Holyoke Early Literacy Initiative
### Holyoke Early Literacy Workgroups: Strategies, Objectives, Products, Next Steps & Members

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>FAMILY ENGAGEMENT</th>
<th>0-5/K READINESS</th>
<th>INSTRUCTIONAL PARTNERSHIPS</th>
<th>ATTENDING FOR LITERACY</th>
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<tr>
<td><strong>To build capacity of parents (and the Organizations that support parents) to strengthen home practice of doing “one thing a day” to promote literacy development</strong></td>
<td>To promote Kindergarten readiness via the promotion of specific “On Track for Literacy” indicators within the 0-5 community.</td>
<td>To align early literacy instructional support within and outside of the classroom.</td>
<td>To monitor implementation of District attendance policy and promote best school-based practices around attendance promotion.</td>
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<td><strong>OBJECTIVES</strong></td>
<td>1. Oversee HELI city-wide 1st Grade Home Visiting Program 2. Promote HELI Parent Education workshops and educational opportunities for parents across the city 3. Promote a HELI Parent “Raising Awareness” Campaign, encouraging parents to do ‘ONE THING A DAY’ to support their child’s literacy.</td>
<td>1. Open &amp; support HELI Pre-K Classrooms in HPS elementary schools 2. Develop &amp; promote of “On Track for Literacy” indicators (birth-3rd grade) 3. Develop 3 HELI assessment tools that incorporate HELI “On Track for Literacy” indicators</td>
<td>1. Develop HELI “Focus Practice” Alignment Training for all classroom &amp; after-school tutor/mentors as well as student teachers. 2. Develop Focus Practice Alignment Toolkit to accompany training. 3. Oversee training calendar to align and support instructional partners.</td>
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<td><strong>PRODUCTS</strong></td>
<td>Home Visiting Program 20 session Program Training model for Home Visitors Parent Education HELI Parent Education Workshop module Raising Awareness Campaign City-wide HELI Parent pledge sheets HELI Parent promotional t-shirts and onesies</td>
<td>“On Track for Literacy” indicators HELI “Kindergarten Readiness” definition Purpose of Pre-K in Holyoke document Updated Kindergarten screening tool that incorporates “On Track for Literacy” indicators “On Track for Literacy” indicator assessment tool (for children) HELI Pre-K Collaboration Program Review document</td>
<td>HELI Alignment Training module Focus Practice Toolkit (in development)</td>
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<td><strong>WHAT’S NEXT</strong></td>
<td>HELI Partner inventory to identify opportunities to fortify and align HELI parent messaging and programming within 24 HELI Partner organizations. Social Media Campaign to promote HELI Home Practices HELI Pre-K Classroom Expansion to 4 more schools Expanded learning opportunities between Holyoke pre-K and K educators</td>
<td>Train-the-Trainers training for organizational directors and volunteer supervisors Completion of Focus Practice Alignment Toolkit</td>
<td>Enhance social media campaign by using website, public access channel &amp; community agencies to pass along message of importance of attendance Create district wide attendance initiatives</td>
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<td><strong>MEMBERS</strong></td>
<td>Holyoke Public Schools United Congregational Church Enchanted Circle Theater ENLACE de FAMILIAS Holyoke Health Center MSPCC Valley Opportunity Council Head Start Coordinated Community &amp; Family Engagement Hampshire College Holyoke Public Schools Strategies for Children Square One Early Education Criterion Early Intervention Head Start Holyoke YMCA Valley Opportunity Council Davis Foundation Holyoke Public Schools Mt Holyoke College Enchanted Circle Theater Girls Inc Homework House UMASS Community Service Learning Holyoke Boys &amp; Girls Club Westfield State University Main Street Writers 5 College Public School Partnership</td>
<td>Holyoke Public Schools Davis Foundation</td>
<td>Holyoke Public Schools ENLACE de FAMILIAS Dept of Children &amp; Families Old Holyoke Corporation Dept of Transitional Assistance Juvenile Court United Way of Pioneer Valley District Attorney’s Office RFK Action Corp Holyoke Food and Fitness</td>
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HELI Information

Overview

- **WHAT** is the Holyoke Early Literacy Initiative?
- **WHY** the Holyoke Early Literacy Initiative?
- **WHERE** is HELI happening?
- **WHO** is involved in HELI?
- **HOW** does HELI operate? The HELI Theory of Action

The HELI Full Partnership Learning Community

- Collaboration with Strategies for Children
- City-wide program design continuous improvement effort
- Expectations & commitments of HELI Partners
- Professional Development around Early Literacy Program Design

**HELI City-wide Workgroups** – *strategy, objectives, products, next steps & workgroup members*

- Family Engagement
- 0-5/Kindergarten Readiness
- HELI Instructional Partnerships
- Attending for Literacy

Appendices

- Sample Full Partnership Power Point Presentation
- HELI Focus Practice Alignment Training for Instructional Partners
- Sample 0-5 Workgroup PPT
- Sample Worktime Task Assignments
- Sample HELI Partner Program Design Inventory, MOU & Alignment Gris (in process)
- Sample 0-5 HELI inventories (in process)
- Holyoke “On Track for Literacy” Indicators
- Sample HELI Raising Awareness materials
  - Birthing Center – HELI Parent draft
  - HELI Parent Pledge
HELI Overview

**WHAT is the Holyoke Early Literacy Initiative?**

The Holyoke Early Literacy Initiative is a comprehensive, city-wide initiative designed to facilitate rapid and sustained improvement in early literacy as measured by the 3rd grade ELA MCAS. HELI engages schools, community organizations and families in a variety of ways to address the literacy crisis in Holyoke. Each constituency is being asked to not only do things differently now, but to make explicit commitments around changes in practice.

The specific HELI commitments are defined below:

**HELI Schools (Holyoke Public School pre-K and elementary schools) are:**

1. Executing an Accelerated Improvement Plan that puts improved early literacy with an intense focus on English Language Learners and Students with Disabilities at the center.
2. Ensuring that individual schools servicing children in pre-K to 3rd grade are promoting HELI through the HELI Parent Campaign, HELI Parent Education Workshops and the 1st grade HELI Home Visiting Program.

**HELI Parents of 0-8 aged kids are asked to:**

1. Do “**ONE THING A DAY**” from Holyoke’s “On Track for Literacy” indicators to support their child’s literacy development.
2. Commit to make sure their child attends school every day.

**HELI Partnering organizations are:**

1. Providing an early literacy program, support or service (*with children directly or with adults who work with children- either as parents, teachers or tutors*)
2. Engaging in a year-long self-study through the “Full Partnership Learning Community” to strengthen ONE aspect of their early literacy program design or delivery.
3. Participating in city-wide workgroups to collectively develop strategies to align forces around FAMILY ENGAGEMENT, INSTRUCTIONAL SUPPORT, ATTENDANCE & KINDERGARTEN READINESS.

**WHY the Holyoke Early Literacy Initiative?**

Holyoke has experienced a literacy crisis for years. In 2013, only 13% of our 3rd graders across the city were reading on grade level, with subgroups performing at much lower rates of proficiency. While the city attempted an early literacy initiative in the past, the effort was almost entirely disconnected to the work of the schools. In addition, the community focused work centered around raising awareness of the importance of early literacy through book give-aways and marketing. Through shifting the location of HELI leadership to the school department, we are able to focus more directly on aligning the practices of our early literacy-supporting partners with the work of the schools.
WHY the Holyoke Early Literacy Initiative? [continued]

Percent of Third Grade Students Reading Proficient or Advanced: MCAS 2010-2014

Gateway Cities: Percent of Third Grade Students Reading Proficient or Advanced; MCAS 2014

State Average: 57%
Gateway City Average: 44%
WHY the Holyoke Early Literacy Initiative? [continued]

**A Breakdown of Holyoke’s Student Proficiency by Subgroup:**

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<tr>
<th>Subgroup</th>
<th>% Proficient/Adv</th>
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<tbody>
<tr>
<td>White</td>
<td>43%</td>
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<tr>
<td>Non Low Income</td>
<td>43%</td>
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<tr>
<td>Low Income</td>
<td>13%</td>
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<tr>
<td>Hispanic</td>
<td>11%</td>
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<tr>
<td>ELL</td>
<td>5%</td>
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<tr>
<td>SPED</td>
<td>3%</td>
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WHERE is HELI happening?

As a city-wide initiative, aligned early literacy programs, messaging and opportunities occur in a range of setting across Holyoke. A more detailed list of committed partners is below, but early literacy work is currently happening in the following settings:

- HPS pre-K and elementary schools
- Homes
- Early childhood and learning centers
- City-wide home visiting programs
- After-school programs
- Higher ed teacher-preparation programs
- Family Resource Centers
- Health Centers
- Public Library
**WHO** is involved in HELI?

The following organizations are active members of the HELI Full Partnership:

- Holyoke Public Schools
- Holyoke Public Library
- Holyoke Chicopee Springfield Head Start
- Valley Opportunity Council
- Coordinated Family & Community Engagement
- Square One
- Holyoke YMCA
- Enchanted Circle Theater
- Girls Inc of Holyoke
- Homework House
- Criterion Early Intervention
- UMASS Teacher Preparation Program
- Westfield State University Teacher Preparation Program
- Mt Holyoke College Teacher Preparation Program
- Mt Holyoke Community Based Learning Program
- Holyoke Boys & Girls Club
- Massachusetts Society for the Prevention of Cruelty to Children
- Main Street Writers
- Enlace de Familias
- Holyoke Health Center
- United Congregational Church
- Department of Children & Families
- Olde Holyoke Corporation
- Department of Transitional Assistance
- Juvenile Court
- District Attorney’s Office
**HOW** does HELI operate? The HELI Theory of Action

**HELI GOAL:**
Rapid & Sustained Improvement in Early Literacy

**Individual HELI Partners**
Continuous alignment and program improvement through the Full Partnership Learning Community to contribute to better outcomes

**City-wide WORKGROUPS**
(Collective, productive, synergized)

If we work intensively to:

1. **Align & Improve Literacy Instruction inside & outside the classroom**
2. **Improve Attendance of Children in Grades K-3**
3. **Engage Families to Support their Children’s Literacy Development**, and
4. **Support Readiness for Kindergarten Among Children Ages 0-5**

**WHILE** providing high expectations of, and high levels of support for, partnering organizations in their individual early literacy program improvement efforts,

**Then** we will see **Rapid Increases in Grade 3 Reading Proficiency**
HELI includes 2 distinct strategies in its early literacy work in Holyoke.

1. **INDIVIDUAL**: Because quality program design leads to better early literacy outcomes for children and positive impacts that extend into adulthood, the HELI strategy includes a city-wide “continuous improvement” effort to promote accountability, alignment and increased efficacy of all Holyoke programs (including HPS departments) who provide early literacy supports to children ages 0-8 and their families through a year-long program design planning process.

2. **COLLECTIVE**: Four city-wide “workgroups” – Family Engagement, 0-5/Kindergarten Readiness, Attending for Literacy (Attendance support) and Instructional Partnerships – that work together on collaborative efforts through collectively defined objectives.

The work of HELI individual partners – *both internal and external to the District* – inform and reinforce the collective work of the city-wide workgroups. Most HELI Partners participate in both the Full Partnership Learning Community AND a city-wide workgroup. We believe this strategy allows for synergistic outcomes when each early literacy support is responsible for raising its own levels of efficacy, while collectively contributing to, and designing, macro-level change across the city. This level of commitment requires partners to attend 1-2 HELI meetings a month in addition to ongoing program design or workgroup follow-up occurring between meetings. While we understand this is an active commitment, we believe that our strategy and structure needs to promote cross-sector coordination, collaboration, and alignment in order to collectively add up to impact.
The HELI Full Partnership Learning Community: Collaboration with Strategies for Children

HELI understands that **quality program design** leads to better early literacy outcomes for children and positive impacts that extend into adulthood. When we think about program design, we include those HPS programs that explicitly promote early literacy in our pre-K to 3rd grade students – **ELA Department, ELL Department, Special Education Department and our CONNECTIONS After-School Program** - as well as our 24 HELI Partners that touch children and families in a variety of ways from birthing centers and home visiting programs to Family Resource Centers, Student Teacher Preparation Programs and after-school programs.

That is why, with the assistance of Strategies for Children, we are embarking on a year-long process with all of our HELI Partners to: a.) assess our early literacy program designs; b.) identify areas where we must strengthen; c.) receive ongoing training and support around program design; and d.) ultimately produce updated Program Designs that align with our comprehensive city-wide effort.

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**Snapshot of the Program Design & Evaluation Tool used in the HELI Full Partnership Learning Community**

- **Core Mechanism:** How is the program being delivered?
- **Population Profile:** How were the population needs identified?
- **Dosage:** What are the structural features of the program or support (e.g., frequency, time, intensity)?
- **Staff Training:** How does the program build staff’s capacities to support literacy development?
- **Evaluation:** What type(s) of program indicators are in place to help determine program success?

Each dimension varies by program on the changing behavior continuum

We seek a continuum of aligned early literacy supports in Holyoke that range from effective “Raising Awareness” efforts to effective programs that impact adult behaviors and practices regarding early literacy.

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**Continuum of Holyoke-based Supports & Services**

- **Raising Awareness**
- **Changing Behaviors**
The HELI Full Partnership Learning Community:
Collaboration with Strategies for Children (continued)

Ultimately, we need to align and coordinate Holyoke’s early literacy services to collectively produce measurable impact on children’s third grade reading proficiency outcomes. In partnership with Strategies for Children, our HELI Partners have participated in the following multi-stage process:

**HELI Impact Analysis -- A Multi-Stage Process**

1. **Phase 1**
   - Analyze each literacy program or support in Holyoke

2. **Phase 2**
   - Determine the type of each program (family engagement, supplemental instruction, after-school program, early-childhood, etc.)

3. **Phase 3**
   - Map these programs onto the continuum

4. **Phase 4**
   - Examine the map thinking of Holyoke’s collective 3rd grade literacy effort

5. **Phase 5**
   - Refine and bolster the Holyoke plan to drive more effective efforts (both individual and collective)

Raising Awareness

Changing Behaviors

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Appendices

- Sample Full Partnership Power Point Presentation
- HELI Focus Practice Alignment Training for Instructional Partners
- Sample 0-5 Workgroup PPT
- Sample Worktime Task Assignments
- Sample HELI Partner Program Design Inventory, MOU & Alignment Gris (in process)
- Sample 0-5 HELI inventories (in process)
- Sample Holyoke “On Track for Literacy” Indicator page
- Sample HELI Raising Awareness materials
  - Birthing Center – HELI Parent draft
  - HELI Parent Pledge
  - Purpose of Pre-K in Holyoke document
Data-Informed Early Literacy Programming

Holyoke Early Literacy Initiative

Full Partnership Meeting
September 3, 2014
Welcome from Paul Hyry-Dermith
Purpose of today’s meeting

• To **define** the HELI “Full Partnership” Learning Community and the **roles and expectations** of a HELI Partner.

• To **collectively review and analyze** HELI self-reported **data** and identify city-wide gaps around early literacy support

• To **individually reflect on program design** and to complete an initial draft of a HELI Partner MOU based on individual PDET data
Welcome from Dr. Paez
Introductions

1. Your name & the program or organization you represent
2. If you are a MEMBER of any HELI Workgroup:
   - Instructional Partners
   - Attending for Literacy
   - Family Engagement
   - 0-5 / Kindergarten Readiness
# HELI Full Partnership Meeting AGENDA

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Percent of Third Grade Students Reading Proficient or Advanced: MCAS 2009-2013

Note: Comparable districts determined by MADESE District Analysis, Review & Assistance Tools (DART)
Gateway Cities: Percent of Third Grade Students
Reading Proficient or Advanced; MCAS 2013

State Average: 57%
Gateway City Average: 42%
A Breakdown of Holyoke’s Student Proficiency by Subgroup:
2013 Grade 3 MCAS Reading, % Proficient/Adv

- SPED: 2%
- ELL: 4%
- Hispanic: 8%
- Low Income: 10%
- White: 43%
- Non Low Income: 45%
What does this subgroup data mean to you and your program or organization?
Updated HELI Theory of Action

HELI GOAL:
Rapid & Sustained Improvement in Early Literacy as measured by the 3rd Grade ELA MCAS

HELI Partners
Continuous alignment and program improvement to contribute to better outcomes

FAM ENG
0-5
Att’dce
INSTR PARTNER

WORKGROUPS
(Collective, productive, synergized)
Brief HELI History

Aug 2013
HELI Restart!

Sept 2013
Attending for Literacy workgroup meets under new leadership

Nov 2013
1st Meeting: 0-5/K Readiness Workgroup

Jan 2014
1st Meeting: Family Engagement Workgroup

Mar 2014
1st Meeting: Instructional Partners Workgroup
1st Full Partnership Meeting

Summer 2014
PDET “Self Study” Process

Aug 2014
HPS reorganizes K-3 curriculum & instruction

Sept 2014
HELI Full Partnership formalized
Workgroups accomplish year one objectives (e.g., HELI Pre-Ks open in 3 schools)
Workgroup Focus Areas
2014-2015

Instructional Partners
1. Development of a training on HPS 4 BEST PRACTICES for all instructional partners
2. Development of a Best Practices toolkit and guidelines for all instructional partners

Family Engagement
1. HELI 1st Grade Home Visiting Program
2. HELI Parent Education Modules
3. HELI Parent Organizing Project (Jan ‘15)
4. HELI Parent Campaign

Attendance
1. Monitoring of school-wide Attendance Policies
2. Identification of city-wide polices or protocols that may facilitate or hinder attendance

0-5/K Readiness
1. 3 HELI Pre-K Classrooms starting tomorrow!
2. Development of “On Track for Literacy” indicators (birth-3rd grade)
3. Adapted K screening tool that incorporates “On Track for Literacy” indicators
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HELIs Full Partnership: *Purpose*

**Professional Learning Community**
- Elevate our collective and individual knowledge to support the design and implementation of our efforts

**Accountability**
- Ensure the quality and impact for our collective and individual city-wide efforts

**Alignment**
- Promote cross-sector coordination, collaboration, and alignment to collectively add up to impact
HELHI Full Partnership: A *Programmatic Focus*

Quality program design leads to better early literacy outcomes for children and positive impacts that extend into adulthood.

- **HPS schools & district departments (ELL, Special Ed, ELA)**
- **Community-Based programs & supports**
HELI Full Partnership: Structure

- Individual Revisions
  (E-mail communication and support)

- Small Working Sessions
  (One meeting offered a couple different times)

- Full Partnership Meeting
  (All organizations)
HELI Full Partnership: Structure
Year One Timeline

Full Partnership Meetings 2014-2015

Introduction to PDET Impact Analysis
Data Analysis and Introduction of the MOU
Mid year check-in on improvement targets
HELI Partner Alignment Grid presentations

June 2014
Fall
Winter
Spring
Summer

2015

X
X
X

PDET Revision

Small Working Sessions
• Reflective meetings to refine HELI tools
HPS Support

Conceptual Support

- HELI Leaders will be available to act as a thought partner.

System-Level Support

- HELI Leaders will be available to help organizational leaders & boards understand the critical nature of our alignment and program design work.
HELI Full Partnership: Alignment Grid

**Key Activities or Inputs**
- Full Partnership MEETINGS
- Small WORKING SESSIONS
- PDET Multi-Stage IMPACT ANALYSIS

**Outputs**
1. Development of documentation, a common language and shared mindset around:
   - Elements of an effective literacy campaign
   - Literacy program design characteristics
   - Continuum of supports and services
   - Features of implementation
2. Participation in each meeting

**Outcomes**
- More effectively designed, strategically aligned, and coordinated literacy programs across Holyoke
- Elevated knowledge re: elements noted in outputs

Increased 3rd grade reading proficiency

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What is a HELI Partner?

An organization (or individual) that:

1. Provides an early literacy program, support or service (with children directly or with adults who work with children- either as parents, teachers or tutors)

2. Engages in both individual [PDET] & collective early literacy analysis

3. Makes a commitment to strengthen ONE aspect of early literacy programming this year in a HELI MOU

4. Participates in HELI Full Partnership Learning Community (3 Full Partnership meetings) during the 2014-2015 school year

Most, but not all, HELI Partners are also workgroup members.
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Introduction to Collective Analysis

Welcome back to our friend and colleague, Kelly Kulsrud, Director of Reading Proficiency
Continuum of Supports & Services

Raising Awareness

Changing Behaviors

Intensity
--Time, Money, Human Capital--
FOCUS: Spreading Information & Materials

- Periodic, independent learning opportunities
  - e.g., books, pamphlets, posters, PSAs
  - e.g., Workshops, family nights
- Emphasis on providing information and materials
- Design based on a generic profile of the target recipient
- Ability to reach large numbers of individuals at once, but at surface-level

FOCUS: Building individuals’ literacy skills

- Sustained, supported learning opportunities
  - Modeling, instruction, and practice provided by trained adult
- Emphasis on applying information and materials
- Design responds to specific literacy profiles of the target recipients
- Ability to reach large numbers of individuals deeply, but only over time

Self-Study: Where does the Support or Service Fall on the Continuum?
THE LITERACY CAMPAIGN

Raising Awareness

Spreading information & materials

Building individuals’ literacy skills

Changing Behaviors

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As individual programs and supports...

- **Key Challenge**: To match programs/supports’ goals with their characteristics to ensure desired outcomes

Collectively...

- **Key challenge**: Aligning and coordinating services to collectively produce measurable impact on children’s third grade reading proficiency outcomes

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Phase 1: Analyze each literacy program or support

Phase 2: Determine the type of each program

Phase 3: Map these programs onto the continuum

Phase 4: Examine the map thinking of your community’s 3rd grade literacy campaign

Phase 5: Refine and bolster your plan to drive more effective efforts (both individual and collective)
Phase One and Two: The PDET

Each dimension varies by program on the changing behavior continuum.

- **Core Mechanism**: How is the program being delivered?
- **Population Profile**: How were the population needs identified?
- **Dosage**: What are the structural features of the program or support (e.g., frequency, time, intensity)?
- **Staff Training**: How does the program build staff’s capacities to support literacy development?
- **Evaluation**: What type(s) of program indicators are in place to help determine program success?

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PDET Impact Analysis: Purpose

- Establish a baseline of information about programs providing literacy-related services to children, ages 0-9 and their families in Holyoke

- In specific, identify:
  - # of programs providing services
  - Primary target population served
  - Locations for services, including schools, early education programs, out-of-school time programs, and other community locations
  - Descriptive information about the nature of the programming, including: program design, dosage, population needs, staff training, and program assessment
Program Inventory: Methodology

- Two summer meetings attended by one or more members of partnership organizations to introduce and complete the PDET, its process, and the Alignment Grid
- 21 organizations participated
- Analysis includes data from 15 organizations, some offering distinct literacy programs in Holyoke (summer and after-school programming and supplemental instruction support)
- Survey includes data from other types of programming including:
  - Direct student instruction such as individual early education and care programs
  - Family engagement programs
  - PD/early literacy training to adults
- Number of PDET program ratings for each organization varies, depending on the number of programs provided within the individual organization
Organizations who participated in Summer Self-Study Process

- Boys and Girls Club of Greater Holyoke
- Connections
- Coordinated Family Community Engagement Program
- Criterion-Heritage Early Intervention Program
- Enchanted Circle Theater
- Enlace de Familias Inc.
- Girls Inc
- Greater Holyoke YMCA
- Hampshire College (Family Engagement Course)
- Holyoke Public Library
- Holyoke Public Schools ELA Department
- Holyoke Public Schools Special Education Department
- Homework House
- Kelly Full Service Community School
- Main Street Writers
- Mount Holyoke College (Teacher Licensure Programs)
- MSPCC
- Peck/Lawrence Full Service Community School (Lawrence k-3 Campus)
- Square One
- Valley Opportunity Council (VOC) Early Education Centers
- Westfield State
Impact Analysis -- A Multi-Stage Process

**Phase 1**
Analyze each literacy program or support

**Phase 2**
Determine the type of each program

**Phase 3**
Map these programs onto the continuum

**Phase 4**
Examine the map thinking of your community’s 3rd grade literacy campaign

**Phase 5**
Refine and bolster your plan to drive more effective efforts (both individual and collective)

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Collective Data Analysis:
Interactive Discussion

Data Presented (from participating organizations):

- Primary child populations served by our early literacy programs & services
- Primary parent populations (based on child’s age) served by our early literacy programs & services
- Types of early literacy programs
- Map of programming across the continuum of supports
Primary Child Populations Served by HELI Programs

# of programs serving this age

<table>
<thead>
<tr>
<th>Age 0</th>
<th>Age 1</th>
<th>Age 2</th>
<th>Age 3</th>
<th>Age 4</th>
<th>Age 5</th>
<th>Age 6</th>
<th>Age 7</th>
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<td>19</td>
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<td>20</td>
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Reflection

Using the Graphic Organizer

Take a moment to reflect on the data you just saw on the ages of children served within early literacy programs and supports in Holyoke. Feel free to look at the hard copy of these data in your folder.

What strikes you when interpreting this data?
Primary Parent Populations Served by HELI Programs

# of programs serving parents with the child(ren) of a specified age

- Age 0: 6 programs
- Age 1: 6 programs
- Age 2: 6 programs
- Age 3: 6 programs
- Age 4: 3 programs
- Age 5: 10 programs
- Age 6: 9 programs
- Age 7: 8 programs
- Age 8: 8 programs
- Teen Parents: 2 programs
Reflection
Using the Graphic Organizer

Take a moment to reflect on the data you just saw on the targeted ages of children within early literacy family engagement programming in Holyoke. Feel free to look at the hard copy of these data in your folder.

What strikes you when interpreting this data?
Types of Early Literacy Programs, Supports & Services from Participating Organizations

Types of Programs

- Direct Instruction
- Supplemental Instruction
- Family Engagement
- Summer Programming
- Afterschool Programming
- PD/Training
- Other

Some programs listed more than one type

Direct Instruction
Direct literacy teaching in pre-K or K-3

Supplemental Instruction
In-class tutoring, classroom instructional partnerships

Family Engagement
Supporting families in their work at home to support literacy

Summer Programming
Lit supporting programming that happens in the summer

Afterschool Programming
Lit supporting programming that happens after the school day

PD/Training
Reflection

Using the Graphic Organizer

Take a moment to reflect on the data you just saw on the types of early literacy programs, supports & services in Holyoke. Feel free to look at the hard copy of these data in your folder.

What strikes you when interpreting this data?
Collective Literacy Programming Map: A Reminder of Important Methodological Points

- Self-reported data
- Only b-8 programming shown
- Only two exposures to the PDET and the presented content
- All programs are not direct literacy services
  - Varying objectives, programmatic goals, and available resources
- A baseline, a starting point of data
- All programs are not considered “equal” (e.g., numbers served)
# Holyoke’s Mapping of Literacy Programs/Supports

## Raising Awareness

<table>
<thead>
<tr>
<th>Program/Support</th>
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<tbody>
<tr>
<td>Mt. Holyoke College:</td>
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<tr>
<td>Pre-Practicums</td>
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<td>MSPCC:</td>
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<tr>
<td>Healthy Families</td>
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<td>MSPCC:</td>
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<td>Teen Parenting Program</td>
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<td>Family Literacy Play Groups</td>
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<td>Enchanted Circle:</td>
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<td>Reading Alive!</td>
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<td>Enchanted Circle:</td>
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<td>Project Thrive</td>
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<td>Enchanted Circle:</td>
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<td>Page to Stage (Homework House)</td>
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<tr>
<td>Enchanted Circle:</td>
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<td>Parent Literacy Training</td>
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<td>Criterion-Heritage Early Intervention Program</td>
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<td>Lawrence FSCS K-3:</td>
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<td>Home School Project</td>
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<td>Lawrence FSCS K-3:</td>
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<td>Home School Literacy Bridge Project</td>
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<td>Hampshire College:</td>
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<td>Family Engagement Course</td>
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<td>Hampshire College:</td>
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<td>College Students in Schools</td>
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<td>Holyoke Public Library:</td>
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<td>Summer Reading Program</td>
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<td>Holyoke Public Library:</td>
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<tr>
<td>Bingo for Books</td>
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<tr>
<td>Peck/Lawrence FSCS K-3:</td>
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<tr>
<td>Charlas</td>
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<tr>
<td>Mt. Holyoke College Teacher Licensure Programs:</td>
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<tr>
<td>PLC/PD</td>
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</table>

## Changing Behaviors

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<tr>
<th>Program/Support</th>
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<tr>
<td>Mt Holyoke College:</td>
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<tr>
<td>Thought Partners</td>
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<tr>
<td>Enchanted Circle:</td>
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<td>Fam. Eng and Lit. Workshops</td>
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<td>Homework House</td>
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<td>CFCE:</td>
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<tr>
<td>TLC Parent Education Groups</td>
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<td>CFCE: La Linda Manita Parent Education Groups</td>
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<td>Enchanted Circle:</td>
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<td>AIR From Page to Stage</td>
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<td>Enchanted Circle:</td>
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<tr>
<td>ASOST HGBC, YMCA, Girls Inc</td>
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<td>Valley Opportunity Council:</td>
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<tr>
<td>Early Education Centers</td>
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<td>Kelly FSCSchool:</td>
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<td>Literacy House Parties</td>
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<td>Kelly FSCS:</td>
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<td>Kindergarten Academy</td>
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<td>Kelly FSCS:</td>
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<td>Tails to Read</td>
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<td>Girls Inc:</td>
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<td>Literacy First</td>
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<td>Boys and Girls Club:</td>
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<tr>
<td>Power Hour/Project Learn</td>
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<td>Boys and Girls Club:</td>
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<tr>
<td>Hasbro Summer Initiative</td>
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<tr>
<td>Greater Holyoke YMCA:</td>
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<tr>
<td>Afterschool, Read Alouds</td>
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<td>Peck/Lawrence FSCS K-3:</td>
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<tr>
<td>Tutors</td>
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<tr>
<td>Mt. Holyoke College:</td>
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<tr>
<td>Practicum Placements</td>
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<td>HPS ELA:</td>
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<td>Instructional Leadership Specialist Support</td>
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<td>HPS ELA:</td>
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<td>Coaching</td>
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<td>Kelly FSCS:</td>
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<td>Parent-Teacher Partnerships</td>
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<td>Boys and Girls Club:</td>
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<tr>
<td>The Grimes Reading Institute</td>
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<td>Enchanted Circle Theater:</td>
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<td>TIP</td>
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<tr>
<td>Enchanted Circle Theater:</td>
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<td>Arts Integration aligned Curriculum</td>
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<td>Kelly FSCS:</td>
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<td>iRead iLead</td>
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<td>Boys and Girls Club:</td>
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<tr>
<td>Literacy First</td>
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<tr>
<td>Greater Holyoke YMCA:</td>
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<tr>
<td>Preschool (OWL curriculum)</td>
</tr>
</tbody>
</table>

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Reflection:
Analyzing your Initial Baseline Data

- Strengths/Assets
- Needs/Weaknesses
- Trends to Consider
Our Learnings: Trends/Patterns

- Gaining more specificity and clarity around two key PDET dimensions:
  - Dosage
  - Evaluation

- Gathering more specific data regarding direct numbers served

- Deepening our collective and individual knowledge on:
  - Program design elements to promote a more accurate look at the Holyoke landscape
  - Feasible and doable literacy practices that maximize our ability and role in affecting child’s literacy development
  - Intentional alignment, from intention/activity to outcome
With a partner, consider what HOLYOKE needs to do now to move our Early Literacy Initiative forward.
<table>
<thead>
<tr>
<th>HELI Full Partnership Meeting AGENDA</th>
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<tbody>
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<td>Welcome, Introduction &amp; Meeting’s Purpose</td>
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<tr>
<td>Context Setting: HELI Data &amp; History</td>
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<tr>
<td>Defining the Full Partnership Initiative: Purpose, Structure, Timeline and Alignment Grid</td>
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<tr>
<td>Collective Data and Analysis: Holyoke’s Early Literacy Programs, Supports &amp; Services</td>
</tr>
<tr>
<td>BREAK</td>
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<tr>
<td>Individual Analysis: Program data, design, and improvement target for the 2014-2015 school year</td>
</tr>
<tr>
<td>Introduction to the MOU: Template &amp; Work Time</td>
</tr>
<tr>
<td>Next Steps</td>
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</tbody>
</table>
HELI Full Partnership: A *Programmatic Focus*

Quality program design leads to better early literacy outcomes for children and positive impacts that extend into adulthood.

- **HPS schools & district departments (ELL, Special Ed, ELA)**
- **Community-Based programs & supports**
Everyone is being asked to participate in different ways to address this crisis
The Participating Partners: Where You’re At

Multi-Phase Process

- Program Design Evaluation Tool Inventory
- Mapping of Literacy Supports/Services
- Initial completion of the Alignment Grid

Variation by Organization

- Organizations differ with respect to:
  - Number of programs
  - Programmatic objectives
  - Resources: time, money, and human capital
  - Leadership
  - Literacy experience/knowledge
  - Funding levels

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The Participating Partners

Multi-Phase Process
- Program Design Evaluation Tool Inventory
- Mapping of Literacy Supports/Services
- Initial completion of the Alignment Grid
- Initial completion of the programmatic MOU

Variation by Organization
- Organizations differ with respect to:
  - Number of programs
  - Programmatic objectives
  - Resources: time, money, and human capital
  - Leadership
  - Literacy experience/knowledge
  - Funding levels
Sections of the MOU

1. The PDET Ratings Grid
2. One or more program design aspects you commit to strengthening
3. Revisions/improvements to your program design and delivery
4. Outline of the HPS, HELI Parents & HELI Partners commitments
Work time

- If you are a HELI Partner, please work independently or with a partner to complete your initial MOU draft.

- If you are a friend to Holyoke’s Early Literacy Initiative, please see Megan Harding, and she will share a graphic organizer with you.
Closing thoughts

- What are possible program design & delivery commitments going forward?
- What “ah-ha” moments have you experienced as we have proceeded down the path of learning more about program design?
Next Steps

- Follow up of today’s Full Partnership Meeting
  - Sign up for an October small working session to engage in the next phase of the multi-stage impact analysis (sent via e-mail)
- Also, mark your calendars for:
  - Wednesday, December 3, 9am-12pm: HELI Full Partnership Meeting
Holyoke Early Literacy Initiative

Training for all Volunteers, Tutors & Partners
who support HOLYOKE students around EARLY LITERACY

Thank you to Enchanted Circle Theater, Homework House & Connections for photographs
## AGENDA

<table>
<thead>
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<th>Topic</th>
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<tbody>
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<td>Introduction to the Holyoke Early Literacy Initiative</td>
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<tr>
<td>HELI Instructional Framework – <em>for teachers &amp; instructional partners</em></td>
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<tr>
<td>Focus Practice #1: Vocabulary</td>
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<td>Focus Practice #2: Close Reading</td>
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<tr>
<td>Focus Practice #3: Text-Based Questions</td>
</tr>
<tr>
<td>Wrap-up</td>
</tr>
</tbody>
</table>
After this training, you will have:

- A clear understanding of the HPS **focus practices**.

- A beginning understanding of how you will **embed the focus practices into your work** with HPS students.
What is the Holyoke Early Literacy Initiative?

A city-wide effort that brings **SCHOOLS, PARENTS & COMMUNITY PARTNERS** together to dramatically improve the reading proficiency of our youngest children.

EVERYONE is being asked to do things differently!
How do I fit into the big picture?

Aligned Community & District Early Literacy Programming
Increase READING PROFICIENCY in Holyoke
Instructional Partnerships
Family Engagement
Attendance
Kindergarten Readiness
Our purpose:
Pushing in the same direction

- Classroom Teachers
- Teaching Artists
- Tutors/mentors
- Afterschool staff
- Student Teachers
3rd Grade Students Reading Proficient or Advanced
MCAS 2009-2014

Turn & Talk: What strikes you about this slide?

Note: Comparable districts determined by MADESE District Analysis, Review & Assistance Tools (DART)
What do you notice when you compare ourselves to other cities with similar profiles?

MCAS 2014

State Average: 57%
Gateway City Average: 44%

We are outliers

Reactions to this slide?
A Breakdown of Holyoke’s Student Proficiency by Subgroup: 2014 Grade 3 MCAS Reading, % Proficient/Adv

Turn & Talk: What do you believe is the most important “take-away” for you when you see these numbers?
Focus Practices

As part of the HELI Instructional Partners Workgroup, teachers & partners are working on implementing a small set of research-based practices to support literacy development among young children—in the classroom and out-of-school time settings.
Look at EVERYTHING it takes to be a skilled reader!

Just an FYI....

No need to memorize this!

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.
We believe that if every teacher & instructional partner successfully implemented these high-leverage practices that are effective for instructing English-language learners & students with disabilities, we can make significant impact on student outcomes.
A culture of “student engagement & discourse” should be the context within which our 3 focus practices occur, whether we are in the classroom or other out-of-school-time learning environments.

Spectrum of Student Engagement

Disengaged
Not all students participate
Whoever raises hand gets to answer

Highly engaged
Students are speaking with each other in pairs or groups trying to figure something out...

Students are using arts integration strategies to engage with the task...

Everyone is engaged in SOME WAY with the task!
Can anyone share an example of a learning experience they had where the environment promoted STUDENT ENGAGEMENT & STUDENT INTERACTION?

Can anyone share an example of a learning environment that DID NOT PROMOTE student ENGAGEMENT & STUDENT INTERACTION?
Moving on...

✓ We have reviewed our HELI data and WHY we all need to align our efforts in order to achieve reading proficiency across Holyoke.

✓ We have discussed the learning context and culture we need in order to promote reading proficiency [student engagement & discourse] ....

Let’s learn our 3 “Focus Practices”!
Focus Practice #1
Vocabulary

- Vocabulary development is CRITICAL to becoming literate.

- Vocab development happens 2 ways – naturally, in language-rich environments and through explicit instruction.
We use 5 steps to explicitly teach vocabulary

**STEP 1:** Adult says the word
**STEP 2:** Students repeat the word
**STEP 3:** Adults read the definition
**STEP 4:** Adult reads a sentence with the word
**STEP 5:** One Activity

Adult tasks students with **1 activity** to engage with the word (examples below)

- a. In pairs, give an example
- b. In pairs or small groups, put the word in a sentence
- c. Act the word out
- d. Visualize the word
Let's watch a video of how this practice might look in an after-school program

Look for the **5 STEPS** as you watch:

1. For STEP #5, jot down the activity the after-school staff member used to engage the students in the vocabulary work.
2. Be ready….the facilitator will ask for volunteers to share out answers!

- **STEP 1:** Adult says word
- **STEP 2:** Student repeats word
- **STEP 3:** Adult reads definition
- **STEP 4:** Adult reads sentence with word
- **STEP 5:** Student engagement activity with word
Focus Practice #2
Close Reading

Why is this important?

- Close reading allows students to access and understand grade-level texts!
There are 3 STEPS in CLOSE READING

1. Read a passage one time through for flow [read through once].

2. Read again and annotate [underline, jot down important ideas in margins].

3. Determine the main idea [write it or share it with a partner].
This is a chart that students see at HPS to outline the 3 steps.

1. Read for the flow
2. Read and annotate (underline, jot gist)
3. Write the main idea
Let's practice together!

Read the “Close Reading” definition on the following slide or in your graphic organizer for flow.

3 Steps to CLOSE READING
1. Read for flow
2. Annotate
3. Write or share main idea
Close Reading

Definition in a nutshell:

Close reading is a careful and purposeful reading of small pieces of high quality text. It requires readers to stop, think and reread in order to monitor and track understandings throughout the reading in order to make meaning of the whole text. Rereading and discussion are essential components of close reading. The goal is to gradually release responsibility to students-moving from an environment where the teacher models for students the strategies to one where students employ the strategies on their own when they read independently.
Let's practice together!

Read the passage again and this time….annotate.

[underline and “jot the gist” of the passage in the margins]

**3 Steps to CLOSE READING**
- ✔️ Read for flow
- ✔️ Annotate
- 3. Write or share main idea
Lets practice together!

Read the passage one last time and determine the main idea.

1. Take a moment to jot it down on your graphic organizer.
2. Turn to the person next to you and share your “main ideas” with each other.

3 Steps to CLOSE READING
- Read for flow
- Annotate
- Write or share main idea
Focus Practice #3
Text-based questions

- Students need to be thinking about the text they are reading.

- These are the kinds of questions that students will be asked in order to be “college & career ready”.

Why is this important?
Text-Based questions are questions that can *only* be answered with evidence from the text.

Text-Based questions:

- Can *only* be answered with evidence from the text
- A question can focus on a *word, sentence, or paragraph*, as well as larger *ideas, themes, or events*.
- A question can *focus on difficult portions of text* in order to enhance reading proficiency
There are many kinds of great questions to ask, but the majority (80%) should be TEXT-BASED.

**RECALL QUESTIONS**

What is the difference between a hare and a rabbit?

**ESSENTIAL QUESTIONS**

Why have fables lasted for so many years?

**TEXT-BASED QUESTIONS**

How did the tortoise beat the hare?
Text-based questions require answers that refer back to the text for evidence.

**NOT text-based**

In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

**Text-based**

What makes Casey’s experiences at bat humorous?

In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?
Now You Try It

Remember: The question is text-based if it can only be answered by reading the text.

In a moment, a question will appear on the slide. Jot down whether you believe the question is a text-based question. If it is not a text-based question, re-write it as a text-based question.

Little Red Riding Hood was lost in the woods. How do you think she felt?

In your opinion, do you think Martin Luther King, Jr. made a positive impact on the Civil Rights Movement? Give three reasons from the text to support your answer.

In *The Ruby Bridges Story*, Ruby showed courage when she took a stand against unfair laws. Why is courage a valuable character trait?
Quick Review

1. What is the context & culture within which we believe these 3 focus practices need to occur?

2. What are the 3 Focus Practices that we are inviting all Instructional Partners to integrate?

3. What are the 5 steps involved in teaching vocabulary?

4. What are the 3 steps involved in close reading?

5. What is a text-based question?
Reflection

In pairs, small groups or large groups, please think about the following:

Now that you have been trained in the HELI Instructional Partners Model, what ideas do you have about how you might be able to integrate the following things into your tutoring, mentoring or classroom support?

1. An environment that promotes student engagement & discourse?
2. The 5 step vocabulary instruction practice?
3. The 3 step “close reading” protocol?
4. A majority of text-based questions?
Holyoke’s Full Service Community Early Literacy Initiative

0-5/Kindergarten Readiness Workgroup Meeting

December 17, 2014
AGENDA

- Special Welcome to our DESE guests - Donna Traynham, Emily Taylor, Deb Lantaigne
- Welcome & Introductions
- Data Review & workgroup history
- Announcements
- Overview of work time tasks
- Work time
Welcome & introductions
Percent of Third Grade Students Reading Proficient or Advanced: MCAS 2010-2014

Note: Comparable districts determined by MADESE District Analysis, Review & Assistance Tools (DART)
Gateway Cities: Percent of Third Grade Students Reading Proficient or Advanced; MCAS 2014

State Average: 57%
Gateway City Average: 44%
A Breakdown of Holyoke’s Student Proficiency by Subgroup:
2014 Grade 3 MCAS Reading, % Proficient/Adv
HELIX Theory of Action

HELIX GOAL:
Rapid & Sustained Improvement in Early Literacy as measured by the 3rd Grade ELA MCAS

Individual HELIX Partners
Continuous alignment and program improvement to contribute to better outcomes

WORKGROUPS
(Collective, productive, synergized)
Our long term and short-term goals

**Universal pre-K in HPS**

- 95% of entering Kindergarteners are “ready for literacy” based on a common assessment
- All care providers of 0-4 year olds adopt readiness strategies & outcome targets

**Open pre-K classrooms in Kelly, Lawrence and E.N.White in Fall 2014**

1. Identify common, stringent definition of “K ready”
2. Work to increase proportion of current pre-K students meeting this definition [*#2 ongoing*]

**Define & promote common definition of “on track for literacy” indicators for age 0, 1, 2 & 3.**

**TO GET THESE OUTCOMES EVENTUALLY… WE NEED A SHORTER-TERM GOAL THIS YEAR**
Reminder of HELI documents this workgroup has produced (or is in the process of producing):

- “On Track for Literacy” indicators
- HELI “Kindergarten Readiness” definition
- Purpose of Pre-K in Holyoke document
- Updated Kindergarten screening tool that incorporates “On Track for Literacy” indicators
- “On Track for Literacy” indicator assessment tool (for children)
- HELI Pre-K Collaboration Program Review document
Announcements

- MA DEEC Federal Preschool Expansion Grant
- Mary Rose’s Consultancy with Project GRAD
- Others?
GROUP #1: Review updated assessment tool to measure individual student’s “On Track” progression. If time, when this is finalized, please start generating a list of ideas of simple at home practices that can be used for the “one thing a day” suggestions.

GROUP #2: Review updated HELI pre-K classroom Program Review Assessment to measure success of overall HELI collaboration.

GROUP #3: Develop a short-term Action Plan to address low attendance at our HELI pre-K and K PLCs. If time, when this is finalized, please generate a list of potential PLC topics for pre-K and K teachers.
Next workgroup meeting is January 21st 10:30-12:30pm at GREEN
GROUP 1
Finding a Great HELI Family Engagement Consultant
(not the PT position who will follow up with individual parents)
We need to find our HELI Family Engagement Consultant ASAP! This is the person who will work with our HELI community partners to see whether we can integrate the HELI Parent Campaign and HELI Parent Education modules into the work the organization is already doing with families. How can we find the right person? We need to speak with at least 3 candidates before offering the opportunity to someone. Do you have recommendations? Can you suggest a series of next steps to find a great consultant for us?

GROUP 2
Help us gather information about Stand for Children
We need to further explore whether Stand for Children is the right fit for us in our Parent Organizing work. What else can we learn about Stand for Children? What seems to be their strengths? What do they seem to support? Does anything stand out that we should know about?

GROUP 3 (help for our 0-5 Workgroup)
A subset of the 0-5 workgroup is working on a document to assess the success of the HELI pre-K classrooms this year. One indicator is how many family engagement events /activities/communications they are holding that integrate the “On Track for Literacy” indicators. The group thought it could be helpful if there was a list of options for how the classrooms might integrate our “On Track for Literacy” indicators into family engagement opportunities. Can this group begin a list of ideas for this? (other than the official 1 hour HELI Parent Workshop that accompanies those indicators).
Holyoke Early Literacy [HELI]
2014-2015 HELI PARTNER MOU

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Core Mechanism</th>
<th>Population Profile</th>
<th>Dosage</th>
<th>Staff Training</th>
<th>Evaluation</th>
<th>Overall Tally</th>
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<tr>
<td>Professional Learning Communities</td>
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<td>Coaching</td>
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<tr>
<td>Instructional Leadership Specialist Support</td>
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Which of the following aspects of your program’s design and delivery are you committing to strengthen during the 2014-2015 School year:
- □ Type of program or service (Core Mechanism)
- □ How target population is identified (Population Profile)
- □ Frequency & intensity of intervention (Dosage)
- □ Content & frequency of staff training (Staff Training)
- □ Types and use of Indicators (Evaluation)
- □ Complete overhaul of program
- □ Other:

We know that we each have a finite set of resources (time, money, human capital) within our District or Community program or service. We also know that there may be potential restraints in regards to the type of change we are able to propose making. What revisions/improvements to your program design do you plan to make in the coming year [given the resources that your program or organization has]?

For this year, we will be increasing the frequency of staff training.
- • PLCs monthly for all teachers, including SPED, ELL and Tiered Support Specialists
- • 3 Full Days PD focused on going deeper on our district-wide best practices
- • 7 – 10 Additional content PDs focused on assessment, guided reading and word study
- • Bi-weekly ILS PLCs focused on content and pedagogy
- • Bi-weekly ILS check-ins focused on individual ILS support
- • Best practice PD embedded in Instructional Partners workgroup meetings
- • HELI specific PD embedded in 0 – 5 Kindergarten Readiness workgroup for partners and Kindergarten teachers
- • 5 – 10 Kindergarten specific PDs focused on Teaching Strategies Gold (observational formative assessment) and NAEYC

For this year, we will be implementing a variety of new measures.
- • Benchmark Assessment System (BAS) Reading Record
- • BAS Phonological Subtests
- • Grade Level interim assessments tracking comprehension towards grade level standards
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2. Engage in the PDET “self-study” [individual] and Holyoke-wide [collective] early literacy analysis
3. Strengthen ONE aspect of early literacy program design or delivery (as described in box on other side).
4. Participate in the Full Partnership Learning Community, by attending 3 Full Partnership meetings during the 2014-2015 school year

**SIGNED:**

Mary L. McAndrew   Gabrielle Agron
HPS Representatives

Date:     November 13, 2014
# HELI Partner Overview

Name of my Organization: Holyoke Public Schools

<table>
<thead>
<tr>
<th>Names of programs within my organization (that I analyzed with the PDET)</th>
<th>Type of Program or Support (please check)</th>
<th>Approximate # of children or adults served</th>
<th>Age Group Served (e.g., 4-year olds, first graders, infants, parents)</th>
<th>Program Duration</th>
<th>If school-based, which school/s?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Communities</td>
<td>Direct classroom instruction</td>
<td>150 Teachers</td>
<td>K - 4</td>
<td>2 times monthly 60 minutes</td>
<td>All 6 Elementary Schools</td>
</tr>
<tr>
<td></td>
<td>After-School Programming</td>
<td></td>
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<td></td>
<td>In-School Supplemental Instruction Support (tutors to support literacy at HPS, pre-K, classroom partners, etc)</td>
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<tr>
<td></td>
<td>PD/Training around Early Literacy for adults</td>
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<tr>
<td></td>
<td>Family Engagement Program or Service around Early Literacy</td>
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<tr>
<td></td>
<td>Summer Programming</td>
<td></td>
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<tr>
<td></td>
<td>Other (please list here):</td>
<td></td>
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</tr>
<tr>
<td>Coaching</td>
<td>Direct student instruction</td>
<td>150 Teachers</td>
<td>K - 4</td>
<td>5 – 7 Hours weekly</td>
<td>All 6 Elementary Schools</td>
</tr>
<tr>
<td></td>
<td>After-School Programming</td>
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<td>Supplemental Instruction Support (tutors to support literacy at HPS, pre-K, classroom partners, etc)</td>
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<td>Family Engagement Program or Service around Early Literacy</td>
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<td>Summer Programming</td>
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<td>Other (please list here):</td>
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</tr>
<tr>
<td>Instructional Leadership Specialist Support</td>
<td>Direct student instruction</td>
<td>8 ILSs</td>
<td>K - 4</td>
<td>8 – 10 Hours monthly</td>
<td>All 6 Elementary Schools</td>
</tr>
<tr>
<td></td>
<td>After-School Programming</td>
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<td>Supplemental Instruction Support (tutors to support literacy at HPS, pre-K, classroom partners, etc)</td>
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</tbody>
</table>
HPS ELA Directors’ Evaluation for Impact

*Intentional alignment from activities to outputs to outcomes*

**Professional Learning Communities**
- Ongoing support going deeper on district-wide best practices through video lesson studies.

**Coaching**
- A coaching cycle that includes modeling, co-planning, co-teaching, observations with feedback and debriefing.

**Instructional Leadership Specialist Support**
- Provide ongoing PLCs and individual support that goes deep on content and pedagogy.

---

**Key Activities**

- Walkthrough evidence of teacher implementation of best practices.
- Teacher tracker logging the progression of effectiveness of implementation of best practices over time.
- ILS tracker logging the progression of effectiveness of implementation of the coaching cycle.

---

**Outputs**

- Best practices embedded in high quality lesson plans and executed effectively.
- A change in adult behavior through internalizing the best practices and embedding them in daily lessons.

---

**Outcomes (if applicable)**

- A change in adult behavior through internalizing the best practices and embedding them in daily lessons.

---

**Increased 3rd Grade Reading Proficiency**

Program/Support Name: Instructional Leadership Specialist Support

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Organization:
Criterion-Heritage Early Intervention

Holyoke Early Literacy [HELI]
2014-2015 HELI PARTNER MOU

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Core Mechanism</th>
<th>Population Profile</th>
<th>Dosage</th>
<th>Staff Training</th>
<th>Evaluation</th>
<th>Overall Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion-Heritage Early Intervention</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>B</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

Which of the following aspects of your program's design and delivery are you committing to strengthen during the 2014-2015 School year:

- [ ] Type of program or service [Core Mechanism]
- [ ] How target population is identified [Population Profile]
- [ ] Frequency & intensity of intervention [Dosage]
- [x] Content & frequency of staff training [Staff Training]
- [ ] Types and use of indicators [Evaluation]
- [ ] Complete overhaul of program
- [ ] Other:

We know that we each have a finite set of resources (time, money, human capital) within our District or Community program or service. We also know that there may be potential restraints in regards to the type of change we are able to propose making. What revisions/improvements to your program design do you plan to make in the coming year [given the resources that your program or organization has]?

Criterion-Heritage EI will strengthen our Staff Training component to ensure that our program services include a specific focus on building early literacy.

We hope to accomplish this by allotting Staff and Team Meeting time throughout the year to:

- Raise awareness among staff about the urgent need for addressing gaps in early literacy skills
- Provide and share early literacy resources (websites, articles, apps, family-friendly handouts, etc.) to increase staff knowledge about early literacy and access best practices
- Enlist staff participation in developing their own Early Literacy Tool Kit to utilize during home visits. This Tool Kit will include:
  - Book bag to hold HELI Parent Sign-up sheets for Holyoke families
  - Sets of HELI Indicators for all families
  - Books (provided quarterly by agency to staff)
  - IFSP Review and Outcomes pages to add literacy goals to the family's service plan
Holyoke Early Literacy [HELI]
2014-2015 HELI PARTNER MOU

We know that improving the Early Literacy crisis in Holyoke requires a strong commitment and a high level of alignment on the part of the SCHOOL DISTRICT, PARENTS and our COMMUNITY PARTNERS. Past practice on all of our parts was insufficient and led to a city where 87% of our third graders are not reading on grade level. The Holyoke Early Literacy Initiative is designed to address this emergency by explicitly defining the roles of the SCHOOL DISTRICT, HELI PARENTS and our HELI COMMUNITY PARTNERS - and by holding each other to a high standard. This MOU outlines the commitments for the 2014-2015 school year and will be used throughout the year within the Full Partnership to monitor and support HELI members in the delivery of early literacy programs, supports and services.

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SIGNED:

HPS Representative

HELI Community Partner

HELI Parent Representative

Printed Name

DEIRDRE MORRISSEY

Printed Name

Date: 11-14-14

Printed Name

Date:
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Name of my Organization: **Criterion-Heritage Early Intervention Program**

<table>
<thead>
<tr>
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<th>Type of Program or Support <em>(please check)</em></th>
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<th>Age Group Served (e.g., 4-year olds, first graders, infants, parents)</th>
<th>Program Duration</th>
<th>If school-based, which school/s?</th>
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</thead>
<tbody>
<tr>
<td><strong>Parent/child Library Group (catchy title tbd)</strong></td>
<td>☑ Direct classroom instruction  ☑ After-School Programming  ☑ In-School Supplemental Instruction Support <em>(tutors to support literacy at HPS, pre-K, classroom partners, etc)</em>  ☑ PD/Training around Early Literacy for adults  ☑ Family Engagement Program or Service around Early Literacy  ☑ Summer Programming  ☑ Other (please list here): Early Intervention Community Group</td>
<td>8 children, 8 adults, siblings</td>
<td>infants, toddlers, parents <em>(preschool-aged siblings)</em></td>
<td>1 ½ hours weekly</td>
<td></td>
</tr>
<tr>
<td><strong>Home visits</strong></td>
<td>☑ Direct student instruction  ☑ After-School Programming  ☑ Supplemental Instruction Support <em>(tutors to support literacy at HPS, pre-K, classroom partners, etc)</em>  ☑ PD/Training around Early Literacy for adults  ☑ Family Engagement Program or Service around Early Literacy  ☑ Summer Programming  ☑ Other (please list here): Early Intervention Home Visits</td>
<td></td>
<td>infants, toddlers, parents</td>
<td>varies, if child is eligible, services provided birth to 3rd birthday</td>
<td></td>
</tr>
</tbody>
</table>
Increased 3rd Grade Reading Proficiency

**Key Activities**

- Parents open library card, learn to choose books, read w/child; teacher-led circle time; Parent/child activities
- EI home visitors will incorporate "becoming a HELI Parent" into Holyoke families' IFSPs (with supporting Outcomes, Strategies, and Services)

**Outputs**

- Track attendance
- Track # of library cards opened
- Track # books checked out
- Parents create a book bag
- Parents chart # of daily reading minutes at home
- Monthly parent survey to help troubleshoot problems

**Outcomes (if applicable)**

- Holyoke IFSPs “Outcome Page(s)” will include at least one early literacy objective with supporting strategies and services
- IFSP will be reviewed every 6 months for progress

**Program/Support Name**

- EI Home Visitors

**Parent/child Library Group**

- Parents create a routine for accessing a variety of books for their home
- Parents sign on as “HELI Parents”
- Parents open library card, learn to choose books, read w/child; teacher-led circle time; Parent/child activities
- Parents create a book bag
- Parents chart # of daily reading minutes at home
- Monthly parent survey to help troubleshoot problems

**Intentional alignment from activities to outputs to outcomes**

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## Holyoke Early Literacy Initiative (HELI)

"On Track for Literacy" Indicators for Five-Year-Olds: READY FOR KINDERGARTEN

<table>
<thead>
<tr>
<th>Child’s Name: _______________________________</th>
<th>Observer: _______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: _______________________________</td>
<td>Class: _______________________________</td>
</tr>
<tr>
<td>Date: Fall (F): ____________</td>
<td>Winter (W): ____________</td>
</tr>
</tbody>
</table>

### Talking

<table>
<thead>
<tr>
<th>The child uses sounds and tones in their speech to convey meaning.</th>
<th>Example: Uses their voice to indicate emphasis or a question</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child speaks in complete sentences with details.</td>
<td>“I go to the park across the street from my house.”</td>
<td>Notes:</td>
</tr>
<tr>
<td>The child responds to and asks who, what, where, why, and how questions.</td>
<td>“Who plays at the park?” “What is that toy for?” “Where is the swing?” “Why is she crying?” “How did that happen?”</td>
<td>Notes:</td>
</tr>
<tr>
<td>The child can tell a story that makes sense to the listener.</td>
<td>“When I was riding my bike, I hit a bump. I fell over and hurt my hand.”</td>
<td>Notes:</td>
</tr>
<tr>
<td>The child’s vocabulary steadily increases.</td>
<td>Your child will use 3,000 to 5,000 words by the time they start Kindergarten</td>
<td>Notes:</td>
</tr>
</tbody>
</table>

### Listening and Understanding

<table>
<thead>
<tr>
<th>The child demonstrates an understanding of descriptive words • that give location (relative to something else). • that indicate size or volume. • that compare one thing to another.</th>
<th>• Behind, next to, in front, around • Long, short, loud • Smaller, biggest, softer</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child remembers and answers questions about the details of an oral or written story.</td>
<td>“What did the girl do with the ball?” “What did she do after that?”</td>
<td>Notes:</td>
</tr>
<tr>
<td>The child participates in conversation.</td>
<td>“What did you play?” “Tell me about it.”</td>
<td>Notes:</td>
</tr>
</tbody>
</table>
### Thinking

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child recites numbers 0 to 20 in correct order.</td>
<td></td>
</tr>
<tr>
<td>Zero, one, two, three, four, five, six, seven …</td>
<td></td>
</tr>
<tr>
<td>The child counts 10 objects.</td>
<td></td>
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<tr>
<td>1 block, 2 blocks, 3 blocks …</td>
<td></td>
</tr>
<tr>
<td>The child correctly names at least 8 shapes.</td>
<td></td>
</tr>
<tr>
<td>Line, curve, square, circle, triangle, heart, star, rectangle</td>
<td></td>
</tr>
<tr>
<td>The child correctly names at least 8 colors.</td>
<td></td>
</tr>
<tr>
<td>Red, yellow, green, blue, purple, orange, brown, black</td>
<td></td>
</tr>
<tr>
<td>The child sorts objects by color, shape, and size.</td>
<td></td>
</tr>
<tr>
<td>“Put the three biggest blue stars in a pile.”</td>
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</tbody>
</table>

### Reading and Writing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child recites parts of songs, poems, and nursery rhymes.</td>
<td></td>
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<tr>
<td>The child can add to a string of rhyming words.</td>
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</tr>
<tr>
<td>Cat, mat, sat, _______________</td>
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<tr>
<td>The child knows at least 10 letters of the alphabet.</td>
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<tr>
<td>The child knows the sounds of at least 10 letters of the alphabet.</td>
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<tr>
<td>“F” in fruit, “M” in morning</td>
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<tr>
<td>The child finds their name in print.</td>
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<tr>
<td>The child reads at least 10 words he or she sees at home or outside.</td>
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<tr>
<td>On/Off, Corn Flakes, McDonalds, Stop (in a STOP sign)</td>
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<tr>
<td>The child knows how a book works: • holds the book right side up and turns the pages.</td>
<td></td>
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<tr>
<td>• reads from top to bottom of the page.</td>
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<tr>
<td>• knows that the words go left to right.</td>
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<tr>
<td>• knows the book has a beginning and an end.</td>
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<tr>
<td>The child can make predictions about what might happen next in a book.</td>
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<tr>
<td>“I guess/I predict…”</td>
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<tr>
<td>The child can re-tell the story in the book.</td>
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<tr>
<td>“First…Then…Next…Finally”</td>
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<tr>
<td>The child uses words, drawings, or marks to show ideas on paper.</td>
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<tr>
<td>The child writes their own name.</td>
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</tbody>
</table>

**Total # of Boxes:**
The purpose of the document is to **review the success of the HELI pre-K collaboration under 2 domains:**

1. **STUDENT PROGRESS:** Student achievement, “Kindergarten Readiness” and attendance
2. **HELI & HPS ALIGNMENT & COLLABORATION**

The first page lists 8 quantitative indicators as well as our HELI goals for each of those areas. Please use the right-hand column to record your results.

The second page asks for your qualitative responses to 6 questions on how you have collaborated and aligned with HPS and HELI.

### QUANTITATIVE DATA

**CHILDREN’S PROGRESS, ATTENDANCE & “K READINESS”**

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>GOAL</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 % of students in HELI classroom who are “On Track for Literacy” as determined by the HELI “On Track” measurement tool.</td>
<td>QTR 1 goal _____  QTR 2 goal _____  QTR 3 goal _____  QTR 4 goal _____</td>
<td>QTR 1 _____  QTR 2 _____  QTR 3 _____  QTR 4 _____</td>
</tr>
<tr>
<td>2 % of students in HELI classroom who have met Teaching Strategies Gold standards</td>
<td>End of Year: 95%</td>
<td>End of year:</td>
</tr>
<tr>
<td>3 Proportion of students meeting HELI K Readiness indicators at K entry, as defined by updated K Screening Tool</td>
<td>“a little lower than #1 above” (?)</td>
<td>At K entry: _________</td>
</tr>
<tr>
<td>4 Overall attendance</td>
<td>GOAL is 90% each quarter</td>
<td>QTR 1 _____  QTR 2 _____  QTR 3 _____  QTR 4 _____</td>
</tr>
<tr>
<td>5 # of family engagement opportunities offered</td>
<td>GOAL is ? per quarter</td>
<td>QTR 1 _____  QTR 2 _____  QTR 3 _____  QTR 4 _____</td>
</tr>
<tr>
<td>6 # of family communications sent home</td>
<td>GOAL is ? per quarter</td>
<td>QTR 1 _____  QTR 2 _____  QTR 3 _____  QTR 4 _____</td>
</tr>
<tr>
<td>7 # of HELI Parents</td>
<td>Goal is 100% sign up</td>
<td>QTR 1 _____  QTR 2 _____  QTR 3 _____  QTR 4 _____</td>
</tr>
<tr>
<td>8 # of Parents who self-report using home practices that support early literacy</td>
<td>Goal is ?</td>
<td>?</td>
</tr>
</tbody>
</table>
### QUALITATIVE DATA
#### KINDERGARTEN COLLABORATION & HPS ALIGNMENT

*Please fill out the column on the right*

<table>
<thead>
<tr>
<th>Question</th>
<th>Suggested ways</th>
</tr>
</thead>
</table>
| How have the “On Track for Literacy” indicators been integrated into class room curriculum? | **Suggested ways**  
- ? |
| How have the “On Track for Literacy” indicators been integrated into family engagement activities? | **Suggested ways**  
- Parent workshops  
- Examples of “One Thing a Day” included in all home communications  
- Home visits include discussion of indicators |
| Have the HELI pre-K classrooms integrated the HPS “Focus Practices”?       | **Suggested ways**  
- ? |
| In what ways has HELI pre-K classroom collaborated with Kindergarten?      | **Suggested ways**  
- Mutual units  
- Participation in PLC  
- Common planning |
| In what ways has the elementary school welcomed and supported the pre-K partner? | **Suggested ways**  
- ? |
# Holyoke Public Schools Kindergarten Early Screening Inventory

**Child:** ___________________________  
**Examiner:** _________________________  
**Date:** ____________________________  
**School:** ___________________________  
**Date of Birth:** _____________________  
**Age:** _____________________________

**Note:** Pay attention to these statements as you administer the inventory.
- “Has difficulty paying attention”
- “Has difficulty understanding what you are saying”
- “Has difficulty looking at you when talking or listening”
- “Has difficulty staying on topic”
- “Has difficulty using complete sentences when talking”
- “Has difficulty having a conversation”

## Item | Score
--- | ---
1. **Tell me something about your family. Ask questions to initiate a conversation that incorporates at least 3 exchanges.**
   - *If no response, show them a book and ask them to talk about the illustration on the cover.*
   - *Prompt student with “wh” questions.*
   - Child is able to share his/her thoughts including descriptions of familiar people, places, things and events.
   - Child is able to take turns speaking and listening in short conversations.
   - 3 exchanges | 3 pts
   - 1-2 exchanges | 2 pts
   - Labeling only | 1 pt
   - No response | 0 pts

<table>
<thead>
<tr>
<th>Dominant hand</th>
<th>circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>right</td>
<td>left</td>
</tr>
</tbody>
</table>

| # of letters |
|---|---|---|
| 3 finger | 4 finger | other |
| 2 pts | 1 pt | 0 pts |

2. **Write your name**
   - **Dominant hand**
     - circle
     - right
     - left
   - **# of letters**
     - 3 finger
     - 4 finger
     - other
   - **Pencil Grip**
     - 2 pts
     - 1 pt
     - 0 pts

3. **Draw a picture of a person**
   - Recognizable person with 5 or more connected body parts | 2 pts
   - Recognizable person with 3 or 4 connected body parts | 1 pt

4. **Cut a 5-inch line** (teacher draws a straight and curved line for them to cut)
   - Straight Line | 1 pt
   - Curved Line | 1 pt

5. **Teacher points to a circle, cross, square, triangle. Ask student to name each shape.**
   - 1 Point for naming each shape | ___pts

6. **Tell student to point to the circle, cross, square, triangle.**
   - 1 Point for identifying each shape | ___pts

7. **Ask student to copy each shape.**
   - 1 Point for drawing each shape | ___pts

8. **Teacher points to 8 different crayons. Ask student to name each color.**
   - **Known Colors**
   - **Unknown Colors**
     - red
     - orange
     - yellow
     - green
     - blue
     - purple
     - brown
     - black
**Directions:** Put the ball on the table and ask student to tell you about it. Prompt if needed, “Tell me with your words. Tell me more about it.” **Record all responses in the Spontaneous Response Column (2 points).**

1. If child has not responded to all 4 categories (name, color, shape, use), prompt ONCE for each category.

   **Record ALL responses in Elicited Response Column (1 point)**

   **Name:** “What is it?” or “What do you call it?”
   **Color:** “What color is it?”
   **Shape:** “What shape is it? (all except car)
   **Use:** “What do you use it for?” or “What can you do with it?”

   *REPEAT with the Button, Block, and Car*

<table>
<thead>
<tr>
<th>Verbal Expression</th>
<th>Response Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td>Spontaneous Response (2 pts)</td>
</tr>
<tr>
<td>Ball</td>
<td>Name</td>
</tr>
<tr>
<td>Button</td>
<td>Name</td>
</tr>
<tr>
<td>Block</td>
<td>Name</td>
</tr>
<tr>
<td>Car</td>
<td>Name</td>
</tr>
</tbody>
</table>

**Scoring Guide:**  
Spontaneous = 2 points  
Elicited = 1 point

<table>
<thead>
<tr>
<th>Object</th>
<th>Name</th>
<th>Color</th>
<th>Shape</th>
<th>Use</th>
<th>Other</th>
<th>Object total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Button</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Block</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td>X</td>
<td></td>
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</tbody>
</table>

**Circle Score based on Total Points**

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Score</th>
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<tbody>
<tr>
<td>0-5</td>
<td>0</td>
</tr>
<tr>
<td>6-20</td>
<td>1</td>
</tr>
<tr>
<td>21-35</td>
<td>2</td>
</tr>
<tr>
<td>36+</td>
<td>3</td>
</tr>
</tbody>
</table>
### Listening and Speaking

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child has difficulty paying attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child has difficulty understanding what you are saying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child has difficulty looking at you when talking or listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child has difficulty staying on topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child has difficulty using complete sentences when talking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child has difficulty having a conversation</td>
<td></td>
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</tbody>
</table>

Use results to support classroom accommodations

### Physical

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to stand on one foot for 10 seconds.</td>
<td></td>
</tr>
<tr>
<td>10 seconds on each foot</td>
<td>2 pts</td>
</tr>
<tr>
<td>5+ seconds on either foot</td>
<td>1 pt</td>
</tr>
<tr>
<td>Able to hop 5 times on one foot.</td>
<td></td>
</tr>
<tr>
<td>5 hops on each foot</td>
<td>2 pts</td>
</tr>
<tr>
<td>3+ hops on either foot</td>
<td>1 pt</td>
</tr>
<tr>
<td>Able to skip. (Demonstrate if they hesitate)</td>
<td></td>
</tr>
<tr>
<td>Skips using alternating feet</td>
<td>2 pts</td>
</tr>
<tr>
<td>Able to walk up and down stairs alternating feet</td>
<td></td>
</tr>
<tr>
<td>Walks up and down alternating feet</td>
<td>2 pts</td>
</tr>
</tbody>
</table>

Score: _____/10

### Occupational

Total Points __/ 10

### Speech

Total Points __/ 14

### Physical

Total Points __/ 10

Note: This section can be completed during classroom observation within 15 days from the start of school.
Next Steps

Accommodations Checklist

Re-Screen Starting October 15th

Start BBST Process
MATERIALS:

- Shape Cards
- Paper and Pencil
- 8 Different Color Crayons
- Ball, Button, Block, Car
- Scissors
- Parent Questionnaire
Cut shape cards to use during the inventory.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Circle]</td>
<td>![Cross]</td>
</tr>
<tr>
<td>![Square]</td>
<td>![Triangle]</td>
</tr>
</tbody>
</table>
Holyoke Early Literacy Initiative (HELI)
“On Track for Literacy” Indicators for Three-Year-Olds

Reading is essential for academic and lifelong success. The process of becoming a strong and confident reader begins at birth and continues through to adulthood. The skills listed on this page indicate that your child is growing, learning, and “on track” for success. Between your child’s third and fourth birthdays, your child will develop many or most of these skills. It is important to remember that children develop at different rates; some grow and learn faster, while others grow and learn more slowly. The time you spend with your child each day gives you information about his/her development. If you have concerns about your child’s development, speak with your pediatrician or your child’s teacher.

There are many simple steps you can take to support your child’s learning. Talk to your child. Listen to your child. Engage your child in conversation. Read to your child. Tell stories. Point out words on signs. Encourage your child to read and talk. You are your child’s first teacher!

For more information, contact HELI@hps.holyoke.ma.us
View HELI videos at http://vimeopro.com/user16098581/heli-indicators
Saber leer es esencial para el éxito educativo. El proceso del desarrollo de la lectura se debe iniciar al nacer y continuar hasta la adultez. Las destrezas que aparecen en esta página son indicadores que su hijo/a está creciendo y aprendiendo en el camino hacia el éxito educativo. Durante su primer año de vida, su hijo/a desarrollará muchas o la mayoría de estas destrezas. Es importante mantener en mente que hay variación en el desarrollo de los niños; algunos crecen y aprenden muy rápido, mientras que otros experimentan un desarrollo más lento. Si está preocupado por el desarrollo de su hijo/a, hable con el pediatra o con el maestro del niño/a.

Hay muchos pasos muy sencillos que se pueden tomar para facilitar el aprendizaje de su hijo/a: Hable con él o ella y escúchelo/a. Inicie una conversación con su hijo/a. Léale un libro. Cuéntele una historia. Resalte las palabras que aparecen en los rótulos/señales. Anímele a que hable. ¡Usted es el primer maestro que su hijo/a tiene!

**Hablar**

- imita los sonidos y entonaciones del lenguaje adulto.
- sabe el nombre de objetos conocidos.
- dice frases completas de 4 ó 5 palabras.
- contesta y hace preguntas que comienzan con quién, qué y dónde.
- habla de algo que hizo o que le pasó.
- aumenta continuamente vocabulario.

**Ejemplos**

- Alza la voz al hacer una pregunta.
- Mesa, libro, manzana, cuchara
- “Yo quiero comer algo.”
- “¿Quién es ese niño?” “¿Qué hiciste en el parque?”
- “¿A dónde vamos?”
- “Fui a la casa de mi abuelita.”
- Su hijo/a usará entre 800 y 2000 palabras al cumplir 4 años

**Escuchar y Entender**

- sigue instrucciones de dos pasos.
- puede escuchar un cuento oral o escrito, y contestar preguntas sencillas relacionadas con el cuento.
- participa en una conversación.

**Ejemplos**

- “Ve al lavamanos y lávate las manos”
- “¿Dónde se escondió el conejito?”
- “¿Qué jugaron?” “Cuéntame más”

**Pensar**

- recita los números de 0 a 10 en orden correcto.
- puede contar 5 objetos.
- nombra correctamente un mínimo de 3 colores.
- nombra correctamente un mínimo de 3 formas.
- puede clasificar objetos por formas o por colores.
- puede clasificar objetos por categoría.
- sabe los nombres de estas categorías.

**Ejemplos**

- Cero, uno, dos, tres, cuatro, cinco...
- 1 crayón, 2 crayones, 3 crayones ...
- Rojo, azul, amarillo
- Cuadro, círculo, línea
- “Muéstrame todas las cosas que son azules” “Agrupa todas las cosas cuadradas”
- Mesa, silla, cama = muebles

**Leer y Escribir**

- canta con Usted cuando canta una canción conocida.
- puede señalar unas letras si se le pide.
- sabe cómo se lee un libro:
  - agarra el libro correctamente para leerlo.
  - sabe que las palabras se leen de izquierda a derecha.
- puede volver a contar una parte sencilla de un cuento oral o escrito.
- utiliza los dibujos o marcas en un papel para comunicar una idea.

**Ejemplos**

- “Muéstrame la B”
- Primero...después... por fin....

Para obtener más información, póngase en contacto HELI@hps.holyoke.ma.us
Ver videos HELI en http://vimeopro.com/user16098581/heli-indicators
How Holyoke & Springfield parents can keep children “On Track for Literacy”

HOLYOKE Literacy Supports for you and your 0-3 year old

- **Early Head Start (413)788-6522**
  Pregnant moms and children 0-3 are eligible for home or center based model designed to promote healthy prenatal outcomes, healthy family functioning, and strengthen the overall development of infants and toddlers.

- **Criterion Early Intervention (413) 533-7140**
  Families with children between 0-3 at risk of a developmental delay are eligible for family education, training and support.

- **La Linda Manita (413) 420-2807**
  Families of children 0-4 are eligible for a free 16 week series of parent education groups that provide peer support, education about child development and literacy, parenting skills, and community resources. Childcare and transportation support provided.

- **MSPCC/Healthy Families (413) 532-9446**
  Parents under 21 with a child 0-3 are eligible for regular home visiting program that supports literacy development.

HOLYOKE Literacy Supports for you and your 3-5 year old

Pre-school programs are essential to make sure your child is “On Track for Literacy” and ready to begin Kindergarten. These four programs offer pre-school opportunities to ensure that your little ones continue to grow into cognitively, emotionally, socially and physically healthy children:

- **Valley Opportunity Council 413.552.1559**
- **HCS Head Start 413.788.6522**
- **Square One 413.732.5183**
- **YMCA preschool at St. Paul’s Episcopal Church 413.534.5631 x111**

HOLYOKE Literacy Supports for your school age child

Once your child enters school, it is REALLY IMPORTANT that you stay connected to your child’s school and teacher. These organizations in Holyoke want to make sure that your child continues to be “On Track for Literacy”:

- **Coordinated Family and Community Engagement (CFCE) 413-536-7321**
  Runs a community calendar of literacy-supporting activities in Holyoke

- **Homework House (413) 265-1017**
  Free after-school tutoring and mentoring for kids in grades K-6

- **Holyoke Boys & Girls Club (413) 534-7366**
  Afterschool program for children ages 6 and up

- **CONNECTIONS (413) 478-6132**
  Afterschool program located within Holyoke Public Schools for children in grades 2 and up

- **Girls Inc (413) 532-6247**
  Literacy infused after-school programs for girls aged 5 and up

Check out this website for things you can do EVERY DAY to support your baby’s literacy development:
http://brainbuildinginprogress.org/
I am a HELI Parent of a 0-3\textsuperscript{rd} Grader and:

☐ I KNOW that Holyoke has a list of "On Track for Literacy" indicators for children birth - age 8.

☐ I will do ONE THING A DAY to support my child’s literacy development.

☐ I will make sure my child attends school every day!

I want my child to be successful!

I am my child’s FIRST TEACHER and I know that by becoming a HELI Parent, I am doing everything I can to help my child be successful in the future.

______________________________  ________________________________
My name (signed)  My name (printed)

Best ways to send me information:
☐ TEXT #: ___________________
☐ Twitter #: ___________________
☐ Facebook
☐ Email: ___________________

My children:

<table>
<thead>
<tr>
<th>Name</th>
<th>Age/Grade</th>
<th>School, daycare or home</th>
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</thead>
<tbody>
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</tbody>
</table>
Yo soy un padre de un infante a 3er grado y:

- SE QUE Holyoke tiene una lista de "un seguimiento sobre la alfabetización" indicadores para los niños en edad de mi hijo.
- Voy hacer UNA COSA AL DÍA para apoyar el desarrollo de la alfabetización de me hijo/a.
- ¡Voy a llevar a mi hijo/a la escuela todos los días!

¡Quiero que me hijo/a tenga éxito!

¡Yo soy el primer maestro de mi hijo/a y sé que al convertirme en un padre HELI, estoy haciendo todo lo que pueda para ayudar a mi hijo a tener éxito en el futuro!

_________  ____________
Mi nombre (firma)  Mi nombre (letra de molde)

¿Cuál es la mejor forma de enviar información a usted?

- ☐ Texto: ___________________________  Facebook: ___________________________
- ☐ Twitter: ___________________________  Email: ____________________________

<table>
<thead>
<tr>
<th>Nombre</th>
<th>Edad/Grado</th>
<th>Escuela</th>
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<tbody>
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From the standpoint of preparing children for proficiency in reading in Grade 3, what is the purpose of Prekindergarten in Holyoke?

#1
To meet Kindergarten Readiness Indicators
- To work with children in pre-K programs to meet Kindergarten Readiness indicators as defined by the HELI "On Track for Literacy" indicators by the time they enter HPS Kindergarten.

#2
To introduce preK children to the cultures, rituals, and routines of the HPS kindergarten classrooms that they will be entering.
- Introducing children (and parents) to the kindergarten learning environments they will be entering
- Introducing kindergarten educators to the individual children who will be joining them

#3
To communicate and engage with the parents/guardians of young children entering kindergarten in order to:
- Foster strong relationships among kindergarten administrators, teachers, and families
- Support parents in meeting expectations for supporting their children's learning when in kindergarten
- Help parents know how to support and advocate for their children upon entering a new system (HPS elementary schools and wider district.)

*This may be different, and need to be more intensive, for children entering from PreK sites outside HPS K-8 buildings (additional focused transitional activities are likely to be needed)*