

Today's Outcomes

- Review a District/School-wide process that helps literacy leaders effectively implement data-based instructional leadership.
- Link leadership procedures, structures, and routines used by effective districts and schools to professional development activities.



Information presented combines 35+ years of research on teaching strategies and 10 years of school change success.

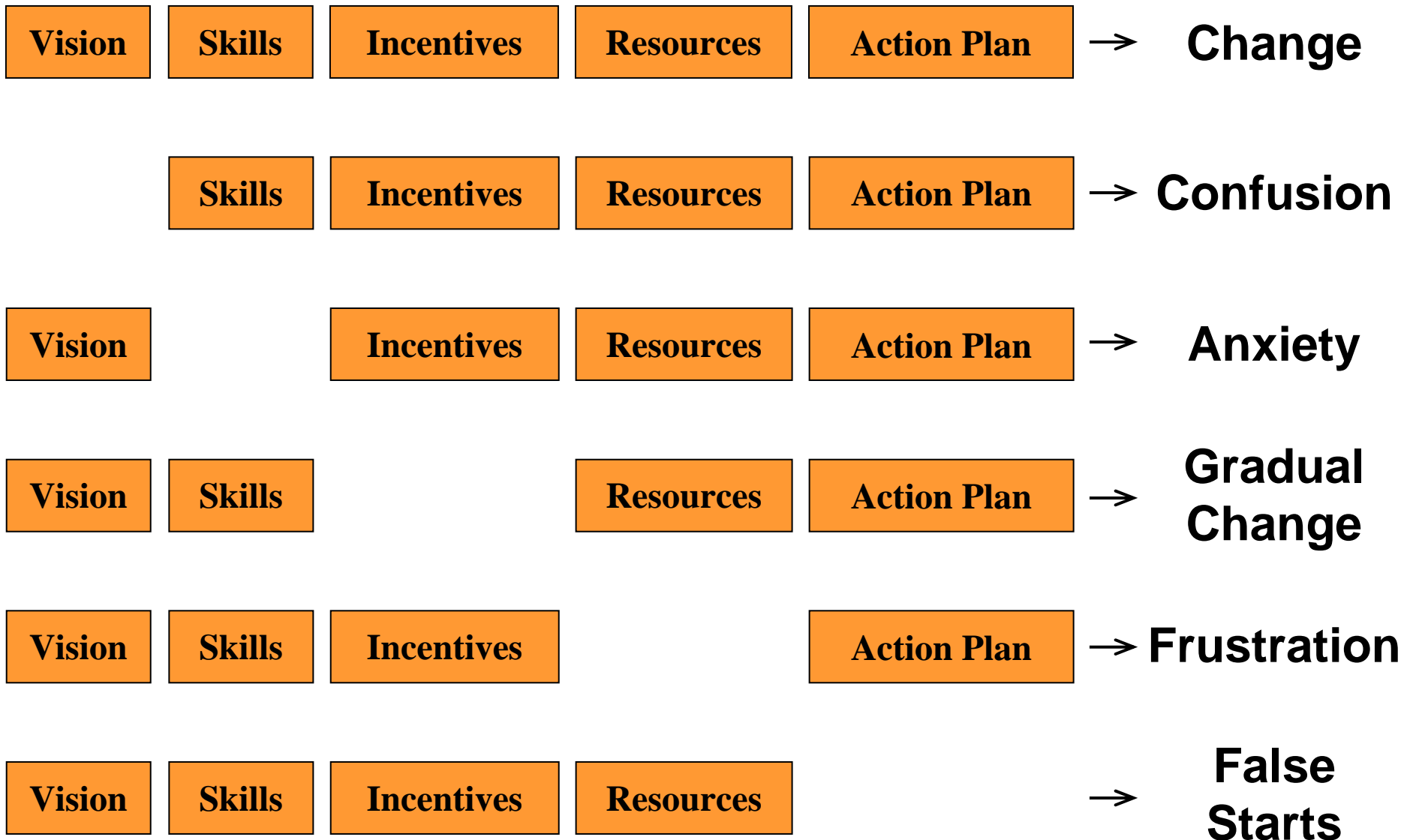
Linking Leadership Routines to Professional Development and Sustainable Literacy Change

Our Common Goal:
Driving Significant, Sustainable Outcomes

US DOE Reading Institute
July 19 - 21, 2010

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July 19 – 21, 2010

Managing Complex Change



General Model of Instructional Leadership

Instructional Leadership Characteristics	Skill Level				
	1	2	3	4	5
<i>Developing a Mission and Goals</i>					
Framing school goals					
Communicating school wide literacy goals (internal and external)					
<i>Managing the Educational Production Function</i>					
Promoting quality instruction					
Supervising and evaluating instruction					
Allocating and protecting instructional time					
Coordinating the curriculum					
Monitoring student progress					
<i>Promoting and Academic Learning Climate</i>					
Establishing positive expectations & standards					
Maintaining high visibility					
Providing incentives for teachers & students					
Promoting professional development					
<i>Developing a Supportive Work Environment</i>					
Creating a safe and orderly learning environment					
Providing opportunities for meaningful student involvement					
Developing staff collaboration and cohesion (teams)					
Securing outside resources in support of school goals					
Forging links between the home and the school					

Agenda:

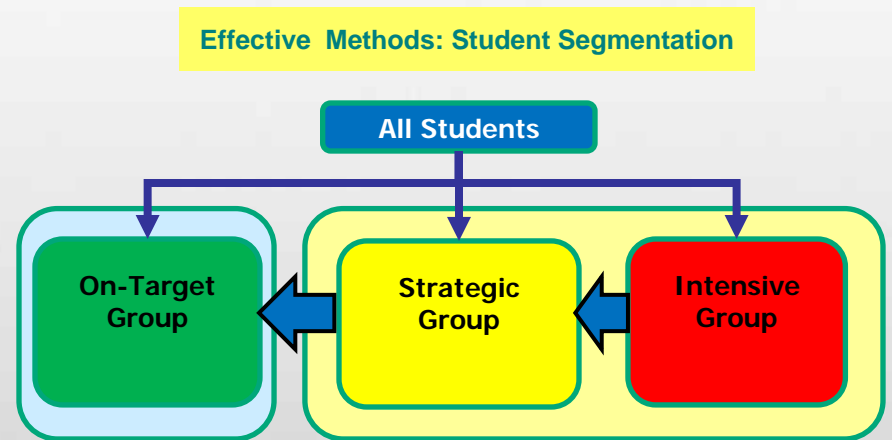
- Driving District Literacy Excellence: Learnings
- A Case Study: Success in RI's Anytown District
- Making it Real: From Plan Through Instruction to Results
- Recommendations

Effective Methodology has helped:

- 82,728 students to read and 9,371 teachers in 214 schools to teach reading
- Within 46 schools/school districts
- 3 Partners - Centers of Excellence (COEs) – CA, RI, GA

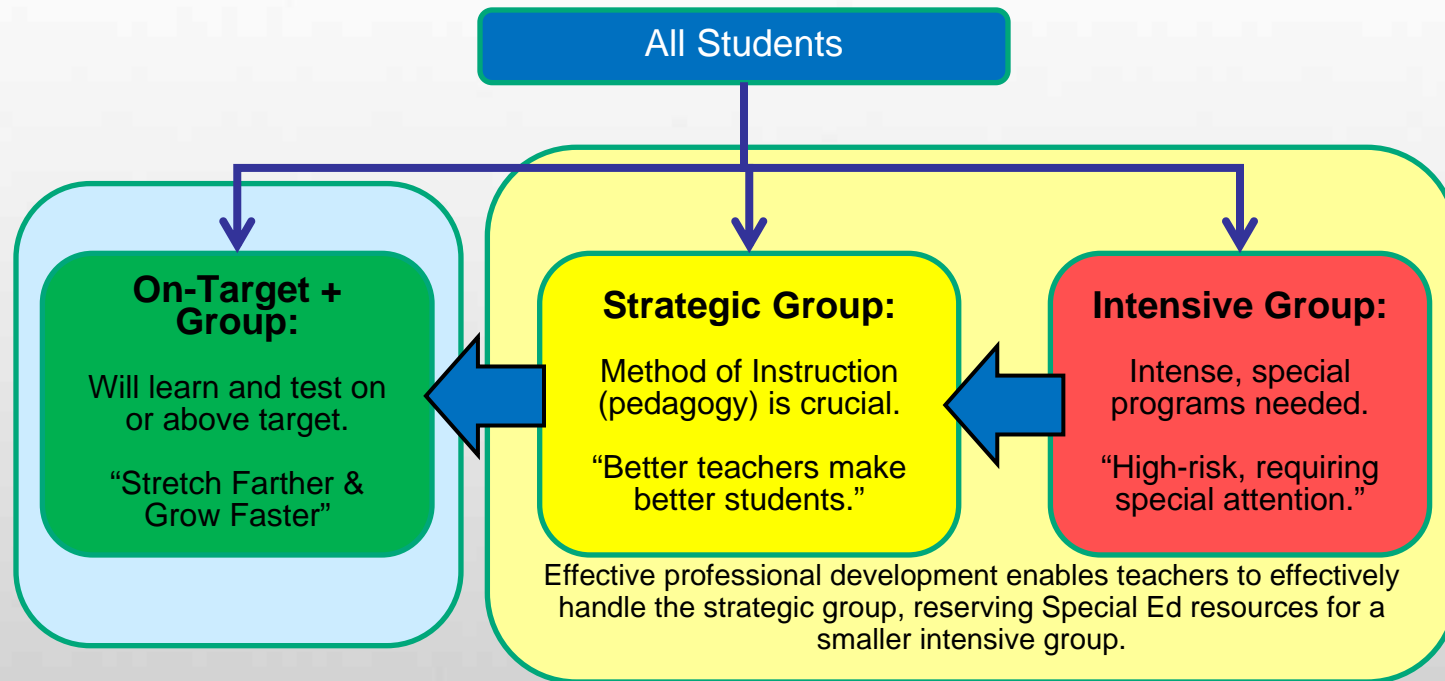
Students Need:

- Explicit Instruction of phonemic awareness, fluent decoding, vocabulary, comprehension, literature appreciation & exposure to a variety of texts, and writing
- Rapid & frequent assessment that drives instruction
- Support throughout the process from skilled teachers

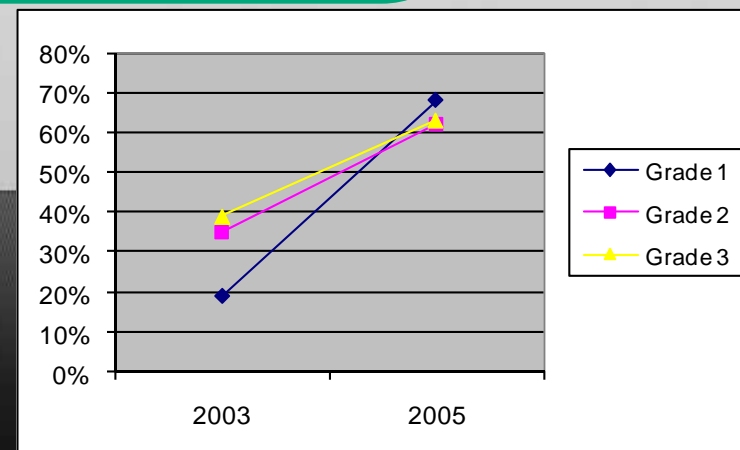


Segmenting students into groups enables a very targeted approach to each group, with the goal of moving nearly all intensive needs to a strategic group where better teachers can make the difference in achieving on target performance.

Learnings: Target and Target Some More

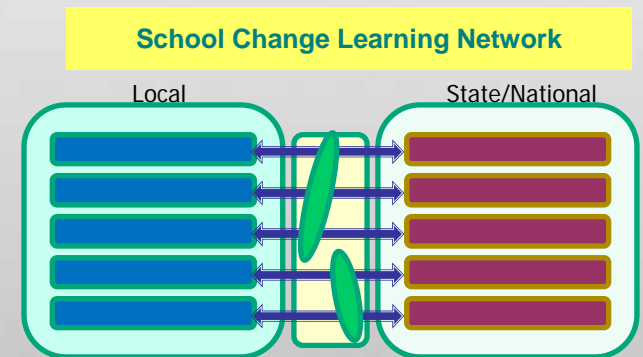
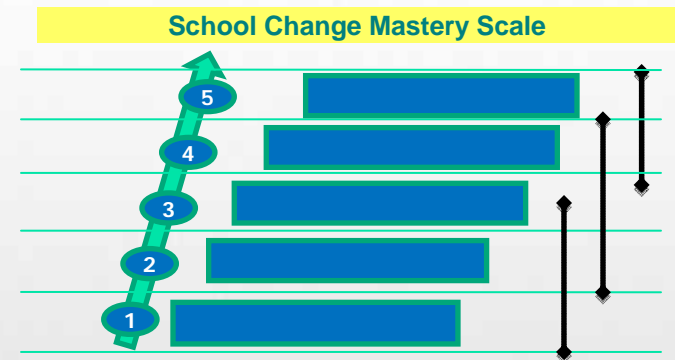


Comprehension Scores of
25,000 Students Show the
Impact



Teachers Need:

- A continual PD program to deliver high quality literacy instruction:
 - Learn the basic science of teaching reading to diverse students
 - Refine strategies *in the classroom* in a supportive environment through coaching and mentoring (long-term embedded PD)
 - Use valid assessments to inform instruction
- Deliver instruction in a positive school culture, with strong leadership, transparency, and accountability.
- Connection to an experienced “learning network.”

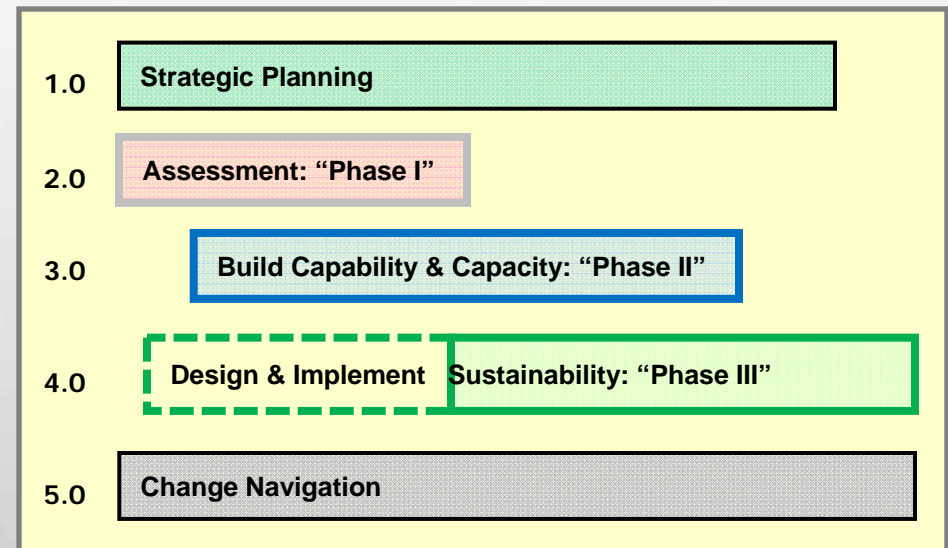


“Better than a thousand days of diligent study
is one day with a great teacher.”

Schools/Districts Need:

- Commitment for a long-term change initiative:
 - Resources, time, personnel
 - Tools, programs
 - Culture of responsibility
 - Valid assessments that inform instruction
- Leadership Training
 - (e.g. Principal Coaching)
- Structures and procedures to sustain literacy change
 - (e.g. Literacy Leadership Team)

Effective Methods: Multi-Year School Change Processes



"Teaching and learning don't necessarily go hand in hand, no matter how good the talker in front of the classroom. There is nothing as critical to the learning process as method."

Margaret S. Crocco, Teachers College at Columbia University

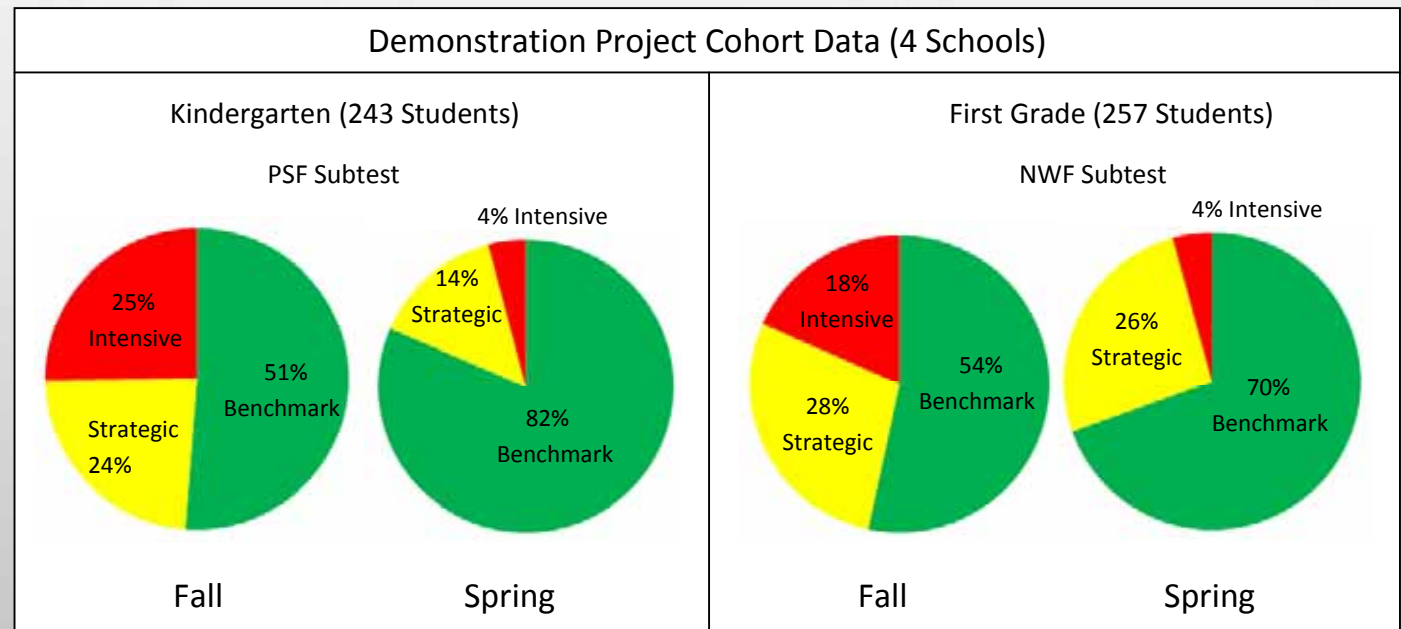
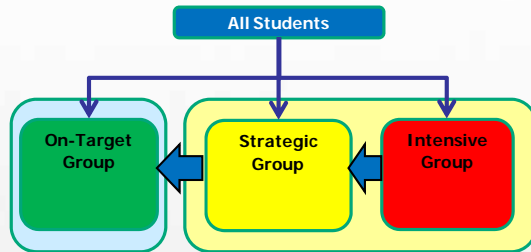
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Case Study: 3 District Implementation - RI



COEs report striking results early on in a multi-year school change process.



Agenda:

- Driving District Literacy Excellence: Learnings
- A Case Study: Success in RI's Jonesfield District
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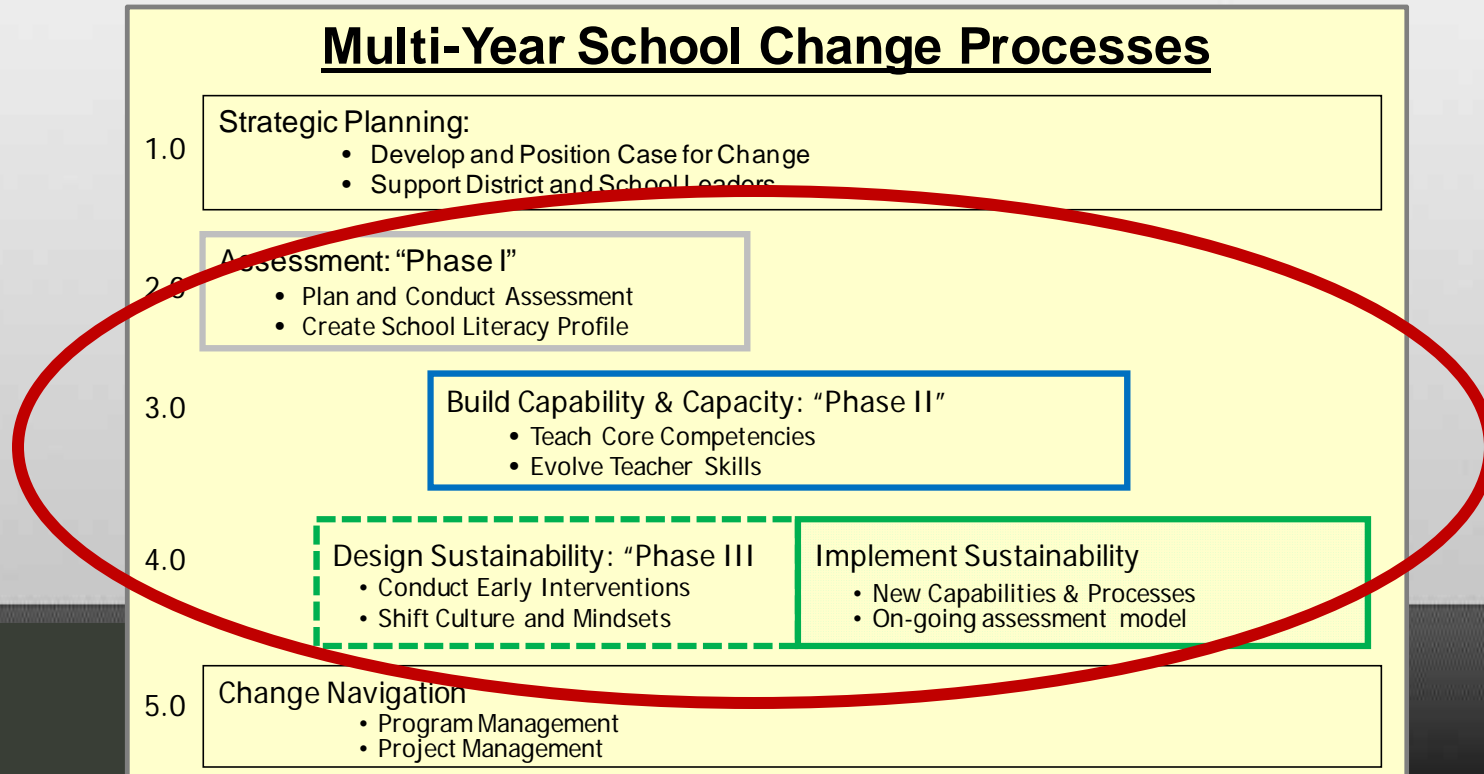
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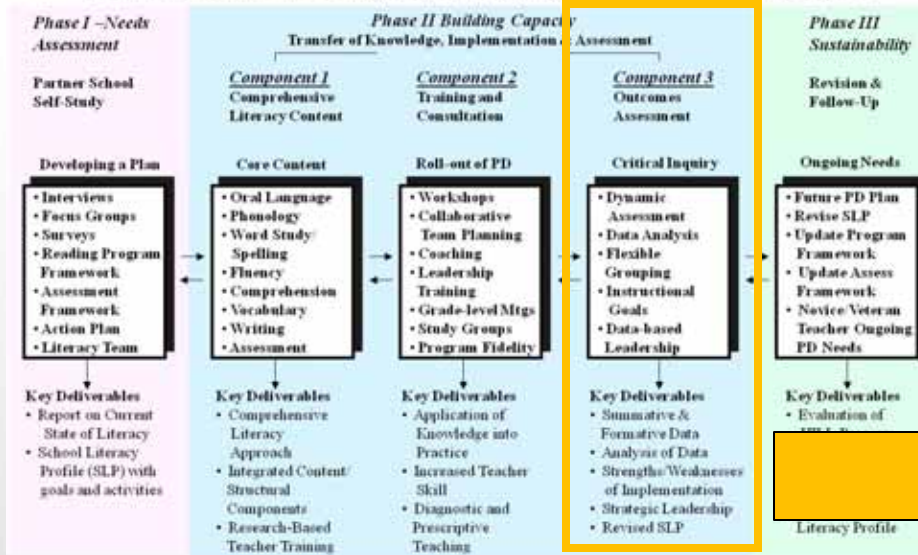
Effective Methods: Sustainable School Change Processes

Successful School Literacy Change requires strategic planning and change navigation, as well as a “core” set of detailed processes in assessment, building capability and capacity, and designing & implementing for sustainability.

From: Jones, S., Burns, D., & Pirri, D. (2010) *Leading Literacy Change: Strategies and Tools for Administrators, Teachers and Coaches*. Sopris West. www.sopriswest.com



The HILL School-Wide Professional Development & Consultation Model



Component 3

Outcomes Assessment

Critical Inquiry

- **Dynamic Assessment**
- **Data Analysis**
- **Flexible Grouping**
- **Instructional Goals**
- **Data-based Leadership**

Key Deliverables

- Summative & Formative Data
- Analysis of Data
- Strengths/Weaknesses of Implementation
- Strategic Leadership
- Revised SLP

Focus of this component is on data-based instruction and the leadership decisions that lead to improved student outcomes.

Sample District Elementary Literacy Action Plan

Name of School/District: Sample District Elementary Action Plan
 HILL Facilitator: Jones

Date: September 22, 2009

ACTION PLAN FOR: Phase II Building Capacity SY2009-2010

Priority Goal #1: Develop an Assessment Framework that aligns with Response to Intervention (RtI) and includes fluency measures on critical indicators (DIBELS) for all grade levels as well as a comprehension reading assessment measure (NWEA, NECAP).

	Activities/Actions	Person(s) Responsible	Due Date/Status	Resources/Update Comments	Plan to Evaluate
1.1	Survey Principals to determine what DIBELS materials are needed	Administrative Assistant	8/27/09	Email or personal phone calls	Survey completed and appropriate number of items is determined.
1.2	Order material and subscribe to DIBELS database (migrate students within and across schools, enter new students and teachers)	Administrative Assistant District Coaches 5 School Representatives	8/27/09	Sopris West catalogue; DIBELS database uoregon.edu	Material delivery Student lists completed
1.3	Train new teachers and support staff in administration and scoring of DIBELS	District Coach #1 District Coach #2 HILL Facilitator	10/15/09	DMG training material; foundation module and modules for PSF, NWF, ORF, ISF, and LNF	Attendance list and HILL evaluations
1.4	Develop a calendar for administration and scoring of assessments	Asst. Supt., District Coaches	10/15/09	DIBELS manual; HILL staff	Calendar
1.5	Conduct Data Meetings on a regular basis throughout the year with grade-level teams (to be co-facilitated by Principal and Literacy Coach). Use data meeting protocols.	Principals, Asst. Supt., District Coaches	6/30/10	HILL protocols, grouping charts, instructional strategies	Completed grouping charts
1.6	Develop a spreadsheet that includes all District assessments per student and	District Coach #1, Asst. Supt., District Coach #2. HILL	10/30/09	Title I prototype, District Coach #1 prototype	Completed spreadsheets

Develop and use an action plan to guide the literacy initiative.

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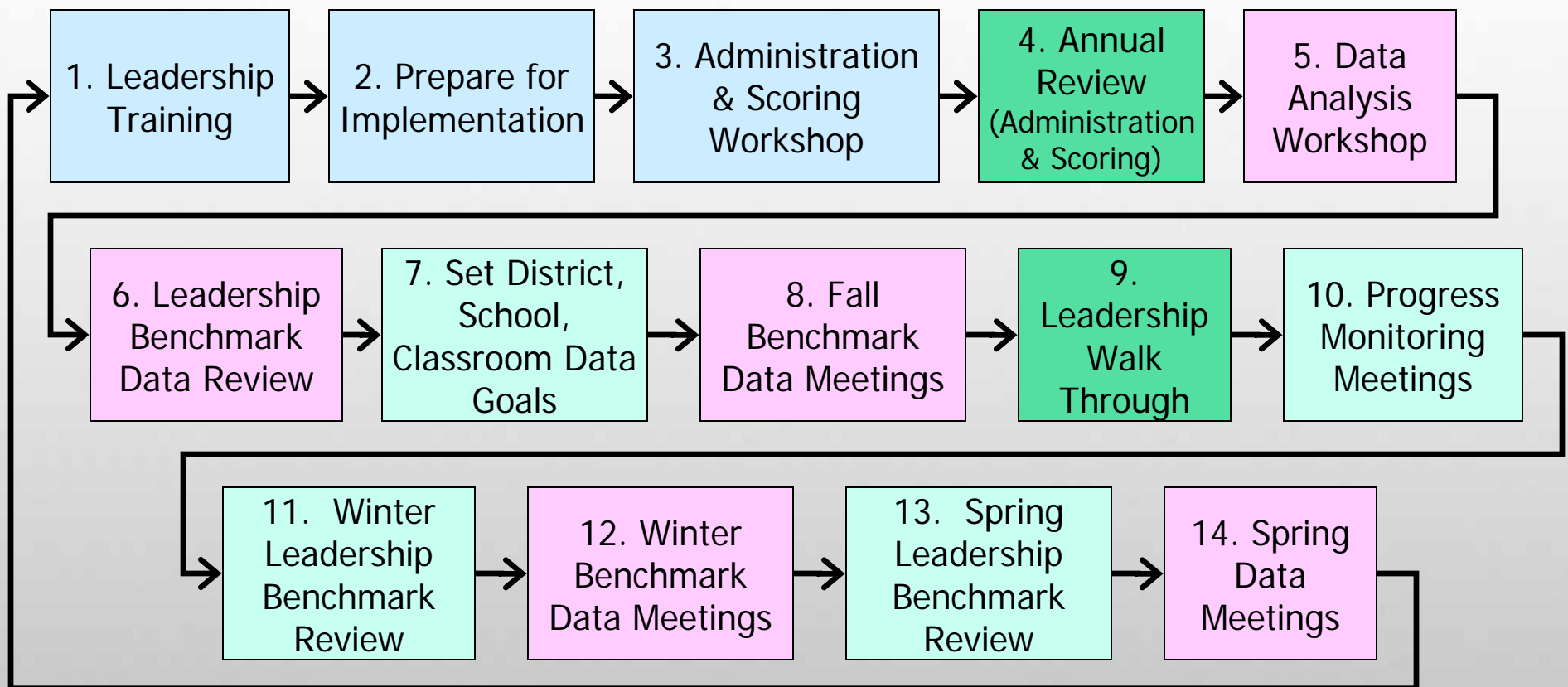
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Making it Real!

Linking Professional Development Activities to Leadership Routines		
Professional Development and Facilitator Support	Leadership Routines	Resources
<p>(1) Leadership Training: (Principals and District Administrators) Introduction to the concept of CBM Oral Reading Fluency measure in an outcomes driven model , Three Tier Model, and Response to Intervention</p>	<ul style="list-style-type: none"> • Leadership present at training • Principal models language and practice that reflects underlying belief that all students will read at grade level. • Administrators will engage in data-based decision making. 	<ul style="list-style-type: none"> • Data Sets and Categories of Reading Achievement • Continuum Chart • Assessment Framework • Resource Allocation Activity •
<p>(2) Preparing for Implementation</p>	<ul style="list-style-type: none"> • Materials are ordered • Database is established • Sample reports are reviewed • Assessment assignments are determined • Administrator sets assessment dates/calendar 	<ul style="list-style-type: none"> • CBM ORF Guide • CBM ORF Sample Reports • Assessment Timelines • Assessment Staff Schedule
<p>(3) Administration and Scoring Workshop (Repeat for new staff)</p>	<ul style="list-style-type: none"> • Principal attends training and learns to administer and score • Principal administers CBM ORF to students 	<ul style="list-style-type: none"> • CBM ORF training material • Principal's assignment appears on assignment chart
<p>(4) Annual Review of Administration and Scoring</p>	<ul style="list-style-type: none"> • Principal allocates time for annual review of CBM ORF administration and scoring 	<ul style="list-style-type: none"> • CBM ORF training materials

Change is a process – not an event!

Making It Real: Linking PD to Leadership Routines



Sustainable change requires planned redundancy!
Professional development activities are cyclical and integrated.

	Category of Reading Achievement					
Data Sets	Reading Fluency			Reading Comprehension		
	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
Individual Student	Student is meeting the ORAL Reading Fluency (DIBELS) Benchmark for that grade level or is at or above the 50 th %tile on ORF Norms	Student is in the strategic range for grade level as identified on DIBELS or is between the 25 th and 49 th %tile (ORF norms)	Student is in the intensive range for grade level as identified on DIBELS or below the 25 th %tile (ORF Norms)	On a norm referenced general measure of reading comprehension the student scores at or above the 60 th %tile	On a norm referenced general measure of reading comprehension the student scores between the 40 th and the 59 th %tile	On a norm referenced general measure of reading comprehension the student scores below the 40 th %tile
	<i>The Hasbrouck and Tindal norms can be used if DIBELS norms are not being used.</i>			<i>The criteria may be determined by the school and will vary depending on the type of assessment and the relationship with high stakes tests or other assessments.</i>		
Classrooms within Grade Levels	75% or more of students within the classroom are meeting Benchmark Goals	50-74% of students within the classroom are meeting Benchmark Goals	Less than 50% of students are meeting the Benchmark Goals	75% or more of students within the classroom scoring at or above the 60 th percentile or the 6 th stanine	50-74% of students within the classroom are scoring at or above the 60 th percentile or the 6 th stanine	Less than 50% of students within the classroom are scoring at or above the 60 th percentile or the 6 th stanine
Grade Levels within the School or District [For schools with large numbers of classrooms it may be helpful to look at % of classrooms]	75% or more of classrooms and/or students in the grade level are meeting Benchmark Goals	50-74% of classrooms and/or students in the grade level are meeting Benchmark Goals	Less than 50% of classrooms and/or students in the grade level are meeting Benchmark Goals	75% or more of students within the grade level are scoring at or above the 60 th percentile or the 6 th stanine	50-74% of students within the grade level are scoring at or above the 60 th percentile or the 6 th stanine	Less than 50% of students within the grade level are scoring at or above the 60 th percentile or the 6 th stanine
School & District	75% or more of all students K-5 are meeting Benchmark Goals	50-74% of all students K-5 are meeting Benchmark Goals	Less than 50% of all students K-5 are meeting Benchmark Goals	75% or more of students within the school or district are scoring at or above the 60 th percentile or the 6 th stanine	50-74% of students within the school or district are scoring at or above the 60 th percentile or the 6 th stanine	Less than 50% of students in the school or district are scoring at or above the 60 th percentile or the 6 th stanine

Sample Assessment Survey

Assessment	Areas Evaluated	Grade Levels										Who Administers	How Often Administered	
		K	1	2	3	4	5	6	7	8				
DIBELS	Phonemic awareness	x	x	x									Looping teachers	3 x per year
	Phonics	x	x	x									Kindergarten teachers	
	Vocabulary fluency	x	x	x	x	x							Title 1 teachers	
	Comprehension	x	x	x	x	x							Same as above	
DRA	Comprehension	x	x	x	x	x							Title 1 teachers and all 1 st grade teachers	As needed
End of chapter tests from Scott Foresman Literacy Series	Comprehension Vocabulary	x	x	x	x	x	x						Classroom teachers	At end of each chapter
End of year tests	Comprehension Vocabulary	x	x	x	x	x	x						Classroom teachers	End of year
Running Records	Fluency, comprehension, accuracy	x	x	x									Classroom teachers	On-going
Authentic Assessments	Skilled based according to teacher's criteria	x	x	x	x	x	x						Classroom teachers	On-going
Observations of Independent Application of Skills	Skilled based according to teacher's criteria	x	x	x	x	x	x						Classroom teachers	On-going

Assessment Framework

Grade _____

Table 7.1

COMPONENT	SEPTEMBER-OCTOBER		AS NEEDED	JANUARY	MAY	
	Screening/ Diagnostic Fall Benchmark		In-depth Diagnostic/ Progress Monitoring ⁺	Winter Benchmark	Outcomes Spring Benchmark	
	Group	Individual	Individual		Group	Individual
Oral Language						
Phonemic Awareness						
Phonics/Word Study						
Fluency						
Vocabulary						
Comprehension						
Writing						

Individual Teacher Literacy Curriculum/Program Survey

Name of School

NAME: _____ CURRENT GRADE LEVEL(S) TAUGHT: _____

DATE: _____ TEACHER TYPE: Classroom Spec Ed Title I Other (Specify) _____

CURRICULUM / PROGRAM	AREA ADDRESSED BY CURRICULUM/PROGRAM (see key below)								YOUR SKILL WITH EACH CURRICULUM PROGRAM (see key below)					USE OF CURRICULUM/PROGRAM					
	OL	PA	P	SP	F	V	RC	W	0	1	2	3	4	5	Core % of Students	Supplemental % of Students	Intervention % of Students	Who Provides (teacher, reading specialist, para, etc.)	Service Delivery Model (individual, whole group, small group)

Key to Area:
 OL = Oral Language
 PA = Phonemic Awareness
 P = Phonics
 SP = Spelling
 F = Fluency
 V = Vocabulary
 RC = Reading Comprehension
 W = Writing

Key to Skill:
 0 = don't use
 1 = little experience
 2 = progressing
 3 = comfortable
 4 = confident
 5 = could teach others

Find out What Programs and Materials You Have

Anytown School Program Survey

PROGRAM	Areas Addressed by Program							Your Skill with Each Program					Use of Program					Grades							
	OL	PA	P	SP	F	V	RC	0	1	2	3	4	5	CORE %	SUPPLEMENTAL %	INTENSIVE %	Who Provides (teacher, specialist, etc.)	Service Delivery Model (Ind., group)	PreK	K	1	2	3	4	SPED
	Adams	X	X				X						X								X				
Assorted CTP books	X	X	X	X	X	X	X					X								X					
Assorted Literature	X	X	X	X	X	X	X					X								X					
Big Books	X	X	X	X	X	X	X				X	X				50%	Teacher	Whole & Group		X	X	X			
Bradley Phonics	X	X	X	X	X	X	X		X		X	X		15%-100%	20%-50	50%	Teacher	Whole, Group & Individual		X	X	X	X		
Anytown School Curriculum	X	X	X			X										50%	SLP	Individual Group	X	X					
Economy "Key Text"	X	X			X	X	X				X			10%	10%	10%	Teacher	Whole & Group					X		
ELA	X	X	X	X	X	X	X				X	X	X	0%-75%	25%	50%-100%	SLP	Group & Small group		X	X	X	X	X	
ELA Materials															50%		Teacher	Group					X		
First Steps	X	X	X	X	X	X	X						X							X					
Guided Reading	X	X	X	X	X	X	X			X	X	X		0-75%	50%	15%-50%	Teacher	Group, Small Group			X	X	X		
Homemade materials manipulatives	X	X	X	X	X	X	X								50%	50%					X			X	
Houghton Mifflin	X	X	X	X	X	X	X				X			0%-60%	50%-60%	50%	Teacher	Whole & Group			X		X	X	
Houghton Mifflin Trade book	X				X	X	X					X		0%-80%	5%		Teacher	Small group					X	X	
Houghton-Mifflin paper back plus														2%									X		
Integrated Thematic Units	X	X	X		X	X							X							X					
Language Arts	X	X				X	X					X		75%	25%	100%	SLP	Group		X	X	X			
Leveled Reader	X	X	X	X	X	X	X				X	X		75%-85%	5%-85%	85%	Teacher	Whole, Group & Small Group		X	X	X	X		
Lingui System	X	X				X						X				100%		SPED				X			X
Link to Reading First Scholastic	X	X	X	X	X	X	X						X		50%	50%	Teacher	Group					X		
Listening Centers	X			X	X	X	X					X			50%	50%	Teacher	Individual & Small Group		X	X	X			
Literacy Centers	X	X	X	X	X	X	X					X		0%-100%	05%-100%		Title 1, Teacher	Group, Small Group & Individual		X	X	X			
Literacy Responding to books																									

Organize, Analyze and Synthesize the Survey Results

Core, Supplemental, Intervention Curricula							
SY-08/09	Grade Level	Core Curriculum	% of Students	Supplemental Curriculum	% of Students	Intervention Curriculum	% of Students
	Pre-K						
	K						
	1						
	2						
	3						
	4						
	5						
	6						
Materials							
	Pre-K						
	K						
	1						
	2						
	3						
	4						
	5						
	6						
Strategies/Methodologies							
	Pre-K						
	K						
	1						
	2						
	3						
	4						
	5						
	6						

Organize, Analyze and Synthesize the Survey Results

Multi – Tiered Literacy Continuum Grade _____

Reading Instruction, Assessments, Intervention & Professional Development

		ALL Teachers	ALL Students				SOME/FEW Students				
Literacy Component	Core Program	Professional Development	Assessment Checkpoints			Assessment			Interventions		
		Teacher Training & Resources	District Benchmark	Fall	Winter	Spring	Outcomes Measures	Diagnostic Options	Progress Monitoring	Tier II	Tier III
	N A M E P R O G R A M	List Test Name	List Benchmark Score	List Benchmark Score	List Benchmark Score	List Tests	List Tests				
Oral Language											
Phonemic Awareness											
Phonics											
Fluency											
Vocabulary											
Comprehension											
Writing			Adapted from template designed by RtI Core Team, Barrington RI								

Goal: Multi-tiered Literacy Continuum

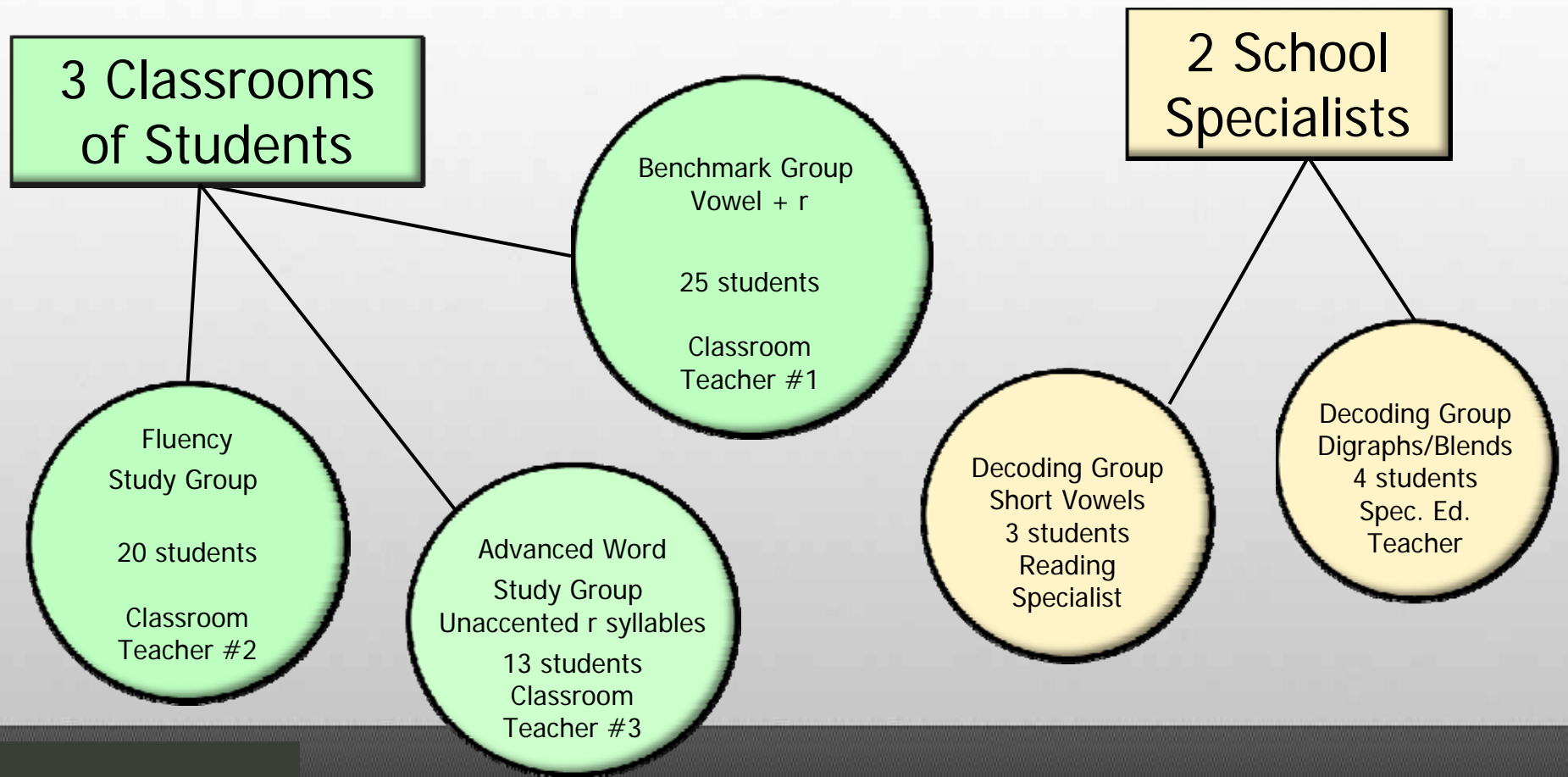
Making It Real: Digging Deeper

Align Resources

Resource Allocation	
Intervention Teachers	Times
Special Education Teacher	Daily:
Title One Teacher	
CSR Teacher	
Tutor	
Librarian	M, W, F 10-11
Music Teacher	

Resource Allocation	
Program/Curriculum	Literacy Component
Foundations	Phonics
My Sidewalks	All 5 Components
Read Naturally	Fluency
Explode the Code	Phonics
Soar to Success	Comprehension

Sample Intervention Class Grouping – 3 Classrooms -65 Students



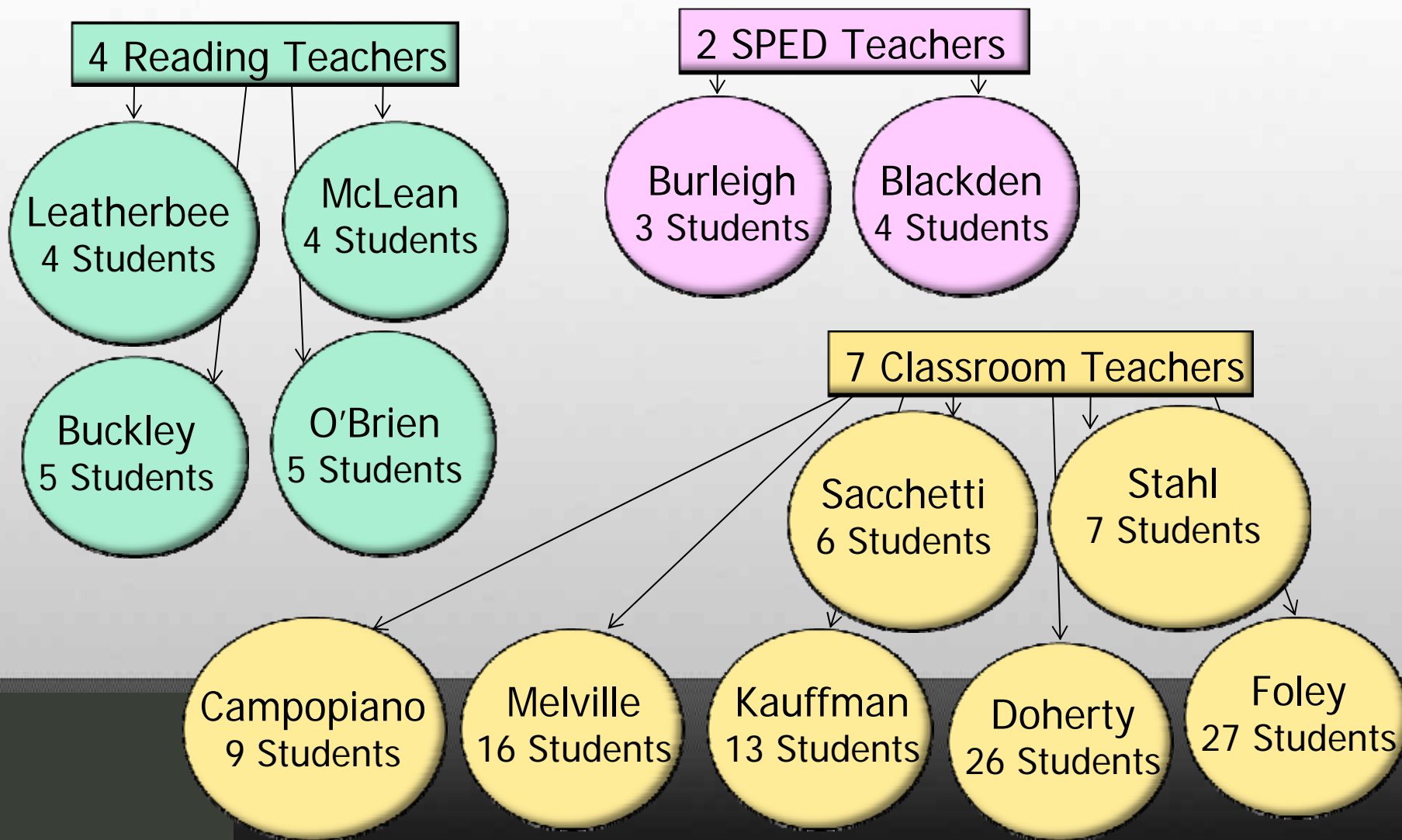
5 teachers available to work with selected students

Scheduling: Tiered Instruction Up Close & Personal

Time	Grade	Intervention Teacher	Intervention Students	Materials/Level	Location	Progress Monitoring
10:30-11:15	2 nd	Blackden SPED	<i>Dennis, Aidan, Zachary, Evan (4)</i>	Level B ≤ 25	IMC	NWF 1xmonth Sidewalks weekly
		Leatherbee Reading	<i>Kenny, Joshua, Rachel, Jax (4)</i>	Level B ≤ 25	IMC	NWF 1x month Sidewalks weekly
		O'Brien Reading	<i>Ashley, Michael, Austin, Peter, Julia(5)</i>	Level B ≤ 25	Rm. 14	NWF 1x month Sidewalks weekly
		Burleigh SPED	<i>Faythe, Kenny, Travis(3)</i>	Level B ≤ 25	Rm. 10	NWF 1xmonth Sidewalks weekly
		Buckley Reading	<i>Joseph, Jenni, ReAnna, Andrew, Travis (5)</i>	Strategic Intervention 26-43	Rm. 19	ORF 2x month
		McLean Reading	<i>Braden, Casey, Jady , Evan, (4)</i>	Strategic Intervention 26-43	Rm. 12	ORF 2x month
		Sacchetti Classroom Teacher	<i>Sawyer, Amanda, Victoria, Evelyn, Donte, Jessica (6)</i>	Strategic Intervention 26-43	Rm. 19	ORF 2x month

Scheduling: Tiered Instruction Up Close & Personal

7 Classrooms – 13 Staff – 129 Students



Times	Specials	Grade K-1	Grade 2-3	Grade 3-4
8:45 - 8:55	Monitor bus arrival	Arrival	Arrival	Arrival
8:55 - 9:15	Planning 9 - 9:45	Morning Meeting	Morning Meeting	Morning Meeting
9:15 - 9:30		Literacy	Literacy	Literacy
9:30 - 9:45				
9:45 - 10:00				
10:00 - 10:15	Literacy	Literacy	Literacy	Literacy
10:15 - 10:30				
10:30 - 10:45				
10:45 - 11:00	Snack			
11:00 - 11:15	Interventions	Interventions	Interventions	Interventions
11:15 - 11:30	Grade 3-4	Math	Science/SS Writing	Special
11:30 - 11:45				
11:45 - 12:00				
12:00 - 12:15	lunch duty lunch/ prep	Lunch Recess story	Lunch Recess story	Lunch Recess story
12:15 - 12:40				
12:40 - 1:05				
1:05 - 1:15	Grade K-1	Special	Math	Math
1:15 - 1:30				
1:30 - 1:45				
1:45 - 2:00	Grade 2-3	Centers	Special	Science/SS Writing
2:00 - 2:05				
2:05 - 2:15				
2:15 - 2:30	Grade 2-3	Centers	Special	Science/SS Writing
2:30 - 2:50				
2:50 - 3:00				
3:00 - 3:10			Circle	

		8:40 AM	8:50 AM	9:00 AM	9:10 AM	9:20 AM	9:30 AM	9:40 AM	9:50 AM	10:00 AM	10:10 AM	10:20 AM	10:30 AM	10:40 AM	10:50 AM	11:00 AM	11:10 AM	11:20 AM	11:30 AM	11:40 AM	11:50 AM	12:00 PM	12:10 PM	12:20 PM	12:30 PM	12:40 PM	12:50 PM	1:00 PM	1:10 PM	1:20 PM	1:30 PM	1:40 PM	1:50 PM	2:00 PM	2:10 PM	2:20 PM	2:30 PM	2:40 PM	2:50 PM	3:00	3:10	2:00										
K												Lunch																	Specials																							
Grade 1	M																																																			
	A																																																			
Grade 2	M																																																			
	A																																																			
Grade 3	M																																																			
	A																																																			
Grade 4	M																																																			
	A																																																			
Grade 5	M																																																			
	A																																																			

*** Grade 4 Elementary Dining Room four classes**

1
 8:40-8:50 Morning Activities
 8:50-9:50 Literacy Block
 9:50-10:30 Grammar and Writing
 10:30-11:15 Intervention
 11:15-11:55 Special
 11:55-1:00 Math
 1:00-1:30 Lunch
 1:30-1:45 Recess
 1:45-2:20 Science/Social Studies
 2:20 Dismissal-Prep

2
 8:40-8:50 Morning Activities
 8:50-9:50 Math
 9:50-10:30 Special
 10:30-11:30 Literacy Block
 11:30-12:15 Intervention
 12:15-12:30 Recess
 12:30-1:00 Lunch
 1:00-1:45 Grammar and Writing
 1:45-2:20 Science/Social Studies
 2:20 Dismissal-Prep

3
 8:40-8:50 Morning Activities
 8:50-9:50 Literacy Block
 9:50-10:35 Grammar and Writing
 10:35-10:50 Recess
 10:50-12:00 Math
 12:00-12:30 Lunch
 12:30-1:10 Specials
 1:10-1:55 Intervention
 1:55-2:30 Science/Social Studies
 2:40 Dismissal

4A
 8:40-8:50 Morning Activities
 8:50-9:30 Special
 9:30-10:45 Math
 10:45-11:00 Recess
 11:00-11:30 Lunch
 11:30-12:10 Science/Social Studies
 12:10-1:10 Literacy Block
 1:10-1:55 Grammar and Writing
 1:55-2:40 Intervention
 2:40 Dismissal

4B
 8:40-8:50 Morning Activities
 8:50-9:30 Special
 9:30-10:45 Math
 10:45-11:30 Science/Social Studies
 11:30-12:00 Lunch
 12:00-12:10 Recess
 12:10-1:10 Literacy Block
 1:10-1:55 Grammar and Writing
 1:55-2:40 Intervention
 2:40 Dismissal

5
 8:40-8:50 Morning Activities
 8:50-9:35 Intervention
 9:35-10:35 Literacy Block
 10:45-11:15 Grammar and Writing
 11:15-11:30 Recess
 11:30-12:00 Lunch
 12:00-12:40 Science/Social Studies
 12:40-2:00 Math
 2:00-2:40 Special
 2:40 Dismissal

Build a Structure that Supports Tiered Instruction

Making It Real: Implementing the Plan

Date	Activity	Materials Needed	Facilitator(s)/ Attendees, Responsible for Activity	Priority Goal
8/1/08	Order CBM ORF Materials	Kits for grades K - 5	Assistant Superintendent/ Coach	
9/10/08	Assessment Team Training	DIBELS practice packets and handouts to support data collection and management	HILL Facilitator, Coach, Title I & SPED Teachers, Assessment Team Members	
9/11/08-	K and 1 Benchmark Testing	Testing Materials, Stopwatches, Clipboards, Pencils, Testing Assignments	Assessment Team Members	
9/12/08	Grade 2 & 3 Benchmark Testing	Testing Materials, Stopwatches, Clipboards, Pencils, Testing Assignments	Assessment Team Members	
9/15/08	Grade 4 and 5 Benchmark Testing	Testing Materials, Stopwatches, Clipboards, Pencils, Testing Assignments	Assessment Team Members	
9/16/08	Benchmark Testing Day for missed students	Testing Materials, Stopwatches, Clipboards, Pencils, Testing Assignments	Assessment Team Members	
9/17/08	Data Reporting Sheets due to District Coaches	Class Data Sheets	Assessment Team Members	
9/23/08	(Morning) School A data review and grouping discussion	CBM ORF Materials Grouping and student data	HILL Principal, Coach, Teachers	
9/23/08	(Afternoon) CBM ORF Training Administration and	CBM ORF Materials	HILL Principal, , Coach, Teachers	

Develop a Timeline & Communicate, Communicate,
Communicate!

Anytown School Assessment Calendar

2007-2008 School Calendar

August 2007							September 2007							October 2007						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1			1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30						30							

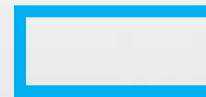
November 2007							December 2007							January 2008						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3						1			1	2	3	4	5	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31		
							30	31					30							

February 2008							March 2008							April 2008						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2						1			1	2	3	4	5	
3	4	5	6	7	8	9	2	3	4	5	6	7	8	6	7	8	9	10	11	12
10	11	12	13	14	15	16	9	10	11	12	13	14	15	13	14	15	16	17	18	19
17	18	19	20	21	22	23	16	17	18	19	20	21	22	20	21	22	23	24	25	26
24	25	26	27	28	29		23	24	25	26	27	28	29	27	28	29	30			
							30	31					30							

May 2008							June 2008							July 2008								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa		
				1	2	3			1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12		
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19		
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26		
25	26	27	28	29	30	31	29	30					29	27	28	29	30	31				



= Benchmark

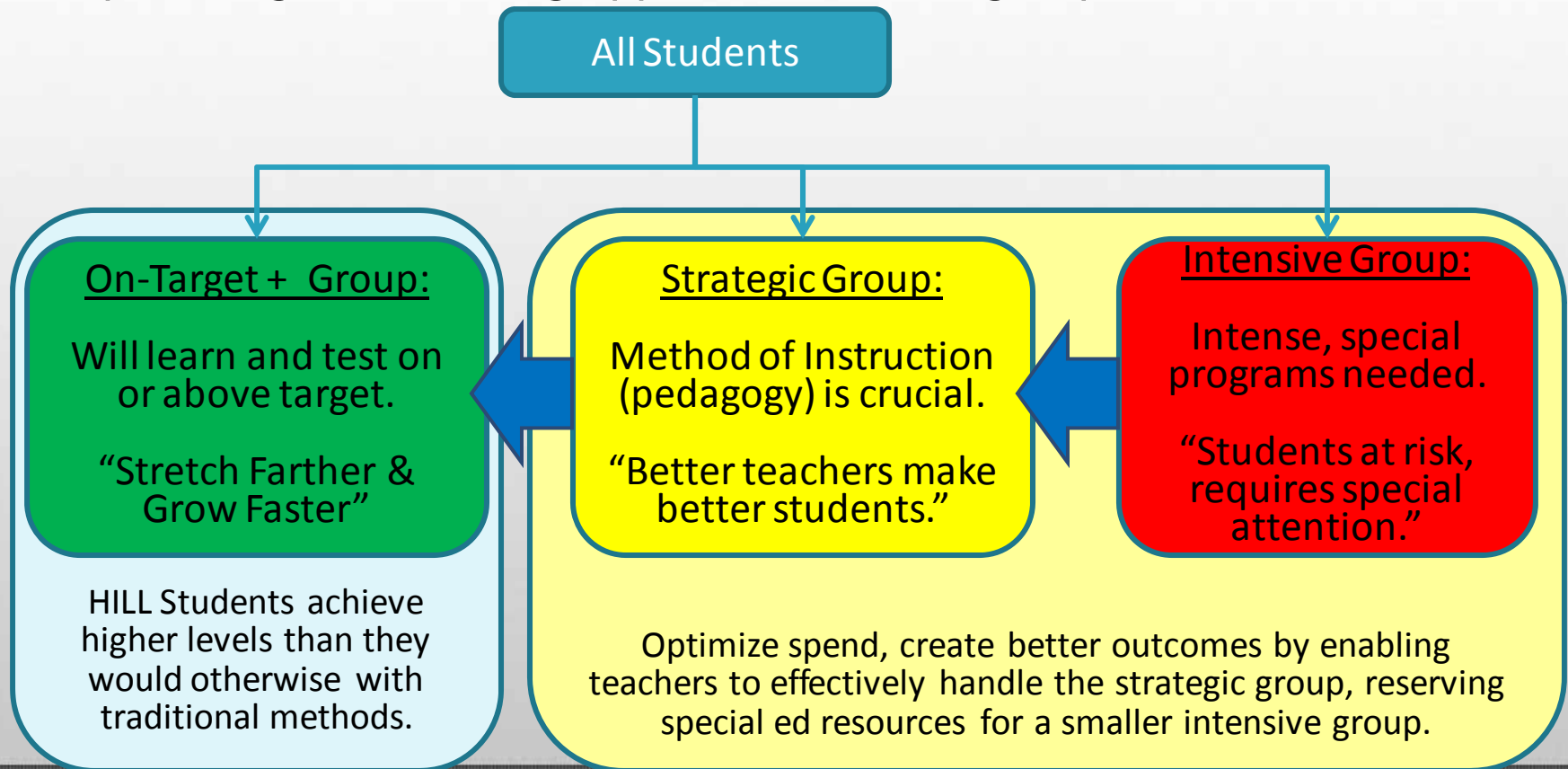


= Progress Monitoring

Put assessment schedule on the school calendar!

Effective Methods: Student Grouping

A deliberate classification of “student groups” within a typical class, and optimizing the teaching approach for each group.



Data Analysis & Grouping

- Avoid grouping by Curriculum Based Measurement (CBM) instructional recommendation categories:

Why?

- weighted average of several skills
- can conceal strengths & weaknesses*

* See: Hall, S. (2008). A Principal's Guide: Implementing Response to Intervention. Corwin Press. www.corwinpress.com

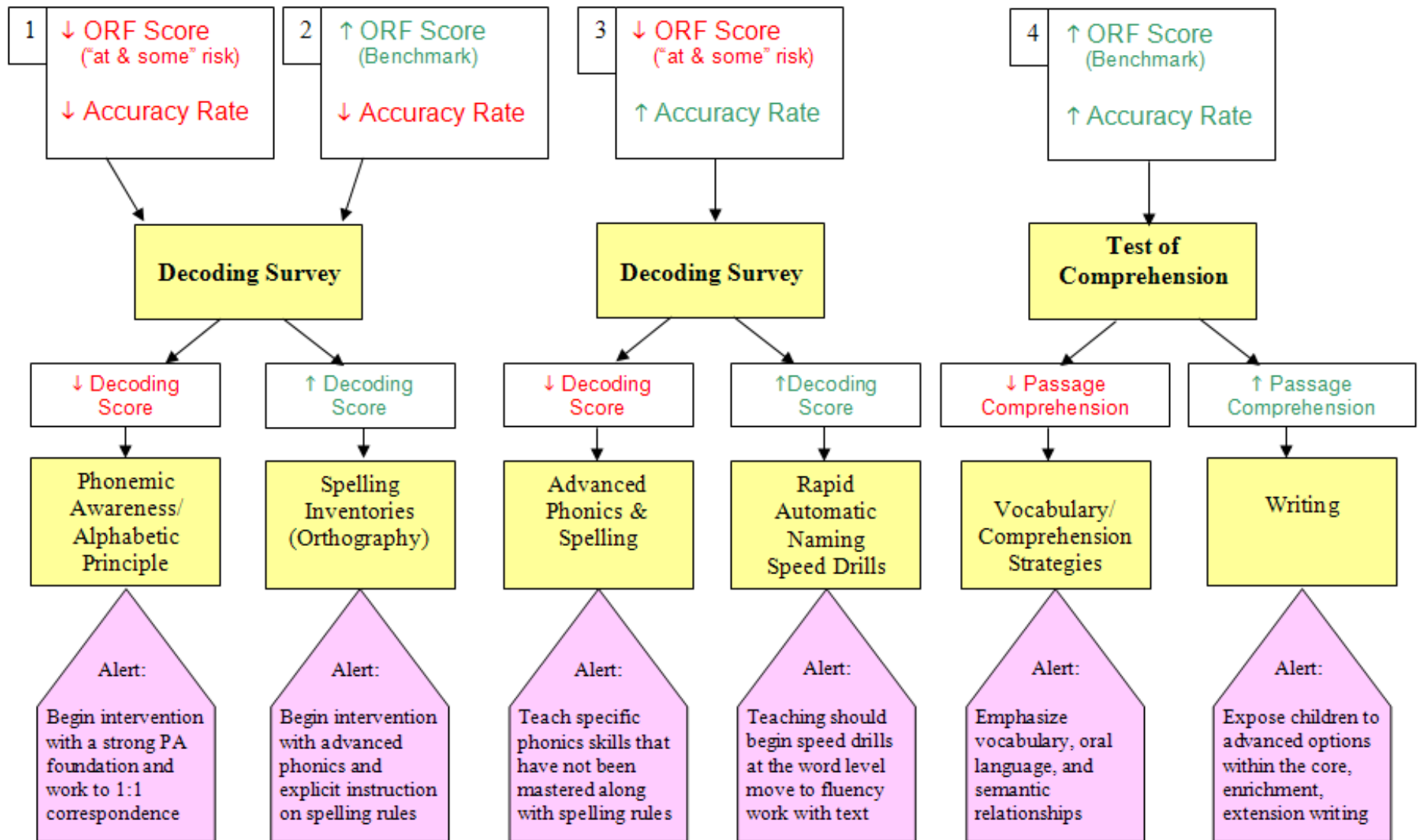
Speed vs. Accuracy

Speed & Accuracy Considerations		
Grade 3	CWPM/Words Attempted	Accuracy
Student # 1	85/87	98%
Student # 2	85/110	77%
Student # 3	45/46	97%
Student # 4	111/113	98%
Student # 5	49/63	78%

Analyzing what kind of instruction students really need.

Oral Reading Fluency

Four Types of Readers – Fluency and Accuracy



Analyze CBM data to determine which skills are deficit

Student		Donald		Error Patterns								
Real Words				No Try	Sight Word	Observations: check the appropriate boxes						
High Frequency Words	1	see	✓			Reads sound by sound, then blends word <input type="checkbox"/>						
	2	one	✓			Possible b/d reversal <input type="checkbox"/>						
	3	play	✓			Quick to guess <input type="checkbox"/>						
	4	you	✓			Slow <input type="checkbox"/>						
	5	are	✓			Add Comments on Back						
CVC Words	6	rag	✓									
	7	lid	✓									
	8	dot	✓									
	9	hum	✓									
	10	bet	✓									
Digraphs & Short Vowels	11	rich	reach							X		
	12	shop	✓									
	13	tack	✓									
	14	quit	✓									
	15	thin	thun							X	Blend	
Blends & Short Vowels	16	dust	✓									
	17	step	✓									
	18	trip	✓									
	19	pond	✓									
	20	brag	✓									
Sentences (irregularly spelled sight words in <i>italics</i>)												
21 - 26	✓	✓	had	✓	the	✓						
	1. The cat hid in a box.						X			X		
27 - 35	✓	SC	✓	✓	✓	✓	✓	✓	✓	✓		
	2. The fresh fish is still on the wet grass.						X					
36 - 42	✓	✓	shell	was	✓	✓	bath					
	3. Seven pink shellfish were in my bathtub.						X	X	X			
Nonsense Words												
CVC	43	vop	vope							X		
	44	yug	voog				X			X		
	45	zin	✓									
	46	keb	keep							X		
Digraphs	47	shap	chap								X	
	48	thid	that					X	X			
	49	chut	✓									
	50	whcek	wack							X		
Words Correct: <u>36</u> /50				Column Totals			2	3	1	2	8	1

skills are deficit

Beginning & Advanced Decoding Surveys *

See: * www.reallygreatreadingcompany.com

Grouping Students by Skills

Beginning Decoding			Advanced Decoding		
CVC Words	Digraphs & Short Vowels	Blends and Short Vowels	One Syllable & One Vowel Words	Vowel Teams Vowel + r	Multisyllable Words
Student 1			Student 17	Student 21	Student 27
Student 2			Student 18	Student 22	Student 28
Student 3			Student 19	Student 23	Student 29
Student 4	Student 9		Student 19	Student 24	Student 30
	Student 10		Student 18	Student 25	Student 31
Student 4			Student 19	Student 26	Student 32
Student 5			Student 20		Student 33
Student 6	Student 11			Student 24	Student 35
Student 7	Student 12				Student 36
Student 8	Student 13				

DECODING

Grade Level/Classroom Grouping Chart

DATE: _____

	Interv. Teacher Name	Assessment Criteria/Range Or Placement Test	Instructional Focus Priority Skills to be Targeted	Interv. Program	Progress Monitoring Tools	Review Date and Evaluation Notes
Time: Intensive (Tier 3) Strategic (Tier 2) Benchmark (Tier 1)						
Skills Grouping						
Group:						
Group:						
Group:						
Group:						
Color Coding Key for use following progress monitoring review: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px;">Green: Student moved to Benchmark</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Black: On or above Aimline</div> <div style="border: 1px solid black; background-color: #f2dede; padding: 2px;">Red: Below Aimline</div> </div> <div style="text-align: center; margin-top: 10px;"> <div style="border: 1px solid black; background-color: #d9ead3; padding: 2px; display: inline-block;">Purple: No longer meeting Benchmark</div> </div>						

Use a grouping protocol to group students by skills.

Grade: 2

3 Tier Classroom and Grade Level Grouping Chart

Teacher: Classroom Teacher Grade: 2	Assessment Criteria/Range of scores for...	Key: PA = Phonemic Awareness P = Phonics F = Fluency V = Vocabulary C = Comprehension Instructional Focus/Priority Skill	Other: (Program/Materials; Progress Monitoring Information)
Time: Group: Intensive	DIBELS Decoding Surveys NWEA High-Frequency	PA = Segmenting and blending phonemes P = CVCC, CCVC (short vowels, blends, digraphs) V = High-frequency words C = Retelling	Progress Monitor – DIBELS ORF, Decoding Survey Materials – phonogram cards, letter tiles, decodable text
Time: Group: Strategic	DIBELS Decoding Surveys NWEA High-Frequency	PA = Segmenting and blending phonemes P = VCE (silent-e pattern) F = Accuracy and rate (repeated reads) V = High-frequency words C = Retelling	Progress Monitor – DIBELS ORF, Decoding Survey Materials – phonogram cards, letter tiles, decodable texts
Time: Group: Benchmark	DIBELS Decoding Surveys NWEA High-Frequency	PA = Manipulating phonemes P = Review whole group focus (vowel digraphs) F = Prosody (phrasing, pausing at punctuation) V = Literacy Text (Tier 2 words), Info text (content specific words) C = Literacy Text (Story Elements), Info. Text (Obtaining info. from text features)	Progress Monitor – Comprehension Teacher – Mode and Vocabulary CBMs Materials – sound/spelling cards, cards for word sorts, leveled text
Time: Group: Benchmark	DIBELS Decoding Surveys NWEA High-Frequency	PA = Manipulating phonemes P = Review whole group instruction (vowel digraphs) F = Prosody (intonation) V = Literacy Text (Tier 2 words), Info. Text (content specific words) C = Summarizing (with graphic organizer)	Progress Monitor – Comprehension and Vocabulary CBMs Materials – sound/spelling cards, cards for word sorts, leveled text
Review Date and Progress Review Notes:			
Color Coding Key for use following progress monitoring review:			
Green: Student moved to Benchmark Purple: No longer meeting Benchmark Black: On or above Aimline Red: Below Aimline			

Use a grouping protocol to group students by skills.

Oral Reading Fluency Multi Year Grade Level Data Summary

	Fall % Intensive	Fall % Strategic	Fall % Benchmark	Winter % Intensive	Winter % Strategic	Winter % Benchmark	Spring % Intensive	Spring % Strategic	Spring % Benchmark	Spring Mean Scores	Spring Mean Change in %
Year											
Grade K											
K-ISF											
K-PSF											
K-NWF											
Year											
K-ISF											
K-PSF											
K-NWF											
Grade 1											
Year											
1-PSF											
1-NWF											
1-ORF											
Year											
1-PSF											
1-NWF											
1-ORF											
Grade 2											
Year											
2 ORF											
Grade 3											

Find a way to look at the big picture.

Multi – Tiered Literacy Continuum Grade _____

Reading Instruction, Assessments, Intervention & Professional Development

		ALL Teachers	ALL Students				SOME/FEW Students			
Literacy Component	Core Program	Professional Development	Assessment Checkpoints			Assessment			Interventions	
		Teacher Training & Resources	District Benchmark	Fall	Winter	Spring	Diagnostic Options	Progress Monitoring	Tier II	Tier III
PROGRAM	List Test Name		List Benchmark Score	List Benchmark Score	List Benchmark Score	List Tests			List Tests	
	Oral Language									
	Phonemic Awareness									
	Phonics									
	Fluency									
	Vocabulary									
	Comprehension									
	Writing									

Continue to Refine
Multi-tiered Literacy Continuum

Adapted from template designed by RtI Core Team, Barrington RI

Targeted Coaching Guide

Based On Percentage Of Students Meeting CBM ORF Benchmarks
Year _____ Grade _____

	FALL ORF	WINTER ORF	SPRING ORF
EXCEEDING BENCHMARKS 80-100%	MILLER 80%	MILLER 80%	MILLER 85
BENCHMARK 75 -80%		JONES 75	PIRRI 76
TOTAL BENCHMARK	1	2	4
STRATEGIC 50-74 %	JONES 67 BURNS 64 LAND 60 CARUSI 60 CARR 57 MCMANUS53 SMITH 53 LOFT52 MAX 50 HOOK 50	RICH 71 SMITH 71 MAX 67 NOLETTE 66 HOOK 65 CARUSI 62 CARR 60 LAND 60 LOFT57 HAYNES 55 BURNS 53 PIRRI 50 MCMANUS50	HAYNES 72 CARUSI 71 LOFT70 RICH 70 SMITH 63 NOLETTE 60 BURN 60 LAND 60 JONES 59 MCMANUS50 CARR 50
TOTAL STRATEGIC	8	11	6
INTENSIVE BELOW 50%	NOLETTE 45 HAYNES 39 TRACEY 33 RICH 32 PIRRI 32 FIFE 30 LARKING 12 KERBY 11 PHILLIPS 0		PHILLIPS 0
TOTAL INTENSIVE	9	5	7

Study Trends – Develop Coaching Strategies

Progress Monitoring Caseload Organizer

Probe Numbers	Fall	(Check one)											
SUBTEST		Monthly	Bi-weekly	October		November		December		January		February	
				(date)	(date)	(date)	(date)	(date)	(date)	(date)	(date)	(date)	(date)
(names) (grade)													

Use a Progress Monitoring Protocol

**Four Part Explicit Lesson Plan
Differentiating Instruction for Small Groups**

Part 1: Phonemic Awareness Warm-up and/or Phonics

Instructional Goal: To increase phonemic awareness by isolating and manipulating sounds. To increase fluency at the sub-word and word level by increasing automatic recognition of the graphemes and corresponding phonemes.

Part 2. Word Reading/Vocabulary

Instructional Goal: Fluency at the word level by increasing automatic recognition of orthographic patterns in regular words and automatic recognition of irregular words. Intensive Students will focus on word identification and fluency at the word level.

Part 3. Word and Sentence Dictation

Instructional Goal: To assess mastery of skill in order to plan targeted re-teaching for students in need of additional instruction, practice and or support.

Part 4. Reading of Connected Text

Instructional Goal: To integrate skills and build fluency with connected text.

Develop a Consistent Explicit Lesson Plan

Digging Deeper: School-wide Level Coaching Plan

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Kindergarten	Grade 1	Grade 2	Grade 3	
8:00-12:00	Coaching in the Classroom	Coaching in the Classroom	Coaching in the Classroom	Coaching in the Classroom	Coaching in Classroom (Follow-up day)
	Teacher: Mr. McMillan Mr. Dan Mr. Stappan	Teacher: Mr. Evans Mr. DeCham Mr. Chan	Teacher: Mr. Nelson Mr. Rasmussen Mr. Nelson	Teacher: Mr. Hendricks Mr. Lane Mr. Cox	Pre-Post Conference
	Focus	Focus:	Focus:	Focus:	
	Fidelity to Core	Fidelity to Core	Fidelity to Core	Fidelity to Core	Make-up sessions with teachers
	Pre-Teacher-Teach in small groups	Pre-Teacher-Teach in small groups	Explicit & Systematic small group instruction	Explicit & Systematic small group instruction	
12:00-1:00	Lunch				
1:00-1:30	Planning				
1:30-2:00	Feedback Time Leadership responsibilities, conferences with teachers, planning for professional development				
2:00-3:00	Grade Level Meetings				

Develop a Coaching Schedule

Assess Effectiveness of Instruction

Classroom Grouping Chart

GRADE 3 Fall Time:	Intensive (Tier 3) Strategic (Tier 2) Benchmark (Tier 1)	Interv. Teacher Name	Assessment Criteria/Range Or Placement Test	Instructional Focus Priority Skills to be Targeted	Interv. Program	Progress Monitoring Tools	Review Date and Evaluation Notes
Skills Grouping							
Group:	Isaiah, Jordan, Bianca, Eliezer, Rafael, Sasha, Louise,	Mr. A	High Strategic ORF= 65-77 AR= 0-3	Focus on Fluency	RN	ORF 2x pm	
Group:	<p>PM Review date: October 30, 2008: Strategic support for this group is effective</p>						
Group:	<p>Student progress in this group was excellent as three students moved to benchmark and two students are on track to reach benchmark. Louise continues to struggle but the team concludes this was due to the high number of absences. The principal will contact the parents.</p>						
Group:	<p></p>						

Year	Very Fine Public Schools – Summary of Effectiveness		
Step Grade: Semester	Effectiveness of <u>Core</u> Curriculum and Instruction	Effectiveness of <u>Supplemental</u> Support	Effectiveness of <u>Intensive</u> Interventions
<i>School A</i>			
K First Semester	Relative Strength	Needs Support	Needs Support
K-Second Semester	Strength	Needs Support	Strength
<i>School B</i>			
K First Semester	Relative Strength	Needs Support	Needs Support
K-Second Semester	Strength	Strength	Strength
<i>School C</i>			
K First Semester	Need Support	Needs Support	NA (no intensive students)
K-Second Semester	Strength	Relative Strength	NA (no intensive student mid year)
<i>School D</i>			
K First Semester	Relative Strength	Needs Substantial Support	Strength
K-Second Semester	Strength	Strength	Strength

Review Effectiveness
of Instruction

Making It Real: Digging Deeper

Assessment	Start	End	Start	End
Code	Code	Code	Code	Code
Intermediate (2010-2011)				
101	LN	LN	1	1
102	LN	LN	1	1
103	LN	LN	1	1
104	LN	LN	1	1
105	LN	LN	1	1
106	LN	LN	1	1
107	LN	LN	1	1
108	LN	LN	1	1
109	LN	LN	1	1
110	LN	LN	1	1
111	LN	LN	1	1
112	LN	LN	1	1
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193	LN	LN	1	1
194	LN	LN	1	1
195	LN	LN	1	1
196	LN	LN	1	1
197	LN	LN	1	1
198	LN	LN	1	1
199	LN	LN	1	1
200	LN	LN	1	1

Assessment	Start	End	Start	End
Code	Code	Code	Code	Code
Intermediate (2010-2011)				
101	LN	LN	1	1
102	LN	LN	1	1
103	LN	LN	1	1
104	LN	LN	1	1
105	LN	LN	1	1
106	LN	LN	1	1
107	LN	LN	1	1
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163	LN	LN	1	1
164	LN	LN	1	1
165	LN	LN	1	1
166	LN	LN	1	1
167	LN	LN	1	1
168	LN	LN	1	1
169	LN	LN	1	1
170	LN	LN	1	1
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172	LN	LN	1	1
173	LN	LN	1	1
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185	LN	LN	1	1
186	LN	LN	1	1
187	LN	LN	1	1
188	LN	LN	1	1
189	LN	LN	1	1
190	LN	LN	1	1
191	LN	LN	1	1
192	LN	LN	1	1
193	LN	LN	1	1
194	LN	LN	1	1
195	LN	LN	1	1
196	LN	LN	1	1
197	LN	LN	1	1
198	LN	LN	1	1
199	LN	LN	1	1
200	LN	LN	1	1

Review Relationship
Between Assessments

• OEF - Out-Of-Fielding Flurry Count

Agenda:

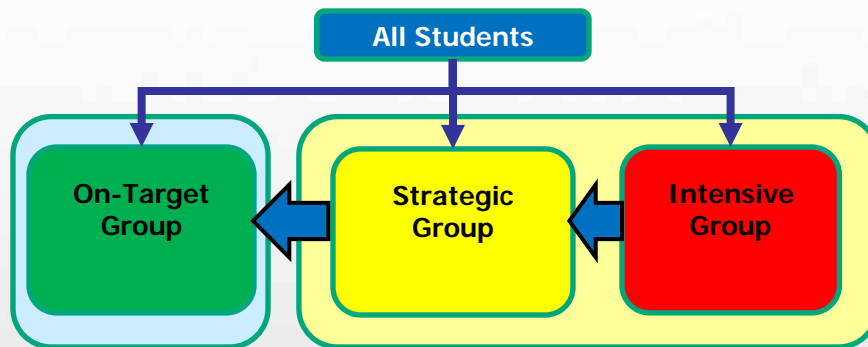
- Driving District Literacy Excellence: Learnings
- A Case Study: Success in RI's Jonesfield District
- Making it Real: From Plan Through Instruction to Results
- Recommendations

Effective Methodology has helped:

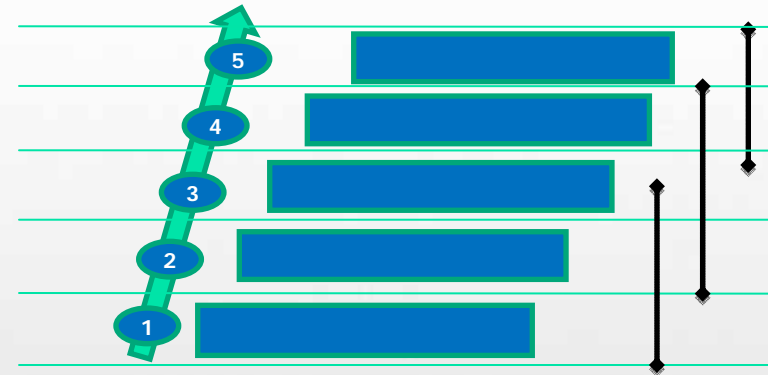
- 82,728 students to read and 9,371 teachers in 214 schools to teach reading
- Within 46 schools/school districts
- 3 Partners - Centers of Excellence (COEs) – CA, RI, GA

Vital Learnings: Keys to Excellence

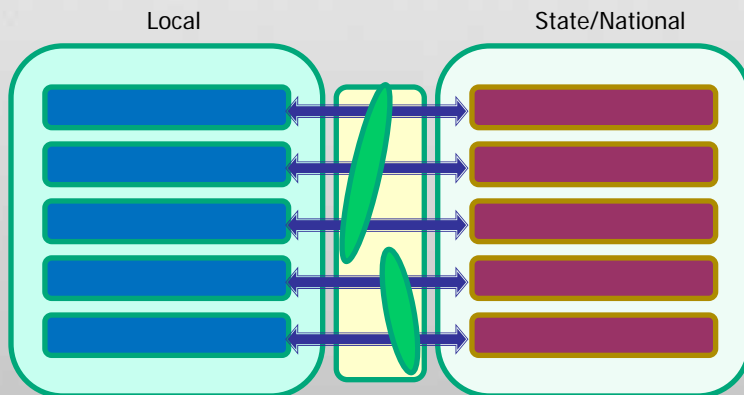
Effective Methods: Student Segmentation



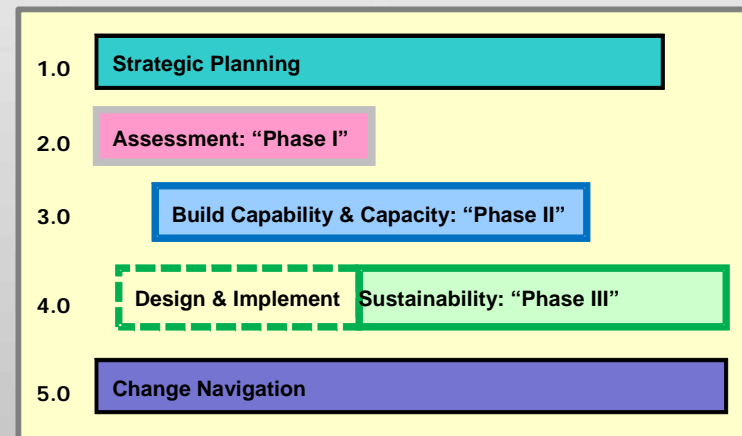
School Change Mastery Scale



School Change Learning Network



Effective Methods: Multi-Year School Change Processes



Success requires effective methodologies to enable school literacy change.

Today's Outcomes

- Review a District/School-wide process that helps literacy leaders effectively implement data-based instructional leadership.
- Link leadership procedures, structures, and routines used by effective districts and schools to professional development activities.





“We are not
where we want
to be,
We are not
where we are
going to be,
But we are not
where we were.”

Rosa Parks