

Casey Ties the Ribbon *Learning Goals Focus on Literacy*

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Williamsville Central Schools (NY State)



Casey Middle School

- Western New York, Buffalo
- 823 Casey Middle Students
- Grades 5 – 8
- 123 Faculty and Staff
- Literacy Team Focus: Reading and Writing
- Assessments in ELA and Math
- Staff Development
- 10,646 Students in District: 13 Buildings



Williamsville Central Schools

Grade 8 - % Proficient

NYS	ELA	MATH
2003	71	83
2004	77	93
2005	81	95
2006	84	92
2007	85	93

How did we get here?

Grade 8 - % Proficient

Sustained Silent Reading

School Culture

Reading / Writing Across Curriculum

Learning Goals

Student Goals

NYS	ELA	MATH
2003	71	83
2004	77	93
2005	81	95
2006	84	92
2007	85	93

Literacy Team

Collaboration

Staff Development

Summative Data Analysis

Formative

Assessments

www.williamsvillek12.org

Casey Middle School, Williamsville, NY



NoChild
LeftBehind



Casey Middle School



SSR

and

Writing Across the Curriculum



Williamsville Central Schools



Casey SSR Program



- SSR three mornings per week
- 20 minutes each
- All students read in homeroom during SSR
- All teachers read during SSR
- Administrators read in a homeroom
- Reading day schedule is followed

Silent Reading

Factors for Success

1. Access
2. Appeal
3. Conducive Environment
4. Encouragement – Teacher Modeling
5. Staff Training
6. Non-accountability
7. Follow-up activities
8. Distributed Time to Read



- Increasing circulation in library
- All students carry a reading book to class
- Reading sets the tone for the day
- Sharing authors and themes
- Promoting the love of reading
- Modeling with adults and peers
- Reading is the norm throughout the school

Past – Present and Future



- Emphasizing writing in ALL classes
- Creating exemplar paragraphs 5/6 and 7/8
- Models displayed throughout building
- Ongoing staff development
- Common formative assessment
- Sharing feedback strategies
- Writing *to Learn* and Writing *to Perform!*
- *Student* goal setting based on learning goals

She looks for the best instead of the worst,
When someone needs help she always there first,
She always walks with her head held high,
She always wears a smile and has a happy look in her eyes,
She is always is there to help others,
She loves everyone like a sister or brother,
When someone's sad she knows what to do,
If your alone she is there for you.

The Perfect Man

A man,
A man with experience
Who knows what to do in certain
situations
Who knows what to say to
calm someone down,
or make someone feel better.
A man who can work from
sun up 'till sun down.
With bulging
muscles,
tendons,
and sinews.
A man whose hands can engulf an entire
basketball.
A man who is physically fit
to the best of his abilities.
A man who is a leader and
takes control.
But
knows when to stop leading and
follow another.
A man with the words:
Trustworthy, Loyalty,
Helpful, Courteous,
Obedient, and Clever,
embedded, branded, and etched
into his brain.
A man who knows that
knowledge is power.

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THE PERSON WHO I ADMIRE TO BE
IS VERY INTELLIGENT INDEED.
HE IS ALWAYS THERE TO LEAD
AND TAKE CHARGE.
HE IS CALM IN THE FACE OF AN EMERGENCY.
HE FIGHTS FOR WHAT'S RIGHT
AND SLEEPS ALL NIGHT.
HE WAKES AT THE MORNINGS FIRST LIGHT
TO GET RIGHT TO WORK.
HE TRIES HIS BEST
UNTIL IT'S TIME TO REST,
UNTIL THE DAWN OF A NEW DAY.

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Learning Goals for the Casey Literacy Series:

- To create an environment that **supports** writing; what we attend to will get done!
- To understand the **purpose** of writing at Casey Middle.
- To discuss **expectations** for writing skills, rubrics and **feedback** strategies.
- To identify **gaps** and offer **differentiated** writing experiences for students to extend thinking throughout the middle school years.



Key Learning Points	Room for Growth
<ul style="list-style-type: none"> • Culture to support reading produces readers! 	<ul style="list-style-type: none"> • Design common expectations for writing
<ul style="list-style-type: none"> • What we <i>attend to</i> as a community... gets done! 	<ul style="list-style-type: none"> • Collaborate on formative assessments
<ul style="list-style-type: none"> • Writing <i>to learn</i> and writing <i>to perform</i> must state goals 	<ul style="list-style-type: none"> • Increase the sharing of student goals and work
<ul style="list-style-type: none"> • Energy and motivation sustain the process! 	<ul style="list-style-type: none"> • Celebrate as a community!

