

Dearborn Read By Third Grade Task Force Recommendations

Spring, 2019

Committee Topic	Recommendations
Assessment	<ul style="list-style-type: none"> ● Be sensitive to the way parents are notified of assessment results during conferences and presentations of the Individual Reading Improvement Plan ● Make sure teachers and principals can express challenges of using early measures to predict reading success with ensuring that the intention is the success of all students ● Scores are more for the teachers than the students - students shouldn't be hyper aware of scores
Early Learning	<ul style="list-style-type: none"> ● Hold regular/monthly Educational Kindergarten Parent meetings/workshops (team with teachers and support staff) ● Provide resources and materials for parents to use with their children at home (such as whiteboards and dry erase markers, books, magnetic letters).Funding sources are title 1 budget, ELG grant, Parent University and or Dearborn Education Foundation ● Promote parental involvement in field trips, especially for at-risk students ● Educate the parents about oral language development and the importance of talking and sharing dialogue at home. ● Encourage parent volunteers in the classrooms ● Discuss the importance of Reading at home as well as providing read-alouds to your child at home ● Encourage attendance and participation in Parent University PD.
Good Cause Exemptions	<ul style="list-style-type: none"> ● Concerns that parents don't know about good cause exemptions. Need for continuous meetings with parents <p>Advocate for students in the process for filing a good cause exemption:</p> <ol style="list-style-type: none"> 1. Meet with every parent who receives notification from state that student may be retained. (30 days to file-June 2. Provide assistance to parents to fill out request (use sample paper letter available from MDE). 3. Parents will submit exemption request to school. 4. Ensure parents understand what they are completing (district translators). 5. Provide follow-up home visits to parents who do not come to meeting to inform and assist parents to fill out exemption. 6. School staff will file exemption for students who meet the criteria for a good cause exemption whose parents do not file one. 7. Create a flow chart for clear direction to all schools of the process. 8. Have a building committee that audits third grade students to ensure that all have a good cause exemption
Intervention	<ul style="list-style-type: none"> ● School should ensure that teachers are well trained on how to administer all assessments, progress monitoring tools and use the results to implement interventions. ● Teachers should complete training on providing effective intervention ● Teachers should have consistency with the language (vocabulary) across the grade levels to guide and instruct the student (reading, listening, speaking, writing). ● Parents could be trained to use these support cues and saying what the teacher is saying as well as the support staff, as this will help the student. ● Interventions for students should be consistent, timely and carried out with fidelity to truly assess if a student is making the necessary growth.

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	<ul style="list-style-type: none"> ● Diverse grouping of students helps to support learning from one another. Cluster groups are a good way to attend to small groups of students who share the same abilities.
Parent Education	<p>See entire document here</p> <ul style="list-style-type: none"> ● Read at Home Plan ● Regular Parent Education on reading strategies ● Parent Education on Public Act 306 ● Standardized list of parent supports ● Regular communication between teachers and parents ● Provide parents with training on intervention supports to be provided ● Parent volunteers: can play a role in helping to develop oral language. Modeling how to respond in complete sentences, singing songs, poetry etc. ● Having the parents support is wonderful, but taking this a step forward and providing some training for the parents will help to give them the strategies to support the students
Reading Instruction	<ul style="list-style-type: none"> ● With the ELA program pilots next year, the group feels it is important that it includes a focus of phonemic awareness.
Student Portfolios	<ul style="list-style-type: none"> ● Schools should invite all parents who have a child with an IRIP to an informational meeting (before June 2019). Parents need to learn how they can support their child for the next year and half, especially over this coming up summer break (summer slide). ● Should be a Digital portfolio (all documents uploaded or scanned) or possibly Google Docs or Mahara, or Wayne RESA in conjunction with DPS can use DNA to create a digital portfolio. Third grade teachers should receive training on portfolio completion Portfolio should start in August of 3rd grade and should include the Student History Form (run from Mistar): <ul style="list-style-type: none"> ○ Copies of IRIP from previous years, ○ record of attendance, ○ MTSS ○ report cards from Kdg to 3rd grade, ○ intervention support and extended day last 3 years. ○ Show all assessments in the following: WIDA, DRA, RR and NWEA scores for the last 3 years. ○ Writing samples in informational, narrative, and opinion writing sample (2 writing samples for each text type). ○ Science: Common assessment results; ○ Social studies: Common Assessment results. ○ Other evidence: projects, videos, powerpoints that demonstrate proficiency ● Third grade teachers should know before June before students start what the recommendations are to bring them to reading level by end of third grade. ● Third grade teachers should begin discussing the portfolio during their May and June PLC. ● In September parents will be invited by the teacher to a portfolio informational meeting and discuss the process and what is at stake. This communication will remain open monthly between the teacher and the parent.
Teacher Professional Learning	<ul style="list-style-type: none"> ● Build the early literacy PD resources available for teachers in MyPD by offering an online option for all DTRA modules ● Develop additional PD courses on literacy (consider surveying teachers and administrators for topic suggestions)