Model for Implementing Adolescent Literacy

New Lexington Schools

Presenters: Karen Fehrman, Erin Schumaker, & Charity Smith

New Lexington Schools' Demographics

- Located in Perry County
- Made up of four schools:
    - New Lexington High School
    - New Lexington Middle School
    - New Lexington Elementary
    - Junction City Elementary
- Enrollment: 1,980 students
- 100% Free & Reduced Lunch
- Chronic Absenteeism: 27%
- Graduation Rate: 93%
- Students with Disabilities: 18.7%
- Students Identified as Gifted: 10%

Implementation

Years One - Four

- Hired full time literacy coaches at both the middle school and high school. (Previously, both buildings shared one literacy coach.)
  - Also hired an educational assistant to help with intervention coverage.
- Implemented benchmark testing using The Reading Inventory.
  - Test three times per year.
  - Use the data to determine intervention groups.
- Changed the middle school and high school schedules to allow for an intervention time.
  - Looks different in each building
- Professional development – Keys to Literacy

Years One - Four

- Intervention programs purchased and implemented.
- Student engagement – book vending machine; book vouchers for book fair
- Classroom teachers purchase class book sets to supplement the curriculum
- Family engagement opportunities
- Whole School Book reads

Reading Intervention NLHS and NLMS

Universal Screener for both buildings is Scholastic Reading Inventory.

NLHS
- Tier 1-HMH Into Literature
- Tier 2-Read 180
- Tier 3-System 44
- Targeted Tier 3-Rewards

NLMS
- Tier 1-Amplify ELA
- Tier 2-Language Live 2nd Level
- Tier 3-Language Live 1st Level
- Targeted Tier 3-Phonics for Reading

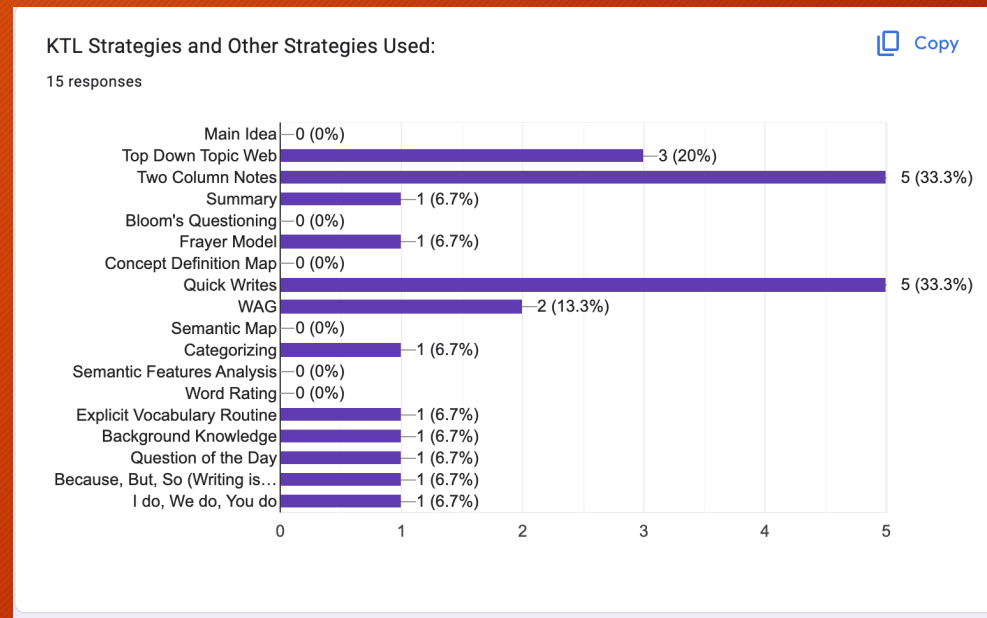# Professional Development

Professional Development

- Completed all three sections of Keys to Literacy
- Literacy coaches have worked on ways to sustain the Keys to Literacy teachings and also onboard new teachers into the routines.

Middle School Keys to Literacy Sustainability

Charity Smith, New Lexington Middle School Literacy Coach

Middle School Keys to Literacy Sustainability

- KTL Handbooks are given to new teachers as well as a Power Point slide presentation.

- I have created a digital walkthrough form in which data is collected for each class visit about each KTL strategy and best practice being implemented.

KTL Strategies and Other Strategies Used:

15 responses

Copy

Strategy	Count
Main Idea	0 (0%)
Top Down Topic Web	3 (20%)
Two Column Notes	5 (33.3%)
Summary	1 (6.7%)
Bloom's Questioning	0 (0%)
Frayer Model	1 (6.7%)
Concept Definition Map	0 (0%)
Quick Writes	5 (33.3%)
WAG	2 (13.3%)
Semantic Map	0 (0%)
Categorizing	1 (6.7%)
Semantic Features Analysis	0 (0%)
Word Rating	0 (0%)
Explicit Vocabulary Routine	1 (6.7%)
Background Knowledge	1 (6.7%)
Question of the Day	1 (6.7%)
Because, But, So (Writing is…	1 (6.7%)
I do, We do, You do	1 (6.7%)

Middle School Keys to Literacy Sustainability

- Online walkthrough tool

KTL Strategies and Other Strategies Used:

- [ ] Main Idea
- [ ] Top Down Topic Web
- [ ] Two Column Notes
- [ ] Summary
- [ ] Bloom's Questioning
- [ ] Frayer Model
- [ ] Concept Definition Map
- [ ] Quick Writes
- [ ] WAG
- [ ] Semantic Map
- [ ] Categorizing
- [ ] Semantic Features Analysis
- [ ] Word Rating
- [ ] Explicit Vocabulary Routine
- [ ] Question of the Day
- [ ] Background Knowledge
- [ ] Other…

KTL Used Across the Curriculum at NLMS: Top-Down Topic Webs
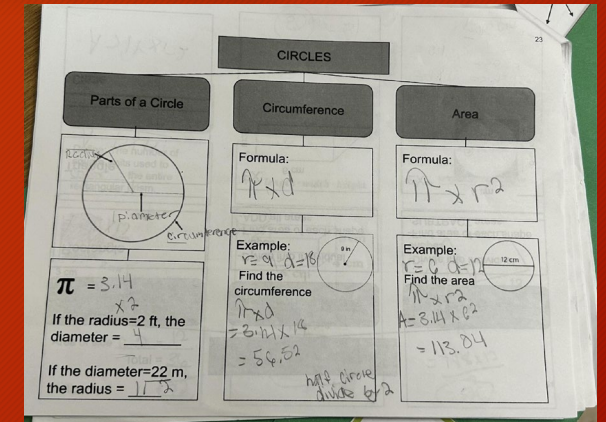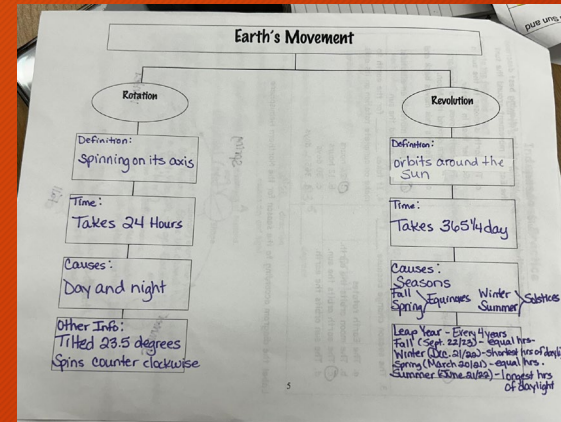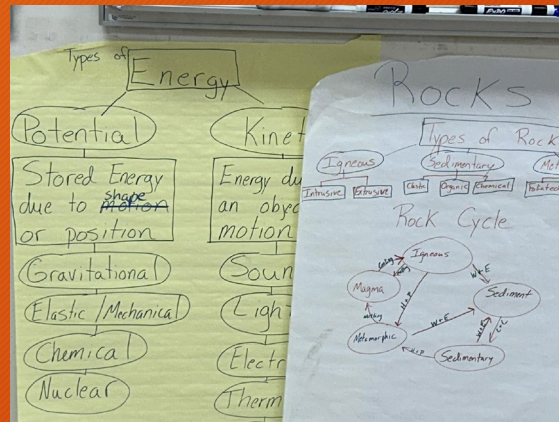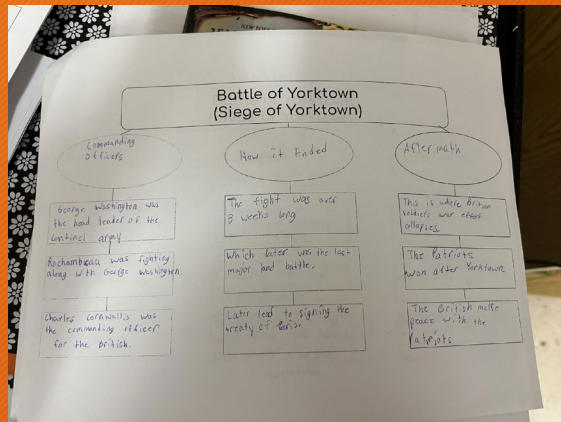
Top-Down Topic Webs used in 8th grade Social Studies, 6th grade Science, 7th grade Science, and 7th grade Math.

KTL Used Across the Curriculum at NLMS: Two Column-Notes

Used in 6th grade Math, 7th grade ELA, 7th grade Math, and 8th grade Social Studies.

KTL Used Across the Curriculum at NLMS: Frayer Model
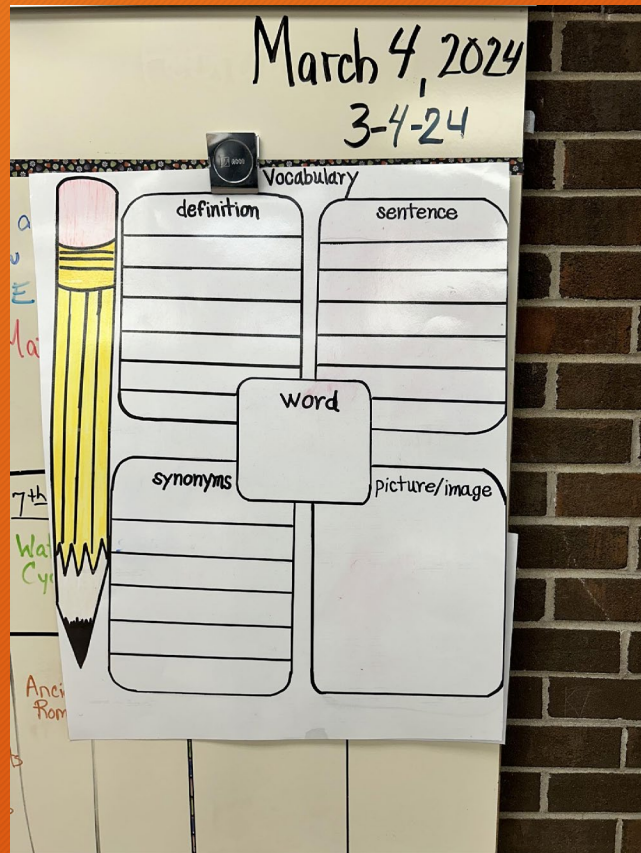
Used in a Cross Curricular Self-Contained Classroom and 6th grade Math.

KTL Used Across the Curriculum at NLMS: WAGs

WAG (Writing Assignment Guide)

Writing Task:
Write a summary of the factors that affect the process of Natural Selection

Audience: your peers and your teacher

Purpose: Inform the reader of the factors that affect the process of Natural Selection

Length: Minimum of 3 paragraphs including an introductory paragraph and closing paragraph

Directions and Requirements:
- Provide an introductory paragraph that gives a short description of Darwin's history and theory
- Develop at least one paragraph that identifies and explains the 5 factors that affect the process of Natural Selection
- Provide a conclusion paragraph that includes a description why Natural Selection is an example of microevolution
- Include at least 3 transitional words.
  - First, next, finally, before,after, During, later, also,another, in addition,to sum up, In conclusion, similarly, however, On the contrary, most important, For example, as a result, therefore

Writing Assignment Guides used in 6th grade ELA and 8th grade Science.

WAG (Writing Assignment Guide)
Argumentative Essay about The Titanic

Writing Task:
Who's to blame for the loss of life on the Titanic?
Write a multi-paragraph response to make and support an argument about who was to blame for the loss of life on the Titanic. Include evidence from the passages on Amplify and internet research to develop your claim and support your argument. Make sure you are using information from the passages and internet in your response.
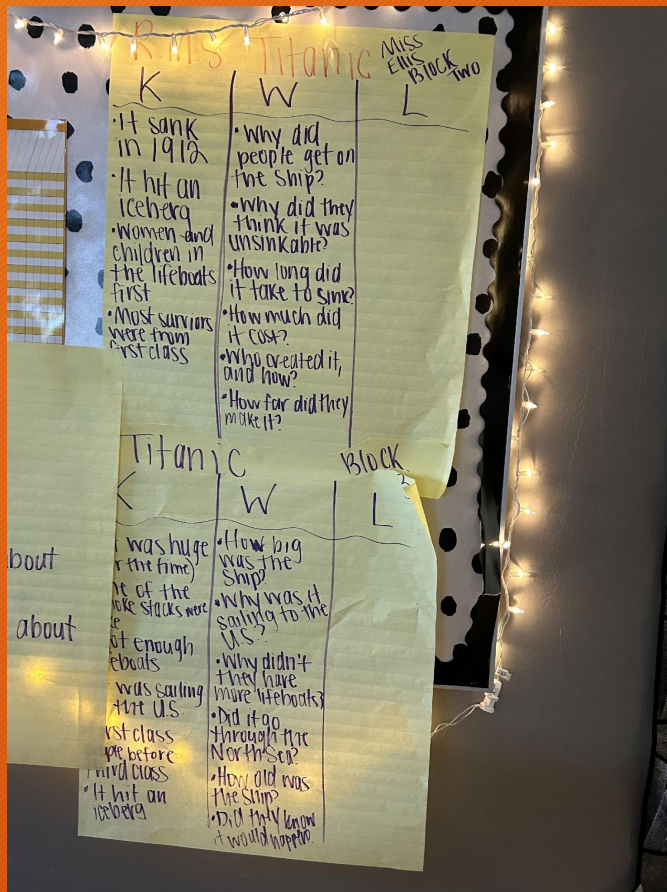
Audience: Your peers, the teacher

Purpose: To argue who is to blame for loss of life on the Titanic

Length: 5 paragraphs

Directions & Requirements:
- Use the provided Amplify Titanic passages/ websites.
- Use the outline in the provided packet to organize your essay
- Use the Google Classroom assignment to type your essay
- Essay must be factual with no reference to personal opinion (DO NOT USE I, ME, or MY pronouns)
- Use MLA Format: heading, title, page numbers, margins, proper font and size, single sided, and double spaced.
- Provide a Works Cited Page using MLA format with two credible sources (passages and websites provided)
- Parenthetical references (citing sources throughout the essay)
- Proper grammar, spelling, punctuation, etc.
- Provide an introduction paragraph (1st paragraph)
  - Must include a hook/lead
  - Relevant background or context of the topic and the texts
  - Must be 2-3 sentences, and
  - Thesis statement/Claim- what your essay is going to explain (state a claim about who is to blame for the loss of life on the Titanic AND THREE reasons this is true)
- Provide a body paragraph (2nd paragraph)
  - Transition sentence to introduce first reason
  - Must be 5-7 sentences
  - Explain the "first reason" from your thesis statement/claim. Be sure to include evidence to support your reason.
- Provide a body paragraph (3rd paragraph)
  - Transition sentence to introduce second reason

2

KTL Used Across the Curriculum at NLMS: KWL Chart and Categorizing
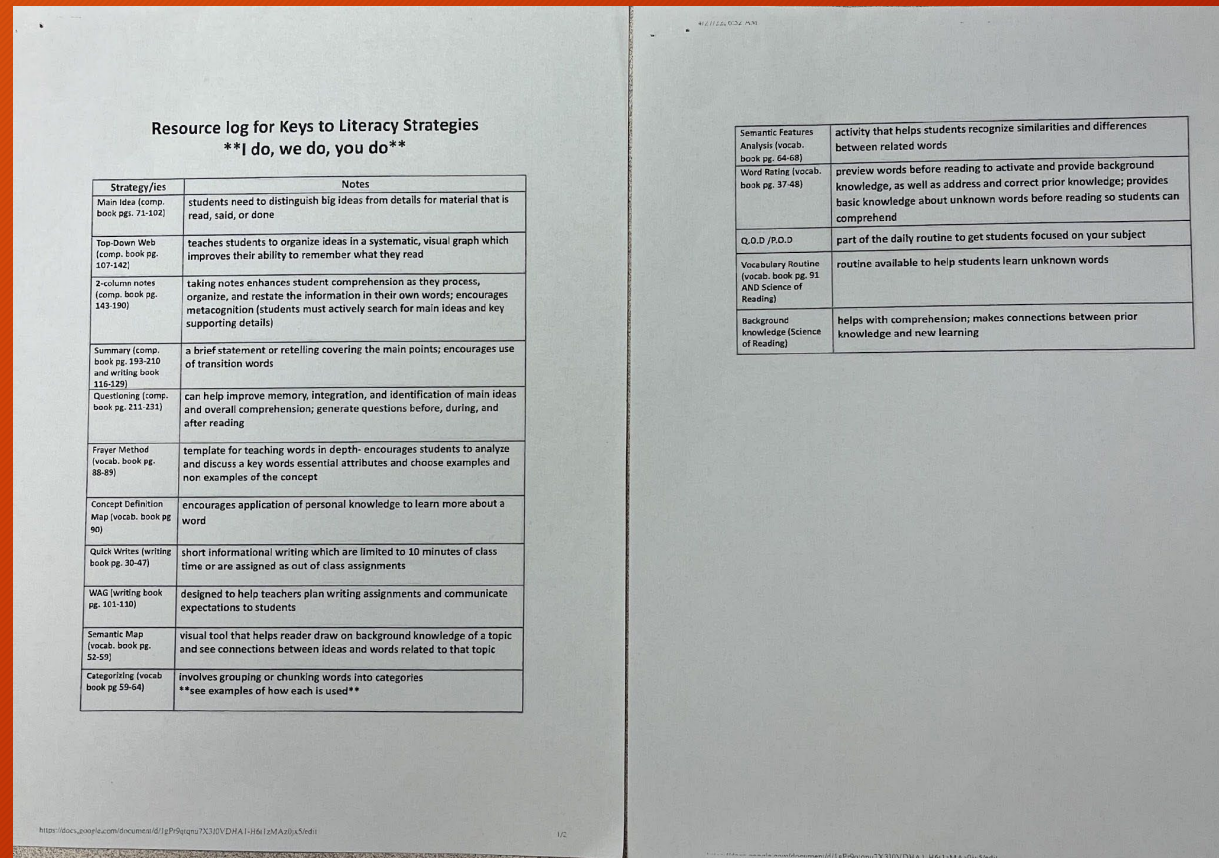

- KWL charts used in 6th grade ELA
- Categorizing Activity used in 6th grade Math.

High School Keys to Literacy Sustainability

Karen Fehrman, New Lexington High School Literacy Coach

High School Keys to Literacy Sustainability

KTL coaches developed this at the end of year 3 to help sustain the program. All high school teachers get a new copy at the beginning of each year as a reminder.

Resource log for Keys to Literacy Strategies
I do, we do, you do

Strategy/ies	Notes
Main Idea (comp. book pgs. 71-102)	students need to distinguish big ideas from details for material that is read, said, or done
Top-Down Web (comp. book pg. 107-142)	teaches students to organize ideas in a systematic, visual graph which improves their ability to remember what they read
2-column notes (comp. book pg. 143-190)	taking notes enhances student comprehension as they process, organize, and restate the information in their own words; encourages metacognition (students must actively search for main ideas and key supporting details)
Summary (comp. book pg. 193-210 and writing book 116-129)	a brief statement or retelling covering the main points; encourages use of transition words
Questioning (comp. book pg. 211-231)	can help improve memory, integration, and identification of main ideas and overall comprehension; generate questions before, during, and after reading
Frayer Method (vocab. book pg. 88-89)	template for teaching words in depth- encourages students to analyze and discuss a key words essential attributes and choose examples and non examples of the concept
Concept Definition Map (vocab. book pg 90)	encourages application of personal knowledge to learn more about a word
Quick Writes (writing book pg. 30-47)	short informational writing which are limited to 10 minutes of class time or are assigned as out of class assignments
WAG (writing book pg. 101-110)	designed to help teachers plan writing assignments and communicate expectations to students
Semantic Map (vocab. book pg. 52-59)	visual tool that helps reader draw on background knowledge of a topic and see connections between ideas and words related to that topic
Categorizing (vocab book pg 59-64)	involves grouping or chunking words into categories **see examples of how each is used**

Semantic Features Analysis (vocab. book pg. 64-68)	activity that helps students recognize similarities and differences between related words
Word Rating (vocab. book pg. 37-48)	preview words before reading to activate and provide background knowledge, as well as address and correct prior knowledge; provides basic knowledge about unknown words before reading so students can comprehend
Q.O.D /P.O.D	part of the daily routine to get students focused on your subject
Vocabulary Routine (vocab. book pg. 91 AND Science of Reading)	routine available to help students learn unknown words
Background knowledge (Science of Reading)	helps with comprehension; makes connections between prior knowledge and new learning

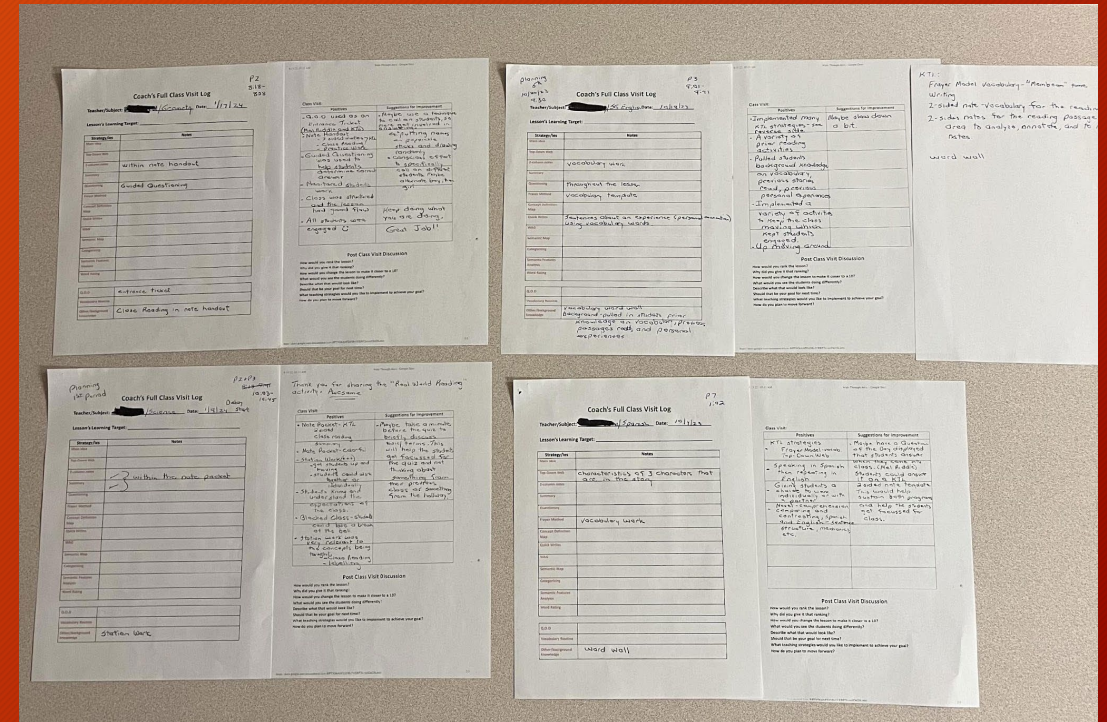# High School Keys to Literacy Sustainability

Coach's Corner

Charity and I developed in our first year the Coach's Log and Quick Notes.

High School Keys to Literacy Sustainability

Examples of Coach's Full Class Visit Log

This is where we record KTL Evidence that is being used in the classrooms, as well as positive notes and suggestions for self-reflection.
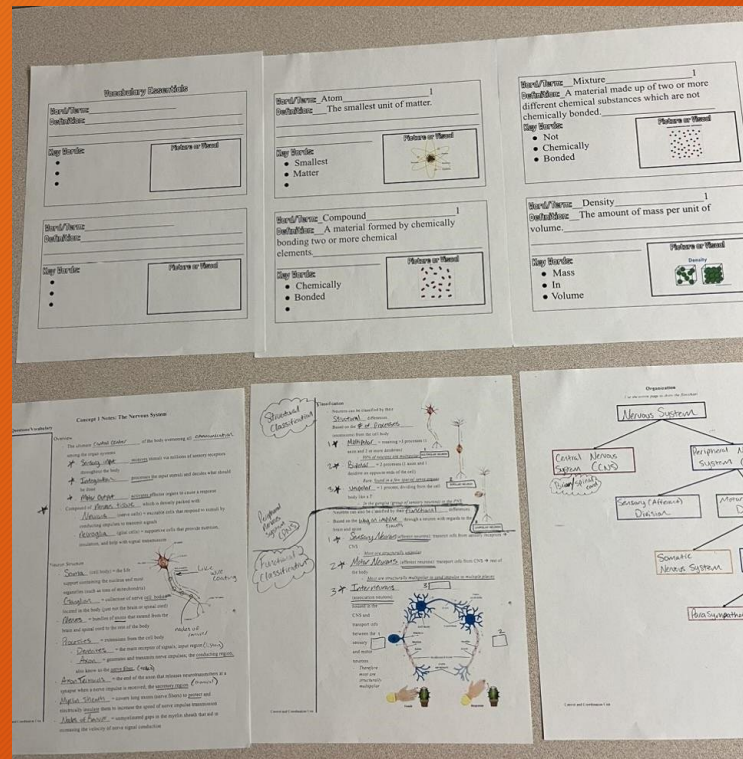
High School Keys to Literacy Sustainability

Quick Notes

We use these to pop into classrooms to express positives that are seen in everyday teaching. This raises morale within our buildings and helps form relationships.
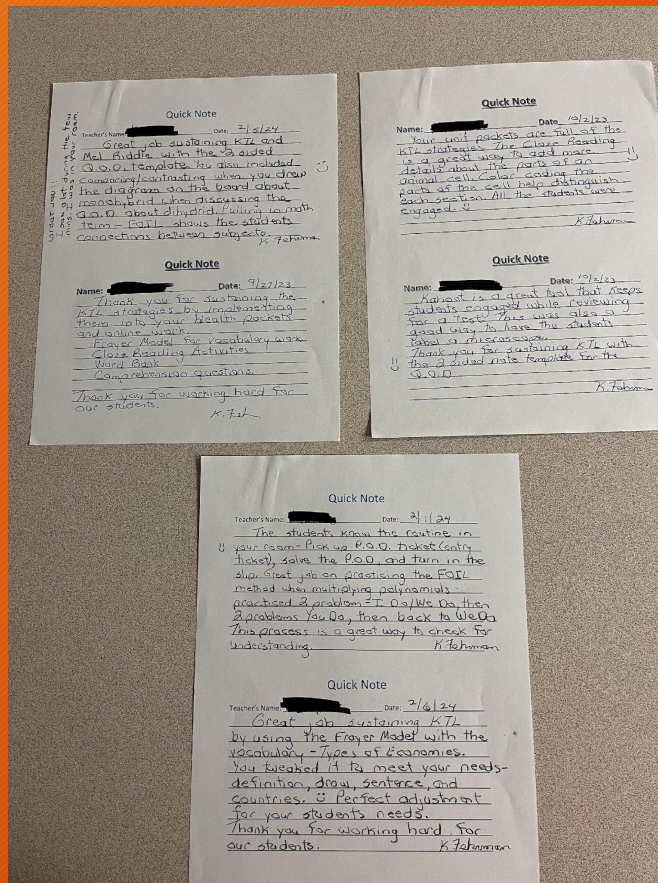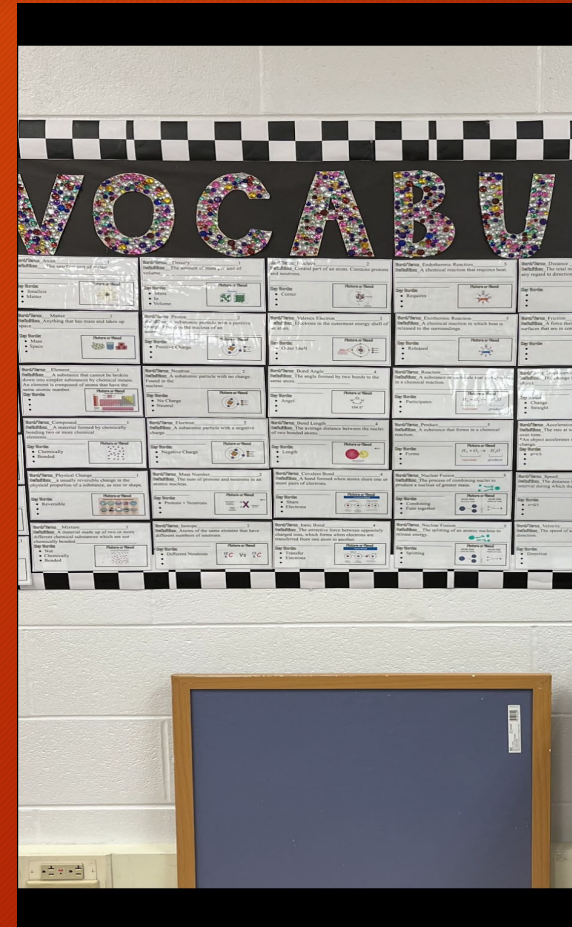
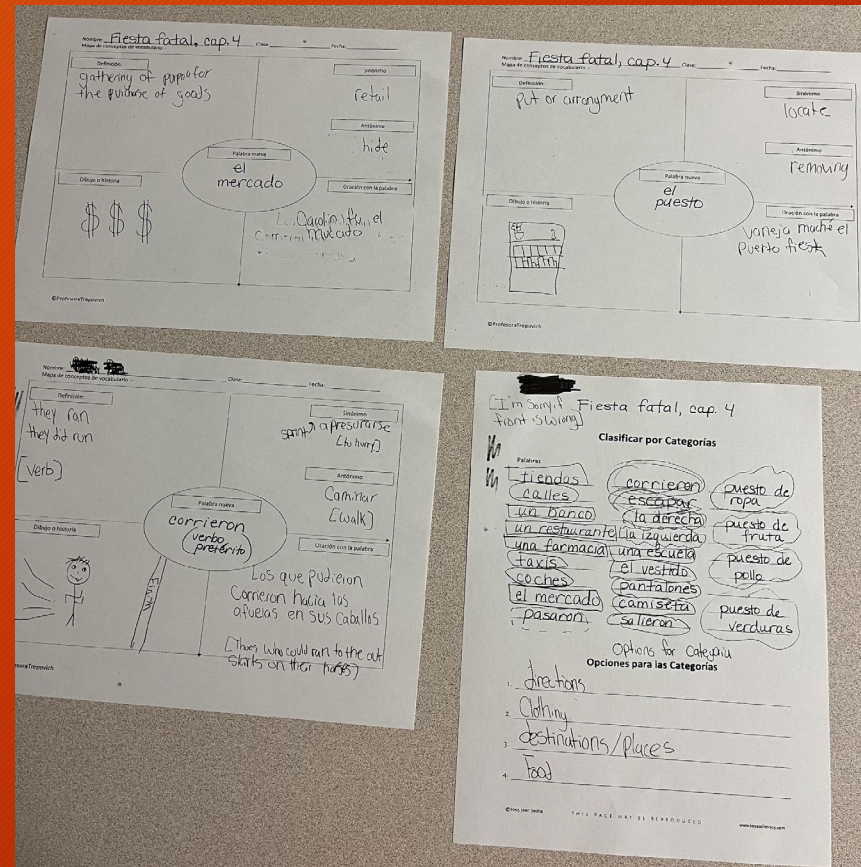# High School KTL Science Examples
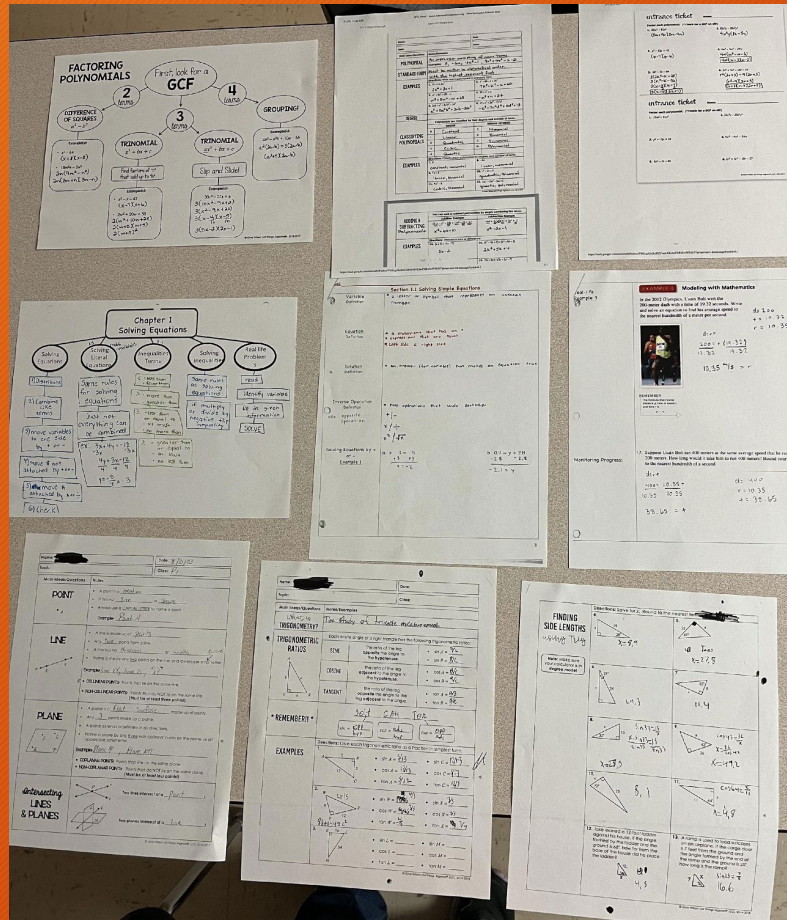

Anatomy
- Cloze Reading
- Top-Down Web

9th Grade

Vocabulary Template and Word Wall.

KTL Spanish Examples

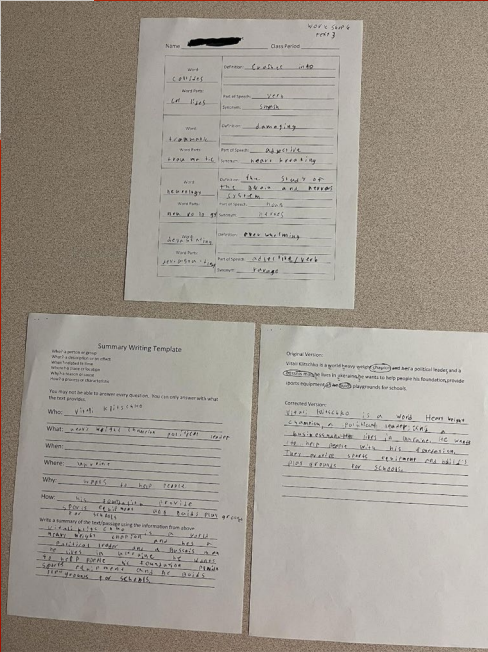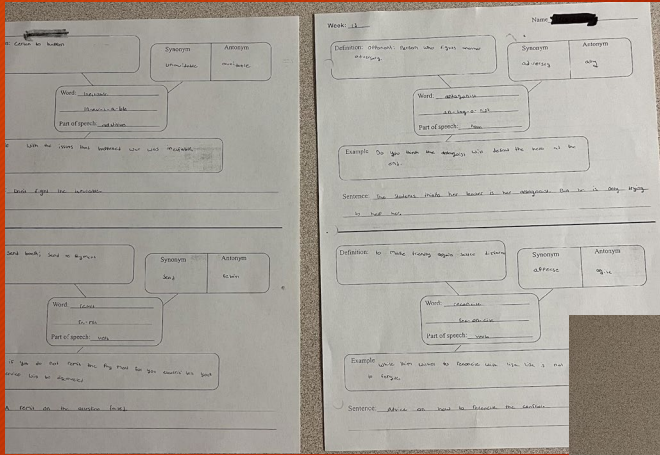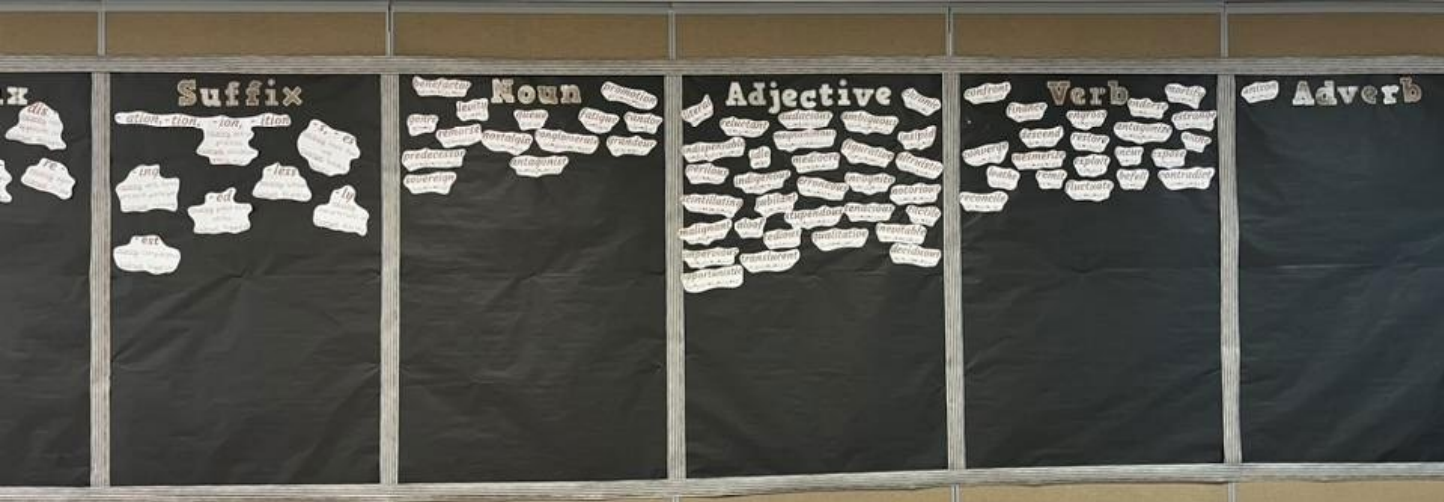- Frayer Model for Vocab
- Categorizing Activity

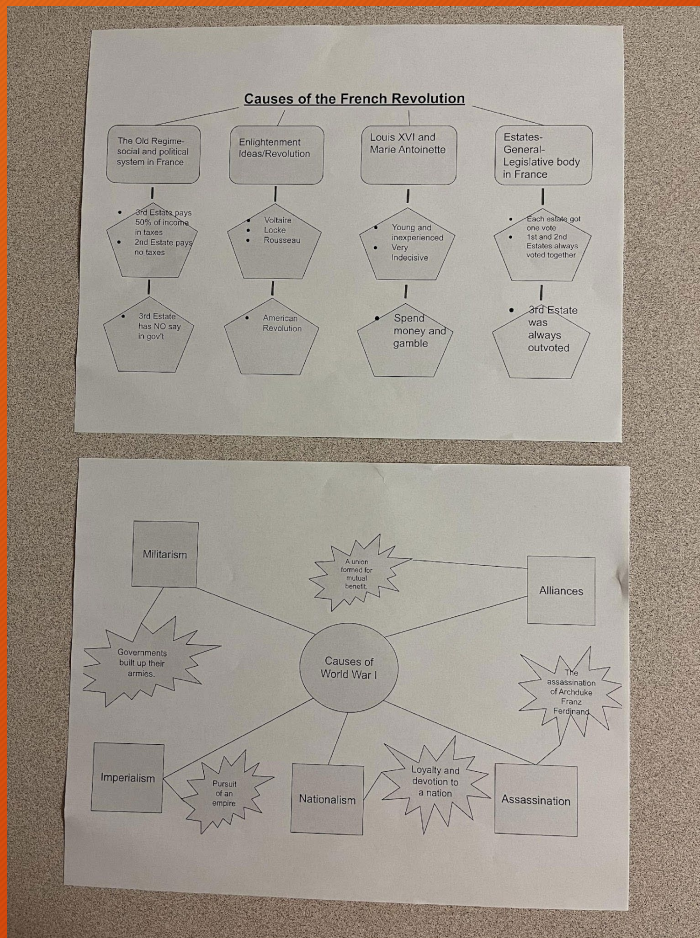# High School KTL Math Examples

- Top-Down Webs
- Two Sided Notes
- Cloze Reading
- Entrance Tickets
- Practice Problems (I do, We do, You do)

High School KTL ELA Examples

- Vocabulary Two-Sided Notes
- KTL Summary Template
- Modified Frayer Model for Vocabulary
- Word Wall

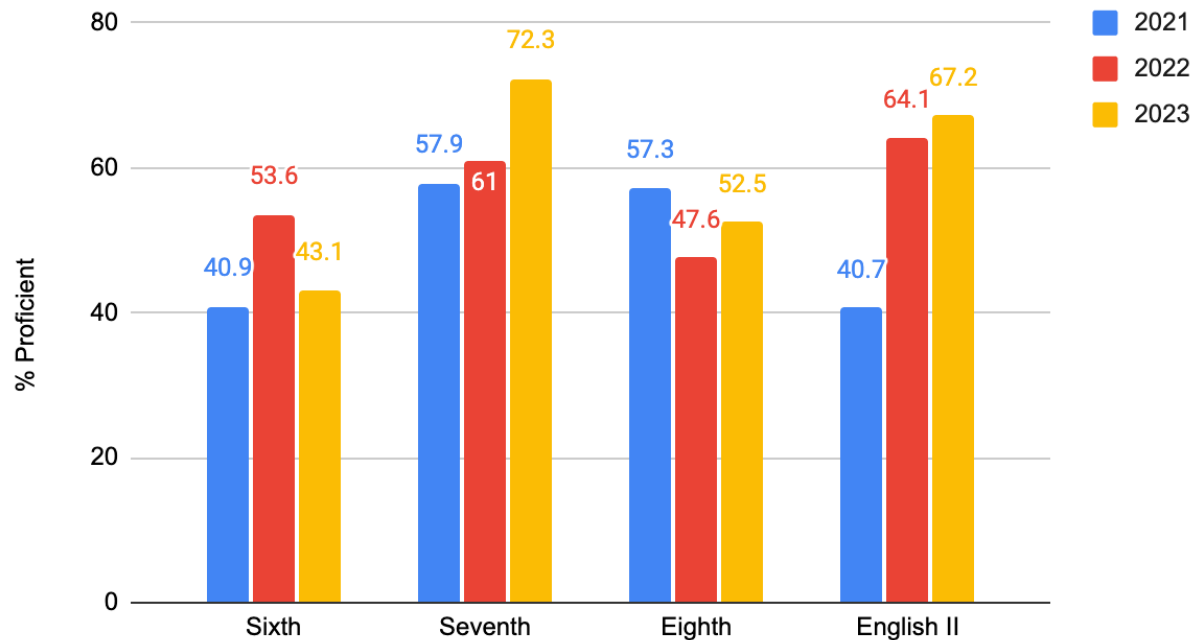# High School KTL Social Studies Examples

- Top-Down Web
- Semantic Map

Outcomes

- Literacy coaches in both buildings allowed staff to have access all day. Implementation was driven by the literacy coach and administrative staff.

- Educational assistant was used more in one building than the other.
  - In Year 2, changes were made for this position to be high school only.

- Professional Development was job-embedded and new routines were established.

- Test scores started to improve!

Outcomes

NLMS/NLHS ELA Data

	Sixth	Seventh	Eighth	English II
2021	40.9	57.9	57.3	40.7
2022	53.6	61	47.6	64.1
2023	43.1	72.3	52.5	67.2

At the high school, since implementing KTL and sustaining the program, our state test scores are improving. ELA II has shown improvement the last 3 years. Geometry and History have improved as well. ELA II, History, Government, and Biology all beat the state averages.

At the middle school, seventh grade has met state test scores in both Math and Reading. Sixth and eighth grade ELA have shown expected growth on State Tests. We are also seeing a lot of growth amongst individual students' Lexile levels.

Outcomes

- Whole School Book Read – positives and negatives
- Have some fidelity issues
- Family engagement is still a something we are working on.
- Some non-ELA teachers still struggle with the "why".

Questions?