



Professional Learning Opportunities October 14, 2024

Sunday System (Gr 2-5)

8 a.m.–3 p.m.

Olive Baptist Warrington Campus

Register here:

<https://forms.gle/dbqsRrC5jzr2BwHY9>

ECPS Tier 3 Building

Comprehension Routine (Gr 2-5)

8-11 a.m. Ferry Pass Elementary

Multi-Purpose Room

(please do NOT park at the medical building next door).

Register: TalentEd #47614

Phonics Lesson Library Refresher (Gr 1-2)

8– 9 a.m. Virtual

Register: TalentEd #47615

Screening for Dyslexia Risk and Required Parent Notification (K-5)

9:15-10:15 a.m. Virtual

Register: TalentEd #47624

Phonics Chip Kit Refresher (Gr 1-5)

10:30-11:30 a.m. Virtual

Register: TalentEd #47616

Amira (2-5)

11:45 a.m.-12:45 p.m. Virtual

Register: TalentEd #47620

Need Reading Endorsement,
40 Hours or the
Microcredential?

Go to the

[Reading Endorsement Page](#)

See the Survey for

ECPS Delivered Courses



Write from the Start

ECPS Writing Initiative **Year Two**

- District baseline assessment for all grades sometime between September 23-30 and progress monitoring the week of January 27.
- Treat this as a regular classroom activity, not a test.
- Grades 2-5 give it over two days.
- **September assessment is a baseline;** growth is expected. Keep student responses to compare with progress monitoring in January.
- Links to K-3 prompts and teacher scripts are found in the addendums.
- Grades 4-5 teachers, import the 4th or 5th Grade ELA 2024 Baseline Writing Task from the Canvas Commons and add to a module OR do paper and pencil, or have students share a Google Doc with you. In January our goal is to have all writing in Canvas.
- If you choose Canvas, edit the assignment details and assign it to everyone for one day. Make the available time during school hours. The next day, set it for that day during school hours. Do not check "Sync to FOCUS".
- K-3 use Building Better Writer rubrics; 4-5 use the FAST rubric: score as objectively as possible.
- K-3: Record scores on class status reports and share writing samples with grade levels; grades 4 and 5: add your score in Canvas so it is added to your tracker.

REQUEST ELA COACH SUPPORT

<https://bit.ly/ELAAssist>



Amira

All Grade 2 and 3 students should practice 30 minutes per week.

It is also available for Level 1 4th and 5th graders.

ELA Team

K-12 Specialist:
Melissa (Lisa) Marsh

Teachers on Special Assignment:
Alison Brantley
Jodie Landry-Hoke
Kim Gunn

Literacy Coach:
Tonya DeLorm

Educational Support:
Phyllis McDurmont

Office Phone:
429-2950

Literacy Rep Meetings:

September 9

October 7

January 13

February 10

In Person at Spencer
Bibbs Room 147



PMP'S

For Layer 2/Tier 2 and
Layer 3 /Tier 3 students

ONLY (not Tier 1 or
Diff. Tier 1).

MUST BE ENTERED BY
October 4.



Canvas

Join our Elementary
ELA Course with

[https://
escambia.instructure.c
om/enroll/4PLH4D](https://escambia.instructure.com/enroll/4PLH4D)

Explicit-Systematic-Scaffolded-Differentiated Instruction with Corrective Feedback

Florida's Literacy Practice Profiles

A Component of the Escambia Learning Model

Research tells us that at least 95% of humans can learn to read, and 60% or more of us need explicit, systematic, scaffolded, differentiated instruction with corrective feedback to do that!

Explicit This means teachers tell students why they are learning something and make connections to a previous lesson. They show them what is expected, model a procedure or skill, and have them repeat it back so everyone is clear on what to do. They post visuals for reference.

Systematic Teachers instruct skills in a logical order from simple to complex, make a connection to a previous lesson, and follow a curriculum (or a curriculum guide) that has a sequence that is backed by research.

Scaffolded This practice means students are provided supports and are gradually released to practice independently. Sentence stems, graphic organizers, prompts, breaking larger tasks into pieces, partner work, and word banks are all scaffolds. The idea is to lessen the number of scaffolds over time as students gain mastery.

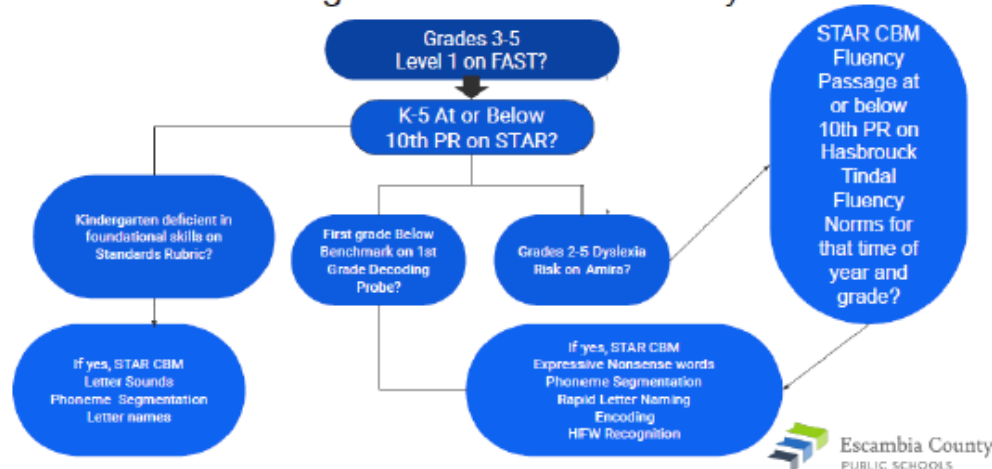
Differentiated Teachers know their learners and the scaffolds they need. They vary methods and activities for students to learn material, use universal design for learning principles to make content accessible, create options for student work products and allow choice; they use flexible grouping.

Immediate POSITIVE corrective feedback This refers to when teachers correct errors when they see or hear them to stop misconceptions or wrong practice, and they confirm accurate responses. They use response mechanisms and collaborative structures to give every student plenty of turns and empower resiliency by celebrating effort and encouraging student self-correction.

If we keep these 5 instructional practices in mind as we plan and deliver lessons, we will meet the needs of *more* than 95% of our learners. And by the way, these instructional practices work for EVERY subject.

See this chart in the [Intervention Decision Tree Folder](#)

Additional Screening for Characteristics of Dyslexia



Dyslexia Characteristics Screening and Parent Notification Required for all Level 1 students who are also deficient on:

- K Foundational skills standards
- 1st Grade Probes
- 2-5 Fluency (10th PR or below)

Letters to parents generated in FOCUS via PMP's and Reading Tab.



Recently Kim Gunn took a sampling of ECPS student responses from the FSA portal and looked for trends across score levels. The chart below are her observations. The rubric provides the expectations for student writing, but concrete examples are always helpful in interpreting the expectations. Use these noticings when you do a shared write with the class or during writing conferences to strengthen the response.

General Noticings from a Sampling of ECPS 2023-2024 B.E.S.T. Writing Test Responses
4th Grade Expository Prompt

Score	Purpose/Structure	Development	Language
4	<ul style="list-style-type: none"> Not only is the entire essay focused on the task and well organized, but each paragraph is also well developed. Each paragraph has an opening sentence, body and concluding sentence. Introductions contain an effective lead. Conclusions contain an overarching statement that recaps the main points presented. Transitional strategies between and within paragraphs are present. 	<ul style="list-style-type: none"> Evidence is always appropriately cited, <i>In source 3, _____ says, etc...</i> A variety of elaborative strategies are included. Examples, definitions, what it isn't, etc... Sometimes the elaboration might come before the evidence. 	<ul style="list-style-type: none"> Plenty of academic language is included. Varied sentence structure Tone and voice can be seen within the essays' introductions, conclusions, and elaborations. There's plenty of figurative language, including imagery.
3	<ul style="list-style-type: none"> The organization is not as "nicely" aligned. Sometimes the intro, body and conclusion don't always line up perfectly. Introductions - some contained the first supporting detail and the other two ran together. Conclusions usually don't bring it all together in an overarching statement. Transitional strategies were very similar to a score of a 4, but within paragraphs they were not as consistent as the essays that scored a 4. 	<ul style="list-style-type: none"> Evidence is always appropriately cited. Elaboration is there for each piece of evidence, but there is not a variety of elaborative strategies. Elaboration always follows evidence. 	<ul style="list-style-type: none"> Very similar to a score of a 4 but more errors are present, there is less figurative language/imagery, and less tone and voice.
2	<ul style="list-style-type: none"> The response is confusing! The organization is lacking. Focus/central idea isn't always clear. Introductions and conclusions are sometimes present. When they are, they don't add to the paper. 	<ul style="list-style-type: none"> Evidence isn't usually cited. Evidence isn't always included. Elaboration is rare and appears as "ramblings." 	<ul style="list-style-type: none"> Lots of errors. Very limited academic vocabulary Little tone or voice. No variety of sentence structure. No figurative language or imagery.

Interest Survey

Are you interested in being part of a PLC for writing? This group will be limited to 30 teachers. There will not be a stipend but teachers will receive points. We will meet once or twice a month (based on need and feedback) after school to discuss and dig into a variety of writing topics. The locations will mainly be at schools and will rotate. Topics will come from this survey and the needs of the teachers who participate.

<https://forms.gle/P5zUVQSmDqjX3Z758>

