



Pre-K Collaborative Team Meeting



In partnership with:



June Harless Center

Introductions



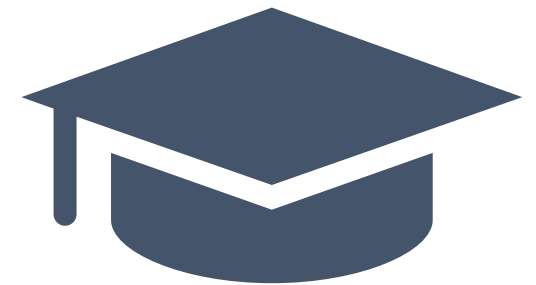
The Campaign for Grade Level Reading



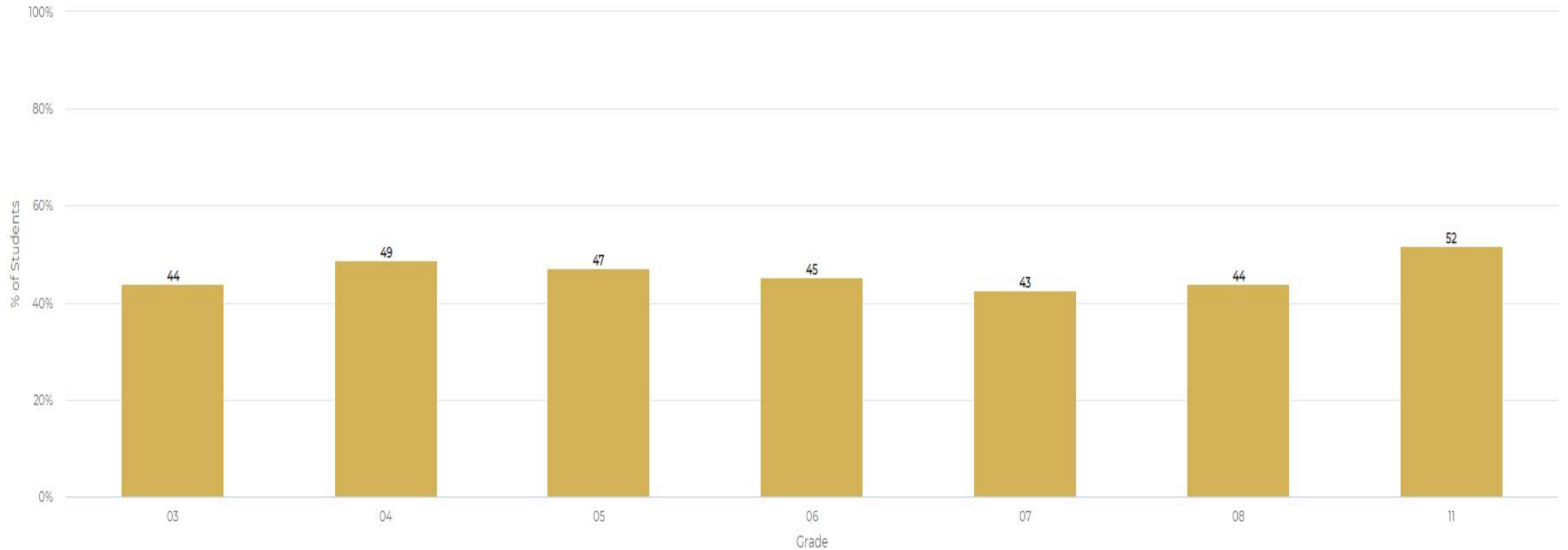
Why this goal?

“Third grade reading success matters.”

- More than **85%** of the curriculum is taught by **reading**
- By the end of 3rd grade, **74%** of struggling readers **won't ever catch up**
- One of the most **important predictors** of high school **graduation** is reading proficiently by the end of third grade



ELA Proficiency Rates WVGSA 2018-2019



Out of your class of 10 students,

which 4 or 5 of them **deserve** to
succeed?



So what's the solution?



A Coordinated Effort

- We know **schools can't do it alone.**
- WVBE Policy 2512: *Transformative System of Support for Early Literacy*
- Effective November 10, 2014 based on W. Va. Code §18-2E-10
- A comprehensive, systemic approach to close the literacy achievement gap by third grade
- Serves as a blueprint for the WV Campaign for Grade Level Reading

Transformative System of Support for Early Literacy

- **Formula funded allocation to districts (>50%)**
- **Remaining**
 - WV Early Literacy Network of Support (Five Early Literacy Specialists; partnership with Marshall University's June Harless Center)
 - WV Early Learning Longitudinal Study (conducted by the National Institute for Early Education Research)
 - Limited local-level professional learning
 - WV Blue Ribbon Book Club

ENSURING EARLY SCHOOL SUCCESS FOR LOW-INCOME CHILDREN

What Mobilized Communities Must Do



Stop playing catch-up

Ensure that fewer children start school so far behind.



End chronic absence

Don't let students fall further behind during the school year.



Reverse the summer slide

Enable striving and struggling readers to make progress instead of losing ground.



Address health-related challenges

Healthy development is key to early academic success.



Equip parents to succeed

Parents are brain builders, first teachers and tutors, strongest advocates and best coaches.



Advance grade-level reading and math

Close the gap between science and practice.



Slow, stop and reverse learning loss

Fast-track access to the internet, tutors and out-of-school learning.



Although schools must be accountable for **helping all children achieve**, providing effective teaching for **all children in every classroom every day**, the Campaign is based on the belief that **schools cannot succeed alone**.

Engaged **communities** mobilized to remove barriers, expand opportunities, and assist parents in fulfilling their roles and responsibilities to serve as full partners in the success of their children are needed to assure student success.

The work is about supporting communities and families in the four focus areas of: **school readiness, attendance, high-quality instruction, and extended learning.**

Our Responsibility

- To meet your unique needs
 - Professional learning
 - Research
 - Extra hands or ears
- To celebrate your successes
- To make connections

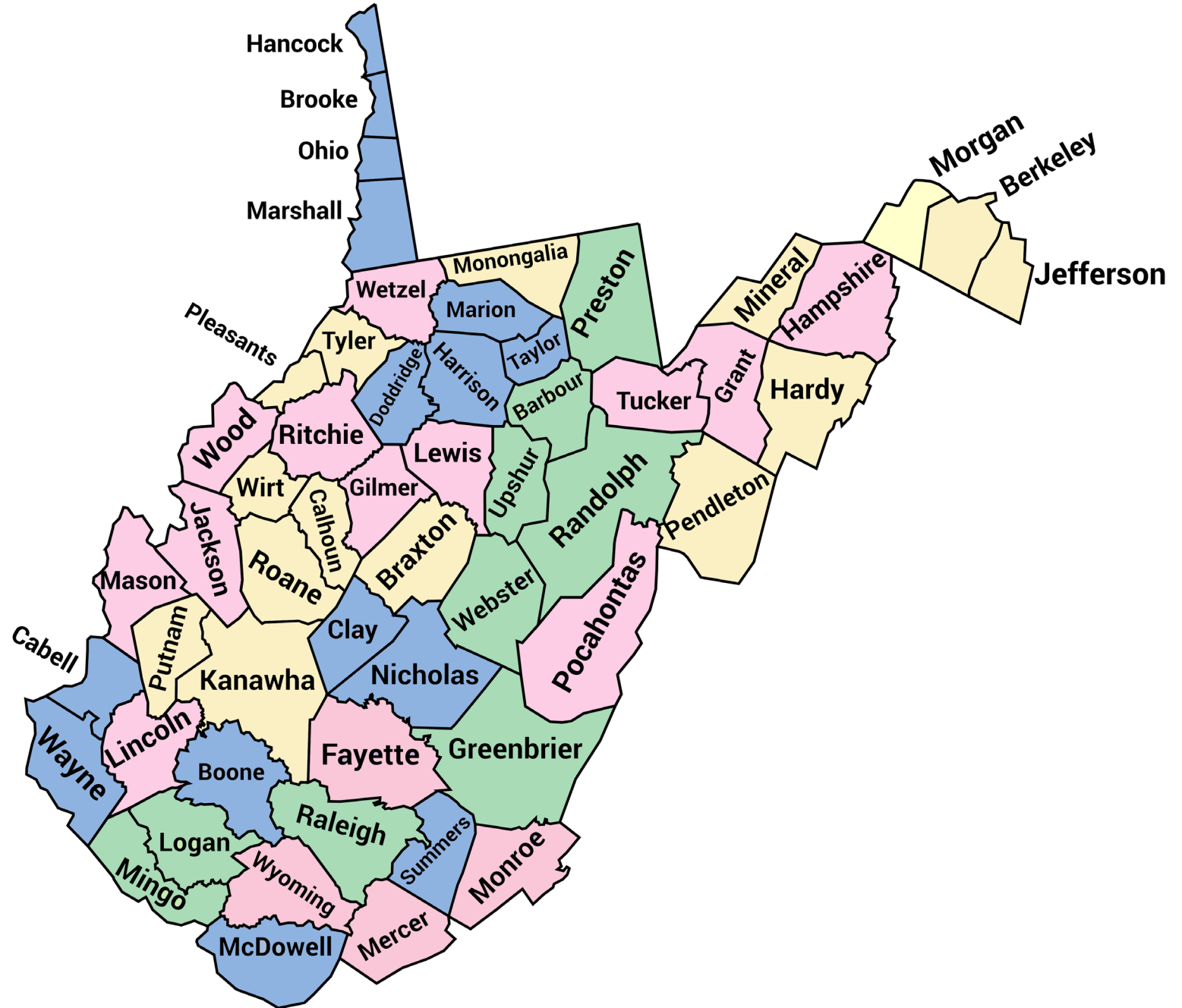


Our Mission

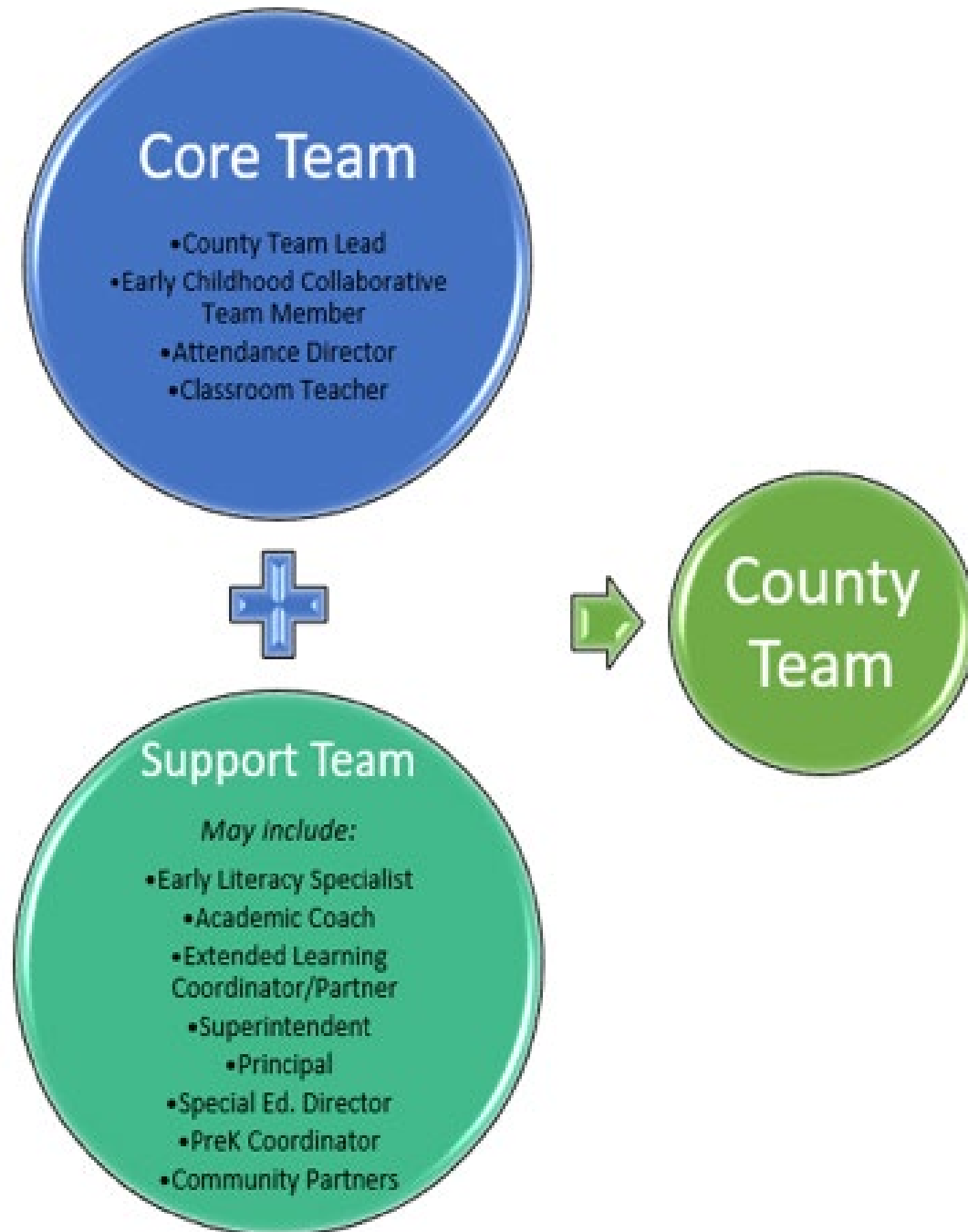
To serve communities by leading a literacy campaign that connects stakeholders with research and resources in order to provide the best opportunities for every child.

Early Literacy Specialists

- Brittany Fike
- Becky Lewis
- Samantha Statler
- Brandie Turner



County Literacy Team



School Readiness

School Readiness

**Ready, Set, Go! WV:
West Virginia's Comprehensive Framework
for School Readiness**



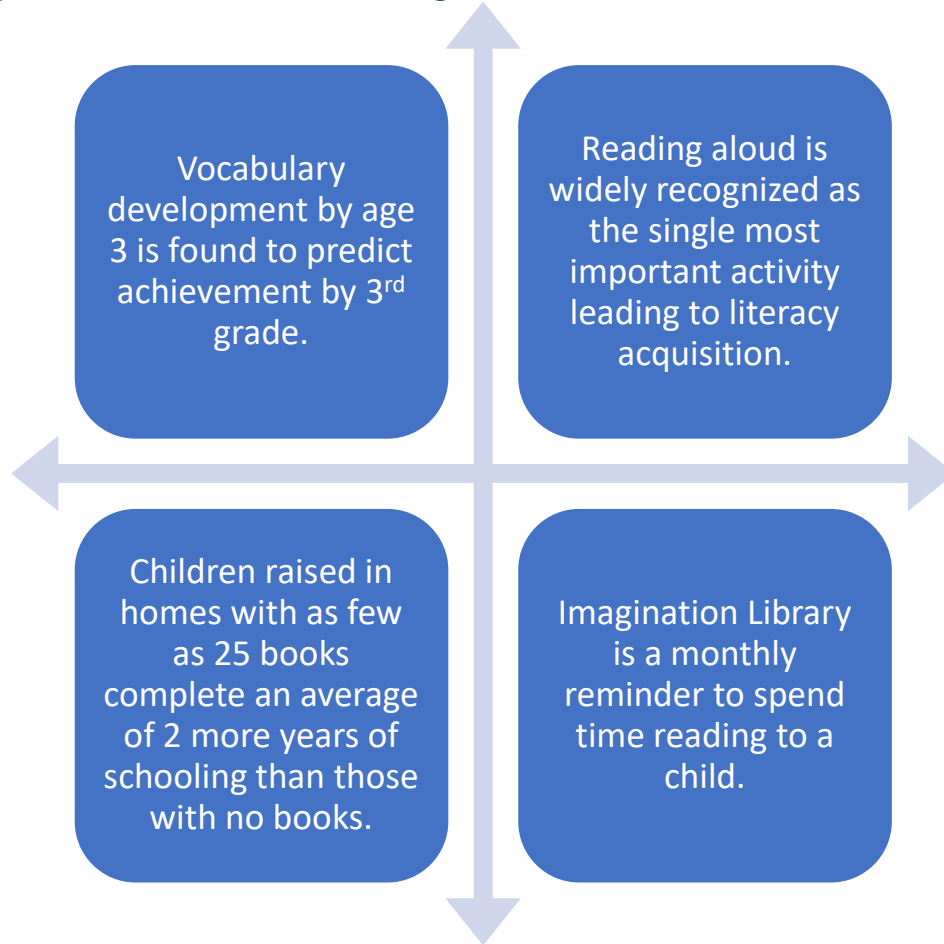
<https://wvde.us/early-and-elementary-learning/ready-set-go-wv-school-readiness/>

School Readiness



[Joinvroom.org](https://joinvroom.org)
Resources and Tools

Early Literacy Matters



Brain Development



Age 3
80%



Age 5
90%

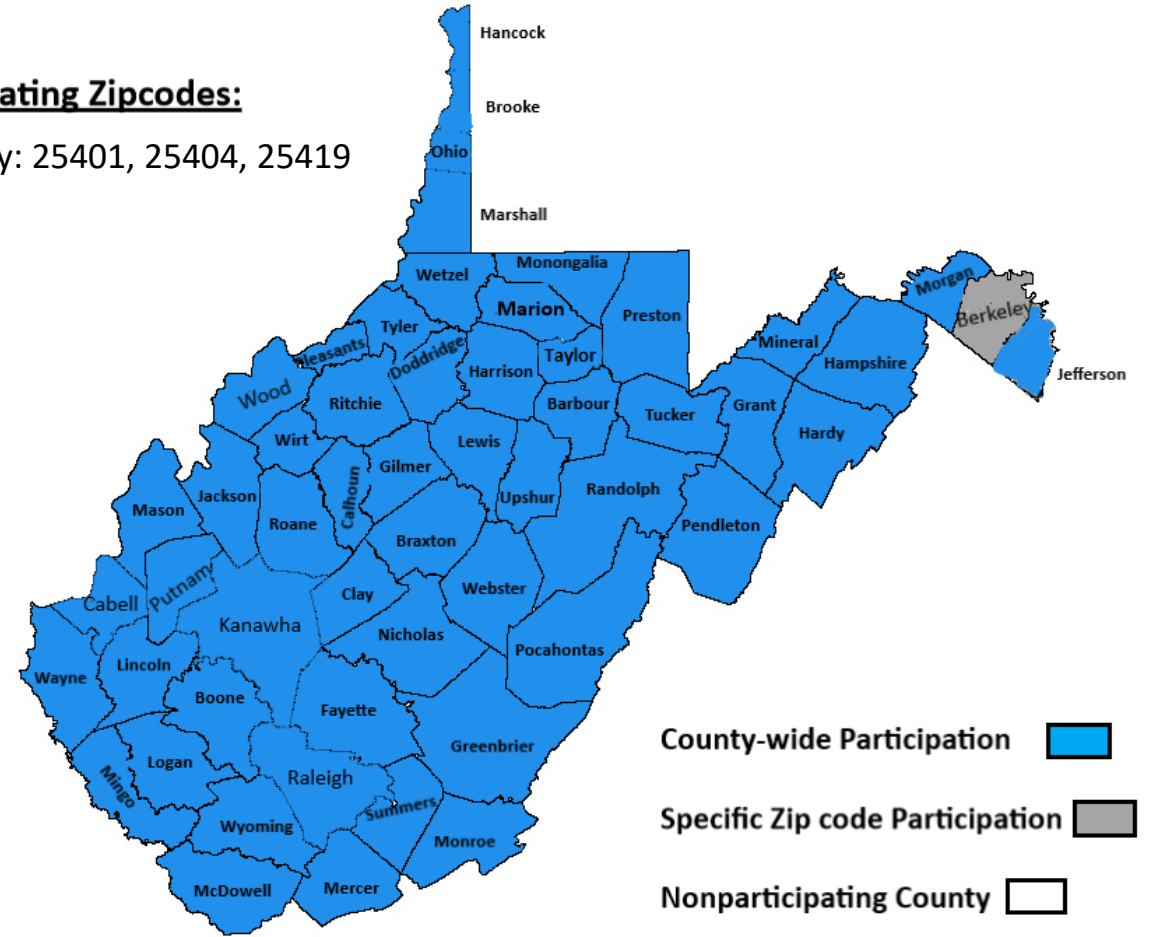




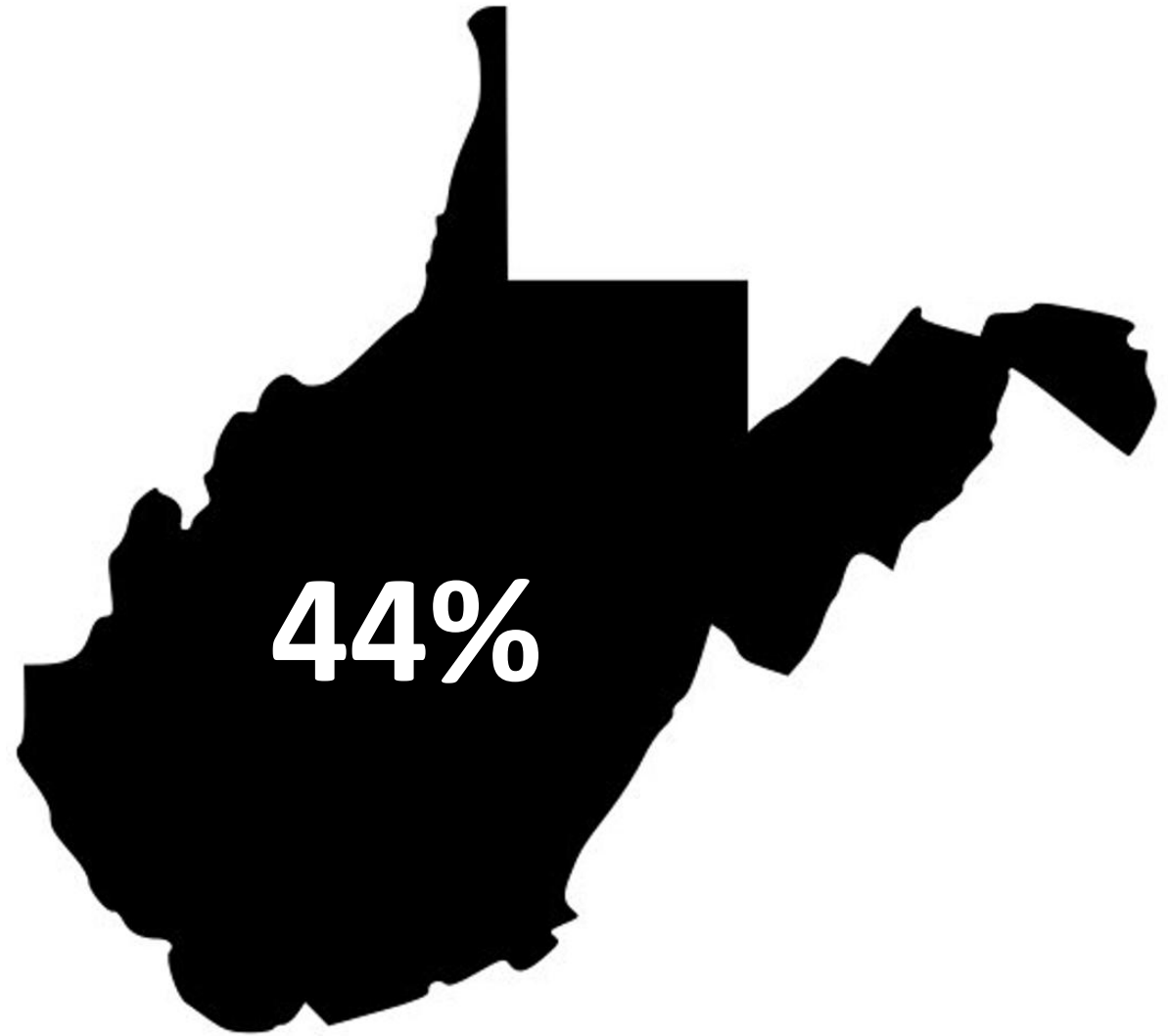
WEST VIRGINIA

Participating Zipcodes:

Berkeley: 25401, 25404, 25419



**Enrollment:
% of all eligible children
in WV (birth to age five)**

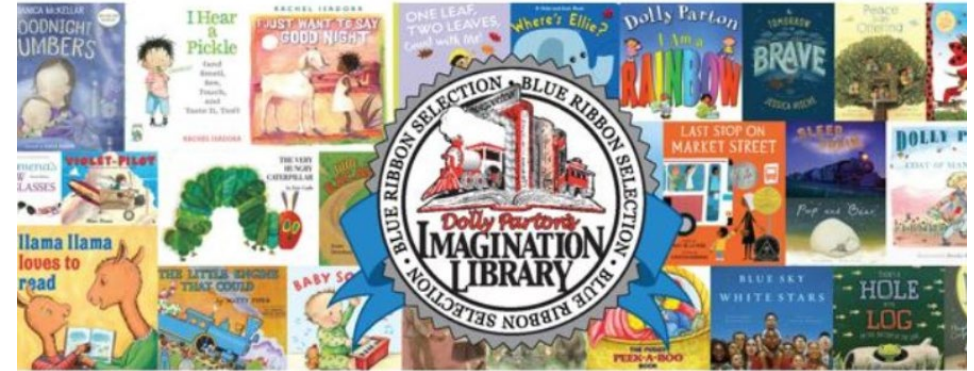


Partner Newsletter



Welcome Aboard

Family Newsletter



Welcome Aboard!

You are receiving this newsletter because a little learner in your family is enrolled in the Dolly Parton's Imagination Library program in West Virginia. Our goal for this monthly newsletter is to provide tips and resources to use as you and your little one engage with your new book.



west virginia
imagination library

Toolkit

Community Engagement Toolkit

provided by



Listen. Create. Motivate.

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and High-Quality Instruction

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wvde.us/leadersofliteracy

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and High-Quality Instruction

START LISTENING

School Readiness Episodes

- Episode 4: Ready, Set, Go! WV
- Episode 5: Interview with Nancy Hanna (Greenbrier County)
- Episode 25: Building Foundational Interactions to Support Child Development
- Episode 31: Interview with Amanda Peyton (McDowell County)

wvde.us/school-readiness

Spread the Word

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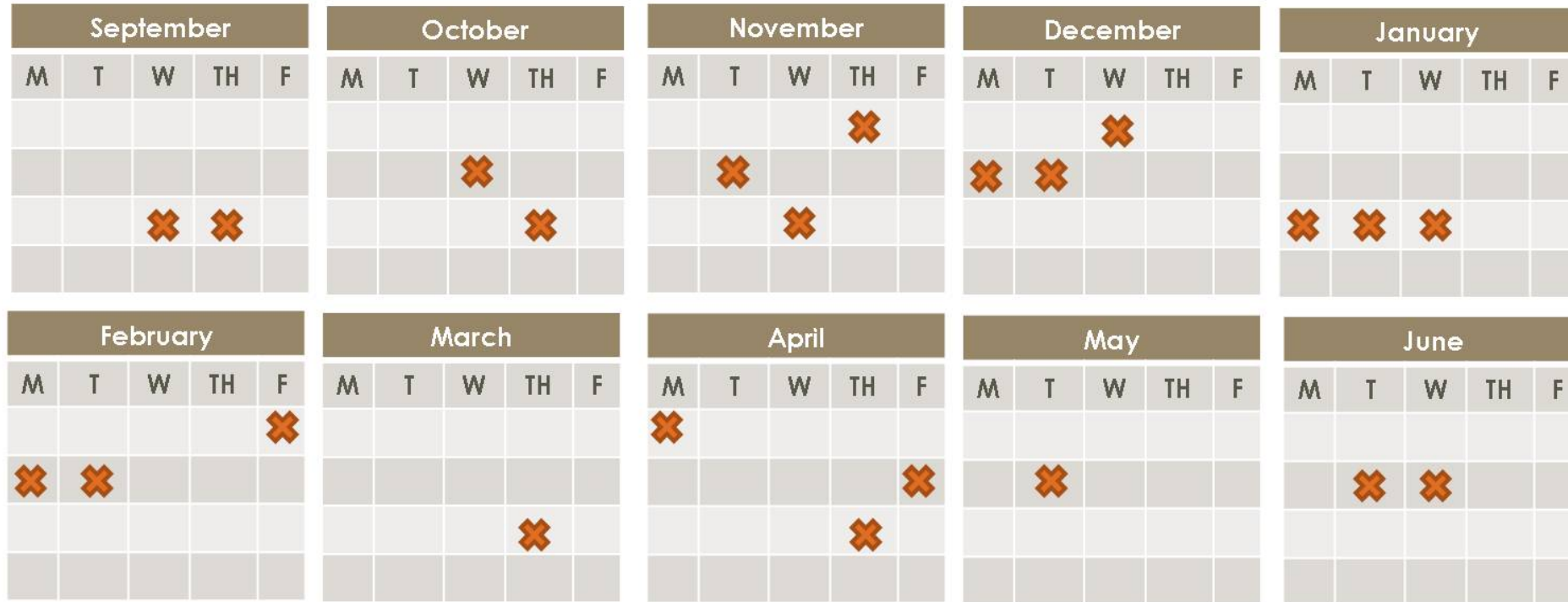
June Harless Center

Attendance

Attendance

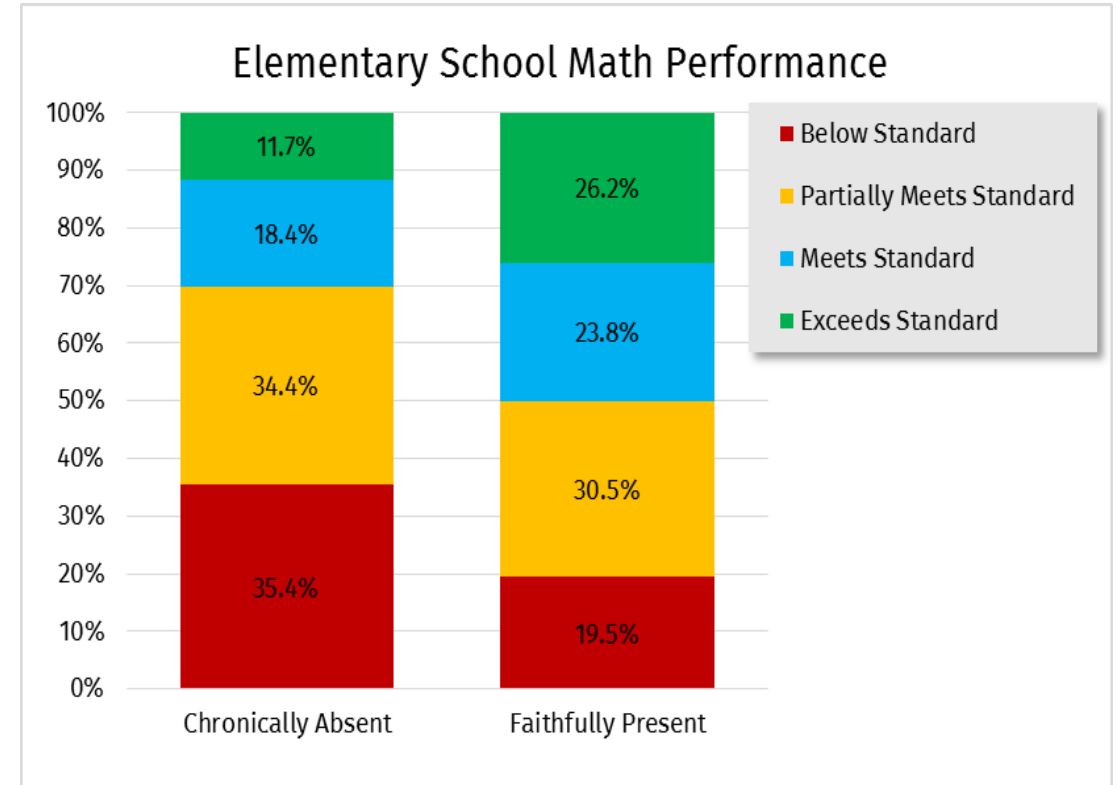
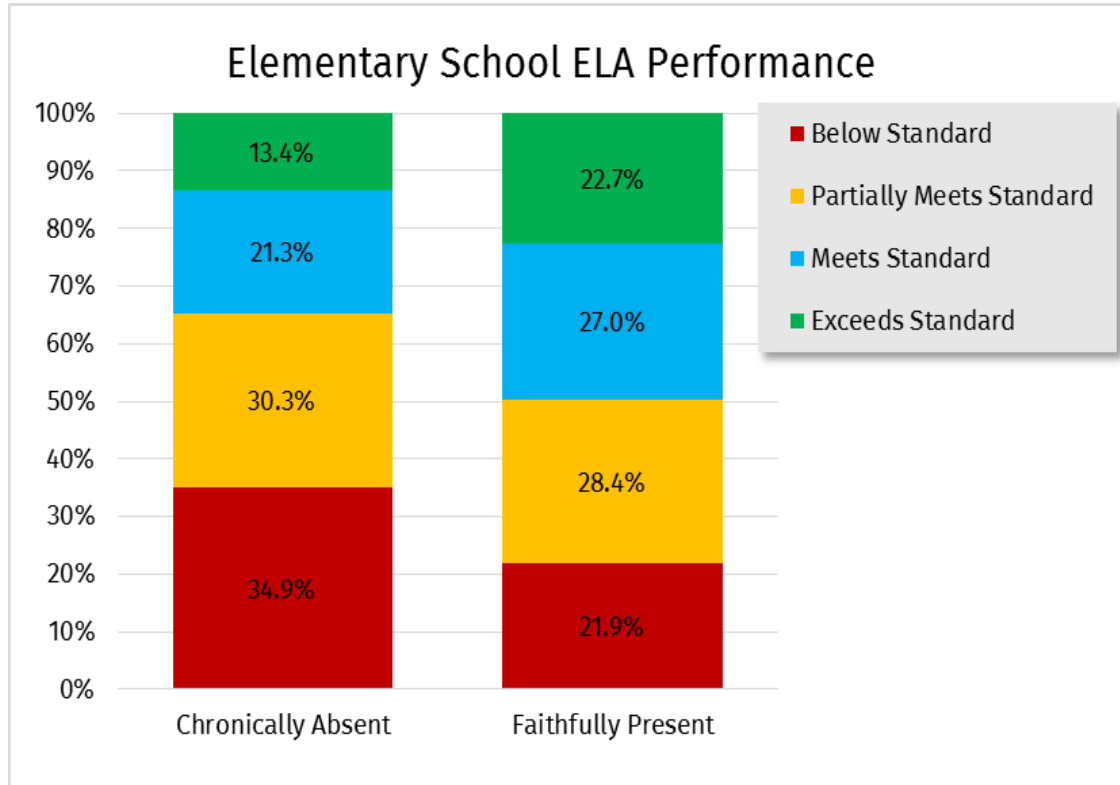
- We must begin to **change the conversation** regarding absences from only being concerned with unexcused absences to **focusing on instructional time lost**
- We must work to create **good school attendance habits in the early grades** by building relationships with students and their families
- Schools need to **examine their data to look for trends** (particular classes with high absenteeism, days of the week, etc.)
- Try to plan meaningful, engaging activities to **improve attendance prior to school breaks**
- **Work with local health care providers to get information to parents** on when they should keep their child home or send them to school (i.e. Fever versus runny nose and/or cough)
- Schools engage in **current best practices** regarding health concerns

Attendance



Chronic Absence = 18 days of absence = As Few As 2 days a month

Impact of Attendance on Achievement

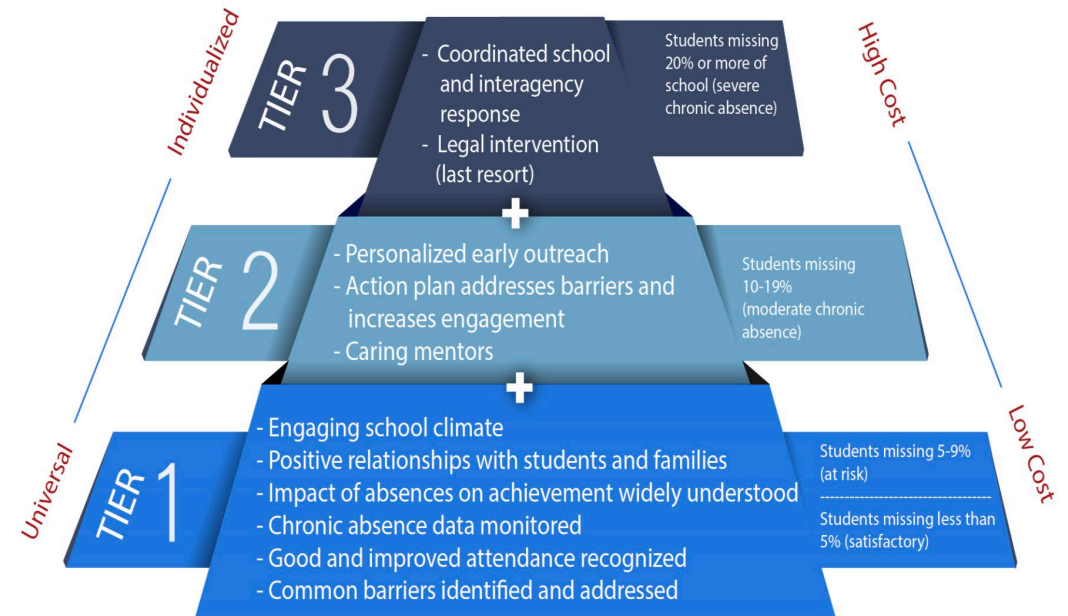


Attendance Goal Strategies

Create action steps to address each tier:

- **Tier 1-** Universal strategies
- **Tier 2-** Targeted, moderate chronic absences
- **Tier 3-** Targeted, severe chronic absence

Tiered System of Supports For Improving Attendance



Updated Attendance Toolkit

- New resources added
- Organized by time frame and audience
 - New Attendance Toolkit



County



School



Teacher



Support Personnel

How Can YOU Help?

Build Awareness

- Create a positive school experience.
- Encourage families to build good attendance habits.

EARLY AND OFTEN

Showing Up in Preschool Matters 2.0

February 2018



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School Readiness, Attendance, Extended Learning
and High-Quality Instruction

START LISTENING

Attendance Episodes

- Episode 2: Myth Busting Chronic Absence
- Episode 5: Interview with Molly Sigmon (CIS - Wyoming County)

wvde.us/attendance

Extended Learning

Extended Learning Strategies

- Establish summer read and feed sites
- Plan summer enrichment opportunities
- Mobile learning centers
- Summer book programs
- Partner with the local food pantry to share literacy materials with families
- Engage with your local library
- Free Little Libraries

The achievement gap that exists between low-income and high-income children can be narrowed or even closed simply by giving books to low-income kids.

Just a dozen books selected by the child, at a total cost of about \$50, can achieve the same improvements in school performance as \$3,000 worth of summer school.

(Richard Allington et al, "Ameliorating summer reading setback among economically disadvantaged elementary students," February 2010)



SUMMER BOOK BINGE TOOL KIT: OVERVIEW



The Summer Book Binge program directly addresses the achievement gap between high- and low-income students by helping to reverse the loss of proficiency over summer break, a problem which low-income students are far more likely to experience. Because the loss of skills is cumulative, this can put low income students years behind their peers over time. This program is based on **research that shows that as little as \$50 of self-selected books (or 6 books) given to the students to read over break can be as effective as thousands of dollars of summer instruction** - i.e. summer school. Here's how we do it. Before break, students browse samples of available books and "order" books they

want. Staff and volunteers put together a tote of the chosen books for each child. Each book comes with a printed bookplate with the child's name, emphasizing book ownership. These bags are delivered at a schoolwide assembly with great pomp, circumstance, and excitement. Initial data from our pilot school indicates that, rather than declining, with this program reading proficiency scores actually increased 14-21% depending on grade level.

In this toolkit, you'll find everything you need to put together a successful Summer Book Binge program in your school or community.

TABLE OF CONTENTS

1. Step-By-Step Guide
2. Budget Worksheet
3. Calendar & Volunteer Roles
4. Where to Buy & Selecting Books
5. Planning Distribution Day
6. Bookplate Guide
7. Suggested Book List
8. Sample Selection Form
9. Contact Us
10. Summer Reading Card Sample



[Summer Book Binge Tool Kit Link](#)

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School Readiness, Attendance, Extended Learning
and High-Quality Instruction

START LISTENING

Extended Learning Episodes

- Episode 14: Interview with Dawn Miller
- Episode 15: Summer Learning Loss and the Effects of the Covid-19 Pandemic
- Episode 16: Interview with Bailey Cato Czupryk and Kate Glover (TNTP)
- Episode 30: Interview with Milagros Nores (NIEER)
- Episode 34: Summer Learning Recovery

wvde.us/extended-learning

How Can YOU Help?

Be a Support

- Encourage families to create meaningful interactions with their children at home.
- Provide support tools and resources.



High-Quality Instruction

The Science of Reading

- Refers to the body of scientific evidence that demonstrates how the brain becomes proficient with language
- Definitively proves which instructional practices are the most effective for developing strong readers and writers

What Does This Mean for Instruction?

- “**Fab Five+**” elements of reading instruction from the National Reading Panel Report

Foundation
al Skills

- **Phonological Awareness**
- **Phonics**
- **Fluency**

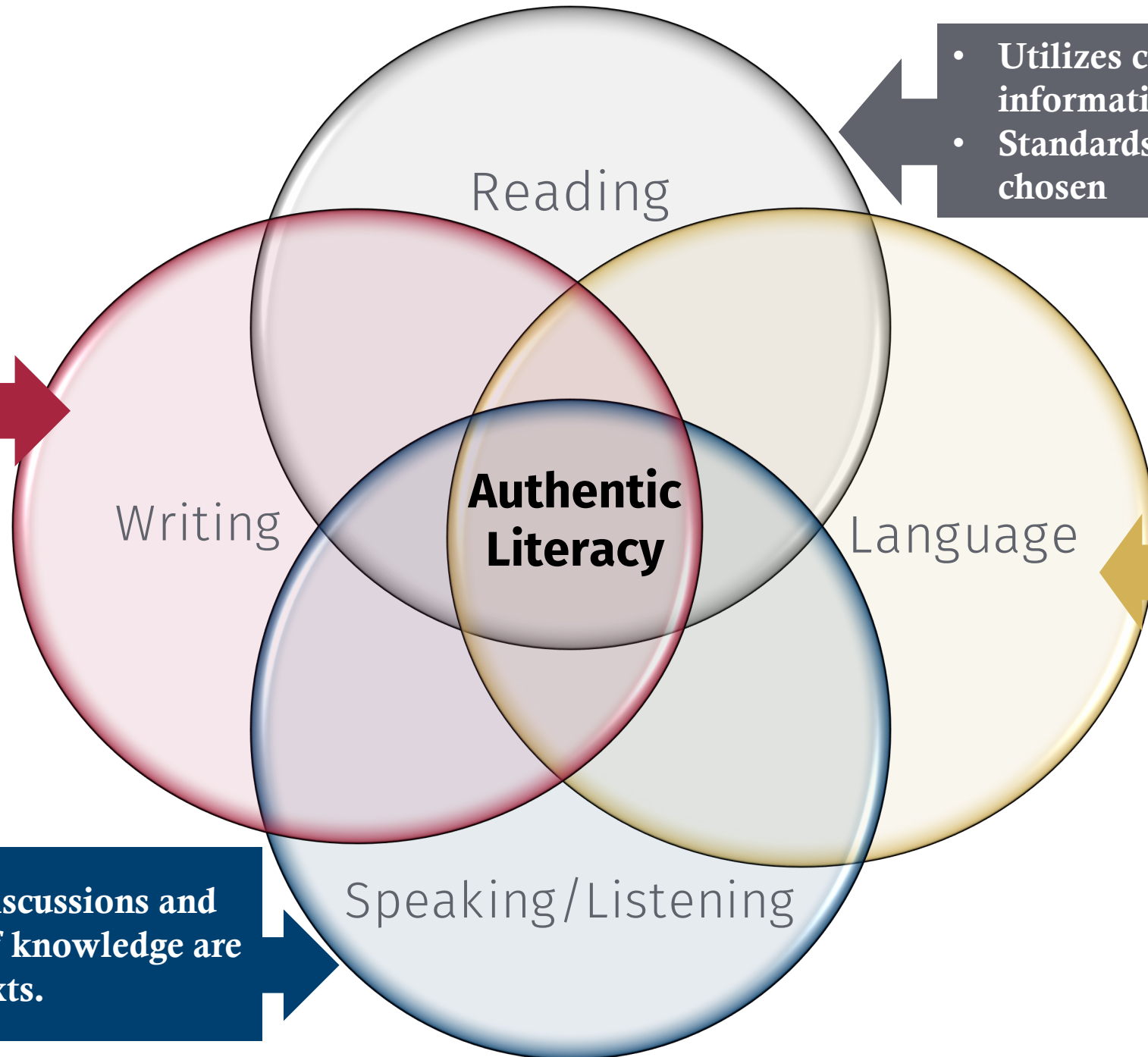
Making
Meaning

- **Vocabulary**
- **Comprehension**

- + **Writing** has also been identified as a necessary instructional element for “cracking the code” of our language system as well as synthesizing and communicating understanding of text

- Vocabulary comes from texts
- Language instruction applied to students' writing and/or based in the language of the texts read

- Utilizes complex literary & informational texts
- Standards fit well with texts chosen



- Collaborative discussions and presentations of knowledge are rooted in the texts.

- Grounded in evidence from the texts
- Supports student understanding of texts

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School Readiness, Attendance, Extended Learning
and High-Quality Instruction

START LISTENING

High-Quality Instruction Episodes

- Episode 6: The Power of Self-Talk
- Episode 9: Childhood Trauma – Unlocking the Door to Learning
- Episode 11: Interview with Anna Rowe (Fostering Resilient Learners)
- Episode 19-22: 21st Century Skills
- Episode 32: Science of Reading
- Episode 33: Interview with Vanessa Harlow (Grant County)

wvde.us/high-quality-instruction

PBS Resources for Educators

- Teachers' Lounge
- Teacher Line - Professional Learning
- Learning Media - Classroom Resources

Professional Learning Support

- [Professional Learning Request Form](#)
- [Menu of Services](#)
- [WVDE Covid-19 Resources](#)

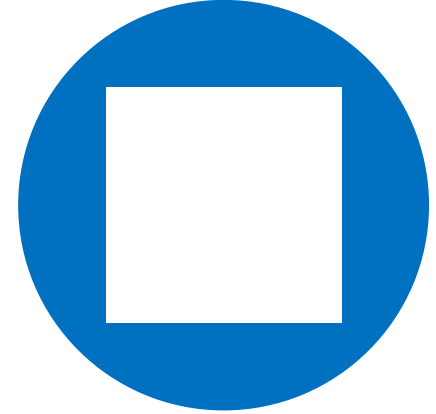
High-Quality Instruction Training Specific to PreK



THE SCIENCE OF READING
OVERVIEW



PHONOLOGICAL
AWARENESS



BUILDING VOCABULARY

How Can YOU Help?

Make it Count

- Use data from formative assessments to guide your planning.
- Be intentional and deliberate.



Family Support Specialist



Leaders of Literacy Family Connections Newsletter

Family Connections NEWSLETTER



January | February | March 2021

Families can help children develop a love for reading

Dear West Virginia Families,
The West Virginia Department of Education (WVDE) believes that all children deserve the opportunity to grow up to become lifelong readers and learners. The Leaders of Literacy: Campaign for Grade Level Reading is West Virginia's comprehensive approach to help ensure all children are reading on grade level by the third grade. Through this campaign, we hope to connect families to resources that support the important work

your child's teacher is already doing to help grow your child's early reading development. New editions of this newsletter will be sent at various times throughout the school year to every family in West Virginia with a child in pre-kindergarten through grade 3.

I hope you find this resource valuable, and that it helps you understand more about your child's development, helpful resources in your community, and ideas to create and learn along

with your child. To learn more about the Leaders of Literacy: Campaign for Grade Level Reading and to access other early learning resources, visit www.wvde.us/leadersofliteracy. We look forward to sharing valuable information with you and your family this year!

Sincerely,

Monica DellaMea
Monica DellaMea, Ed.D., Director
Early & Elementary Learning
West Virginia Department of Education

Loving LITERACY

Dolly Parton's Imagination Library is a book gifting program that mails free, high-quality books to children from birth until they begin school, no matter their family's income.

The West Virginia Department of Education and Marshall University's June Harless Center, in partnership with Dolly Parton's Imagination Library, is fostering a love for books among West Virginia's children.

Enroll your child for free today by visiting www.imaginationlibrary.com!



EXPLORE, CREATE, & LEARN TOGETHER!

Kick-start creative thinking with these simple activities

SCAVENGER HUNT

Create a list of hard-to-find or hidden things in your house and give it to your child. Searching for the items can help keep the body and the brain moving. Just be sure you match the quest with your child's age and abilities.

Variation for preschoolers: Use pictures to show your child the things to try and find.

Variation for early elementary-schoolers: Write down a list of things for your child to look for, but leave some open-ended, such as "something you can use to draw a picture."

OPEN-ENDED DRAWING PROMPTS

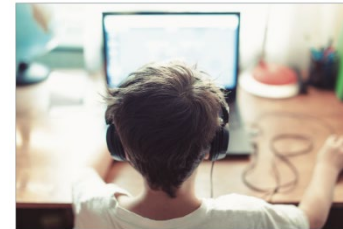
On a sheet of paper or on a chalkboard, begin a simple drawing and add an invitation. For example, you may draw the outline of a house and ask the question, "What is inside this house?" to get your child thinking. Encourage your child to fill the house with his or her own drawings as they think about what might be inside.

PLAYDOUGH FUN

Using either store-bought playdough or homemade, you and your child can explore playdough in a variety of ways. Roll playdough into various shapes and talk about what your child is making. Incorporate loose parts into playdough (provide your child with seashells,

craft feathers, toothpicks, beads, chenille sticks, buttons, etc.) to create 3-D sculptures.

Make prints in playdough using leaves, rocks, lace, and other textures. While poking, rolling, and squishing playdough, children develop small muscles in their fingers and hands which leads to strength needed in their hands and fingers for writing and drawing!



COMMUNITY RESOURCE Spotlight

This quarter, we are featuring a program for families who have younger siblings!

From birth, babies begin exploring the wonders in the world with their eyes. Healthy eyes and good vision play a critical role in how infants and children learn to see. Eye and vision problems in infants can cause developmental delays. It is important to detect conditions early to ensure babies can develop the visual abilities they need to grow and learn.

InfantSEE® is a public health program designed to ensure that eye and vision care becomes an essential part of infant wellness care to improve a child's quality of life. This eye exam is provided FREE of charge for infants from 5-24 months of age. For more information or to find an InfantSEE® provider, visit www.infantsee.org.



WAYS TO MAKE LEARNING AT HOME A SUCCESS

Learning at home using electronic devices can be challenging! Here are some tips to keep your child engaged:

BUILD A SCHEDULE: For some students, especially young learners, learning at home can be challenging. Having a routine teaches children how to effectively manage their time and stay on track.

MODEL HARD WORK AND PERSISTENCE: Talk to your child about your own work and goals. Tell your child about difficult projects you're working on, new skills you're trying to master, and challenges you've faced. Demonstrating your own hard work

and motivated attitude will help your child take a similar approach while learning online.

SET UP A DESIGNATED WORKSPACE: The right workspace makes a huge difference in students' mindset and ability to focus.

BRAIN BREAKS FOR ONLINE LEARNING: It may be hard for some children to sit through an entire class. Include "brain breaks" in between learning to allow time for children to rest and re-focus.



Teaching Tips

LET'S TALK ABOUT MATH: Did you know that you can easily help your child learn math skills?

Children's brains are ready to understand number concepts from a very early age. To help your child learn about math, simply talk about numbers, count out loud, and use math words as you go about your day!

PATTERN PLAY: Patterns are everywhere! You can give your child opportunities to create and play with them. After all, a pattern is as easy as something that repeats more than once — like red, blue, red, blue, red, blue. Thinking about patterns helps children make sense of



math and helps them predict what will happen. While folding laundry with your child, make a pattern with socks. Line them up big, small, big, small. Then, have fun matching the pairs of socks together.

Tune in to Literacy

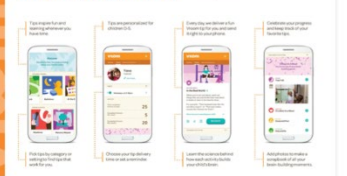
We invite you to listen to our podcast as we share early literacy research and resources. You can listen to episodes online at wvde.us/leaders-of-literacy-podcast/!

Resource Spotlight: Brain-building app Vroom

Vroom is a free resource you can use to access over 1,000 easy activities designed to help your child's brain grow strong.

Tips inspire fun and learning whenever you have time. Tips are personalized for children ages 0-5. In the Vroom app, you can keep track of your child's progress and add photos to make a scrapbook of all your Brain Building Moments.

Over 1,000+ easy activities designed to help your child's brain grow strong



This newsletter is provided to every family from Pre-K through grade 3 to share valuable information about child growth and development, connect families with community resources, and encourage families to explore, create, and learn together.



Tip Sheets for Teachers and Families



Tips for Families

Social-Emotional Learning

Social-emotional learning is intentionally teaching our children how to manage emotions and interact with others in a positive way. Here are some tips to help you discover ways in which you can help your child develop strong social-emotional skills.

Things to do regularly:

- **Model the behavior you seek.** Whether it's apologizing when you're in the wrong or treating others with respect and kindness, children learn a great deal about relationships from observing the behavior of their parents and family members.
- **Be a good listener.** Listening is a critical skill needed to succeed in life. Model "whole body listening" which means your eyes and body are turned toward the speaker, your hands and feet are still, and your mind is focused on what's being said.
- **Nurture your child's self-esteem.** A child with a good sense of self is happier and is more successful in school. Give your child responsibilities, allowing him or her to make age-appropriate choices and show your appreciation for a job well done!
- **Respect differences.** Every child has his or her own unique talents and abilities. Whether in academics, athletics, or peer relationships, resist the urge to compare your child to friends or siblings. Instead, honor your child's accomplishments and provide support and encouragements for the challenges he or she will face.
- **Partner with the school.** Communicate with your child's school to see what behaviors are being worked on in the classroom and share what behaviors you are working on at home. Work together with your child's teacher to establish goals for your child.



During difficult times:

- **Model empathy.** You can teach your child empathy by modeling and practicing how to see a situation from another person's point of view. When he or she is upset, say things like, "I am so sorry to hear that.", "How can I help you?", or "That is really challenging." Invite them to share more. Validate their experience by summarizing what you have heard. Reinforce that it's okay to make mistakes and focus on how they can do things differently or grow from the experience.



Tips for Teachers

Strategies to Boost Family Engagement

By working together as a team, schools, community partners, and families can boost student achievement, build a positive school culture, and provide children with a stronger sense of community in and out of school. The strategies listed below can help ensure that all members of the school and community partnership honor and recognize families' knowledge and that families are able to support their children's education, encourage growth, advocate for change, and collaborate with schools.

What is Effective Family Engagement?

Effective family engagement is grounded in partnership and shared responsibility among families, community organizations, and schools. Activities to engage families should be linked to learning and be collaborative and interactive.

Provide opportunities for families to be involved through a variety of activities at school and at home.

Invite families to observe and participate in classroom events, activities, and field trips. Encourage parents and family members to share their skills and expertise with children in the classroom by helping children with an activity. Build a strong school culture through celebrations, student-led performances, and family nights showcasing student work.

Create a welcoming school environment that respects and celebrates language and cultural diversity.

Display student work throughout the building and ensure families receive written communication in the home languages they speak or provide translation services.

Facilitate relationship building and information sharing between families and school staff.

Ensure that parent-teacher conferences are productive and include goal sharing and maintain regular communication of student progress between formal meetings. Teacher home visits, if possible, can also be an effective tool for establishing and maintaining relationships with families that promote school engagement.



Professional Learning Opportunities

Connecting Families to Schools: Building Trusting Relationships

Navigating Challenging Conversations with Families: A Guide for Success

How Can YOU Help?

Share Resources

- Tip Sheets
- Newsletters
- Joinvroom.org



blake.turley@k12.wv.us

**304-419-
1422**

Tell Your Story!

- [Listserv Message](#)
- [WVDE Facebook Page](#)

Contact Information

Maggie Luma	OEEL Coordinator & State CGLR Lead	myelencsi@k12.wv.us	304-558-2696
Brittany Fike	Early Literacy Specialist	brittany.fike@k12.wv.us	304-437-2521
Becky Lewis	Early Literacy Specialist	relewis@k12.wv.us	304-270-7299
Samantha Statler	Early Literacy Specialist	samantha.statler@k12.wv.us	606-922-5425
Brandie Turner	Early Literacy Specialist	brandie.turner@k12.wv.us	937-408-3947
Blake Turley	Family Support Specialist	blake.turley@k12.wv.us	304-419-1422

Reflections/Questions?