



Miami-Dade County Public Schools: StrengtheninStrengtheninvels:Q12A Across a Large D their varied concerns as top of mind for Anessa De La at Miami-Dade.

Ms.De La Peñ and her team needed an EA solution t
that serves more than 10 students in grades K Gettin
as one goal, but there were several other factors to con
ppulation and varied instructional needs, ensuring th
instruction as a priority. As Ms. De Le Peñ noted, increa
classrooms is really a dicult task

Solution

As In 2013, the selection committee in Miami-Dade County Public Schools chose to adopt *Wonders* in a rare unanimous vote.

While reflecting on what influenced that decision, Ms. De Le Peña shared that “there were a few things that were unique about the program, like the tight connections between the core *Wonders* ELA program, *WonderWorks* intervention, and *Maravillas* Spanish Language Arts, and the match of skills taught and text used.”

This aspect of *Wonders* has helped Miami-Dade to “understand how we can have the seamless connection across disciplines. For students

"We were looking for texts that addressed the complexity and rigor of the new standards," said De Le Peña, "and *Wonders* was the only solution that presented three pieces of text to the students each week that met that benchmark." The Reading/Writing Workshop serves as the foundation, "where we start teaching the weekly skills and strategies."

The Literature Anthology features authentic texts that increase in complexity and length, and the paired texts are the basis for thematic analysis. "Having those three pieces of text connected thematically, including half fiction and half nonfiction, helps our students understand how to apply the standards across multiple genres and in longer texts, which builds stamina."

Ms. De La Peña called out the Access Complex Text (ACT) routine in the Teacher's Edition as "a great scaffolding tool that helps make our teachers aware of what makes that text complex and what students might be tripping over. It gives them tools and strategies to support those elements and by extension provides teachers with a bridge to help their students."

Wonders' digital resources, which are housed on the *ConnectED* platform, have also made an impact in Miami-Dade: All of the teacher resource books, the different skills and lessons, and even Vicki Gibson's *Managing Small Groups*. Being able to easily navigate the plethora of resources on *ConnectED* ensures that our teachers are using them. The professional development on *ConnectED* is really a great resource." All of these resources build a digital professional library for our teachers.

Results

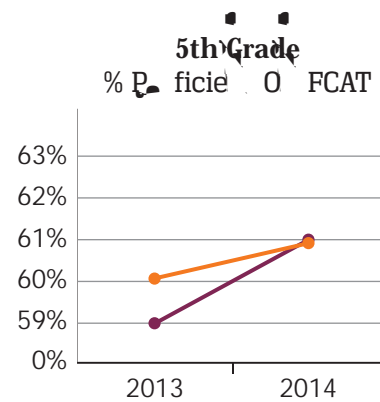
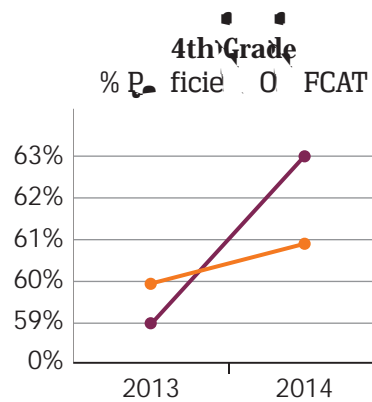
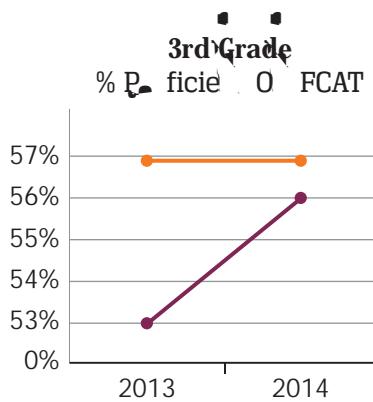
Miami-Dade has seen both qualitative and quantitative results. The data shows that 85% of teachers reported that their students' reading skills improved significantly after using *Wonders*. Additionally, the number of students who met or exceeded the state standards for reading comprehension increased by 12% over the course of the year.

According to the M-DCPS Department of English Language Arts, "After four years of implementation and three years of our new state assessment, it is clear that the reading instruction and selections within *Wonders* prepare students for Florida State Assessments by giving the students the reading confidence and stamina they need. It helps our teachers scaffold instruction to build comprehension."

Wonders digital resources continue to help Miami-Dade effectively address student and teacher mobility. Ms. De La Peña recommends the *Wonders* implementation course on ConnectED to principals, new teachers, and teachers who are new to a grade. "We simply do not have the staff to provide that training repetitively; we are a very large district and a very mobile district, so there are new teachers coming in and out of our schools continuously," she noted, "as years go by, principals will move teachers from grade level to grade level, and that can be a pretty big paradigm shift. Therefore, having digital resources readily available is very helpful to school-site administrators and teachers."



FCAT 2013–2014



- Miami-Dade
- State of Florida

We understand that class performance can improve due to a number of factors, including the innate ability and prior education of the students participating, as well as differences among professors and their pedagogies. We believe that, even taking these factors into account, *Wonders* can contribute to improvements in student outcomes.

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