

School Wide Implementation Details

Scheduling Previewing

Schools have to be proactive and creative when scheduling time for Previewing. The schedule is usually determined by the model that is used for the various grade levels. Schools that have been successful with implementing Previewing let their student groups “guide” their schedule. They schedule Previewing first and then let the other curriculum areas revolve around the groups.

If the school chooses implementation only within an individual classroom or grade-level, the scheduling is not affected because the teachers create their own schedules. If the school chooses to apply a school wide model, then the schedule has to be staggered. When this happens, all staff members can be used because of the staggered scheduling.

Double Dose

The key to successful student learning and having students meet grade level expectations is that no matter which model(s) schools use, students who need extra help must get a “double dose” every day!

However, students who are two or more grade levels behind cannot get the intensity or frequency of support that they need in just one exposure per day. No matter how good the inclusion class and teachers are, some students NEED MORE! They need a “double dose” of support in weak areas or subjects at least 4-5 times per week.

The first dose occurs with regular grade-level content teachers during the time all the other students are getting those lessons and the second dose occurs, based on the implementation model, at some other time of the day.

Key considerations for providing a double dose.

- It is the support teacher's responsibility to provide remedial support as needed, BUT MOST IMPORTANTLY, to try to ensure that the students are successful in that grade-level classroom. This is where Previewing makes such a difference!
- The second dose combines Previewing for regular class and reviewing / re-teaching on still weak concepts or skills. This combination tends to be 60-70% previewing and 30-40% reviewing.

Scheduling Previewing in a School Wide Model

Early Morning Model:

Teachers meet with students for thirty minutes in the morning before students start classes. Often students are provided breakfast in the form of breakfast bars, fruit and milk during the Previewing time.

Guided Reading Time Model (Mostly for Elementary/Intermediate Grades):

Divide the guided reading time into two components:

- Part of the time is used for guided reading.
- Part of the time is used for Previewing.

Previewing during this time is not exclusive to reading. What takes place is determined during the Acceleration team meetings and should be based on student needs. The guided reading time needs to be flexible. You will need to extend or decrease the guided reading time for each group based on their needs for guided reading, previewing, and remediation. For example, you might provide guided reading time to most students for 20 minutes, but for one particular group, you would change the guided reading time to 30 or 35 minutes in order to provide more previewing instruction.

Previewing Block Model (Mostly for Elementary/Intermediate Grades):

At the same time each day (or as many days as possible) a team of teachers provides Previewing instruction to students of a particular grade. After that grade, they do the same for the next grade, and so on. Do not mix grade levels during this time since the instruction is about previewing upcoming grade level content, concepts, and skills.

Previewing Lab Model (Mostly for Middle/High School):

Select Students have a Previewing Lab course or time block in their schedule. Students are selected based on a school's procedure for identifying and selecting students that need a double dose.

Often, the Previewing Lab may be in lieu of an elective course. Some schools now have an intensive reading course, or a math extension course built into struggling students' schedules. However, in the traditional model, these courses are almost exclusively focused on remediation and giving students more time to complete course work. When these courses become Previewing Labs, the focus changes to 60-70% Previewing and 30-40% remediation. What takes place during the Previewing Lab is determined by a Previewing team consisting of core area teachers, Previewing teachers, assistant principal(s), and resource/support teachers. Most Previewing Labs are connected to a specific course or courses. Often schools run an A/B schedule with their Previewing Labs where the "A" day is targeted to one course, while the "B" day is targeted to a different course. Students who are below grade level in more than one core area may have two Previewing Labs each day.

Period	Course
1	Social Studies
2	Math
3	Elective
4	Science
5	Acceleration Lab
6	English Language Arts

Period	Course
1	English
2	Acceleration Lab
3	Math
4	Science
5	Elective
6	History
7	Elective

Previewing After School Model (Mostly for Middle/High School):

Some schools have created an After School Previewing Program to provide time for struggling students. This is usually most successful when schools can have a late bus run for after school activities. Snacks are provided and students meet in grade level teams for their additional instruction. Groups are then formed based on specific needs for remediation, review, and guided practice. Support is also provided for completing assignments and homework.

Saturday Previewing Academy Model:

Some schools have created Saturday Acceleration Academies to provide Acceleration time for struggling students. Students meet in grade level teams for their Acceleration instruction. Groups are then formed based on specific needs for remediation, review, and guided practice. Support is also provided for completing assignments and homework.

Acceleration Summer School Model:

Many schools and school districts use summer school as a major component in their efforts to help students learn concepts they missed and to refine their skills. Basically, summer school is a remediation model – instruction and assignments are focused on what students did not learn the previous year. In contrast, the Acceleration Summer School model is focused on previewing key essential concepts and skills for the upcoming year, especially concepts and skills to be learned during the first grading period. The goal of Acceleration Summer School is to help struggling students be successful the first two months of school. By the end of the first month of school, you want the students that attended Acceleration Summer School to say, “This is the best year I have ever had in school!”

Summer School Teachers develop Acceleration Instruction plans that focus on each student’s next grade level curriculum. For example, students just finishing third grade would receive 30-40% remediation of third grade concepts and skills and 60-70% Acceleration of the first 9 weeks of fourth grade concepts and skills.

Some states and school districts have promotion standards for certain grades. For example, in 3rd, 5th, and 8th grades, students must be on grade level in reading, writing, and math to be promoted. In those states and districts, the summer school preceding those grades is an Acceleration summer school and the summer school after those grades can be a remediation summer school if they need it. This way these states and districts can get an extra 4-5 weeks before and after those grades. This has been unbelievably valuable in getting 90% or more of their students promoted and on grade level.

Many districts are starting to provide Acceleration Summer School to upcoming Kindergarten students that are identified at-risk. For 1-3 weeks prior to the start of school, these students attend a preview of Kindergarten, learning the structures and expectations that typical Kindergarteners will not struggle to learn.

Acceleration Summer School: Middle School Boot Camp

Nikkia experienced an Acceleration summer school program with other struggling students who were transferring to the middle school in the fall. The Middle School Boot Camp was for six weeks before the fall semester began. In the morning, students experienced three sessions that focused on previewing the first six weeks of sixth grade math and language arts curriculum. During these sessions they received instruction in reading comprehension strategies, concepts that build background knowledge. Teachers previewed key vocabulary and concepts for the first two units in science and social studies. Prerequisite skills were re-taught and modeled with extensive guided practice and feedback to assure that students would be ready and successful for the first 9 weeks of sixth grade. After school started in the fall, Nikkia visited her former elementary Title 1 teacher and told her that this was the first-time summer school made her smart. Nikkia's success continued because she was also in two Acceleration Labs throughout the year.

Acceleration Summer School: Quick Start to Kindergarten

Quick Start to Kindergarten is a summer program designed to provide both academic and social learning experiences for students who score in the lower range. Students attend 8 two-hour sessions during the summer. Elementary principals work with Quick Start teachers to determine the schedules. Most of the elementary schools offer their programs four days each week for the two weeks prior to the start of school. The maximum number of participants for each program is approximately 10 students, which keep the teacher to student ratio low. Instruction focuses on the basic kindergarten curriculum. Teachers in this program are kindergarten teachers, first grade teachers and primary special education teachers. These teachers ensure that both socialization and academic skills are offered. Students who are emotional upon separating from parents quickly acclimate to school during Quick Start.

Parent workshops are offered with the Quick Start Program. There are four workshops offered to the parents to help them prepare their child for Kindergarten. The workshop topics are Literacy for All, Technology, Math Matters and Kid-writing. Parents are provided

books, materials, and games to take home and use with their child. These workshops are offered by reading specialists, Response to Intervention teachers and literacy coaches.

Quick Start has been shown to be effective for students who have attended. Students were pre and post tested using the kindergarten screening tool. DIBELs information was monitored and compared to the district's DIBEL results. The median score for students who attended outperformed the district's median average in all DIBEL indicators.

Acceleration Summer School: A High School Program

One high school realized that many of the students attending the summer school program used it as preparation for re-testing on courses in which they had either failed or received a below average grade. They decided that they also wanted to prepare students who typically struggled with learning to receive Acceleration for their fall semester subjects. They divided instruction into multiple components: one hour was in preparation for the state test (re-teaching with extensive guided practice) followed by a half hour that previewed Advance Organizers and key vocabulary while building background knowledge for the subject/course that these students would start in the fall. Most students who attended this summer program took two subjects: Math, English, History, or Science. Students who took a science or history course received an additional hour that focused on previewing expository text structures, text features and comprehension strategies. Part of this hour was spent in guided practice for applying strategies to news and technical articles that reflected content they would be studying in history or science in the fall semester.

Smarter Start:

The new generation of standards expect students to apply Reading Comprehension strategies and Higher Order Thinking strategies and processes throughout the year. Many schools experience greater achievement by implementing several practices that provide their students with the knowledge and skills necessary for using Reading Comprehension and Higher Order Thinking successfully with content. By providing intentional instruction on each strategy, students develop a schema for applying the strategies independently.

Smarter Start Practices

1. Preview Reading Comprehension Strategies and Text Structures

Reading Comprehension strategies are how readers think about the text as they are reading. Text Structures are how writers organize the text for readers' understanding and learning. During the first 2-4 weeks of school, every teacher provides a series of concise, focused lessons on the six most common Text Structures and the seven Reading Comprehension strategies aligned to the Text Structures. Teachers should keep the Text Structure and Reading Comprehension strategy Anchor Charts highly visible or accessible as they are previewed and use them throughout the year to revisit the Text Structures and Reading Comprehension strategies as they occur in the curriculum.

Text Structure		Comprehension Strategy
Sequence or Timeline		Sequencing
Description or Listing		Main Idea and Details
Compare and Contrast		Compare and Contrast
Cause and Effect		Cause and Effect
Problem Solution or Argument		Fact and Opinion or Inference or Cause and Effect

2. Monthly Reading Comprehension Strategy Focus (Elementary and Middle)

Not to replace daily use of Reading Comprehension strategies, this school-wide practice focuses on a Reading Comprehension strategy for a period of time. During the 2–6-week period (depending on the strategy and grade level), the focus is on:

- Multiple Opportunities for Teaching/Reviewing/Using the Strategy
- Text Structure Connection
 - Signal Words
 - Steps in the Process
 - Graphic Organizer(s)
 - Writing Frames
- Communication with parents, students, and community
- Professional Development
- Monitoring and Support
- Resources

3. Reading Comprehension Strategy Focus for All Courses (Middle and High)

- Implement a focus in all courses that includes targeted instruction to specific course textbooks and content concerning:
 - narrative, and especially, informational Text Structures,
 - organizational patterns unique to course content,
 - Higher Order Thinking strategies and processes specific to course content and Reading Comprehension strategies with accompanying Graphic Organizers aligned to Text Structures.
- Designate and allocate expectations of time for in-class reading per academic course per week.
- Require extended reading passages with schedules of rotation through academic courses.
- Provide reading support and instruction for below grade-level readers that includes at least 75% of student reading targeted to informational, expository text.

4. Connections Between Reading, Thinking, and Writing

When teaching and asking students to apply a specific strategy, be purposeful of expectations for reading, thinking, and writing by maintaining the focus on the strategy, and the strategies aligned to it, for everything you ask students to do during the lesson. In other words, how you have students read needs to be directly connected to how you have students think about the content and directly connected to how you have students demonstrate their knowledge in writing.

For example, if students are reading or learning about content that is structured as causes and effects, students should use the Cause and Effect Reading Comprehension strategy as they learn. Then, when writing about the content, students should write using the Cause and Effect Text Structure. In addition, as students are thinking about the content, you can also make the connection to Higher Order Thinking since Cause and Effect requires students to use the Analyze Relationships thinking strategy.

Content Text Structure	Reading Comprehension Strategy	Writing Text Structure	Higher Order Thinking Strategy
Cause and Effect	Cause and Effect	Cause and Effect	Analyze Relationships

Just as teachers explicitly teach how to use Reading Comprehension strategies, Higher Order Thinking strategies should also be explicitly taught before asking students to apply them. As each Higher Order Thinking strategy is taught, which can be accomplished as a mini-lesson or even as a Learning Activity in a lesson, Anchor Charts should be created to support students' use of the strategy. Keep the Higher Order Thinking Anchor Charts visible or accessible at all times because the strategies occur multiple times throughout the curriculum. Each time a lesson includes a specific Higher Order Thinking strategy, remind students how to use the strategy (with the Anchor Chart). Anchor Charts and other visual resources such as graphic organizers allow for gradual release of responsibility leading students to independent use of the strategy.

This chart provides the connections among strategies. When standards refer to a specific Higher Order Thinking strategy, teachers should attempt to align the structures of text and the Reading Comprehension strategy to the Higher Order Thinking (and vice versa).

Remember, connect and align how students read, think, and write!

Text Structure	Comprehension Strategy	Higher Order Thinking	Used to Increase Rigor By...
	Text Features	<ul style="list-style-type: none"> Infer 	<ul style="list-style-type: none"> Making predictions Determining text structure Locating key facts efficiently
Description or Listing	Main Idea and Details	<ul style="list-style-type: none"> Infer Evaluate Construct Argument Deduce 	<ul style="list-style-type: none"> Determining big ideas Differentiating key ideas from details Evaluating importance of information Summarizing information Supporting ideas
Sequence or Timeline	Sequencing	<ul style="list-style-type: none"> Determine Patterns Analyzing Relationships Error Analysis 	<ul style="list-style-type: none"> Following a chronological progression of events Plotting lives of important people Following steps in a process or technical procedures Performing experiments
Compare and Contrast	Compare and Contrast	<ul style="list-style-type: none"> Compare and Contrast 	<ul style="list-style-type: none"> Comparing and contrasting sources, events, ideas, individuals, approaches, perspectives, text structures
Argument or Problem/ Solution	Fact and Opinion	<ul style="list-style-type: none"> Evaluate Construct Support Error Analysis 	<ul style="list-style-type: none"> Investigating controversial issues Determining bias Evaluating validity Supporting conjectures
Cause and Effect or Problem/ Solution or Argument	Cause and Effect	<ul style="list-style-type: none"> Analyze Relationships 	<ul style="list-style-type: none"> Analyzing relationships among events Analyzing the influence of people and ideas Determining short and long-term effects Identifying implications
Problem/Solution or Argument	Inference	<ul style="list-style-type: none"> Infer Analyzing Viewpoints 	<ul style="list-style-type: none"> Drawing conclusions Interpreting documents Speculating on alternative outcomes Formulating predictions Hypothesizing Inferring themes Analyzing viewpoints

Elementary Schools: Suggestions for Materials

Leveled reading materials are essential to meet the needs of the different reading levels for grouping. These reading materials should consist of books that are designed for reading instruction, which includes comprehension, fluency, and teaching points.

- **Leveled Readers:** These books are predictable and patterned to support reading instruction, second language students, and struggling learners.
- **Big Books:** These books can be used for modeling and shared reading. Be careful with the selection because some Big Books support the content areas and are not designed for reading instruction.
- **Novel Books:** These books, sometimes called “chapter books” are high interest books used to strengthen comprehension and fluency.
- **Trade Books:** These books are sometimes called “picture” books or “media center” books. These books are great for the fluent readers, but be careful, just because they do not have much print, they should not be used to “teach” reading. They are usually not predictable or patterned. Many teachers think that just because they have multiple copies, they are considered “leveled readers”!
- Schools should have resources for both fiction and nonfiction books. It is suggested that schools group their reading materials together and create a library that is accessible to all staff members.
- This means that books are removed from the individual teacher’s classrooms to add to the Acceleration library.
- This will be set up so that 3rd grade teachers that have students reading on 5th grade level can “check out” the appropriate books.
- The books may be placed in bins, tubs or bags depending on the number of books and the space available.
- A sample leveling might be a location number which indicates where the book belongs, the title of the book, and the level of the book.
- There should be a systematic way of leveling these books.

It is important for schools to have a system for checking out books. Each school has to decide which system is best and remember if it doesn't work; change it so it does work.

The following are some school suggestions:

- Many schools have the books located in the Media Center, so the checkout system is the same as the other media books. Each set of books has a barcode to be scanned for check out.
- Other schools have their books in a separate "Acceleration Library" and have a sign out system which indicates when the book is checked out and when it is returned.
- Other schools have a card in each of the tubs or bags that they place in their "teacher check out pocket". There is not one way to check out these books. The most important thing is that there is some kind of system to be accountable for the Acceleration books.
- Another suggestion is to have a notebook or folder, for Acceleration lessons. Wouldn't it be nice when checking out books, if teachers could check out the corresponding lesson as well! This notebook does just that.
- Many schools purchase sheet protectors to hold multiple copies of the lessons for teachers to use. This again has to be organized so that everyone shares an equal amount of lessons. Teachers must be flexible with the provided lessons and make changes according to their teaching styles and the needs of the students.
- A final suggestion is for schools to keep an ongoing computerized spreadsheet of the available books for Acceleration by subject area and grade-level. This spreadsheet includes the title of the book, the author, the genre, the level, and the number of copies. This helps schools view their total inventory when using the books as well as purchasing new books.

Additional Suggestions for Acceleration Materials (All Grades)

- Low-level/high-interest anchor texts: These books are high interest books used to strengthen comprehension and fluency.
- Objects, Pictures, Experiences or Teacher Made Materials: These materials are important for teachers to use for modeling or activating strategies. It is suggested to have these materials sorted into by Reading Comprehension Strategies, and Higher Order Thinking Strategies and Processes.
- Access and training for technology services:
 - [Google Slides](#)
 - [Adobe Spark](#)
 - [Wixie](#)
 - [Bunceee](#)
- Reading scaffolding:
 - Access to digital devices that offer accessibility settings, text-to-speech, translation, and a dictionary.
 - Simplified text that gets more complex as you go
 - Combining challenging text with easier, more relatable material
 - Websites like Newsela.com to create leveled texts.
- Social and Interactive scaffolding:
 - Summary Point Writing (i.e. Quick Writes, Think-Ink-Pair-Share)
 - Collaborative Pairs (Numbered Heads, Think-Pair-Share, Pairs Checking)
 - Jigsaw - visit <https://www.jigsaw.org/> for more information.
 - Chunking (includes Distributed Summarizing and Gradual Release Model)
 - Station work differentiated by ability level
 - Writing frames (paragraphs, transitional phrases) and sentence stems
- Graphic/Visual scaffolding:
 - Graphic organizers with scaffolding ideas provided
 - Using film versions (before, after, or during reading...usually as a comprehension enhancer and helpful “author’s/director’s choices” activity)

Data

Data spreadsheets which include some type of assessments for grouping students are important to determine Acceleration needs. These spreadsheets can be used throughout the year to track the students' scores and growth from their previous year's State Test through their quarterly Benchmarks to their End of Course Exams. Spreadsheets may also include data from pre and post lesson assessments, common assignments, and other formative assessment data.

It is important to keep student groups "flexible." This spreadsheet can also assist teachers in this movement of appropriate groups.

- The data spreadsheet can be created with a computer program. It can then be sorted according to the students' scores for easy access. This sorting automatically groups similar abilities together. For example, if you have a group of students that are below grade level and were not proficient with their State Test, they should be grouped together for their group.
- On the other hand, if you have a group of students that were well above grade level, they should be grouped together and put into a group that is full of independent challenges.
- Other indicators for grouping can consist of teacher observation, students' work, and students' behavior.
- Remember that groups are flexible according to the needs of the students and should change as benchmarks are given or as individual needs occur.

Administrative Plan for Supporting Previewing

☐ **Communicate a vision**

Our vision for Previewing is: _____

☐ **Clearly define and provide expected outcomes**

By implementing Previewing we will: _____

☐ **Facilitate collaborative planning (and assist with planning)**

We provide teams with collaborative planning time: _____

☐ **Provide teachers with professional development (and for us to participate in or lead)**

In order to enhance our teachers' abilities, we will provide professional development:

☐ **Provide teachers with coaches**

In order to help teachers plan and implement practices in their classroom our plan to support them with instructional coaching is: _____

☐ **Provide teachers with high levels of support**

Specific support we will provide to teachers includes: _____

☐ **Communicate expectations and describe practices**

Our communication plan includes (when, to whom, what, etc.): _____

☐ **Monitor implementation (walkthroughs, 5x5's, etc)**

Our plan for monitoring implementation includes: _____

☐ **Meet with teachers and teams to establish goals, revise goals, and reflect**

Our plan for meeting with teachers is: _____

☐ **Serve as a role model**

We will serve as role models by: _____

☐ **Maintain data on each student with progress and goals**

Our plan for collecting multiple data sources and maintaining the data and goals includes: _____

☐ **Conduct evaluations on the initiative**

Our plan to evaluate the effectiveness of our Previewing initiative includes:
