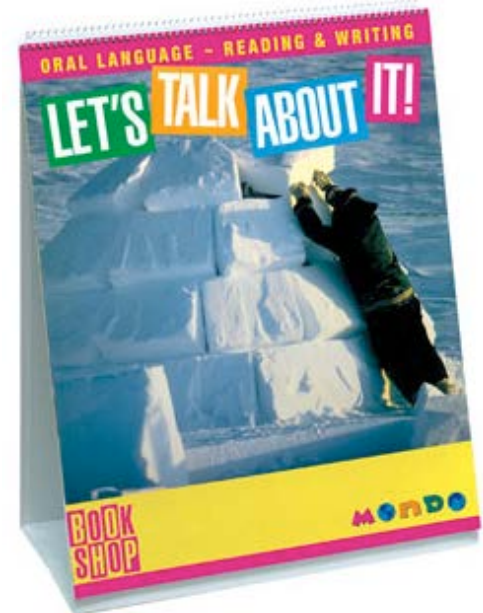
- *English in My Pocket* by Rigby
- Language intervention supports on Google Drive includes progress monitoring materials
- Professional development video





Oracy Intervention Materials & Resources

- *Let's Talk About It* posters by Mondo
- Oracy intervention lesson plans developed by L&L on Google Drive includes progress monitoring materials
- Professional development video





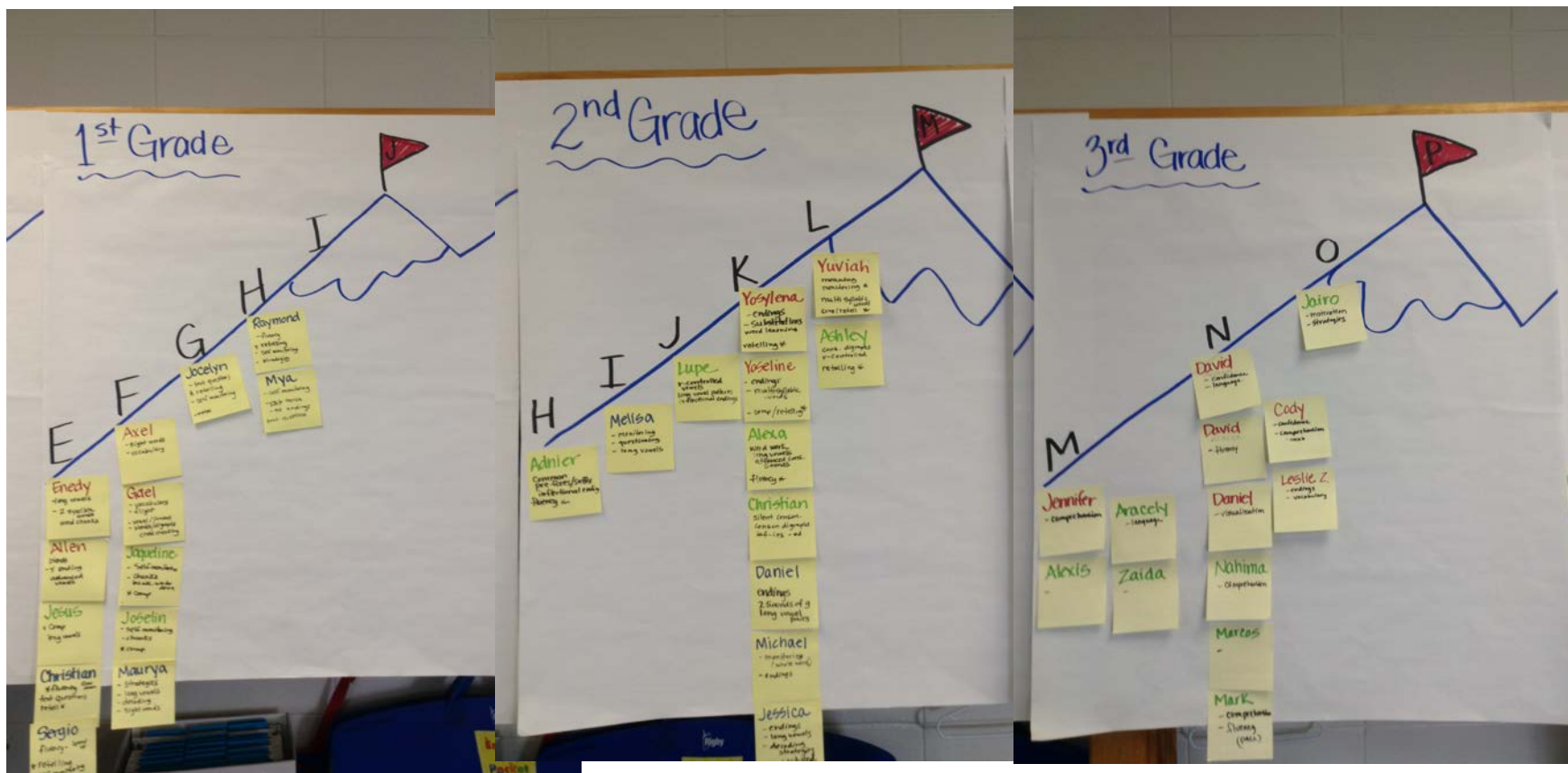
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Data Management





Summit Seekers





Sunnyside SMART Goals

SMART Goal #1

- 50% of 1-5 Sunnyside students will be reading at or above grade level by May of 2015

62%

SMART Goal #2

- Lowest performing 1st grade students will score proficient on all phonological awareness subtests.

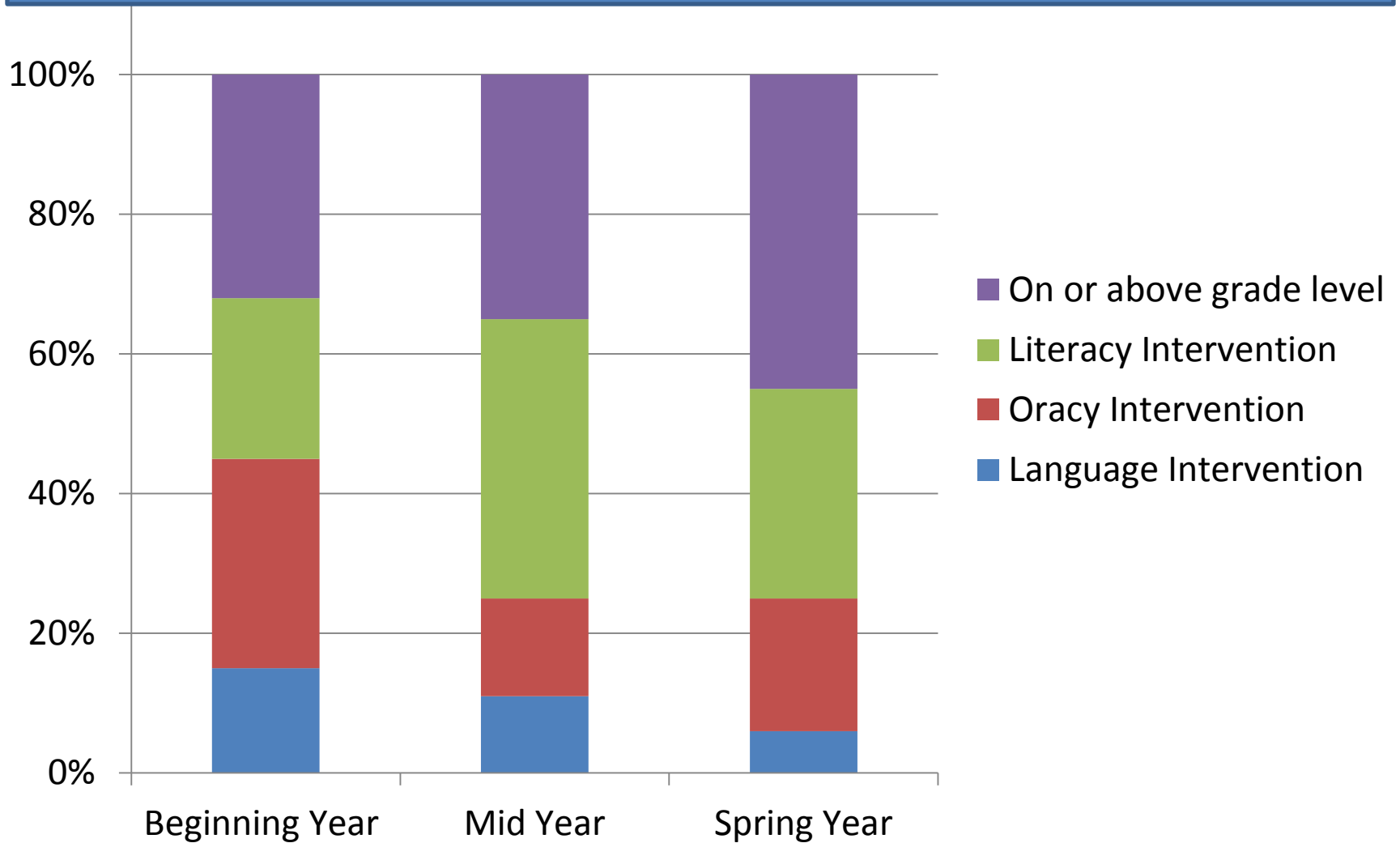


Sunnyside Second Grade Reading Diagnostic

2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
53%	36%	51%	49%	46%	54%	51%	44%	47%	57%	57%



Sunnyside Intervention Data 2014-15

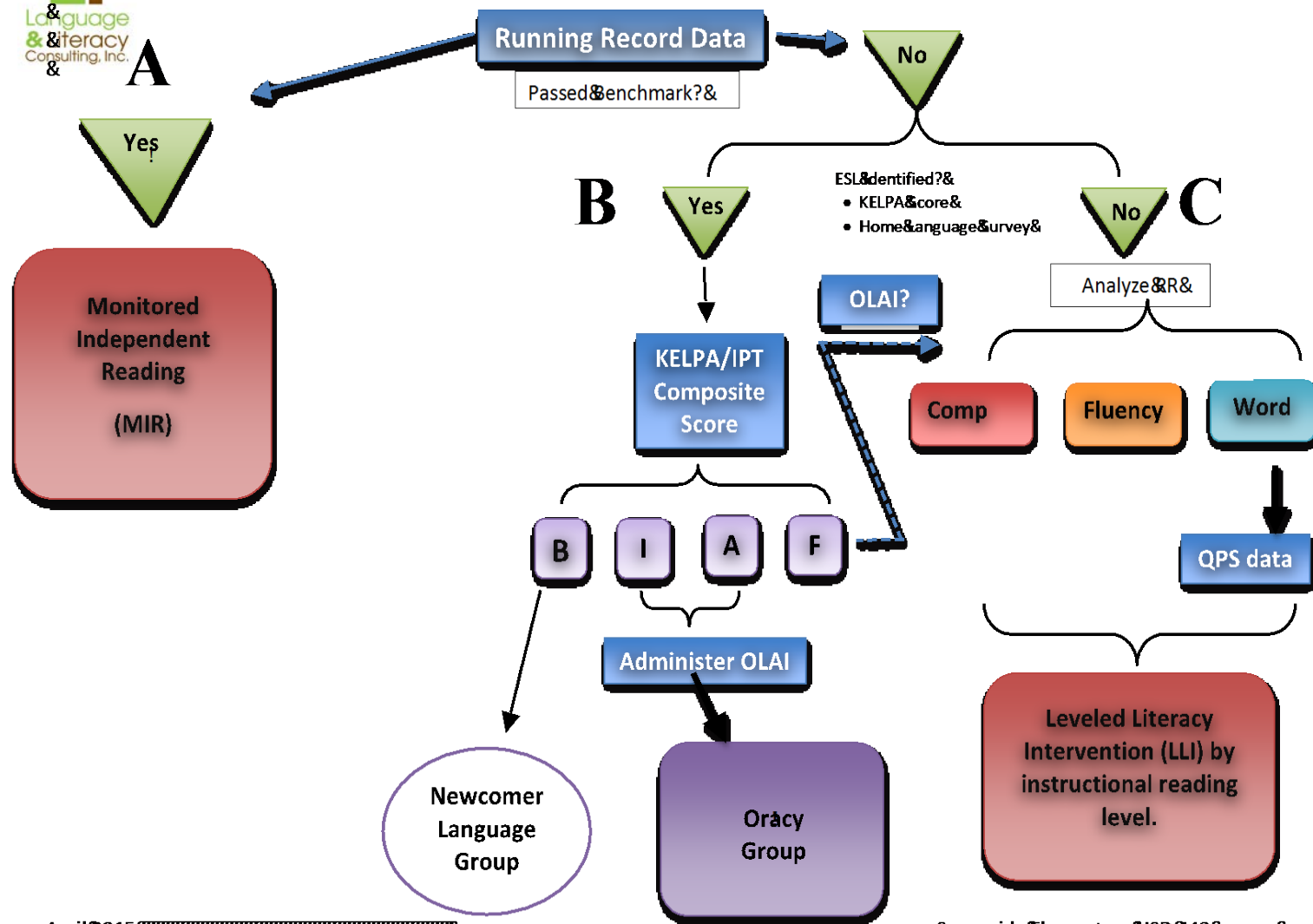




“Stay In”

- How do we sustain this?
- Need less intervention groups
- Refine interventions that are in place to maximize results
- New interventions (MIR & LLI)
- Data management system

Intervention Data Analysis Protocol

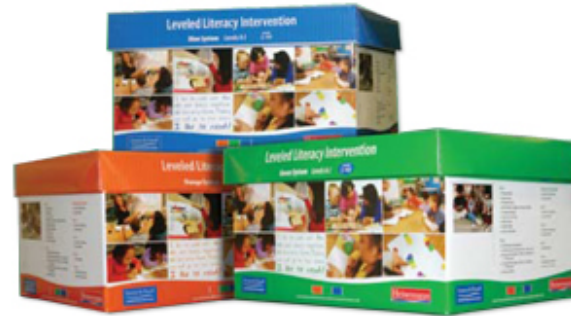


April 2015

Sunnyside Elementary USD 438

Interventions 2015-16

- Language – English In My Pocket
- Oracy – Large posters & lessons
- Leveled Literacy Intervention (LLI)



- Monitored Independent Reading – (MIR)



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Data Cards


	1	2	3	4	5	6	7	8	9
RR	●								
	N								
QPS									
KELPA	3								
Olais									




MCGEETR 02



Data Cards

	1	2	3	4	5	6	7	8	9
RR									
	R								
QPS									
KELPA	2								
Olais									


ENRIQCEL 05



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QR Data Capture

iPad 8:30 AM 90%
District_2015_2016 (ASSESSMENT)

Dodge City Public Schools Student Data System 2015 - 2016 EXIT System Access 8

Main General Reports Schools Assessments

At Risk Profile Population Reporting iPad Inventory Migrant Report

QR Data Capture

QR Cards

Beeson Data Capture

Menu Record 1 of 3



Data Spreadsheet

Intervention roster cycle 1 starting 9-8-2015 - Microsoft Excel

	A	B	C	D	E	F	G	H
	LastFirstName	Grade	Homeroom	Intervention	Room	Placement		
2		02	MCGEEBRI	Jones1	Library	MIR		
3		03	BARNEWEN	Baxa2	Library	MIR		
4		05	CAMACMAN	Schuette2	503	Extension		
5		03	HANKIMIS	Barnett	200	Oracy		
6		02	MCGEEBRI	Amaro	303	Oracy		
7		05	CAMACMAN	Enriquez	103	Oracy		
8		02	FRYLIN1	Amaro	303	Oracy		
9		01	CULVEJAN	Sawyer	308	LLI		
10		03	HANKIMIS	Santiago2	406	LLI		
11		04	DOWNEKAT	Downey	205	Language		
12		02	FRYLIN1	Fry	309	Oracy		
13		01	CULVEJAN	Fry	309	Oracy		
14		05	ENRIQCEL	Enriquez	103	Oracy		
15		04	DOWNEKAT	Aviles2	304	Oracy		
16		04	DOWNEKAT	Aviles2	304	Oracy		
17		02	MCGEEBRI	Baxa1	Library	MIR		
18		05	ENRIQCEL	Schuette2	503	Extension		
19		01	AMAROLOR	Kinsey	300	Oracy		



Data Sort





Considerations

- Support from an expert
- Materials & Instruction
- Space
- Time
- Teacher professional learning
- Paraprofessional learning
- Management



Pair up

Find 1 or 2 other people that are in a similar place of intervention implementation:

1 – “buy in”

2 – “all in”

3 – “stay in”

Share where your school is at and where you would like to go.

Questions for Key Players

- Decide on a key player to meet with (e.g., teacher, coach, principal, consultant).
- Ask questions to gain ideas and perspectives that will be helpful to you.





Take Aways

ELLs and Intervention

- Intervention is more than literacy
- Language is at the core of intervention
- The process has to come from the teachers
- Teachers have to be an integral part of the process
- You have to know your students and what they need – data analysis
- It has to be consistent – no cancellations
- Teacher learn to trust each other
- Collective responsibility – sharing students
- It has to be additional time during the day



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