

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

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Description of Community:

Caledonia, New York is located about 30 minutes south of the City of Rochester in Livingston County. It is not surprising when people say they have never heard of the town, or if they have the usual response is “they have a good football program, don’t they?” Although it may be true that at one point in time the football program was a big deal, there are many other attractions that Caledonia has to offer.

Caledonia may be a small town, but the most prominent aspect is the school district. Caledonia-Mumford Central School District is located in Caledonia, but the district extends into the neighboring Hamlet of Mumford located in Monroe Country. The district has one elementary school, middle school and high school all located on the same campus. Along with the core classes, the school offers a variety of extra curricular academic courses such as art, band, chorus, creative writing, pre-calculus, and calculus. There are also clubs that students can become involved with like student council, page-turners, and national honor society. The school offers an array sports in fall, winter, and spring that allow students to participate in teams or individual competition. It would be very common to see the majority of the community at Hamilton Field on Friday nights in the fall watching the Red Raiders crush their opponents under the Friday night-lights.

There are some attractions that anyone can visit such as the fish hatchery in Caledonia and the Genesee Country Museum in Mumford. The fish hatchery is historical because it was the first fish hatchery built in the United States. The Genesee Country Museum allows you to go back in time to the colonial period and experience what it would have been like to live at such a time.

Other than that, Caledonia is a small, quiet, farming community that offers all the basic necessities that anyone needs. It is a great community for simplicity.

Demographics in the Community (Caledonia):

According the 2010 Census (U.S. Census Bureau, 2010):

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| Population | Total: 4,244 |
| Housing Status | Total: 1,802 |
| Population by Sex/Age | Male: 2,111 Female: 2,144 Under 18: 953 18 and Over: 3,301 |

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|-------------------------|---|
| Population by Ethnicity | Hispanic/Latino: 76 |
| Population by Race | White: 4,042 African American: 112 Asian: 24 American Indian and Alaska Native: 2 Native Hawaiian and Pacific Islander: 2 Other: 31 Identified by Two or More: 42 |

The ways in which literacy is used in the community:

On this page in our scrap book we used pictures of literacy in the community and let the images do the talking.

The pictures we used on this page:

Monument

Marquee in front of The Marketplace

Advertisements in the windows of The Marketplace

Historical landmark signs: fish hatchery, library

Genesee Country Museum sign

Marquee in front of the school

Gas prices

No bullying sign

An Informal Interview with a Community Member:

The community member that agreed to participate in our informal interview has lived in the community her entire life. Today she is in her early 40's and currently has two daughters enrolled in the school district: one is a junior in high school and the other is in 7th grade. She is involved in the community through church and teaches karate to children living in the community (interview March 20, 2013).

Jess: What forms of literacy do you see in the community?

Community Member: I don't spend a lot of time with people in the

community, but when I do my experience can be through church because that's where I interact with most of the community and I would have to say that what I see with the kids that I interact with their literacy levels could be a little low, many of them like to read, but writing is not necessarily a strong suit. It's not to say that they are not intelligent kids, because they are. They love to read and they are creative too, but it's just something that I see in general, and even with adults, formal writing is actually kind of a problem grammatically, coherently.

J: How do you learn about things that are happening in the community like events and parades?

CM: The grocery store marquee a lot of times. Sometimes the Penny Saver when they have advertisements in there or just from talking to people about what is going on, word of mouth type of thing.

J: How about your daughters? What can you say about their reading? How did they learn to read in school?

CM: Both of them really love to read. Both of them are very capable of reading books that are way outside their levels. I'm not sure if they called them levels once they got into the middle school, but I know when they were in the elementary school they were assigning reading levels to them and both of them were already reading books that were adult level readings.

J: Do you think they learned this through school or do you think it's your personal expectation of them? Their environment?

CM: I think it's a little bit of both.

J: If someone was looking to visit Caledonia, what would you tell them about the community?

CM: As a general statement about the community I think that the people are friendly. I think that it's a nice small town. When you live there you get to know people. And if you're active in the community you learn people and I think by and large people are friendly. There's a lot of gossip, a lot of talk, and that's typical of

a small town. Your business is everybody's business. I think the school is a perfectly good place to send kids. I think the quality of education is based on the effort that is put into it. The community is not overly rich or overly poor. We also have all the basic necessities that we need. Overall, I think it's a good community to belong to.

A Description of the School and its Demographics and Foci:

Caledonia-Mumford Central School District Mission Statement:

The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college or career ready. (www.cal-mum.org)

Demographics for the 2010-2011 school year according to New York State District Report Card (NYSED.GOV., 2012):

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| Enrollment | Total: 917 Elementary: 379 Middle: 209 High: 329 |
| Demographic Factors · Number of students (percent) | Eligible for Free Lunch: 125 (14%) Reduced-Price Lunch: 67 (7%) Limited English Proficient: 4 (0%) |
| Racial/Ethnic Origin · Number of students (percent) | American Indian or Alaska Native: 0 (0%) Black or African American: 15 (2%) Hispanic or Latino: 9 (1%) Asian or Native Hawaiian/Other Pacific Island (1%) White: 861 (94%) Multiracial: 22 (2%) |

Elementary School:

Caledonia Mumford Elementary Literacy Information (Pre-K - 5) based off of an interview with Reading/ Language Arts Coordinator:

For the past 8 years, Caledonia Mumford Elementary has used the Balanced Literacy approach. For guides in their teaching of literacy they have used Fountas & Pinnell books: Guiding Readers and Write, The Continuum of Literacy Learning, and Guided Reading. They have also used Boushey & Mosher books: The Cafe Book and The Daily Five. The Elementary School has two full-time and two part-time reading teachers. The Middle School has 1 full-time reading teacher.

Classes at Caledonia Mumford generally have 4-5 guided reading groups. They have a book room that has books wordless - Z available. All the books are on a computer website organized through BOCES. Teachers can search for books according to subject, author, topic, genre, and reading level. The book room is organized by level and by fiction and non-fiction. They have big books, resource books, and reserved books for certain grade levels. Many of their reserved books are the books listed in the new New York State ELA modules. These modules correlate with the Common Core.

Caledonia Mumford uses a well-organized RtI process in their school. The process assesses students who need Interventions. Students in tier 2 and 3 receive reading instruction from AIS or CSE teachers who use Leveled Literacy Intervention Kits from Fountas & Pinnell. All students are formally assessed 3 times a year through our RtI process. They use the Fountas & Pinnell assessment kits for reading benchmarks. They also test high frequency words, reading, and spelling. Their primary students are assessed on letter recognition, letter-sound recognition, hearing sounds and being able to write the sound

heard, and Concepts about Print (Clay).

They are going through a time of change with their assessments due to the newly required pre- and post-assessments developed by the local BOCES. These assessments are tied into their APPR and SLO goals. So we're altering some of our tests to lessen the amount of assessing of students we do. Spelling assessments are also given.

Literacy is encouraged schoolwide through the annual PARP (Parents as reading partners) festival. Prior to the festival they have 2 weeks of literacy activities at school and parents are encouraged to read every day with their children. At the end of the 2 weeks, they have a festival at the school to celebrate reading.

They also have an author visit the school every year. All AIS and CSE students are sent home with a book to read every school day.

The 1st grade students have a book sent home 2 - 3 times a week.

Students also take their spelling lists home weekly and students in grades 3 - 5 write a letter to their families once a week about events that happened in school.

Caledonia Mumford strongly believes in connecting with the community and families of students when it comes to literacy development. The past few summers, Caledonia Mumford has offered a summer reading program 4 days a week for struggling students in grades K - 2. The library sends home book(s) for each student to read over the summer. This is made possible by the help of the local bank. There is a program through the library where students get a reward in September if they read a certain amount of books over the summer. The teachers include reading lists in the final report card. The lists are down in collaboration with the local libraries. Last year the school participated in a program run by a SUNY Geneseo professor called Soaring Stars. They sent 3 kindergarten students to a day long program 5 days a week. The middle school (gr 6 - 8) has all students read the same book and participate in activities around that book to build community reading.

All Caledonia teachers have been trained on the 6+1 Writing

Traits. They also have the Lucy Calkins' books, Units of Study. The emphasis has been on the three types of writing listed in the common core which are persuasive, explanatory, and narrative. Grades K- 2 use a developmental spelling program based on Words Their Way by Bear, Invernizzi, Templeton, and Johnston. Grades 3-5 use the Houghton Mifflin Spelling Program. Grades k- 5 use the Zaner-Bloser program for penmanship

Observations of Classroom Teacher:

The elementary observation took place in Nikki Flint's fourth grade classroom at Caledonia Mumford. Nikki follows a lot of the reading instructions that the literacy coordinator had talked about in her interview. Nikki has created a very inviting and comfortable reading atmosphere in her classroom, which helps to make students more eager to spend time in books. Nikki's goal is to turn students into lifelong readers who understand the value of reading. She wants them to understand the connection between books and intelligence, and wants to teach them the skills to properly use books. She has adapted many of her literacy teachings from the Boushey & Mosher books. She teaches the "I PICK" strategy when teaching students to choose a good book at their reading level. She also uses the Cafe Menu in her classroom and incorporates it into her teaching with her literacy groups. Nikki really encourages parents to read with their children. She uses and teaches the Pause, Prompt, Praise procedure (developed by McNaughton, Glynn, and Robinson, 1981) and even post the steps for parents to refer to on her school website.

Nikki follows the Balanced Literacy Approach. Everyday she incorporates read alouds, independent, shared, and guided reading in her curriculum. Books and paper she says are the two main materials she finds important for teaching literacy. She

believes it is very important to have an abundance of picture books. They are a key component for teaching many reading lessons and can also be used while teaching other subjects. She prints off the title page of every picture book they read during the year and then the class categorizes the books by theme. This way they are in the classroom and are easy to refer back to.

Nikki sends home a reading calendar every month that students are expected to fill in every time they read. They also have a book box that they are expected to keep a magazine, a picture book, a chapter book, and their guided reading book in. She thinks that it is most beneficial to have several types of reading materials that are considered lighter reading so students don't have several chapter books going at a time because that could lead to confusion and frustration.

Nikki spends about 70 minutes a day doing reader's workshop. During this time she works with small groups. For literacy groups Nikki does not group students by their abilities most of the time instead she mixes them randomly. For shared reading she uses scholastic news and for guided reading she uses the active board. She reads at least one picture book a day to her students because she believes read alouds help to show students the enjoyment that can come from books. One on one assessments are done every couple of months. During assessment time she updates the individuals WPM fluency and will assess their comprehension abilities. She also monitors students abilities during her literacy groups.

Nikki incorporates many picture books into lessons. She reads at least one picture book a day to her class. Some just for fun, and others for a bigger purpose. One book that she said she has enjoyed using with her teaching is Lawn Boy by Gary Paulsen. She did a lesson on the theme after reading the story and she made math and social studies lessons based off of the book as well. It showed the students the cross curricular connections that could be made through reading books. The book was used throughout the week and referred back to many times during specific lessons.

Nikki is a very organized and ambitious teacher. I was very impressed with the way she incorporated literacy into her classroom. There was not a whole lot that I would change about her classroom instruction. If I went in as a literacy coach my one suggestion would be that she use homogenous groups during her small group literacy time more often. I believe it could be beneficial to group students by their areas that need improvement . If all the students need to grow in the same area it would be easier to work with them all together instead of trying to focus on 5 different students that are at 5 different levels in the reading process. She also should consider having more one on one meetings with students to see how they are feeling and to hear their thoughts.

High School:

The Literacy Instruction Methods Currently or Previously Used in the School

The teacher chosen to be observed is a reading specialist for the middle and high schools.

In her classroom, she focuses on a balanced literacy approach.

Most of her classes are small group or 1:1 instruction. She focuses on guided reading and guided strategy use. Depending on the individual, there is often a strong focus on word study and vocabulary, comprehension and/or fluency. She says that at the middle school and high school levels, there is a lot of support in content area reading and building independent strategy use.

Analysis of Instructional Time Spent in Whole Group, Small Group, or Individual

This reading specialist has a rotation schedule, similar to that of Daily Five, which has proven to be very effective for creating a student-centered classroom and allowing time to meet individual

needs in groups that are typically larger that can be up to 17 students. With this, students are working independently, in small group and 1:1 with the teacher in conferencing or some combination of these throughout a week's time.

The Literacy Assessments Used

- Fountas & Pinnell Benchmark Assessment
- Informal reading assessments
- Running records
- Observations

Home-to-School Literacy Connections

There is a project called One Book, One School, One Community that is in it's 6th year. Each June, every middle school student receives his/her own copy of a book that is chosen by a focus group of their peers. Parents and other community members are encouraged to also read the book, attend summer discussion groups and meet the author. In the fall, upon returning to school, there is often a related activity/field trip and sometimes an author visit.

Each year is different based on the book that is chosen, but there has been great community-building within and outside of school as well as increased parental involvement.

An Analysis of Texts that Teacher and Students Read, Talk About, Wrote About, or Listened to Throughout an Extended Time

During our observation, the class was reading No Talking by Andrew Clements. It was mostly at read aloud stage when it was observed, but they have broken into small group and more indepth study of author's craft - especially in use of dialogue and description of non-verbal communication.

Reference

Caledonia-Mumford Central School District. (2012). Retrieved from website: http://www.cal-mum.org/pages/Caledonia-Mumford_SD

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