

## Revisit of NMS Power Hour

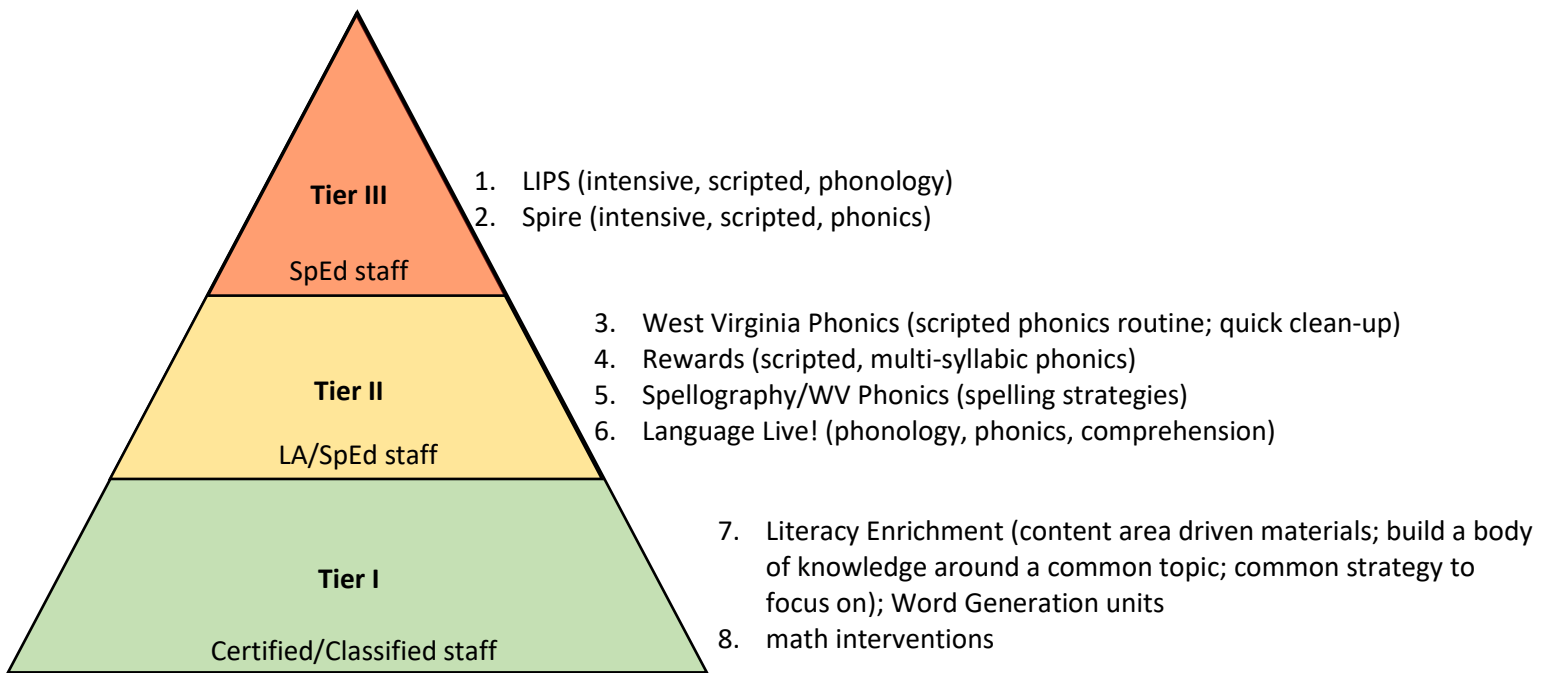
- The goal is to create a systematic, comprehensive schoolwide system to address ALL student needs.
- We would regularly use part of our PLC time to look at student data, collaborate and answer the 4 Essential Questions:
  - 1) What do we want each student to learn?
  - 2) How will we know when each student has learned it?
  - 3) What will we do if a student hasn't learned it yet?
  - 4) What will we do if a student has already reached the learning goal(s)?
- The focus (top priority) for interventions would be literacy; this would be **non-negotiable 5 days/week**. All students would be placed individually based on specific data.
- All staff (certified and classified) would be working with students (scheduled groups/classes).
- We would need to do data analysis to insure all student needs are met.
- This is sacred time; no assemblies, meetings, pullout, etc...
- All interventions should be:
  - TIMELY
  - BASED ON INTERVENTION (not necessarily remediation)
  - DIRECTIVE/INTENTIONAL

① **Data Analysis for Literacy**  
(PAWS, WY-TOPP, district assessments, Cari, DIBELS, QPS and PAST)

② **Place Students for a 4 Week Period**  
(variety of levels offered)

③ **Assess and Shift Students Based on Data**  
(reassign students and staff as needed)

④ **Repeat for Another 4 Weeks**  
(variety of levels offered)



Literacy Enrichment (content area driven materials):

- background knowledge
- vocabulary
- inference
- sentences (simple, compound, complex; meaning of the sentence)
- text type (informational vs narrative; structure/format)
- metacognition
- author's purpose
- critical thinking/problem-solving
- fact/opinion
- multiple sources
- writing/communication

Beginning of the year might include (to be consistent schoolwide):

- marking text
- note-taking
- main idea
- summarizing

**Note: RIGOR of materials should be at or above grade level expectations**

## Enrichment Guidelines:

- **vocabulary work** (take apart a word, word work routine, word gradation, antonyms/synonyms, generate possible words when given a root, sorting; some great ideas are contained in this link [http://schools.nyc.gov/NR/ronlyres/583C369B-7ECD-4C2A-98E4-33CCAB10AB5/0/ELAVocabGuidejune2015\\_v23\\_Web.pdf](http://schools.nyc.gov/NR/ronlyres/583C369B-7ECD-4C2A-98E4-33CCAB10AB5/0/ELAVocabGuidejune2015_v23_Web.pdf))
- **questioning/close reading** (prior to the lesson, intentionally plan for places to insert questions and what specific questions will be asked)
- **summarizing activities** (IVF statements, can pick from a list of ideas; [http://www.gcasd.org/Downloads/Summarizing\\_Strategies.pdf](http://www.gcasd.org/Downloads/Summarizing_Strategies.pdf))
- **frequent writing** (sentences, ticket out the door ideas: <https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley>, )
- **utilize graphic organizers when appropriate** (timeline, story map, compare/contrast, around a theme, categorizing, sorting)
- **optional:** a culminating academic activity (related to mini-unit)

Possible ideas/topics for mini-units (submit lesson plan for approval prior to teaching):

- ✓ topic you within your curriculum area you wish to spend more time with
- ✓ Global Impact Project
  - article: : <http://www.ascd.org/publications/educational-leadership/oct17/vol75/num02/Middle-Schoolers-Go-Global.aspx>
  - project: : <http://markwise8.wixsite.com/globalchallenge>
- ✓ center around an “issue of today”
  - gun safety/gun debate
  - environmental issue(s)
  - personal health/safety
  - civil society
  - food safety
  - concussions & kneeling for the flag
- ✓ culture of another country
- ✓ lost treasures of the west
- ✓ mummies of the world
- ✓ jazz – time, place, style, history, ...
- ✓ code breaking/identity theft
- ✓ the Latin in Harry Potter
- ✓ history of ..... (food, bread, genocide, football...)
- ✓ personal interests
- ✓ possibilities are endless!!!

We would rotate groups through each mini-unit; therefore the same unit would be taught multiple times with different groups of students. This could be within a grade level or across 6-8.

4 week rotations each semester:

- 3 enrichment sections (plan for 2 mini-units)

## PREFERENCE

6 week rotations each semester:

- 3 enrichment sections (plan for 1 mini-unit)

Specific Flowchart for Literacy Assessment & Intervention Planning

**HIGHER PRIORITY**

