A MESSAGE FROM DR. GRIER

Rolling out our new Literacy By 3 program and its companion Read Houston Read volunteer effort makes this an especially purposeful summer throughout HISD. But nothing will propel Literacy By 3 forward more than what is going to happen over the next three days.

You will be empowered with new skills and a set of clear, unwavering standards that will make YOU literacy leaders in HISD. You will create a culture of optimism and discovery on each campus. And most importantly, you each will give countless thousands of youngsters the gift of learning to read fluently — and loving to read — as a result of what is shared here.

This year, leaders at the elementary level will focus on creating a balanced reading approach on their campuses that includes effective phonics instruction, guided reading, independent reading, read alouds, and writing. At the secondary level, leaders will be tasked to ensure the vertical alignment between their school’s literacy efforts and those of their feeder elementary schools. They will work to create systematic literacy instruction on their campus that incorporates research based literacy routines and strategies, authentic and purposeful reading and writing, formative assessments, and structured intervention for ALL students.

We know you will take the messages and skills you acquire back to each of your campuses to help craft the right plan for your students and their families. We will all share a common framework, strategies, and accountability methods to ensure the success in reading that has so far eluded us.

Thank you for being part of this Summer Leadership Institute, which we know will serve as the catalyst for a profound — and long overdue — change in the foundation we build for our students’ futures.

Terry B. Grier, Ed.D.
Superintendent of Schools
As HISD strives to decrease the gaps we have in literacy across our district, each of us has a part to play in ensuring that all students in every grade level are active, proficient readers and writers. As a district, we must come together to address our challenges with literacy and work together to create a comprehensive, districtwide solution. Literacy is not just a concern at the elementary level, it must also guide and connect to efforts to transform our secondary schools as we work to link our students with real world experiences, expose them to project based learning, and personalize their education through digital instruction.

During this year’s Summer Leadership Institute, you and your colleagues will be developing campus literacy plans for each and every one of our 282 schools. As you develop your plan, it is our responsibility to make sure it connects, rather than competes with, scheduling, staffing, budgeting, and your school’s current improvement plan and positioning statement.

Over the next three days, I challenge each of you to take a hard look at your school’s current literacy efforts. We must begin by analyzing our data and experiences. What worked this past year? What failed to move the needle? How many of your students are reading on grade level? How many are one or more grades behind? Then roll up your sleeves, join forces with your staff and fellow district leaders, and develop a literacy plan for YOUR campus that will build capacity, increase expectations, and reach those struggling readers.

I look forward to our collaboration over the next few days. Importantly, I look forward to the day when every child in every HISD classroom is reading on or above grade level. Literacy by 3 is just the beginning — and it will take all of us working together to get there.

Andrew Houlihan, Ed.D.
Chief School Support Officer
# Table of Content

**2014 Summer Leadership Institute**

"Leading Literacy"

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**Dr. Barbara Blackburn**

Dr. Barbara Blackburn has dedicated her life to raising the level of rigor and motivation for professional educators and students alike. What differentiates Barbara's thirteen books are her easily executable concrete examples based on decades of experience as a teacher, professor, and consultant. Barbara's dedication to education was inspired in her early years by her parents, Bob and Rose. Her father’s doctorate and lifetime career as a professor taught her the importance of professional training. Her mother’s career as school secretary shaped Barbara's appreciation of the effort all staff play in the education of every child.

Barbara has taught early childhood, elementary, middle, and high school students and has served as an educational consultant for three publishing companies. She holds a master's degree in school administration and is certified as both a teacher and a school principal in North Carolina. She received her Ph.D. in Curriculum and Teaching from the University of North Carolina at Greensboro. In 2006, she received the award for Outstanding Junior Professor at Winthrop University. She recently left her position at the University of North Carolina at Charlotte to write and speak full-time.

In addition to speaking at state and national conferences, she also regularly presents workshops for teachers and administrators in elementary, middle, and high schools. Her workshops are lively and engaging and filled with practical information.

**Omékongo Dibinga**

Omékongo Dibinga is the UPstander. His life’s mission is to inspire all across the globe to take a stand when they witness an injustice, no matter how small or large. Omékongo is Professor of Multicultural Education at The University of Virginia. He is a motivational speaker, trilingual poet, TV talk show host, and rapper. His Urban Music Award winning work has best been described by Nikki Giovanni as “outstanding, exciting, and new while being very old.” His book, *From the Limbs of My Poetree* was described by Essence Magazine as “a remarkable and insightful collection of exquisite poetry that touches sacred places within your spirit.” He was one of 5 international recipients out of 750,000 to win the first ever “CNN iReport Spirit Award.” He has received over 1,000,000 views on CNN.com.

Omékongo's music and writings have appeared alongside artists such as Sheryl Crow, Angelina Jolie, Norah Jones, Damien Rice, Angelique Kidjo, Don Cheadle, and Mos Def. He has shared the stage with Wyclef Jean, OutKast, Sonia Sanchez, Dennis Brutus, and The Last Poets. Internationally, he has shared his work in 20 countries on 3 continents. He is the host of the talk show “Real Talk”, which deals with issues facing our youth today. His writings and performances have appeared in *O Magazine*, as well as on TV and radio from CNN, BET, and the BBC to NPR, Music Choice, and Voice of America in millions of homes in over 150 countries. He has also written songs for movies as well as organizations such as NASA and the Enough! Project.

Omékongo has studied at Harvard, MIT, Princeton, Georgetown, Morehouse, and The Fletcher School, where he received hi M.A. in Law & Diplomacy. He is currently a PH.D. candidate in International Education Policy at the University of Maryland, where he worked with the Southern Poverty Law Center’s “Teaching Diverse Students Initiative,” as well as a Teaching Assistant to Dr. Michael Eric Dyson at Georgetown University. He provides leadership, educational and diversity empowerment as a consultant and motivational speaker for organizations, associations and institutions. He has featured/lectured nationwide in venues from TEDx and Harvard to Russell Simmons’ Hip-Hop Summit and the Nuyorican Poets Café. His rap mixtape series “Bootleg” promotes positive hip-hop with remixes of songs by Tupac, Notorious BIG, Jay Z, Nas, 50 Cent, and others. His 1,000,000 Youth Campaign has directly impacted nearly 100,000 youth across the globe to date.

Omékongo's publishing company, Free Your Mind Publishing, a subdivision of his organization, UPstander International, has produced 7-fusion music and motivational CDs, 6 books, and one independent DVD. His motivational book *G.R.O.W. Towards Your Greatness!: 10 Steps to Living Your Best Life* has received praise from great motivational speakers such as Willie Jolley. His most recent book *“The UPstander’s Guide to an Outstanding Life”* is a life balance book for students. For more information, please visit www.upstanderinternational.com.
JOAN G. KELLEY

Joan G. Kelley is a research associate at the Harvard Graduate School of Education (HGSE) in the Language Diversity and Literacy Development Research Group. A former teacher, her expertise includes curriculum development, teacher professional development, and disseminating research findings for educators and policymakers. She currently leads a study that investigates standard vocabulary and literacy instructional practices in middle school English language arts classrooms. Using findings from the research, she gives regular workshops to educators and parents outlining how building language from the earliest years impacts reading development, and how to set up children for academic success. Joan earned her B.A. from Harvard College and her Ed.M in Language and Literacy from HGSE.

SUSAN SZACHOWICZ

Susan Szachowicz is dedicated to ensuring all students achieve college and career readiness and firmly believes the ideology: “high expectations, high standards – no excuses.” She has served students at Brockton High School, a large (4,300 student) comprehensive urban high school for her entire career and describes herself as Brockton High’s greatest cheerleader. Sue continues to be committed to performance transformation at the school and in the state and has served on numerous state commissions on school improvement particularly regarding the Massachusetts assessment program.

In 1999 Sue was appointed the Associate Principal for Curriculum and Instruction and in that capacity directed the school’s literacy initiatives to improve student achievement. Before serving in this position, she was a history teacher, Social Science Department Head at Brockton High School for many years until becoming a Housemaster. She became Brockton High's principal in 2004 and has also taught graduate courses in history and education at Bridgewater State College and the University of Massachusetts Boston.

Sue received both her Bachelor’s in History and Sociology and Master's in History from Bridgewater State College and earned her doctorate in Educational Leadership and Administration from the University of Massachusetts Amherst.

Currently, Sue is a Senior Fellow with the International Center.
Tyrone Tanner, Ed.D. is a professor of education and founder of Educational Concepts LLC. He has authored numerous books and articles ranging from helping parents become more involved with their children’s learning, “Parents Need Help Too: A guide for parents of school-age children,” to aiding teachers in effectively working with diverse learners, “Culturally Responsive Educational Theories: A practical guide with case studies for improving the academic performance of diverse learners.” These products provide the framework for Dr. Tanner’s mission and research. As a consultant, he has facilitated exciting research based workshops and district strategic plans for more than 40,000 educators and parents at countless schools, districts, and conferences.

Early in his career, Dr. Tanner was a middle and high school teacher, middle and high school principal, and central office school administrator. He received his Doctor of Education in Educational Leadership and Cultural Studies from the University of Houston, a Master of Education in School Administration and Supervision from Southern University, and a Bachelor of Arts in Social Studies/Education from Newberry College. He is a scholar who has served as editor and associate editor of multiple national refereed journals. Currently, he is associate editor of the National Journal for Urban Education and Practice.

Dr. Tanner’s research and philosophy is firmly planted in the belief that all students can learn, and if provided a culturally active classroom environment they can learn with exceptionality. As a father and educator, he believes parents want the best for their children, and with the right approach, the necessary trust can be created to build powerful home and school partnerships. To that end, he is committed and dedicated to developing the tools necessary for educators and parents to experience success with all children.

For more information regarding products or scheduling a teacher or parenting workshop, call Educational Concepts at 1-888-630-6650 or visit www.educationalconcepts4You.com. You may also email Dr. Tanner directly at drtyronetanner@gmail.com.

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ALAN SITOMER
KEYNOTE SPEAKER

Alan Lawrence Sitomer is a California Teacher of the Year award winner and the founder of The Writer’s Success Academy. In addition to having been an inner-city high school English teacher and former professor in the Graduate School of Education at Loyola Marymount University, Mr. Sitomer is a nationally renowned keynote speaker who specializes in engaging underperforming students. To date, Mr. Sitomer has authored 16 books with works ranging from hard-hitting YA novels like Caged Warrior, Homeboyz, The Hoopster and Hip-Hop High School to humorous and warm children’s picture books such as Daddies Do It Different and Daddy’s Zigzagging Bedtime Story. Alan lives in Los Angeles where he is currently writing the movie script adaptation for his novel Caged Warrior.
ACKNOWLEDGEMENTS

Board of Education
Superintendent of Schools
Chief School Support Officer
Advanced Academics
Campus Administrators
Career and Technology
Child Study
Curriculum, Instruction, and Assessment
Human Capital Accountability
Information, Assessment and Analytics
Information Technology
Leadership Development
Legal Services
Multilingual Programs
Office of Communications
Office of School Choice
Police Department
Printing Services
Procurement Services
Professional Support and Development
Psychological Services
Research and Accountability
Schools Office
Special Education

Wharton K-8 Dual Language Academy
Principal: Jennifer Day
World Percussion Group
Instructor: Christina Gerard

North Forest High School
Principal: Pamela Farinas
Soul Patrol Band
Director of Bands: Kaleb M. Alexander

Key Middle School
Principal: Jeannine Porter
Jazz Band
Director of Bands: Calvin J. Hutson

Austin High School
Principal: Jorge Arredondo
JROTC Color Guard
Senior Army Instructor: Major James K. Jones

Thank you to Houston ISD Schools, Offices, Departments and External Partners for your dedication and collaboration in creating an informative literacy learning platform for our valued district leaders.
INTERNAL PRESENTERS

Academic Programs: Rhonda Mason

Austin HS: George Caldwell

Bellaire HS: Michael McDonough, Charles Sanders

Betsy Ross ES: Kimberlin K. Sturgis

Briarmeadow Charter: Peter Heinze, Saundra Mouton, Susan Rafferty

Chavez HS: Rene Sanchez, Janet Crump

College Readiness: David Johnston, Rick Cruz

Condit ES: Dan Greenberg

Cornelius E: Karen E. Jackson

Cullen MS: Clayton Crook

Curriculum, Instruction and Assessment: Tina Banner, Carol Bedard, Hortense Campbell, Jennifer Datray, Yolanda Evans, John Gresham, Marisa Hartling, Karen Hill, Debbie Howard, Christi Keelen, Tamica Lewis, Lance Menster, Angela Miller, Jennifer D. Montgomery, Morgan McKinley, Noemi Orellana, Teresa Phillips, Walter Smith, Nimmi Thomas, Audrey Torres, Joshua Udy, Rachele Vincent, Frank Whiteside,

Early Childhood: Janice Dingayan, Alison Heath, Marcela Landestoy, Michelle Thomas

Eastwood Academy: Paula Fendley

Energy Institute HS: Rene Flores, Lori Lambropoulos, Noelle MacGregor

Family and Community Engagement: Maria Cristina Cruz-Wiley, Alejandro Morua, Valeria Schillaci

Fondren MS: Mark Samuel

Fonwood ECC: Dr. Kimberly Agnew-Sentrice

Gallegos ES: Jessica Tejada

Garden Oaks ES: Lindsay Pollock

Hamilton MS: Evelyn Oros

Hartsfield ES: Alecia Bell

Henry MS: Charlyn Henderson

Herod ES: William Johnson

HSPVA: Robert Scott Allen

Informational Technology: John Amenson, Beatriz Arnillas, Shelbi Blackmon, Susan Haught, Adam Larson, Jennifer Lazzaro, Brittny Lewis, Chris Marshall, Patrick Porter, Samantha Rosenthal, Elvira Salazar

Jackson MS: Joseph Alva
Acknowledgements

**INTERNAL PRESENTERS**

**Kashmere Gardens ES:** Kristi Rangel

**Kashmere HS:** Brittney Maloney-Gandhi, Ogechi Uwaga, Amber Williams

**Lamar HS:** Nick Alvarado, Caleb Feese, James McSwain

**Law ES:** Hannah Mose-Harvey

**Lee HS:** Jonathan Trinh

**Library Services:** Sofia D’Arcy, Janice Newsum, Liz Philippi

**Linked Learning:** Adam Stephens

**Lyons ES:** Nestor Londono

**McReynolds MS:** Paul Zevallos

**Memorial ES:** Mechiel Rozas

**Martin Luther King ECC:** Gabrielle Coleman

**Multilingual:** Jennifer Alexander, Gina Lerma-Avila, Lee Glaesemann, Gracie Guerrero, Martha Robles, Youngmee Hsumoon

**Professional Support and Development:** Dianne Alvarez, Georgina Castilleja, Cindy Fairbanks, Krystle Henley, Mili Henriquez, Malene Golding, Donna Johnston, Sarahdia Johnson, Annetta Modest, Ian Olmstead, Nalsy Perez, Montra Rogers, Gwen Tompkins

**Reagan HS:** Connie Berger, Tisha Mesa

**Roberts ES:** Rita Graves

**Robinson ES:** Terrance Sanders

**Sam Houston MSTC:** Angela Borzon, Ada Rivera

**Special Education:** Beth Goodrich, Lorraine Klim-Drew

**Strategic Partnerships:** Tina Thompson

**Welch MS:** Inge Garibaldi

**Wharton K-8:** Jennifer Day

**Whittier ES:** Lori Lueptow, Patricia Ortiz

**Woodson K-8:** Mark Spilman, Staci Taylor

**Yates HS:** Jermisha Hardamen

**Young Men’s College Preparatory Academy:** Adrian Acosta, Dameion Crook, Jason Prince, Tiffany Rachal, Ketina Willis

**Young Women’s College Preparatory Academy:** LeTonya C. Brown, Sarah Campbell
EXTERNAL PRESENTERS

Abydos: Joyce Armstrong Carroll, Edward E. Wilson

Achieve 3000: W.C. Hayes

Apple Education: Maria Henderson

Auburn School Department Maine: Mauri DuFour

Audio Optical Systems of Ausin, Inc.: Stephanie Ingahm

Blackburn Consulting Group: Dr. Barbara Blackburn

Educational Concepts: Dr. Tyronne Tanner

Harvard Graduate School of Education: Joan Kelley

Houston Arts Partners: Mary Mettenbrink, Troy Scheid

Istation: Vicki Whitfield

itsLearning: Lisa Dubernard

Knovation Learning: Mark Febus

Living Tree: Joni Carswell, Cullen Childress

Multicultural Education at University of Virginia: Omekongo Dibinga

National Geographic Learning: Angela Terry

Region 4 Educational Service Center: Chad Perry

Renzulli Learning: Deborah Crawford

Scholastic, Inc.

Teach to Educate All Children: Susan D. Krohn, Mary Yenik

Texas Science Fusion HMH: Mary Brown

The Writers Success Academy: Allen Sitomer

Think Through Math: Christine Riviello

Voyager Sopris Learning: Alison Bobbitt

WestEd: Dr. Maria Paredes
Acknowledgements

Leadership Development Department

Andrew Houlihan, Chief School Support Officer
Alan Hooker, Leadership Development Officer
Josephine Rice, Assistant Superintendent
Samuel Maldonado, Senior Manager
Queinnise Miller, Senior Manager
S. Lachlin Verrett, Senior Manager
Berti Brown, Program Manager
Laurie Parkin, Program Manager
David Colter, Academic Trainer
Kim Golden, Academic Trainer
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Warren Anderson, Mentor
Ruby Andrews, Mentor
Sandra Benavides, Mentor
Elizabeth Dow, Mentor
Marshal Dupas, Mentor
John LaGrone, Mentor
Ivy Levingston, Mentor
Bonita Morgan, Mentor
Carol Selig, Mentor
Teodoro Villarreal, Mentor
Delorian Moore, Administrative Assistant
Graciela Ruiz, Administrative Assistant
Crystal Williams, Administrative Assistant

It is prudent to use a combination of powerful texts, in tandem with powerful reading instruction, to influence the literacy development and lives of adolescents.”

— Alfred W. Tatum
EXHIBITORS

3P Learning Mathletics
A & A Video Production
Achieve 3000
ALL In Learning
Alley Theatre
American Reading Company
Catapult Learning
Children’s Museum
Creative Education Institute
Dream Box
DynaStudy, Inc.
Edusmart
eInstruction by Turning Technologies
Elevate Learning
EM Bilingual Education Consultants LLC
Handwriting Without Tears
Houghton Mifflin Harcourt
Houston A+ Challenge
Imagine Learning
Istation
KAMICO Instructional Media, Inc.
Kaplan Early Learning Company
Lakeshore
Learning.com
Little Folks Dance & Fitness/
All Stars After School
Math GPS, LLC
No Bully Here
Peoples Education, Inc.
QEP Professional Books
Rally! Education
Renzulli Learning
Rosetta Stone
Scholastic
Scientific Learning Corporation
Teaching Systems, Inc.
Texas Art Supply
Texas Computer Education Association
Think Through Math
TPR Education LLC (Princeton Review)
Trice Education Resources Inc.

“Writing is an extreme privilege, but it’s also a gift. It’s a gift to yourself, and it’s a gift of giving a story to someone.”
— Amy Tan
This year’s theme of the Summer Leadership Institute is “Leading Literacy.” The goal of the Institute is to provide professional development with a strategic focus on the districtwide Literacy By 3 approach as HISD organizes to ensure that all third grade students will be proficient or advanced, as measured by STAAR, by spring 2019.

The Literacy By 3 “Elementary” focus includes:
- Phonics instruction
- Read alouds
- Guided reading
- Independent reading
- Read Houston Read
- Formative Assessments

These literacy strategies will create active readers who are able to make sense of challenging text in all content areas.

The Literacy By 3 “Secondary” focus includes:
- Research based literacy routines and strategies guided by formative assessment,
- Authentic and purposeful reading, writing, and vocabulary study in every class, every day,
- Accountable student academic discourse (verbal and written), and
- Tiered, personalized, and structured intervention for students in need of additional support.

Each day of the institute, participants will take away tool kits and strategies designed to improve student achievement through increasing literacy success for all students.

School Chief and Support Officer Breakout Sessions
The 2014 Summer Leadership Institute will include blocks of time designed for team planning with your School Support Officer and Chief Support Officer. These blocks of time will provide school leaders the opportunity to develop their school literacy plans and the professional development that supports the plan.

Bring Your Own Device Conference
Please ensure you bring a fully charged device. You may use laptops or tablets.

Handouts and Presentations
The 2014 Summer Leadership Institute’s Quick Response “QR” reader on the back cover provides access to electronic copies of the presenters materials.

Parking
Additional parking passes may be printed from: http://goo.gl/Jh4sT1

Lost and Found
Please take found items to Room 107 or give to a Leadership Development Team member. Lost and found items may be collected in Room 107.
TUESDAY, JUNE 17, 2014
DAY 1 AGENDA OVERVIEW

7:00 a.m. – 7:45 a.m. Registration – Lobby
Breakfast – Front Foyer and Hall C
Entertainment - Wharton K-8 Dual Language Academy
World Percussion Group

General Session - Hall D

8:00 a.m. – 8:15 a.m. Opening Remarks – Alan Hooker, Leadership Development Officer
Posting of the Colors - Austin High School, JROTC
Pledge of Allegiance - Maricarmen Velasquez, Austin High School

8:15 a.m. – 9:30 a.m. Welcome Remarks
• Juliet Stipeche, President, Board of Education
• Terry Grier, Superintendent of Schools
• Keynote Speaker - Sue Szachowicz, Senior Fellow, International Center for Leadership in Education, Retired Principal Brockton High School
• Andrew Houlihan, Chief School Support Officer

9:45 a.m. – 11:15 a.m. Concurrent Sessions I - Chief School Officer Breakout Sessions

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<td>HUERY</td>
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11:15 a.m. – 12:30 p.m. Lunch - Hall C, Kiosks near room 600

12:30 p.m. – 2:00 p.m. Concurrent Sessions II or
Keynote Speaker - Alan Sitomer, Founder, The Writer’s Success Academy
Hall D

2:00 p.m. – 2:15 p.m. Snack Break

2:15 p.m. – 3:45 p.m. Concurrent Sessions III

4:00 p.m. – 5:30 p.m. Concurrent Sessions IV - Chief School Officer Breakout Sessions

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WEDNESDAY, JUNE 18, 2014
DAY 2 AGENDA OVERVIEW

7:00 a.m. – 7:45 a.m.      Registration – Lobby
Breakfast – Front Foyer and Hall C
Entertainment - Key Middle School
Key Jazz Band

8:00 a.m. – 9:30 a.m.      Concurrent Sessions V

9:45 a.m. – 11:15 a.m.     Concurrent Sessions VI

11:15 a.m. – 12:30 p.m.    Lunch – Hall C

12:30 p.m. – 2:00 p.m.     Concurrent Sessions VII

2:00 p.m. – 2:15 p.m.      Snack Break

2:15 p.m. – 4:15 p.m.      Concurrent Sessions VIII – Chief Breakout Sessions

4:30 p.m. – 7:00 p.m.      Teacher and School Leader Hiring Fair - Hall C

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“Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him.”

— Maya Angelou
THURSDAY, JUNE 19, 2014
DAY 3 AGENDA OVERVIEW

7:00 a.m. – 7:45 a.m.  Registration – Lobby
                      Breakfast – Front Foyer and Hall C
                      Entertainment - North Forest High School
                      Soul Patrol

8:00 a.m. – 9:30 a.m.  Concurrent Sessions IX

9:45 a.m. – 11:15 a.m.  Concurrent Sessions X

11:15 a.m. – 5:30 p.m.  Concurrent Sessions XI - Chief School Officer Breakout Session
                       Lunch included within session time frame.
                       Snack break scheduled from 2:00 p.m. - 2:15 p.m.

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“Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift.”
— Kate DiCamillo
Using the Concurrent Sessions II-III that follow for Day 1, create a schedule based on your preferences including Choice 1 and Choice 2 in case a session is full. Be sure to fill in the Session Title and Room Number.

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>8:00 a.m. – 9:30 a.m.</td>
<td>General Session</td>
<td>Hall D</td>
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<tr>
<td>9:45 a.m. – 11:15 a.m.</td>
<td>Concurrent Session I</td>
<td>Loria - Room 602; Sarabia - Room 600; Mouton - Room 604; Cardona - Room 303/304; Huey - Room 305/306</td>
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<tr>
<td>11:15 a.m. – 12:15 p.m.</td>
<td>Lunch</td>
<td>Hall C or Kiosk near room 600</td>
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<td>12:30 p.m. – 2:00 p.m.</td>
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<td></td>
<td>Session Title Room Number</td>
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<tr>
<td>2:00 p.m. – 2:15 p.m.</td>
<td>Snacks</td>
<td>Hall C, Kiosk near rooms 300 and 600</td>
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<tr>
<td>2:15 p.m. – 3:45 p.m.</td>
<td>Choice 1 Choice 2</td>
<td></td>
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<td></td>
<td>Session Title Room Number</td>
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<tr>
<td>4:00 p.m. – 5:30 p.m.</td>
<td>Concurrent Session IV</td>
<td>Loria - Room 602; Sarabia - Room 600; Mouton - Room 604; Cardona - Room 303/304; Huey - Room 305/306</td>
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## CROSS-LEVEL CONCURRENT SESSION

<table>
<thead>
<tr>
<th>ROOM</th>
<th>SESSION TITLE</th>
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<tbody>
<tr>
<td>Hall D</td>
<td>Keynote - Dynamically Unlocking Text with Humor, Rigor and Scaffolds: The Intersection of Literacy and Leadership</td>
</tr>
<tr>
<td>201</td>
<td>Dual Language 101</td>
</tr>
<tr>
<td>202</td>
<td>Technology and Struggling Readers: LANGUAGE!® Live Comes Alive in Classrooms</td>
</tr>
<tr>
<td>203</td>
<td>Effectively Implementing the Everyday Excellence Literacy Routines: Let’s Talk and Pencil to Paper</td>
</tr>
<tr>
<td>205</td>
<td>Cultural Competency and Literacy for Black Boys Part 1</td>
</tr>
<tr>
<td>206</td>
<td>Using MTSS Framework to Build a Safe and Positive School Culture</td>
</tr>
<tr>
<td>207</td>
<td>Leveled Libraries Materials Management</td>
</tr>
<tr>
<td>208</td>
<td>Digital Literacy: Flip Your Faculty</td>
</tr>
<tr>
<td>310</td>
<td>Challenge Based Learning: Students, Leaders, and Technology</td>
</tr>
<tr>
<td>311</td>
<td>Digitally Build Your Schools Engagement with Living Tree</td>
</tr>
<tr>
<td>312</td>
<td>Arts Education Resources for Personalized Learning and Literacy</td>
</tr>
<tr>
<td>406</td>
<td>netTrekker Differentiating Secondary Digital Resources for Different Readers</td>
</tr>
<tr>
<td>409</td>
<td>Isation’s ISIP Predicts STAAR Results</td>
</tr>
<tr>
<td>600</td>
<td>The HUB: Our Digital Teaching and Learning Platform</td>
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<thead>
<tr>
<th>ROOM</th>
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<tbody>
<tr>
<td>200</td>
<td>The HISD Literacy Plan: Abydos Writing Lessons K-5 Classrooms</td>
</tr>
<tr>
<td>204</td>
<td>Reach Online Resources K-5 ESL Adoption</td>
</tr>
<tr>
<td>300</td>
<td>ABC’s of Guided Reading</td>
</tr>
<tr>
<td>301</td>
<td>Phonics and Word Work in the Primary Grades</td>
</tr>
<tr>
<td>302</td>
<td>How to Use the New Kindergarten Readiness Skills Screener to Individualize Instruction</td>
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<td>Effective Read Alouds for Critical Thinking</td>
</tr>
<tr>
<td>307</td>
<td>Building Academic Vocabulary in HISD: The ALIAS Approach</td>
</tr>
<tr>
<td>308</td>
<td>Reading, Writing, and Science with Science Fusion</td>
</tr>
<tr>
<td>408</td>
<td>Literacy By 3 and the HISD Elementary Reading Curriculum</td>
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<table>
<thead>
<tr>
<th>ROOM</th>
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<tbody>
<tr>
<td>309</td>
<td>Linked Learning Cohort 1</td>
</tr>
<tr>
<td>313</td>
<td>Driving College Readiness/Access/Completion Through Literacy</td>
</tr>
<tr>
<td>400</td>
<td>PowerUp With Secondary Science</td>
</tr>
<tr>
<td>403</td>
<td>Creating a Campus Culture Focused on Literacy</td>
</tr>
<tr>
<td>410</td>
<td>Using Lexile Reading Levels in High School</td>
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<td>Cultural Competency and Literacy for Black Boys Part 2</td>
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<tr>
<td>206</td>
<td>Using MTSS Framework to Build a Safe and Positive School Culture</td>
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<td>309</td>
<td>Linked Learning Cohort 2</td>
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<td>310</td>
<td>Challenge Based Learning: Students, Leaders, and Technology</td>
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<td>Partnering with Parents to Build Literacy</td>
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<tr>
<td>312</td>
<td>Arts Education Resources for Personalized Learning and Literacy</td>
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<td>Using Lexile Reading Levels in High School</td>
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</table>
Using the Concurrent Sessions V – VII that follow for Day 2, create a schedule based on your preferences including Choice 1 and Choice 2 in case a session is full. Be sure to fill in the Session Title and Room Number.

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<thead>
<tr>
<th>Time</th>
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<tr>
<td>8:00 a.m. – 9:30 a.m.</td>
<td>Choice 1: [Session Title] Room Number</td>
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<td>9:45 a.m. – 11:15 a.m.</td>
<td>Choice 1: [Session Title] Room Number</td>
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<tr>
<td>11:15 a.m. – 12:15 p.m.</td>
<td>Lunch</td>
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<tr>
<td>12:30 p.m. – 2:00 p.m.</td>
<td>Choice 1: [Session Title] Room Number</td>
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<tr>
<td>2:00 p.m. – 2:15 p.m.</td>
<td>Snacks</td>
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<tr>
<td>2:15 p.m. – 4:15 p.m.</td>
<td>Choice 1: [Session Title] Room Number</td>
</tr>
<tr>
<td>4:30 p.m. – 7:00 p.m.</td>
<td>Teacher and School Leader Hiring Fair</td>
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### CROSS-LEVEL CONCURRENT SESSIONS

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<tr>
<th>ROOM</th>
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<tbody>
<tr>
<td>202</td>
<td>Technology and Struggling Readers: LANGUAGE!® Live Comes Alive in Classrooms</td>
</tr>
<tr>
<td>203</td>
<td>Effectively Implementing the Everyday Excellence Literacy Routines: Do I Really Get It? and Turn the Light On</td>
</tr>
<tr>
<td>207</td>
<td>Digital Literacy: Citizenship, Social Media and Developing Digital Culture</td>
</tr>
<tr>
<td>208</td>
<td>ACHIEVE 3000: College and Career Readiness in the Digital Age</td>
</tr>
<tr>
<td>309</td>
<td>Digitally Build Your School’s Family Engagement with LivingTree</td>
</tr>
<tr>
<td>406</td>
<td>Digital Personalized Learning and Engagement Leads to Success With Renzulli</td>
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<tr>
<td>408</td>
<td>New Literacy Tools: How to Use and Plan Around the Internet</td>
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<tr>
<td>600</td>
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<tr>
<th>ROOM</th>
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<tbody>
<tr>
<td>200</td>
<td>Elementary STAAR Personal Narrative and Expository Writing: Using Abydos Strategies to Support Your Campus Literacy Plan</td>
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<tr>
<td>300</td>
<td>ABC’s of Guided Reading</td>
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<td>What Does a Successful Early Childhood Classroom Look Like?</td>
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<tr>
<td>310</td>
<td>Literacy By 3 and the HISD Reading Curriculum</td>
</tr>
<tr>
<td>312</td>
<td>Enhancing Literacy Through Engagement and Technology</td>
</tr>
<tr>
<td>400</td>
<td>New 3-5 Math Instructional Materials and Curriculum Training: Texas GO Math!</td>
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### SECONDARY CONCURRENT SESSIONS

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<thead>
<tr>
<th>ROOM</th>
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<tbody>
<tr>
<td>204</td>
<td>Leading a Secondary School - Wide Literacy Campaign</td>
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<tr>
<td>205</td>
<td>PowerUp English Language Arts Instruction in Secondary Classrooms</td>
</tr>
<tr>
<td>206</td>
<td>Updating Education: Project-Based Learning and Technology Produce a New Culture of Learners at Ene</td>
</tr>
<tr>
<td>311</td>
<td>Build A Better Program, ELL Yeah!</td>
</tr>
<tr>
<td>313</td>
<td>The 4 C’s of Digital Literacy: There’s an APP for That!</td>
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</tbody>
</table>
CROSS-LEVEL CONCURRENT SESSION

ROOM | SESSION TITLE
--- | ---
202 | Technology and Struggling Readers: LANGUAGE!® Live Comes Alive in Classrooms
203 | Effectively Implementing the Everyday Excellence Literacy Routines: Do I Really Get It? and Turn the Light On
206 | High Instructional Rigor for Students With Significant Learning Disabilities
208 | ACHIEVE 3000: College and Career Readiness in the Digital Age
312 | Enhancing Literacy Through Engagement and Technology
404 | Multi-Tiered Systems of Support (MTSS): The Academic Perspective
406 | Digital Personalized Learning and Engagement Leads to Success with Renzulli
408 | New Literacy Tools: How to Use and Plan Around the Internet
409 | Writing as an Individualized Learning Process
410 | Culturally Responsive Classrooms: Practices, Beliefs, and Dispositions That Impact Literacy for Diverse Students
600 | The HUB: Our Digital Teaching and Learning Platform

ELEMENTARY CONCURRENT SESSIONS

ROOM | SESSION TITLE
--- | ---
200 | The HISD Literacy Plan: Abydos Writing Lessons for K-5 Classrooms
207 | Leveled Libraries Materials Management
300 | ABC’s of Guided Reading
301 | Phonics and Word Work in the Primary Grades
303 | What are the Other Kids Doing? Independent Reading!
305 | Effective Read Alouds for Critical Thinking
307 | Building Academic Vocabulary in HISD: The ALIAS Approach
308 | What Does a Successful Early Childhood Classroom Look Like?
309 | Engaging Families to Impact Literacy Through Parent-Teacher Teams (APTT) Part I
310 | Literacy By 3 and the HISD Elementary Reading Curriculum
400 | New 3-5 Math Instructional Materials and Curriculum Training: Texas GO Math!

SECONDARY CONCURRENT SESSIONS

ROOM | SESSION TITLE
--- | ---
204 | Leading a Secondary School-wide Literacy Campaign
205 | PowerUp English Language Arts Instruction in Secondary Classrooms
311 | Build A Better Program, ELL Yeah!
313 | The 4 C’s of Digital Literacy: There’s an APP for That!
### CROSS-LEVEL CONCURRENT SESSION

<table>
<thead>
<tr>
<th>ROOM</th>
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<tbody>
<tr>
<td>201</td>
<td>Literacy Strategies for the Young and the Restless</td>
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<tr>
<td>202</td>
<td>Technology and Struggling Readers: LANGUAGE!® Live Comes Alive in Classrooms 203</td>
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<tr>
<td>203</td>
<td>Effectively Implementing the Everyday Excellence Literacy Routines: Do I Really Get It?/Turn the Light On!</td>
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<td>206</td>
<td>Effectively Implementing the Everyday Excellence Literacy Routines: Do I Really Get It? and Turn the Light On</td>
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<tr>
<td>309</td>
<td>ACHIEVE 3000: College and Career Readiness in the Digital Age</td>
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<tr>
<td>404</td>
<td>Engaging Families to Impact Literacy Through Parent-Teacher Teams (APTT) Part</td>
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<td>313</td>
<td>The 4 C’s of Digital Literacy: There’s an APP for That!</td>
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</table>
Using the Concurrent Sessions IX-X that follow for Day 3, create a schedule based on your preferences including Choice 1 and Choice 2 in case a session is full. Be sure to fill in the Session Title and Room Number.

<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Session IX</th>
<th>Concurrent Session X</th>
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<td>Room Number</td>
<td>Room Number</td>
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<td>9:45 a.m. – 11:15 a.m.</td>
<td>Choice 1: Session Title</td>
<td>Choice 2: Session Title</td>
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<td>Room Number</td>
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<tr>
<td>11:15 a.m. – 5:30 p.m.</td>
<td>Choice 1: Snacks</td>
<td></td>
<td>Loria - Room 602; Sarabia - Room 600; Mouton - Room 604; Cardona - Room 303/304; Huey - Room 305/306</td>
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<tr>
<td></td>
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<td>Lunch - Kiosks near room 600</td>
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<td>2:00 p.m. – 2:15 p.m.</td>
<td>Choice 2: Kiosks near room 600</td>
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<tr>
<td>200</td>
<td>Using Daily 5 and CAFE to Launch and Support Literacy By 3</td>
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<tr>
<td>201</td>
<td>Literacy Strategies for the Young and the Restless</td>
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<td>Effectively Implementing the Everyday Excellence Literacy Routines: Be the Lead Reader and Pump Up the Vocab</td>
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<td>205</td>
<td>Mean What You Say, Personalize Instruction to Improve Literacy</td>
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<td>206</td>
<td>Students Driving Their Own Literacy Through Technology</td>
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<td>208</td>
<td>Increasing Literacy By Promoting Teacher Collaboration</td>
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<td>Tracking Literacy Through the A4E Dashboards</td>
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<td>Meeting Literacy Needs of Special Education Learners Using Technology</td>
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<td>Flipping for Literacy</td>
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<td>Providing Differentiated Teacher Professional Development for Technology Integration</td>
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<td>313</td>
<td>How to Assess Technology Skills and Infusion Practices With Your Teaching Staff</td>
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<tr>
<td>404</td>
<td>Providing Effective and Appropriate Literacy Interventions at Tier I, II, and III</td>
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<td>302</td>
<td>How to Use the New Kindergarten Readiness Skills Screener to Individualize Instruction</td>
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<td>305</td>
<td>New 3-5 Math TEKS and Impact on STAAR</td>
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<td>307</td>
<td>Transitional Bilingual Program Model</td>
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<td>400</td>
<td>Personalize Algebra 1 EOC Preparation Using Think Through Math</td>
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<td>400</td>
<td>Personalize Algebra 1 EOC Preparation Using Think Through Math</td>
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**4C’s of Digital Literacy: There’s an App For That!**

*Presenters: Angela Miller, Manager, Secondary Social Studies Curriculum; Cindy Fairbanks, Social Studies Team Lead, Teacher Development Specialist; Montra Rogers, Social Studies Curriculum Specialist, Professional Support and Development; Ian Olmstead, Social Studies Teacher Development Specialists; Mark Samuel, Assistant Principal, Fondren Middle School; and George Caldwell, Social Studies Teacher, Austin High School*

This session will focus on ways to incorporate the teaching and learning of collaboration, communication, creativity, and critical thinking as Skills for 21st Century Learners. These skills also support 21st Century Literacy through purposeful reading and writing using online sources and tools. Digital collaboration includes a form of academic discourse. Our goals are to connect 21st Century Skills [communication, collaboration, creativity, and critical thinking] to student learning outcomes and lesson design; help administrators envision new designs for literacy and learning made possible through digital tools; and determine which educational practices and school structures will support the attainment of 21st Century Learning outcomes and increase student achievement. Participants will have opportunities to examine the Technology Integration Matrix and discuss ways to apply this matrix in meaningful ways to instructional planning, improved content literacy, and technology integration on their individual campuses. Participants will receive models of instructional planning using HISD curriculum resources, literacy strategies, digital tools, and online digital content to share with teachers. Portions of an exemplar lesson will be showcased.

**Audience: Secondary**

**ABC’s of Guided Reading**

*Presenters: HISD Elementary Curriculum and Development and Scholastic*

Participants in this session will engage in activities to build common language about Guided Reading, and introduced to the Leveled Bookroom, its management and uses, and learn about next steps as HISD transforms reading instruction. Come and explore leveled text and what that means for students as they learn to read. Experience a lesson first hand and have a chance to plan one for yourself!

**Audience: Elementary**

**ACHIEVE 3000: College and Career Readiness in the Digital-Age**

*Presenters: W.C. Hayes, Regional Director; Tina Banner, Curriculum and Implementation; and Tamica Lewis, Curriculum, Instruction, and Assessment*

This session will look at the Achieve 3000 solutions and how they are helping students in Houston ISD and all over the state and nation become college and career ready. We will discuss how teachers can provide rigor while differentiating the classroom content to reach each student at his or her level while covering their grade level TEKS and providing age appropriate informational text. We will look at how your campus can:

- identify at-risk students early.
- meet students at their Lexile level and language needs.
- accelerate and sustain improvement in literacy competencies.
- track student progress for STAAR assessment.

We will look at how to make data-driven decisions to differentiate and improve student achievement in reading and writing, incorporate and increase reading in the content areas, and use technology to get students ready to meet the needs of today’s careers and college level work. Achieve 3000 solutions are an effective way to support students at all levels from struggling readers to English Language Learners to the Gifted and Talented.

**Audience: Elementary/Secondary**
ARTS EDUCATION RESOURCES FOR PERSONALIZED LEARNING AND LITERACY

Presenters: Mary Mettenbrink, Executive Director and Troy Scheid, Arts Education Initiative Specialist, Young Audiences of Houston, Houston Arts Partners; Walter Smith, Manager, Curriculum, Instruction, and Assessment; Lori Lueptow, Principal, Whittier Elementary School

K – 8 schools in Houston ISD will have the opportunity to participate in the Arts Access Initiative beginning in 2014 – 2015. The initiative organizes community resources to ensure equity of access to the arts and Houston’s cultural environment for all of Houston ISD's students. Find out why and how to support arts education on your campus, how to employ strategies for including arts education in your campus improvement plan, and how to connect with arts education resources to support teacher professional development, student literacy, and personalized learning. In addition, participants will learn about arts education resources that are available from Houston organizations during instructional time, during out-of-school time, or for your students' families and communities.

Audience: Elementary/Secondary

BUILD A BETTER PROGRAM, ELL YEAH!

Presenters: Jennifer Alexander, Manager, Multilingual Programs Department; Joseph Alva, Instructional Specialist, Jackson Middle School

This session will provide attendees with the information necessary to focus, implement, and maintain an effective program for all English Language Learners (ELLs). Participants will preview a newly created online training tool that will assist campuses with scheduling ELLs to ensure high academic achievement and compliance with state law. A school administrator will provide an overview of actionable steps towards supporting the appropriate programming for second language learners. Additionally, information on the new accountability measure will be discussed. Participants will be provided a time to reflect and share current program implementation practices and receive relevant feedback from the presenter and other participants.

Audience: Secondary

BUILDING ACADEMIC VOCABULARY IN HISD; THE ALIAS APPROACH

Presenters: Joan Kelley, Researcher, Harvard Graduate School of Education, HISD Elementary Curriculum and Development

Participants will deepen their understanding of why children need vocabulary instruction and, in particular, why at-risk and struggling readers need direct instruction in academic vocabulary and how words work. Then, HISD teachers and staff will talk about the ALIAS academic vocabulary program that was piloted in 5th grade classrooms in 2013-2014, including how the instruction helped children grow as readers and writers, and supported teachers, too.

Audience: Elementary

CHALLENGE BASED LEARNING: STUDENTS, LEADERS, AND TECHNOLOGY

Presenters: Maria Henderson, Apple Education Development Executive; Nimmi Thomas, Specialist, Curriculum, Instruction, and Assessment; and Robert Scott Allen, Principal High School for Visual and Performance Arts

This session is for educator-leaders who want to engage in a multidisciplinary approach to learning and teaching that encourages students to leverage technology to solve real-world problems in their homes, schools, and communities. Participants will see examples of engaging lessons with students that solve real-world problems with Apple creativity apps, devices, and the Challenge-based Learning framework.

Audience: Elementary/Secondary
CREATING A CAMPUS CULTURE FOCUSED ON LITERACY

Presenters: Curriculum, Instruction, and Assessment; Peter Heinze, Principal, Susan Rafferty, Saundra Mouton, Reading Specialists, Briarmeadow Charter School

The plan is to have Briarmeadow’s Reading Specialists, Susan Rafferty, Saundra Mouton and myself lead a discussion on creating a culture of literacy in a school. This would include matching students with just right books, determining appropriate teaching points for fluid, small group instruction and implementing a school wide structure for quality reading instruction. The session will include video clips from The Daily 5 Café and suggestions for organizing and implementing a guided reading program and bookroom. It will include having participants determine reading levels of different books and discussing why “just rights books” are critical to the success of the independent reader.

Audience: Elementary/Secondary

CULTURAL COMPETENCY AND LITERACY FOR BLACK BOYS

Presenters: Omekongo Dibinga, Author, Multicultural Education at the University of Virginia; and Dr. S. Laclin Verrett, Senior Manager, Leadership Development Department

While there is great debate about why black boys may struggle in the area of literacy, too little attention is paid to whether educators are prepared to improve or enhance literacy for these boys. In this session, we will look less at the achievement gap and focus more on the teaching gap. By attending this session, participants will: examine how the societal perception of young black boys sustains educational racial disparities in schools; analyze data to identify school/ classroom behaviors, practices, and processes related to literacy that sustain racial disparities for young black boys; learn successful strategies to improve literacy for black boys; and build the capacity to develop an environment that supports success for young black boys.

Audience: Elementary/Secondary

CULTURALLY RESPONSIVE CLASSROOMS: PRACTICES, BELIEFS, AND DISPOSITIONS THAT IMPACT LITERACY FOR DIVERSE STUDENTS

Presenters: Dr. Tyrone Tanner, CEO, Educational Concepts; Dr. Queinnise Miller, Senior Manager, Leadership Development Department; and Dr. Kimberlin K. Sturgis, Principal, Betsy Ross Elementary School

Through engaging activities and dialog school leaders will participate in the exploration of research-based theories regarding learning styles that impact literacy, locus of control, and culturally responsive theories. This session will address the expectations of literacy teachers, differentiation, and personalized learning at every level outlined in the HISD Literacy by 3 Plan and how diverse learners are impacted.

Audience: Elementary/Secondary

DE-ESCALATE AND DIFFUSE CONFLICT: WHAT EVERY CAMPUS LEADER SHOULD KNOW

Presenters: Mary Yenik and Susan D. Krohn, Teach to Educate All Children; Clayton Crook, Principal, Cullen Middle School; and Inge Garibaldi, Principal, Welch Middle School

Want more time to focus on campus goals? TEACH aims to help schools reduce time spent on disciplinary action and classroom management, giving your educators more time to teach, inspire, and learn with their students. This session is a preview for principals who want practical, research-based strategies to deescalate conflict and build positive school cultures. Interested participants may also sign up for their schools to be considered for a partial TEACH grant for the 2014-2015 school year. Come to this group ready to move and interact with your colleagues.

Audience: Elementary/Secondary
DIGITAL LITERACY: CITIZENSHIP, SOCIAL MEDIA, AND DEVELOPING DIGITAL CULTURE

Presenters: John Amenson, Shelbi Blackmon, and Samantha Rosenthal, Instructional Tech Program Specialists; Instructional Technology Solutions Department; and Michael McDonough, Principal, Bellaire High School

As students begin making their way in the digital world, it becomes our responsibility to help them do so safely. Making good decisions online and using social media constructively can help students create a digital footprint that can enhance rather than hinder their future educational and employment opportunities. Join us to examine ways school leaders can support teachers in critical ongoing discussions about personal responsibility, digital literacy and students’ digital presence. Hear a principal’s first-hand account about creating a positive digital culture on campus

Audience: Elementary/Secondary

DIGITAL LITERACY: FLIP YOUR FACULTY

Presenters: John Amenson and Shelbi Blackmon, Instructional Technology Program Specialists; Instructional Technology Solutions Department; and Michael McDonough, Principal, Bellaire High School

Time is a valuable asset. Everyone needs meetings to be meaningful and engaging. Save time by offering a flipped model for faculty and administration meetings. Sending content ahead of time allows deeper conversations about agenda topics. Additionally, you will be setting an example and providing teachers an introduction on how to flip their classes and increase their Digital Literacy. Learn to use tools that will quickly allow you to flip your meetings.

Audience: Secondary

DIGITAL PERSONALIZED LEARNING AND ENGAGEMENT LEADS TO SUCCESS WITH RENZULLI

Presenters: Deborah Crawford, Implementation Partner, Renzulli Learning; Frank Whiteside, Curriculum, Instruction and Assessment; and Nestor Londono, Dean of Instruction, Lyons Elementary School

In this session, participants will experience Renzulli Learning from the students’ perspective by engaging in an assigned lesson based on the results of their profile. Participants will analyze student profile data and strategize effective utilization techniques to drive personalized instruction. Concluding the session, participants will have identified the needs of personalized instruction at their specific campus and created an implementation plan for Renzulli Learning to reach their goals. Participants will have ascertained the measure and design of professional development support at their specific campus and the instructional planning of Renzulli Learning users to maximize success. Participants will also be supported during the session by Frank Whiteside in HISD Curriculum, and learn Renzulli Learning best practices from Nestor Londono from Lyons Elementary School.

Audience: Elementary/Secondary

DIGITAL STORYTELLING

Presenters: Liz Philippi, Manager, Sofia D'Arcy, and Janice Newsum, Library Services Specialists, Library Services Department; and Kristi Rangel, Principal, Kashmere Gardens Elementary School

Education has changed. Gone are the days of book reports and stand-up presentations. Find out how a variety of free Web 2.0 apps can be used by both students and teachers to create dynamic digital presentations as alternatives to traditional book reports and Power Point presentations.

Audience: Elementary/Secondary

“Once you learn to read, you will be forever free.”
—Frederick Douglass
DIGITALLY BUILD YOUR SCHOOL’S FAMILY ENGAGEMENT WITH LIVINGTREE

Valerie Schillaci, Director, Family and Community Engagement Department; Melissa Patin, Principal, Mark Twain Elementary; Jenny Thomas, Principal, Oak Forest Elementary; Eden Hinds, Principal, Briargrove Elementary; Emily Aydin, Instructional Coordinator, DeAnda Elementary

As educators, one of our most difficult tasks is engaging hard-to-reach parents in thoughtful two-way communication around their children’s education and literacy growth. Join us to learn how the new social media network LivingTree is making it simple by enabling teachers to use their mobile devices and computers to instantly share messages, photos, video, calendar events, manage volunteers, and receive valuable feedback from parents. Participants will hear directly from HISD administrators how LivingTree drives family and community engagement in their schools by providing a safe and sheltered digital forum in 41 languages for school staff and invited parents. Find out how LivingTree has helped teachers provide connected networks for hard-to-reach parents, PTAs, and athletic organizations, and how you can get the same results in your school.

Audience: Elementary/Secondary

DRIVING COLLEGE READINESS/ACCESS/COMPLETION THROUGH LITERACY:

Presenters: Rick Cruz, Assistant Superintendent, College Readiness; David Johnston, Senior Manager, College Readiness; and Paula Fendley, Principal, Eastwood Academy

In this session, participants will learn more about what it truly means for students to be college ready and how college readiness relates to literacy. In addition, participants will review multiple data sets, such as PSAT, SAT, NSC, THECB, HCC dashboards and AP, to gauge college readiness at the district and campus level. Participants will understand the pivotal role that literacy plays in college readiness and leave the session with concrete resources and strategies to drive college readiness at their campus.

Audience: Secondary

DUAL LANGUAGE 101

Presenters: Youngmee Hsu Moon, Multilingual Programs Manager, Martha Robles, Specialist, Multilingual Programs Department; William Johnson, Principal, Herod ES; Jennifer Day, Principal, Wharton K-8 Dual Language Academy; and Hannah Mose-Harvey, Principal, Law Elementary School

Participants will examine the various facets of implementing a successful Dual Language Program relevant to programming, instruction, resources, and parent and community involvement. A panel of principals will share success stories, challenges, and solutions to facilitate the implementation of the program. The outcome is to discuss best practices relevant to the main facets of the Dual Language Program to facilitate an effective implementation of the Program.

Audience: Elementary/Secondary

DYNAMICALLY UNLOCKING TEXT WITH HUMOR, RIGOR AND SCAFFOLDS: THE INTERSECTION OF LITERACY AND LEADERSHIP – KEYNOTE SESSION

Keynote Speaker: Alan Sitomer, Author of books for Disney, Scholastic, Penguin & Mattel Plus

Today’s students really are different. (And yet they are not.) Today’s teachers really are different. (And yet they are not.) Today’s tools and resources and literacy challenges really are different. (And yep, you guessed it, also, they are not.) Join California Teacher of the Year award winner and noted author Alan Sitomer as he illuminates how the science of literacy leadership can be utilized to elevate academic performance across the entire district without all the edu-babble jibber-jabber. Real ideas mix with real tools for real take-aways that are immediately usable the very next day will be provided.

Audience: Elementary/Secondary

EFFECTIVE READING ALOUDS FOR CRITICAL THINKING

Presenters: Scholastic, Inc. and Houston ISD Curriculum and Instruction

Let’s dive into the world of Read Alouds where students fall in love with reading. We will explore effective practices and criteria for choosing the right books that excite students about reading. You will have an opportunity to experience and deliver a read aloud lesson. Experience first-hand the new Read Aloud Libraries for K – 3 classrooms.

Audience: Elementary
EFFECTIVELY IMPLEMENTING THE EVERYDAY EXCELLENCE Routines

Presenters: Mili Henriquez, and Georgina Castilleja, Teacher Development Team Leads, Professional Support and Development; and Orlando Reyna, Principal, Deady Middle School

This session will deepen school leaders understanding of the language and literacy development needs of all students. Participants will walk away with a deeper understanding of the eight research-based Everyday Excellence Literacy Routines and Digital Resources to help with effective implementation. School leadership teams will learn, experience, and practice selected Literacy Routines that can be utilized daily. These routines are high-impact, easy to implement instructional practices to help students learn new content while developing stronger academic vocabulary and literacy skills. Teachers who use these routines regularly can expect to see increased academic achievement for their students.

Audience: Elementary/Secondary

ELEMENTARY STAAR PERSONAL NARRATIVE AND EXPOSITORY WRITING: USING ABYDOS WRITING TO SUPPORT THE CAMPUS LITERACY PLAN

Presenters: Dr. Joyce Armstrong Carroll, Ed. D., H.L.D., Co-director, Abydos Learning; and Rachele Vincent, Director, Curriculum, Instruction, and Assessment

This interactive session, geared to the elementary level, is built upon sound research and solid pedagogy plus quality staff development. Participants will see how teachers are trained to distinguish between personal narrative and expository writing, how to get writing started, and how to achieve that progression of ideas. All of this will illustrate how Abydos trains teachers to improve writing for STAAR. Already, after one year, we are seeing classroom improvement from 5 to 20+ points on the STAAR writing test.

Audience: Elementary

ENGAGING FAMILIES TO IMPACT LITERACY THROUGH ACADEMIC PARENT TEACHER TEAMS (APTT) PART I AND II.

Presenters: Dr. Maria Paredes, Senior Program Associate, WestEd; Alejandro Morua, General Manager, Family and Community Engagement Department; Lori Lueptow, Principal, and Patricia Ortiz, Instructional Coordinator, Whittier Elementary School; Dr. Kimberly Agnew-Sentrice, Principal, Fonwood Early Childhood Center; Jennifer Day, Principal, Wharton K-8 Dual Language Academy; and Inge Garibaldi, Principal, and Dixie Espinal, Teacher, Welch Middle School

2014-2015 APTT cohort school leaders are required to attend this 3-hour training split into two 90-minute sessions in the morning and afternoon. APTT creator Dr. Maria Paredes (WestEd), in partnership with the Family and Community Engagement Department (FACE), will train school leaders on the research-based model, designed to transform traditional parent-teacher conference time into targeted workshops that empower parents to help their children meet academic goals in reading.

APTT is currently being used in schools and districts across 16 states, and it was piloted in our district in 9 schools during the past school year. For 2014-15, the HISD School Board approved an expansion to 30 more schools.

During this workshop school leaders will:

• Hear from school practitioners that embraced this new model and experienced a significant shift in parent attendance and students’ academic performance.

• Plan high-impact literacy-based/focused academic parent events for the next school year.

• Learn the basics of the APTT implementation and create a Year-At-A-Glance calendar to determine the roles and responsibilities of the principal, APTT Champion, teachers, West Ed, and FACE.

After this training, school leaders will be prepared to lead the APTT implementation on their campus during the upcoming school year.

Audience: Elementary
**ENHANCING LITERACY THROUGH ENGAGEMENT AND TECHNOLOGY**

Presenters: Mauri DuFour, Apple Distinguished Educator, Auburn School Department Maine; Nimmi Thomas, Specialist, Curriculum Instruction and Assessment; and Dameion Crook, Principal, Young Men’s College Preparatory Academy

Differentiate literacy, QR Codes & Learning Videos - In this session you see how learning videos and QR codes can be used to individualize and differentiate literacy for each student. You will also see how to use the iPad to make home connections and individual student learning videos that are shared weekly with parents.

Engage and Ignite Student Creativity - Would you like to learn about new and exciting ways to deliver literacy content to your students? Learn how to use iPad apps to give and receive information from your students. Get ready to transform yourself and your student’s literacy experience. Learn how to use iTunesU to create meaningful, engaging content. See how Showbie, Educreations, iBooks Author, and many more apps can foster creativity for students.

Literacy Fun - Foster a love for literacy with books, content connections, and creativity by making literacy meaningful and individualized. Giving students just-right books created for them makes learning personal. Learn how to help students become authors with iBooks Author, Book Creator, and various other creation apps.

Audience: Elementary

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**FLIPPING FOR LITERACY**

Presenters: Jonathan Trinh, Principal, Lee High School; Adrian Acosta, Teacher, Young Men’s College Prep Academy; and Adam Larson, Instructional Technology Program Specialist, Instructional Technology Department

In this fast-paced digital age, equipping educators with resources to maximize instructional time, enhance literacy, and collaborate beyond the classroom is critically important. Let us show you data-driven techniques for designing off-campus interactive instruction and other innovative methods for helping teachers collaborate outside your campus. Look at ways to create a classroom with no walls. Join us as we demonstrate how to lay the foundation for supporting teachers as they flip their lessons with web-based interactive sessions and reinforce literacy beyond the boundaries of the traditional classroom.

We will also examine a variety of tools leaders can use to assess the effectiveness of digital instruction. Let us demonstrate how flipping a classroom works as a way to enhance collaboration within your school and creates an environment where effective teachers can reach every student. Let us give you the tools to build a campus culture promoting literacy with project based learning and truly build a school without boundaries.

Audience: Elementary/Secondary

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**HIGH INSTRUCTIONAL RIGOR FOR STUDENTS WITH SIGNIFICANT DISABILITIES**

Presenters: Lorraine Klim-Drew, Manager, Special Education Department, Autism Services; and Jermisha Hardeman, Teacher, Yates High School

High Instructional Rigor for Students with Significant Disabilities will provide participants with an understanding of the Five Essential Elements of a classroom, of the importance of the master schedule in classrooms and will be given the tools to appraise Special Educators.

Audience: Elementary/Secondary

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“**There is no such thing as a child who hates to read; there are only children who have not found the right book.**”

— Frank Serafini
THE HISD LITERACY PLAN: ABYDOS WRITING LESSONS FOR K–5 CLASSROOMS

Presenters: Dr. Joyce Armstrong Carroll, Ed. D., H.L.D., Co-director, Abydos Learning and Co-director, Abydos Learning International Formerly the New Jersey Writing Project in Texas; and Edward E. Wilson, Co-director, Abydos Learning; and Rachele Vincent, Director, Curriculum, Instruction, and Assessment

Abydos Learning has developed writing lessons to support the HISD curriculum. This interactive session will explain how the lessons are built upon the composing process and how they embed both reading and writing skills, TEKS, and STAAR preparation. Participants will walk through two lessons — a personal narrative and an expository essay. They will see how writing is connected to reading and how it enhances the reading. They will see the six major learning theories in action and the power of authentic teaching and authentic writing with not a work sheet in sight!

Audience: Elementary

HOW TO ASSESS TECHNOLOGY SKILLS AND INFUSION PRACTICES WITH YOUR TEACHING STAFF

Presenters: Maria Henderson, Apple Education Development Executive; Tamica Lewis, Specialist, Curriculum, Instruction, and Assessment; and Dan Greenberg, Principal, Condit Elementary School

This session uses Dr. Ruben Puentedura’s SAMR model to provide educators a foundation for integrating technology into teaching and learning. We showcase a quick and easy tool for principals that shows faculty strengths and areas for growth with regard to technology use in the classroom. Participants will learn to identify the levels of professional development best suited to faculty and how to create actionable steps that move their goals from vision to reality.

Audience: Elementary/Secondary

HOW TO USE THE NEW KINDERGARTEN READINESS SKILLS SCREENER TO INDIVIDUALIZE INSTRUCTION

Presenters: Alison Heath, Janice Dingayan, Marcela Landestoy, and Michelle Thomas, Curriculum Specialists, The Early Childhood Department; and Lindsay Pollock, Principal, Garden Oaks Elementary School

Participants will be introduced to the HISD Kindergarten Readiness Screener (KRS). The KRS is a comprehensive screener developed to determine if students entering kindergarten have the readiness skills of a typically developed child of kindergarten age. By the end of the session, participants will: analyze each aspect of the KRS, understand the KRS administration window, and how to use the KRS to individualize learning for kindergarten students on their campuses.

Audience: This session is for administrators and instructional staff who support Kindergarten teachers.

THE HUB: OUR DIGITAL TEACHING AND LEARNING PLATFORM

Presenters: Lisa Dubernard, itsLearning; Jennifer Lazzaro, Senior Business Systems Analyst, Chris Marshall, and Brittany Lewis, Instructional Technology Program Specialists, Instructional Technology Department;

A key element of success in any digital transformation is the effective use of a learning platform to help provide the foundation for all activities in the digital classroom. From communication and collaboration to activities and assessment, learning platforms act as the organizational framework within which teachers become facilitators of instruction and where they begin to empower students in creating their own pathways for learning. In this session, participants will be introduced to The HUB, learn about current and future plans, and get an overview of how to navigate the platform and manage curriculum, view TEKS and other Standards, and create a basic content file.

Audience: Elementary/Secondary

“"The beauty of literature is you allow readers to see things through other people’s eyes. All good books do this.”"  
— Sandra Cisneros
INCREASING LITERACY BY PROMOTING TEACHER COLLABORATION

Presenters: John Amenson, Instructional Technology Program Specialist, Instructional Technology Department; Connie Berger, Principal, Reagan High School; Dameion Crook, Principal, Young Men's College Preparatory; Tisha Mesa, CET, Reagan High School; and Adrian Acosta, Teacher, Young Men's College Prep Academy

Building digital collaboration in and out of the classroom will help save you time and increase productivity. Collaboration has become a necessity in all facets of education. Learn how schools are collaborating on test creation, literacy development, and data analysis. See how teachers share best practices and teaching techniques to support struggling departments, offering additional tools to increase student understanding. Administrators will be encouraged to discuss how collaboration will be fostered on their campuses during the 2014-2015 school year.

Audience: Elementary/Secondary

ISTATION’S ISIP PREDICTS STAAR RESULTS

Presenters: Vicki Whitfield, Vice President of Instruction and Product Knowledge, and Tamica Lewis, Specialist, Curriculum, Instruction, and Assessment

Istation’s ISIP Predicts STAAR Results!

Come learn about an effective comprehensive intervention program that uses technology to support teachers by providing quick computer adaptive assessments with immediate results. This assessment, ISIP, has been proven to be a high predictor of how students will perform on the STAAR test. You will learn how Istation’s reports make implementing differentiated instruction easier and how Istation’s recommended Teacher Directed Lessons, aligned to Supporting and Readiness Standards help students prepare and be successful with STAAR Reading!

Audience: Elementary/Secondary

KURZWEIL 3000 SOFTWARE

Presenters: Stephanie Ingahm, Audio Optical Systems of Austin, Inc.; and Dr. Beth Goodrich, Senior Manager, OT/PT/AT Services Department

Learn how Kurzweil 3000 is a hands-on solution that reinforces reading, writing, comprehension, and studying and test-taking skills. Digitize your books, tests and lessons to meet the needs of all learning styles individualizing learning. Kurzweil’s features are based on Universal Design for Learning (UDL) principles, providing users with multiple ways to access information and curriculum and with tools to help them accomplish tasks independently, demonstrate acquired knowledge, and practice active learning skills. For teachers, Kurzweil 3000 offers easy-to-use features that enable them to accommodate a wide range of student learning styles, personalize intervention tactics, and to follow standardized test-taking guidelines. Houston ISD has the software district wide and it is accessible not only at school, but also at home. So find out how using Kurzweil can bring your campus into the 21st century and change student’s lives!

Audience: Elementary/Secondary

LEADING A SECONDARY SCHOOL-WIDE LITERACY CAMPAIGN

Presenters: Gwen Tompkins, Sr. Manager, Secondary Teacher Development Specialists; Sarabdia Johnson, Teacher Development Specialist, Professional Development Teacher Development; Angela Borzon, Dean of Instruction, Sam Houston Math and Science

Participants will engage in collegial conversation around the components of an effective school-wide literacy campaign. We will explore the following components:

• developing an effective campus literacy plan,
• engaging all stakeholders in the literacy campaign,
• teaching strategies to enhance reading, writing, listening, and speaking using digital and non-digital content and tools,
• personalizing literacy instruction to respond to individual literacy needs, and
• administrative supports needed to change literacy practice.

Audience: Secondary
LINKED LEARNING COHORT 1

Presenter: Adam Stephens, Assistant Superintendent, Linked Learning

Participants will gain a deeper understanding of how Linked Learning will transform teaching and learning on their campuses, and throughout their feeder pattern. This session will provide participants an opportunity to leverage all resources provided by the RTTT-D to ensure that their students are college ready.

Audience: Selected Audience

LINKED LEARNING COHORT 2

Presenter: Adam Stephens, Assistant Superintendent, Linked Learning

Participants will gain a deeper understanding of how Linked Learning will transform teaching and learning on their campuses, and throughout their feeder pattern. This session will provide participants an opportunity to leverage all resources provided by the RTTT-D to ensure that their students are college ready.

Audience: Selected Audience

LITERACY BY 3 AND THE HISD ELEMENTARY READING CURRICULUM

Presenters: Malene Golding, Professional Support and Development; Gabrielle Coleman, Principal, Martin Luther King Early Childhood Center; and Tina Thompson, VIPS Program Administrator, Strategic Partnerships Department

This session specifically targets campuses who will be implementing Read Houston Read – a community-wide call to action for volunteering time and supporting in-school and out-of-school reading programs. Participants will get more information about the logistics around the program, in terms of managing the materials, volunteers and overall responsibilities for participating campuses. The frameworks for the program, expectations for volunteers, along with goals and outcomes will be communicated as well.

Audience: Elementary

LEVELED LIBRARIES MATERIALS MANAGEMENT

Presenter: Rhonda Mason, Academic Programs; and Terrence Sanders, Robinson Elementary School

In this session participants will discuss the management of resources and materials provided to campuses with the Literacy By 3 approach. We will discuss deliveries, furniture, classroom set up, bookroom set up, and other logistical and materials issues associated with the initiative.

Audience: Elementary

LITERACY STRATEGIES FOR THE YOUNG AND THE RESTLESS

Presenter: Dr. Barbara Blackburn, President, Blackburn Consulting Group; HISD Elementary Curriculum and Development

In this session, we’ll look at authentic reading and writing strategies that motivate students to be actively involved in their own learning. Strategies include those appropriate for vocabulary, writing to learn, interactive reading guides, and formative assessment options. This session will provide strategies that support robust reading and writing in the content areas.

Audience: Elementary/Secondary

“Becoming a writer is an evolutionary process.”

— Rudolfo Anaya
MEAN WHAT YOU SAY, PERSONALIZE INSTRUCTION TO IMPROVE LITERACY

*Presenters: Beatriz Arnillas, Senior Manager, Instructional Technology Department; and Dr. James McSwain, Principal, Lamar High School*

We frequently hear and use the terms Personalization, Individualization, Differentiation, Mastery-based Learning, Learner-Centered Instruction, Project Based Learning (PBL), Active Learning, Connected Learning, Authentic Assessment, Flexible Learning Environment, and others. What do these terms mean exactly? What are the specific requirements that define Personalized Learning; what are the benefits of each of these teaching and learning strategies, and how can they be successfully implemented in your school? In this interactive session, school leaders will discuss and finalize a definition of Personalized Learning and what it would take to implement Personalized Learning in their schools, leave with a clear understanding of the differences and similarities between Personalized Learning and the other strategies which may contribute towards personalization and of what personalization can do to improve learning, engagement and college/career prospects for their students. The presentation includes media to illustrate solutions, from teaching and learning methods, and special arrangements, to staffing solutions and technology requirements. Presentation elements are brief and the bulk of the time will be spent in small group and large group discussions.

*Audience: Elementary/Secondary*

MEETING LITERACY NEEDS OF SPECIAL EDUCATION LEARNERS USING TECHNOLOGY

*Presenters: Dr. Beth Goodrich, Senior Manager for OT/PT/AT Services, HISD; and Samantha Rosenthal, Instructional Tech Program Specialist; Charles Sanders, Teacher, Bellaire High School*

If we accept the proposition that students today are using technology as a routine part of their daily lives, then we must also accept that it’s time to address issues concerning equality of opportunity for special needs students. True literacy now demands an exposure to and experience with a number of digital tools. Schools have an obligation to seek the least restrictive, most academically rigorous and age appropriate ways to serve this population – digital opportunities included. Consider joining us to focus on ways of bringing educational technologies to a traditionally underserved group of students.

*Audience: Elementary/Secondary*

MULTI–TIERED SYSTEMS OF SUPPORT (MTSS): THE ACADEMIC PERSPECTIVE

*Presenters: Dr. Jennifer D. Montgomery, RtI Manager; Curriculum, Instruction, and Assessment; Alecia Bell, Hartsfield Elementary School*

Learn what MTSS is with a focus on academics and students’ literacy growth. This session will provide an overview of the District’s model of tiered instruction and intervention for literacy, universal screening and ongoing assessment, and data-based decision making. Participants will develop a school MTSS model that follows the District’s guidelines. Schools should implement the MTSS model to ensure they are delivering the right literacy instruction and intervention to the right students so that students become critical readers, writers, and thinkers who meet or exceed grade-level standards.

*Audience: Elementary/Secondary*

NETTREKKER: DIFFERENTIATING DIGITAL RESOURCES FOR DIFFERENT READERS

*Presenters: Mark Febus, Account Manager, Knovation Learning; and Chris Marshall, Instructional Technology Program Specialist, Instructional Technology Department*

What if you could access the best digital content, all in one place? And what if you could easily target those resources by reading level to address the needs of your students? With netTrekker, you can do both! netTrekker delivers 360,000 TEKS-aligned digital resources that can be easily sorted by grade level and readability rating, including Lexile scores. Built-in literacy support tools like Read Aloud text-to-speech and the Dictionary/Translation tool can help struggling readers and ELL students stay on track. netTrekker saves you time finding resources to meet a wide range of student needs and keeps kids focused with online content aligned to their literacy level. Come join us to see how easy netTrekker is to use for both educators and students.

*Audience: Elementary/Secondary*
NEW LITERACY TOOLS: HOW TO USE AND PLAN AROUND THE INTERNET

Presenters: Ada Rivera, Dean, Sam Houston MSTC; Janet Crump, Campus Educational Technologist, Chavez HS; Nick Alvarado, and Caleb Feese, Instructional Technology Department, Lamar High School; Sarah Campbell, Teacher, Young Women’s College Preparatory Academy; Shelbi Blackmon, and Brittany Lewis, Instructional Tech Program Specialist; Dr. James McSwain, Principal, Lamar High School; Rene Sanchez, Principal, Chavez High School

This hands-on session offers participants creative ideas for lesson planning using Web 2.0 Tools. The goal is to enhance instructional best practices and support literacy with technology rather than replace good teaching with digital toys. Dial up the rigor with the best tool for the job. Technology is complicated, with lots of dependencies, staying flexible is key for educators to maximize instructional time and personalize lessons for their students. Educators model the development of lessons to showcase a few inspirational Web 2.0 Tools. Participants will discuss options they have during technology outages and strategies to move beyond internet hiccups to complete the lessons. The goal is to make technology work for teachers even when the internet doesn’t cooperate.

Audience: Elementary/Secondary

NEW 3–5 MATH INSTRUCTIONAL MATERIALS AND CURRICULUM TRAINING: TEXAS GO MATH!

Presenters: Joshua Udy, Manager, Curriculum, Instruction, and Assessment; Nalsy Perez, Math Teacher Development Specialist, PSD; Kristi Rangel, Principal, Kashmere Gardens Elementary School

During this session, participants will receive an overview from Houghton-Mifflin Harcourt (HMH) regarding the key components to the newly adopted K-5 mathematics instructional materials. A description and walk-through of the available online and paper-based materials will be provided. Participants will walk away with an understanding of what HMH has to offer and how it aligns to HISD curriculum with regards to the implementation of the new math TEKS in 2014-2015.

Audience: Elementary

NEW 3–5 MATH TEKS AND IMPACT ON STAAR

Presenters: Joshua Udy, Manager, Curriculum, Instruction and Assessment; Nalsy Perez, Teacher Development Team Lead, Professional Development Teacher Development; and William Johnson, Principal, Herod Elementary School

During this session, participants will review TEA side-by-side TEKS comparison documents and analyze the new process, readiness, and supporting standards for grade 3-5 mathematics. Attendees will learn to utilize these comparison documents to determine changes that will be implemented during the 2014-2015 school year by the Curriculum, Instruction, and Assessment Department which will impact classroom teachers’ instruction and teacher development specialists’ professional development trainings. Participants will discuss the impact the new TEKS will have on the 2014-2015 STAAR assessment. Participants will be provided access electronically to all shared documents and will be informed about upcoming K-5 revised TEKS trainings for both teachers and administrators.

Audience: Elementary

PARTNERING WITH PARENTS TO BUILD LITERACY

Presenters: Alejandro Morua, General Manager, and Maria Cristina Cruz-Wiley, Specialist, Family and Community Engagement Department

What if every child in your school had their own personal reading coach who knew each child’s particular needs? You may be surprised to find they already do: their parents! In most cases, all parents need is a little training to become a valuable teaching partner after the school day ends. Learn research-based strategies to help you partner with parents in education by: encouraging reading to help students have a head start at school, setting aside time for children to develop literacy and learning skills, supporting their student’s learning and having high expectations for their work, and learning skills to become effective advocates for themselves and their families. Participants will walk away from this workshop with resources, tools, and an action plan to empower students’ parents to help their children become fully literate.

Audience: Elementary/Secondary
PERSONALIZE ALGEBRA 1 EOC PREPARATION USING THINK THROUGH MATH

Presenters: Christine Riviello, Senior Manager of Sales, Think Through Math; Nimmi Thomas, Specialist, Curriculum, Instruction, and Assessment; and Rene Sanchez, Principal, Chavez High School

In a typical math classroom, it is rare for a student to receive individualized attention, especially at the particular time that they are struggling with the topic at hand. It can be frustrating and counter-productive for a student to work through a problem when they lack the tools to solve it. Think Through Math provides unprecedented differentiation with a distinctive and powerful blend of highly adaptive instruction and “just-in-time” support from a real-time, state-certified math teacher. The idea is simple: a student can make more progress with intensive support. By providing adaptive lesson pathways that are uniquely personalized, Think Through Math deepens understanding of critical mathematical concepts, improves higher-order thinking and problem-solving skills, and transforms the way students feel about math – and themselves. When students use the program consistently and complete 3 lessons a week, significant gains are made in math achievement.

Fully aligned to the TEKS and anticipating the rigor of the STAAR assessment, Think Through Math is the perfect supplemental program. From basic platform skills to the foundations of algebra readiness to Algebra I, each student’s experience is individualized, relentlessly focused, and totally designed to help them succeed at grade-level.

Audience: Secondary

PHONICS AND WORD WORK IN THE PRIMARY GRADES

Presenters: HISD Elementary Curriculum and Development; Krystle Henley, Teacher Development Specialist; Professional Support and Development; and Noemi Orellana, Curriculum Specialist, Curriculum, Instruction and Assessment

Phonemic Awareness, Phonics and Word Work are the building blocks of learning to read. Participants will engage in a variety of learning experiences to understand what explicit and systematic phonics instruction looks and sounds like in a primary classroom.

Audience: Elementary

POWERUP ENGLISH LANGUAGE ARTS INSTRUCTION IN SECONDARY CLASSROOMS

Presenters: Marisa Hartling, Manager, Jennifer Datray, John Gresham, Debbie Howard, Christi Keelen, and Audrey Torres, Curriculum Specialists, Curriculum, Instruction, and Assessment; Donna Johnston, Teacher Development Specialist; Evelyn Oros, Dean of Students, Hamilton Middle School; and Charlyn Henderson, Assistant Principal, Henry Middle School

In exploring the information and strategies found within the Secondary ELA district planning guides, participants will gain a better understanding of how to utilize technology to personalize learning in secondary ELA classes. In addition, participants will receive information pertaining to a series of best practice strategies and technologies to help ensure students are college and career ready.

Audience: Secondary

POWERUP WITH SECONDARY SCIENCE

Presenters: Hortense Campbell, Manager, Morgan McKinley, and Yolanda Evans, Curriculum Specialists, Curriculum, Instruction, and Assessment; Amber Williams, Principal, and Ogechi Uwaga, Assistant Principal, Kashmere High School

School leaders will develop an understanding of how they may assist their science teachers with implementing the Secondary Science Curriculum. They will discover how the curriculum documents can be used to implement personalized standards-based planning to drive rigorous and engaging classroom instruction. Participants will be given an overview of the newly adopted secondary science instructional materials where they will be introduced to the online resources that can be used for personalized learning. School leaders will also be given an overview of how adopted resources can be used as an administrative tool to generate reports that track student progress aimed at supporting student-centered learning. Participants will also receive strategies and tips learned from a PowerUp campus to assist with supporting the continued expansion of the HISD PowerUp Initiative.

Audience: Secondary
Providing Differentiated Teacher Professional Development for Technology Integration

Presenters: Annetta Modest, ELA Teacher Development Specialist/PowerUp; Susan Haught, Business System Analyst, Instructional Technology Department; Amber Williams, Principal, and Brittney Maloney-Gandhi, Assistant Principal, Kashmere High School; and LeTonya C. Brown, Hourly Lecturer, Young Women’s College Prep Academy

As more schools move to a 1:1 model and incorporate a Digital Teaching Platform, it becomes increasingly important to support teachers as they make this transition. How can administrators support teacher efforts to become effective, efficient users of technology who are digitally literate? In this workshop, we will share helpful ways to support teachers during this transition into digital literacy. We will share best practices and model strategies designed to enhance the learning process by making professional development more personalized, streamlined and technology rich. (Bring your laptops and iPads).

Audience: Elementary/Secondary

Providing Effective and Appropriate Literacy Interventions at Tier I, II, and III

Presenter: Dr. Jennifer D. Montgomery, RtI Manager, Curriculum, Instruction and Assessment; Orlando Reyes, Principal, and Dulcie David, Reading Specialist, Deady Middle School

Multi-tiered Systems of Support (MTSS) includes both academic and behavioral interventions and supports, and the academic side of MTSS has also been called Response to Intervention (RtI). Come and learn about tiered interventions for literacy: What is the difference between Tier I, Tier II, and Tier III interventions? How do I know when and for whom to deliver the interventions? What are some effective literacy interventions at each tier? Where do I go for more ideas and help? Time for participants to share ideas, discuss, and ask questions will be included.

Audience: Elementary/Secondary

Reach Online Resources K-5 ESL Adoption

Presenters: Angela Terry, National Engagement Director, National Geographic Learning; Maria E. Espinosa, Assistant Principal, Rodriguez Elementary School; and Lee Glaesemann, Specialist, Multilingual Programs Department

Participants will navigate REACH online resources as part of the K-5 ESL adoption and explore various options to facilitate the implementation of the program. The outcome is two-fold. One aim is to familiarize schools with the REACH online resources that are available for K-5 ELL teachers and students with the goal of enhancing ESL instruction in the following areas: academic vocabulary development, listening and speaking activities, and reading strategies. The other aim is to assist schools with a plan of action to facilitate the implementation at the school level relevant to the following: setting up the class roster, login processes, student access, computer-lab setting vs. computer cart, workstation class option, and progress monitoring tools. Laptops required, not iPad compatible.

Audience: Elementary

“The more you read, the more things you will know. The more that you learn, the more places you’ll go.”

— Dr. Seuss, “I Can Read With My Eyes Shut!”
READING, WRITING, AND SCIENCE WITH SCIENCE FUSION

Presenters: Mary Brown, Account Executive, Texas Science Fusion HMH; and Teresa Phillips, Manager, Curriculum, Instruction, Assessment; and Karen E. Jackson, Principal, Cornelius Elementary

The purpose of this session is to give participants an overview of the new district adopted science materials and how those components support the Literacy By 3 plan. Participants will be able to experience first-hand how Houghton-Mifflin Harcourt’s Texas Science Fusion resources support our district’s literacy goals.

Audience: Elementary

SECONDARY STAAR EXPOSITORY AND PERSUASIVE WRITING: USING ABYDOS STRATEGIES TO SUPPORT YOUR CAMPUS LITERACY PLAN

Presenters: Edward E. Wilson, Co-director, Abydos Learning; and Dr. Joyce Armstrong Carroll, Ed. D., H.L.D., Co-director, Abydos Learning

This interactive session, geared to the secondary level, is built upon sound research and solid pedagogy plus quality staff development. The major thrust of this session will be showing the distinction between expository and persuasive writing. The rubrics with at least one sample mini-lesson will be shared, illustrating how Abydos trains to improve writing for STAAR.

Audience: Secondary

STUDENTS DRIVING THEIR OWN LITERACY THROUGH TECHNOLOGY

Presenters: Dameion Crook, Principal, Adrian Acosta, Jason Prince and Tiffany Rachal, Teachers; Ketina Willis, Special Education Chairperson, Young Men’s College Prep Academy

How can your teachers allow students to drive their own learning, yet remain their co-pilot through the educational journey? Using online tools (such as Vocabulary.com, Prezi, Edmodo, Turnitin.com and Pinterest) teachers can hand students the keys to their own learning while continuing to monitor student progress (with little to no impact on the school budget). We will demonstrate how teachers can transition from pilot to co-pilot, allowing students to take the wheel, assuming responsibility for their own learning. Supporting teacher creation of Project Based Learning units and utilizing online tutorials will also be included in this presentation.

Audience: Elementary/Secondary

TECHNOLOGY AND STRUGGLING READERS: LANGUAGE!® LIVE COMES ALIVE IN CLASSROOMS

Presenters: Allison Bobbitt, National Educational Consultant, Voyager Sopris Learning; and Tamica Lewis, Specialist, Innovative Curriculum and Instruction

We will explore the newest reading research and findings on using technology in intervention to accelerate struggling intermediate and secondary students to grade level. LANGUAGE!® Live implements adaptive online instruction, using social media, engaging games, videos, and online peer collaboration to develop the foundational skills students need to meet the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading. LANGUAGE!® Live was developed to meet the rigors of the TEKS:

• solidifies foundational skills in an adaptive, online learning environment;
• provides concrete strategies to support close reading;
• directly teaches domain-specific vocabulary; and
• includes extensive, varied, and scaffold writing instruction.

Audience: Elementary/Secondary
TRACKING LITERACY THROUGH THE A4E DASHBOARDS

Presenters: Patrick Porter, Senior Manager, Instructional Technology Department; and Paul Zevallos, Principal, McReynolds Middle School

This session will walk school leaders through how to leverage the A4E dashboards in advancing the state of literacy at their campuses. It will show them the tools available to comprehensively understand student performance of an individual student as well as school level. This is an interactive session where usage of the dashboards with the presenters is strongly encouraged. Attendees will leave the presentation with insights about their own campuses that will allow them to impact student achievement around literacy in the following academic year.

Audience: Elementary/Secondary

THE TRANSITIONAL BILINGUAL PROGRAM MODEL

Presenters: Dr. Gracie Guerrero, Assistant Superintendent, and Gina Lerma-Avila, Specialist, Multilingual Programs Department; and Jessica Tejada, Principal, Gallegos Elementary School

Participants will examine the various facets of implementing the Transitional Bilingual Program Model relevant to its components, time and content allocation, scheduling, literacy development in the primary language, and the progression of English development to ensure that the transition to the second language is continuous throughout all elementary grades. Additionally, the Pre-Exit Phase of the Transitional Bilingual Program, progress monitoring, and the alignment of the Program to the state’s exit criteria/accountability system will be discussed during this session. Principals from the field will share best practices and systems being implemented to ensure the development of a sound literacy foundation of the native language, the integration of a rigorous ESL component, and the successive transfer of skills to accelerate second language acquisition and the academic language development in English.

Audience: Elementary

UPDATING EDUCATION: PROJECT–BASED LEARNING AND TECHNOLOGY PRODUCE A NEW CULTURE OF LEARNERS AT ENERGY

Presenters: Elvira Salazar, Specialist, Instructional Technology Department; Lori Lambropoulos, Principal, Rene Flores, Instructional Specialist, Noelle MacGregor, Dean of Students, Energy Institute High School

Learn how Energy Institute High School is preparing for the implementation of Linked Learning Pathways, as well how they are developing 21st century learning and supporting literacy skills via Experiential Learning and the use of PowerUp technology. At the core of Energy Institute High School are commitments to developing 21st century skills through Project Based Learning and integrating the latest technology into the instructional environment. Explore with these principals how to implement Project Based Learning across the curriculum while maintaining the integrity of the TEKS.

Audience: Secondary

USING DAILY 5 AND CAFE’ TO LAUNCH AND SUPPORT LITERACY BY 3

Presenters: Rita Graves, Principal, Roberts Elementary School; Curriculum, Instruction, and Assessment

Have you been hearing a little something about Daily 5 and CAFE’? Are you wondering how Daily 5 and CAFE’ support Literacy By 3? In this model, students engage in purposeful work from the beginning to the end of the reading block, tackling the five most important things a student should do each day, while focusing on strategy goals through CAFE’. Help your teachers gain instructional strategies for authentic and purposeful goal setting, checking for understanding and differentiation. In this session, you will get everything you need to successfully launch this work on your campus.

Audience: Elementary/Secondary
USING LEXILE READING LEVELS IN HIGH SCHOOL
Presenters: Janice Newsum, Library Specialists and Sofia D’Arcy, Library Specialist; Rowen Verdin, Librarian, Milby HS
The purpose of this session is to show high school administrators and staff how to access individual Lexile levels in the current Library Automation System, book Lexile levels in the web accessed materials catalog; how to access and use the Lexile levels in digital resources, and how to access student Lexile levels using the Teacher Dashboard.
Audience: Secondary

USING MTSS FRAMEWORK TO BUILD A SAFE AND POSITIVE SCHOOL CULTURE
Presenters: Chad Perry, Education Specialist, Region IV Education Service Center; Dr. Jennifer D. Montgomery, RtI Manager, Curriculum, Instruction, and Assessment; and Kristi Rangel, Principal, Kashmere Gardens Elementary School
MTSS is a data-based problem solving model that incorporates academic and behavior interventions into a seamless framework. It aligns resources to the personal needs of children and supports efforts to prevent academic and behavior deficits from occurring. Come to this session to understand how MTSS can support the campus leader in developing a positive school culture. Participants will leave with campus walk-through forms, fidelity assessment tools and strategies to support implementation.
Audience: Elementary/Secondary

WHAT ARE THE OTHER KIDS DOING? INDEPENDENT READING!
Presenters: Houston ISD Elementary Curriculum and Development and Scholastic, Inc.
Come and investigate what it takes to get students to read independently and learn to love it! Learn how to pick a “just right” book from the classroom library and engage in discussions around current best practices in reading instruction. Practice makes better and Independent Reading time is the time for students to practice their new skills and become voluminous readers. Learn what it takes to have a robust classroom library for students.
Audience: Elementary

WHAT DOES A SUCCESSFUL EARLY CHILDHOOD CLASSROOM LOOK LIKE?
Presenters: Alison Heath, Manager, Janice Dingayan, Marcela Landestoy, and Michelle Thomas, Specialists, Curriculum, Instruction, and Assessment; Mechiel Rozas, Principal, Memorial Elementary School
Participants will be introduced to the Early Childhood Observation Guide for PK and Kindergarten classrooms. The guide is a rubric-based tool that participants will use to deeply analyze the components of the Early Childhood classroom including but not limited to: Classroom Environment, Data Collection and Tracking, and The Content Area Instructional Blocks.
Audience: Elementary

WRITING AS AN INDIVIDUALIZED LEARNING PROCESS
Presenters: Carol Bedard, Director, Curriculum, Instruction and Assessment; and Karen Hill, Specialist, Curriculum, Instruction, and Assessment; Staci Taylor, Principal, and Mark Spilman, Teacher, Curriculum Specialist, Woodson K-8
Participants will be exposed to the philosophy of writing as a process. Participants will discover the merging of process writing and individualized learning. Participants will experience a mini-lesson illustrating the writing process in an individualized setting (with STAAR alignment).
Audience: Elementary/Secondary
“There is no greater agony than bearing an untold story inside you.”

– Maya Angelou
It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.