

Ridgecrest Elementary School

RES PNC Group Members

Veatrice Thomas, Principal

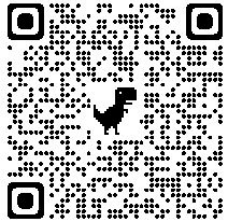
Leigh Anne Freeman, LRS

Melinda Marler, LRS

Tia Parham, 2nd Grade Teacher

Shelia Owens, 5th Grade Teacher

Romi Upshaw, Special Education Teacher (K-3)



RES Demographics

Demographic Information

TOTAL

767

FEMALE

395

MALE

372

ASIAN

1

**BLACK/AFRICAN
AMERICAN**

501

HISPANIC/LATINO

147

**NATIVE
HAWAIIAN/OTHER
PACIFIC ISLANDER**

1

**TWO OR MORE
RACES**

50

WHITE

67

ELL

92

SPED

67

HOMELESS

2



RES Demographics

STUDENTS RACE / ETHNIC		
American Indian/Alaska Native	32	4.17%
Asian	2	0.26%
Black	521	67.93%
Native Hawaiian/Pacific Islander	1	0.13%
White	143	18.64%
Two or more races	68	8.87%
Other races	0	0%
Not Specified	0	0%
TOTAL	767	
Hispanic/Latino	148	19.30%
STUDENTS GENDER		
Female	395	51.50%
Male	372	48.50%
Other	0	0%
TOTAL	767	

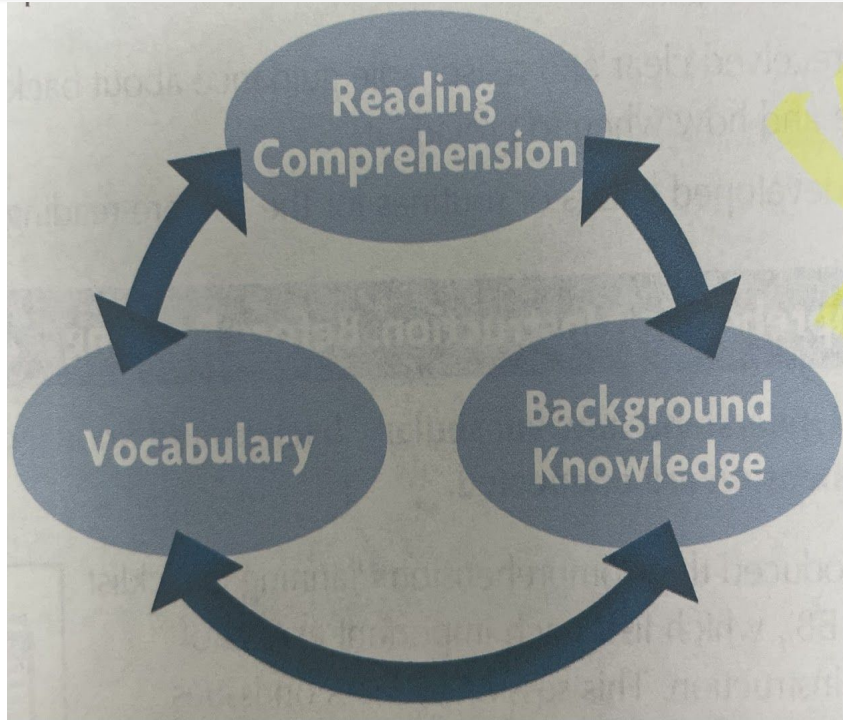
STUDENTS STATUS		
EL (EL = 1, 2 & 6)	94	12.26%
Homeless	2	0.26%
Target Assistance	0	0%
Schoolwide	767	100%
Migrant	0	0%
Immigrant	5	0.65%
Foreign Exchange	0	0%
21 st Century	8	1.04%
Foster	4	0.52%
Military Affiliated	63	8.21%
Total Exceptionality	86	11.21%
Spec Ed	64	8.34%
Gifted Primary	21	2.74%
Gifted Secondary	0	0%
Enrichment	0	0%
Poverty	702	91.53%
Lunch - Free	651	84.88%
Lunch - Reduced	51	6.65%
Lunch - Paid	65	8.47%
Lunch - DC	553	72.10%





Why is Vocabulary Important?

LETRS Research (Vol 2; Unit 6; pg 94)



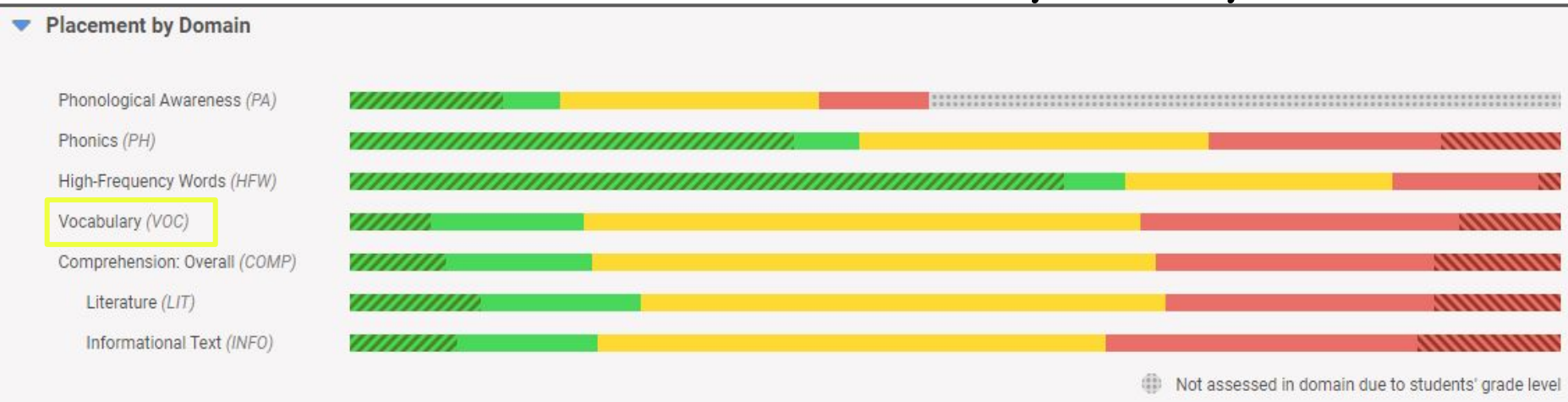
According to LETRS, “Reading widely is one of the best ways to acquire background knowledge of the world that cannot be directly experienced. Vocabulary, background knowledge, and reading comprehension affect one another in a circular, interactive manner”.

We know that many of our students are not proficient in the vocabulary domain because they do not have the background knowledge needed to support their reading comprehension or answer complex questions on assessments.



School-Wide iReady Data

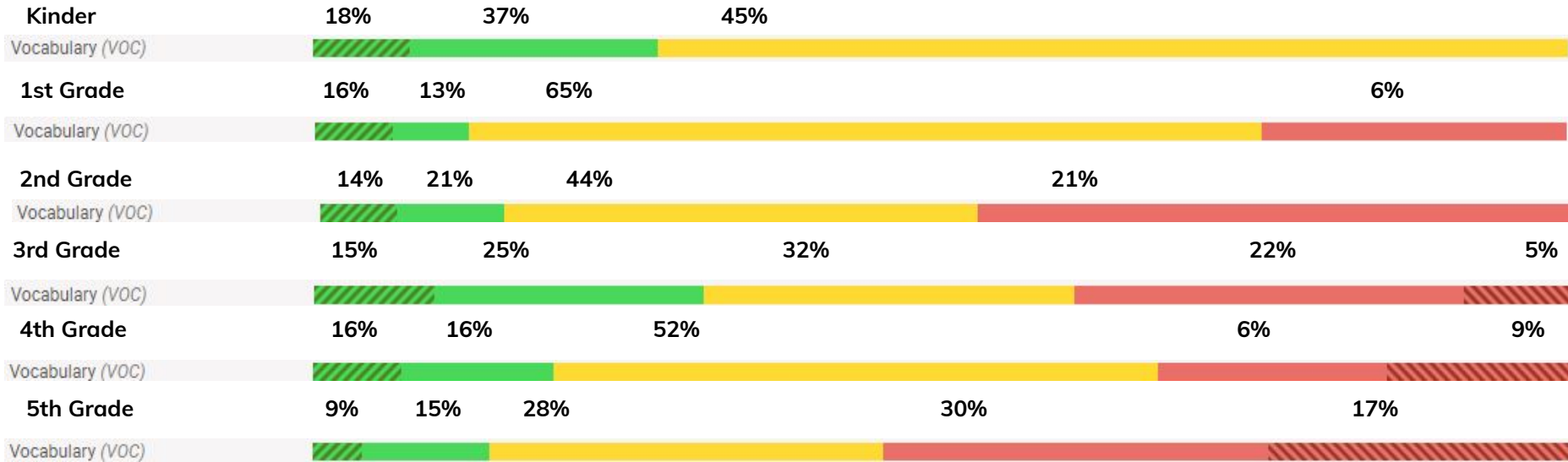
BOY School data showed a vocabulary deficiency.



8% 3 or more grade levels below
26% 2 or more grade levels below
46% 1 grade level below
13% Early on grade level
7% Mid or above grade level



Vocabulary BOY Data from iReady K-5th Grade



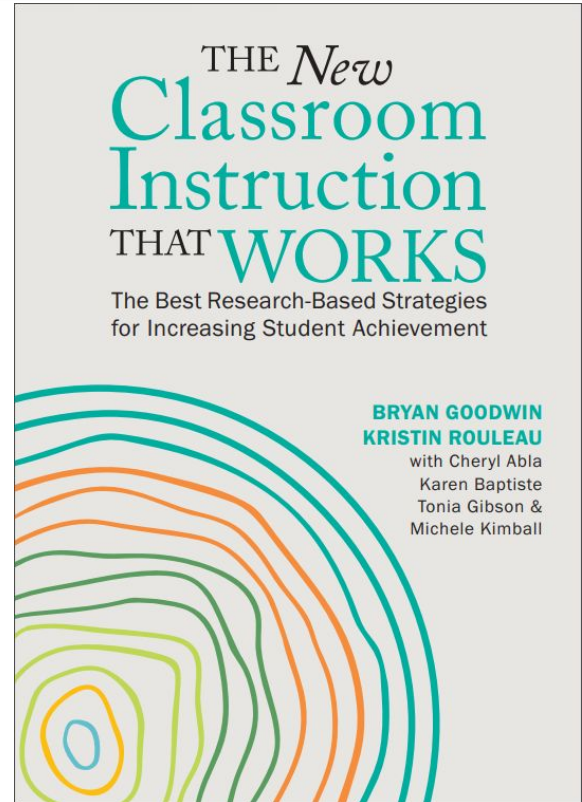
The breakdown by domain shows that vocabulary is a deficiency across all grade levels. Only a small portion of our students scored as proficient.



Tier I Problem

According to the iReady beginning of the year data many of our students were not proficient in the vocabulary domain.

To address these deficiencies, we will use engagement strategies in the classroom to build background knowledge. We chose the First Learning Phase: Become Interested.



Tier I Issue

“Tier I” typically refers to basic vocabulary that is essential for everyday communication and understanding.

- Basic Tier I Vocabulary lessons should assist with the foundation of language development and comprehension.
- Tier I Vocabulary lessons play an important role for embedding context for Tier II terms, especially when they have been taught explicitly.
- Vocabulary is often correlated with academic achievement, as students with a rich vocabulary are better equipped to comprehend complex texts, engage in critical thinking, and express themselves clearly in written language and discussions.



Why is Vocabulary a Tier I Issue

Here are a few reasons why vocabulary is a Tier I issue at RES:

- Students do not have a basic understanding of words and their meanings, thereby causing some students to struggle in communicating effectively in both oral and written forms.
- Students who lack familiarity with common words also have difficulty understanding written texts, which can hinder their academic progress across various subjects and with comprehension.
- Students limited ability to learn new words and understand their meanings hinders their cognitive development.



To address the Vocabulary Issue we....

Heighten Engagement Strategies in the classroom by utilizing:

- First Learning Phase: Become Interested-finding content worthy of attention
- Strategy 1: Cognitive Interest Cues-motivate learners by designing lessons that make learning stimulating and relevant to students.
The power of hooking student interest in learning with thought-provoking questions, compelling visuals, and personal connections to new knowledge and skills that draw students, intellectually, into new learning.



Resource Teacher: Snowball Fight

Click the image on the right for more details!



SOS SPOTLIGHT ON STRATEGIES

Simple instructional strategies that incorporate digital media in meaningful, effective, and practical ways.

SNOWBALL FIGHT

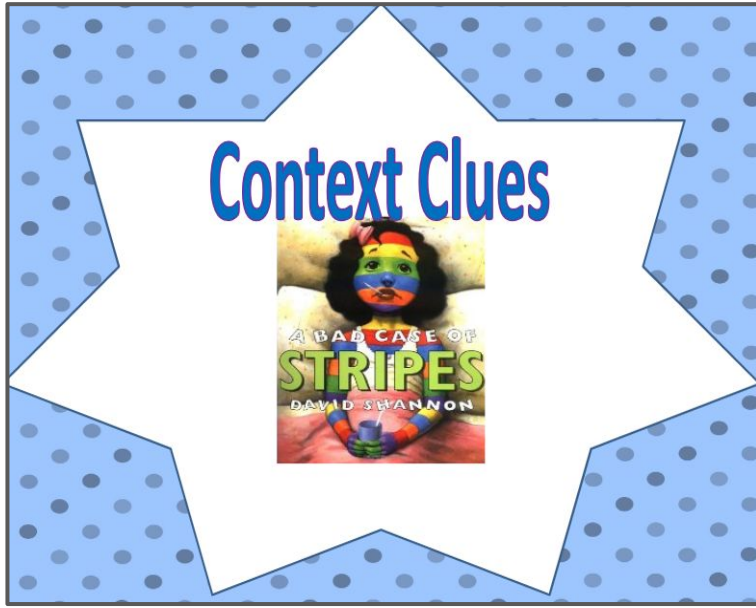


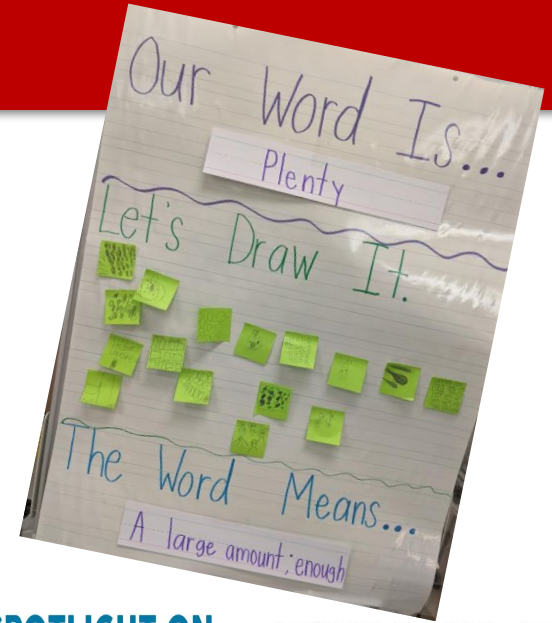
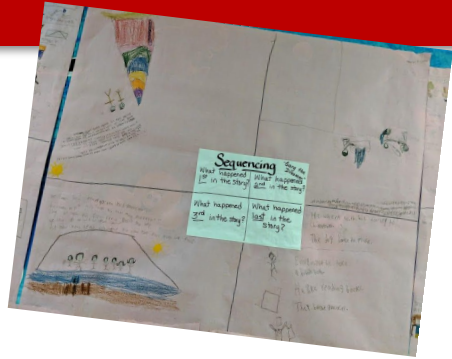
Showing videos in class is a great way to engage students and bring learning to life. But, often times, watching a video becomes a passive learning experience. In order to get the most out of watching a video, it is important to engage students with a strategy that gets them to think, reflect, and share what they have learned. This week's strategy takes a fun spin on a snowball fight, as students share what they learn with each other.



2nd Grade Teacher: Synonym Instruction

Click the image below for more details!





SOS SPOTLIGHT ON STRATEGIES

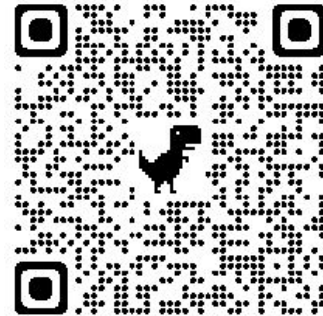
Simple instructional strategies that incorporate digital media in meaningful, effective, and practical ways.

Click the image!

TABLE FOR TEXTING



According to a report by Pew Internet and American Life Project, "...texting ranks as the number one mode of communication among teenagers. Kids between the ages of 12 and 17 text a median of 60 times a day...up from 50 in 2009." It is important that educators find creative ways to use kids' preferred mode of communication.



MOY (Nov) Vocabulary Data



- 5% 3 or more grade levels below (decreased by 3%)
- 16% 2 or more grade levels below (decreased by 10%)
- 46% 1 grade level below (stayed the same)
- 18% Early on grade level (increase by 5%)
- 16% Mid or above grade level (increased by 9%)

We will have updated data next week and will have a better indication of the students growth based on the strategies we have implemented.



Professional Learning Opportunities for RES Staff

- [COX Campus](#) offers free Science of Reading PD.
- [LETRS \(Volume 2 Unit 5\)](#)
- [Reading Rockets Article](#)

Resources

- [DCRI Printables](#)
- [Advanced Word Study](#)
- [SOS Strategies-Vocabulary Development](#)



Vocabulary/Reading Instruction at Ridgecrest

IT'S THE TEACHER THAT MAKES
THE DIFFERENCE. NOT THE
CLASSROOM.
-MICHAEL MORPURGO



Thank You!

Questions and Comments

