



Leadership Series



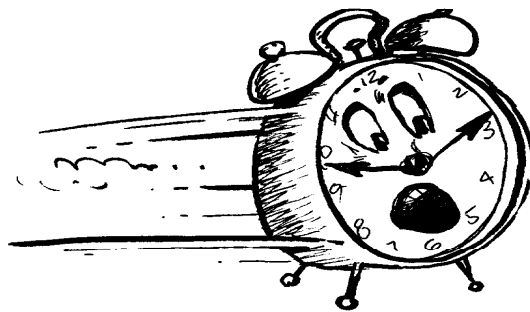
Cohort 1, 2 & Pilot Schools
June 8, 2016

*“America’s future walks
through the doors of our
schools everyday.”*

-Mary Jean LeTendre



Leadership for Literacy Agenda

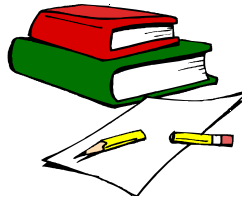




Expected Outcomes for Today



1. Leadership Panel-Highlighting Best Practices in Pilot and Alliance District Schools
2. Building Literacy Plan and Activity Timeline for SY16-17
3. Project Survey



Materials

HILL Website

- Login in to www.HILLforLiteracy.org
- Click on Access Materials
- Download appropriate monthly packets



Literacy Planning

Begin Planning for SY16-17 based on what has been achieved in SY14-16



Priority Goals

1. Implement leadership routines and systems necessary to institute evidence-based literacy practices with in a tiered instructional model and build capacity to ensure sustainability of the school-wide literacy model.
2. Implement leadership routines and systems necessary to institute evidence-based literacy practices with in a tiered instructional model and build capacity to ensure sustainability of the school-wide literacy model.
3. Create a consistent knowledge base and common language among teachers that is based on the overview of reading, current reading research and evidence-based practices in reading instruction.
4. To establish a framework and process for using scientifically-based dynamic assessments at the district, school, grade, classroom and individual student levels
5. Develop and implement a school-home/family model to support student academic growth at both school and home



Priority Goal 1: Worksheet



Priority Goal #1: *Implement leadership routines and systems necessary to institute evidence-based literacy practices with in a tiered instructional model and build capacity to ensure sustainability of the school-wide literacy model.*

Activities:

Facilitate monthly school leadership team meetings utilizing agendas and tools shared at AD Coaches meetings and retreats.

Build a cohesive and consistent knowledge base among the leadership team members

Facilitate grade level team meetings 1x per month focused on the delivery of instruction in whole group and small group instructional blocks

Implement intervention team meetings 1x per month to focus on instruction, reviewing of student data to confirm effectiveness of current intervention programs and to determine decision rules to move students in and out of tiers of instruction.

Institute Coach-Principal meetings 2x per month to focus on implementing walkthrough tools to provide support and feedback on instruction.

Institute a coaching model that supports the release of responsibility from the external coach to the internal coach and promotes peer-coaching:

- Internal coaches attend CK3LI Coaches meetings 1x per month
- Internal and external coaches facilitate all PD sessions, all meetings together (grade (data & implementation, leadership)
- Internal and external coaches provide in classroom support to teachers
- Institute peer coaching (fish bowls or teachers observing teachers)

Develop or refine master schedules to create staggered academic blocks for small group instruction and intervention to maximize the use of people resources

Develop and Implement observation/walkthrough tools to collect implementation data on whole, small group and intervention instruction.

Facilitate district leadership meetings 4-5x per year to review school level data, share activities implemented within the initiative and to link those activities to district literacy efforts.

Implement walkthroughs and encourage participation of district level leaders in PD sessions, grade level data meetings and school literacy leadership team meetings.



Priority Goal 2 Worksheet



Priority Goal #2: *To effectively use core, supplemental and intervention curricula in a multi-tiered instructional model at each grade level (K-5).*

Activities:

Implement the research-based programs during Tier 1 /core reading instruction block

Conduct workshops and/or grade level team meetings so teachers understand and can effectively use components of the Tier 1/core reading instruction

Model and coach teachers in the effective implementation of the core program (RS, RP, publisher)

Identify the supplemental and intervention curricula to differentiate Tier 1 or in Tier 2/Tier 3

Implement the supplemental and intervention curricula





Conduct workshops and/or grade level team meetings so teachers understand and can effectively use the supplemental, and intervention curricula





Model and coach teachers in the effective implementation of the supplemental and intervention curricula across the tiers of instruction





Integrate information into Tiered-instructional Curriculum Chart, disseminate to staff, review and refine





Assess progress and refine this goal on the school literacy plan for next school year.

Priority Goal #2:
Based on implementation during the current school, what activities will be the focus of next year?

	 	<h2 style="color: #0070C0;">Priority Goal 3 Worksheet</h2>
		
<p>Priority #3: <i>Create a consistent knowledge base and common language among teachers that is based on the overview of reading, current reading research and evidence-based practices in reading instruction.</i></p>		
<p>Activities: Conduct trainings for teachers and staff on the reading process, research-based practices on the components of literacy (PA, Phonics, Vocabulary, Fluency, Comprehension, and Writing). Conduct workshops and implementation meetings focused on the principles of effective instruction and student engagement. Conduct train the trainer workshops for internal and one lead teacher on the CK3LI-Literacy How Modules to be delivered in each school building on workshops delivered in future years. Provide in-class coaching and support to link information from the workshops to classroom practice.</p>		
<p>Priority #3 Based on the professional development conducted this year and the level of transfer of that knowledge to classroom practice, what is the focus of PD for next year?</p>		

	 	<h2 style="color: #0070C0;">Priority Goal 4 Worksheet</h2>
		
<p>Priority #4: <i>To establish a framework and process for using scientifically-based dynamic assessments to make instructional decisions at the district, school, grade, classroom and individual student levels</i></p>		
<p>Activities Develop an assessment framework that includes assessments that measure all components of literacy Provide training on administering and scoring the literacy assessments and use of data system that manages the data Ensure there is a progress monitoring plan that includes the specifics about which students will be progress monitored and by whom. Create or further refine a system for conducting grade level data meetings 5x per year Ensure that school level data is reviewed at least 3 time per year to make decisions about resource allocations Assess progress and refine Priority #4 goals and activities in the literacy plan for following school year</p>		
<p>Priority #4: Based on implementation during the current school, what assessment activities will the school be focusing on next year?</p>		

   	<h2>Priority Goal 5 Worksheet</h2>
<p>Priority Goal #5: <i>Develop and implement a school-home/family model to support student academic growth at both school and home</i></p>	
<p>Activities:</p> <ul style="list-style-type: none">Establish protocols for communication with home/family regarding student progressDesign practice literacy activities to be completed at home to support classroom practicesPlan and deliver information/training sessions for parentsCollaborate with the Commission on Children to implement family literacy nights 3x per year utilizing the COC literacy content and linking to school-based literacy practicesEstablish protocols for communication with home/family regarding student progressDesign practice literacy activities to be completed at home to support classroom practicesCollaborate with technology trainers to deliver information/training sessions for parents to access literacy activities and instruction via web-based programs at home.	
<p>Priority Goal #5: Based on implementation during the current school, what home/family activities will be the focus of next year?</p>	

   	<h2>Group Work</h2>
<ul style="list-style-type: none">• Develop 1-3 action steps for each priority goal<ul style="list-style-type: none">– Leadership– Tiered Instruction– Professional Development– Assessment– Parent Engagement• Add action steps to literacy plan template• Be prepared to share with whole group	



SLP Example

Strategic Literacy Plan DRAFT.....DRAFT.....DRAFT.....

District/School Name:	Somewhere School District		
Grades:	K-8		
Date Developed:	10/18/12	SY:	2012-2013
Dates Reviewed:			

PRIORITY GOAL 1: Implement leadership routines and systems necessary to institute evidence-based literacy practices with in a tiered instructional model and build capacity to ensure sustainability of the school-wide literacy model

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
1.1	Establish a leadership team to develop a literacy plan and to provide oversight of the implementation of the literacy plan.	Representation from each school (teachers)	Sept 2012	Ongoing	Calendar District Data Assessment Framework Tiered Instructional Continuum RTI-manual?	On-going District leadership structures
1.2	Create a school-based leadership team to oversee school-based activities	Principal School-based literacy coach	Jan 2013	Jan 2013		
1.3	Build a cohesive and consistent knowledge base among the leadership team members.	Reading Institute/HILL District Leaders	Sept 2012	Dec 2012 or on-going		
1.5	Increase grade level communication between the four campuses.	Administration (Regional Office) through Professional Development	Fall 2013	On-going	Communication system On-going meetings District-wide	PD opportunities and collaborative meetings across campuses



SLP Template

School Literacy Plan

District/School Name:			
Grades:			
Date Developed:		SY:	
Dates Reviewed:			

PRIORITY GOAL 1:

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES NEEDED	APPRAISAL/OUTCOME
1.1						
1.2						
1.3						
1.4						

PRIORITY GOAL 2:

	ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES	APPRAISAL/OUTCOME
2.1						
2.2						
2.3						



Implementing the Plan

Activity Timeline
2013-2014

Date	Time/Hours	Activity/Topic	Materials Needed	Facilitator	Attendees	Goal
8/14	9-2	Literacy Leadership Team Retreat	Calendars Schedules School Literacy Plan Activity Timeline	CK3LI Leadership Team	Literacy Team	1
8/15-8/16	8:30-3:00	Summer Teacher Training	TE Training Materials Guide on the Side ECRI templates	Pearson HILL	Teachers	2, 3
9/5 & 9/6	8:30-3:30	Make-Up Teacher Training	TE Training Materials	Pearson	Teachers SPED Interventionists	2
Week of 9/12		Disseminate Testing memos	Testing Memo	Coach	Teachers ES, SPED	4
9/12	9:00-grade 3 9:50-grade 2 12:10-grade 1 1:00-K	Grade Level Implementation Meetings	Reading Street – set up and distribute materials	Katie	Grade Level Teams	2
9/12	2:00-3:30	Literacy Leadership Team Meeting	Activity Timeline CK3LI SLP Distribution of People Resources	Coaches	Team	1
9/26	1:30-3:30	Early Release - Small Group PD	Reading Street Alternate Small Group Plans ECRI Templates Norris Small Groups	Coaches Cathie Callanan	All Teachers	2
9/16-9/27		DIBELS Next Testing	Testing Materials Data Entry Forms Stopwatches	Interventionists		4
9/16-9/27		Reading Street Baseline test (grades 2 and 3), WRMT testing	Testing Materials	Interventionists		4
9/5-9/19		DRA Testine		Teachers		4
10/1	9:00	District Meeting	CK3LI SLP Activity Timeline	Darci & Mike	District Leaders	1
10/4		Data Entry Due Date	Data System	Coaches		4
Week of 10/7		Data meeting Prep	Data Meeting Docs LCD Screen	Coaches	School-based data leaders	2,4



Building an Activity Timeline

- Backward planning approach
- Literacy Leadership Team Meetings
- Assessment:
 - Testing Windows (BOY, MOY, EOY)
 - Schedule Data Meetings (BOY, PM, MOY, PM, EOY)
 - District Data Review (BOY, MOY and EOY)



Building an Activity Timeline

- Professional Development Time
 - Early release or full days devoted to literacy
- Parent Engagement Activities
- Implementation Meetings:
 - Follow-up meeting to data meetings focused on instruction
 - Monthly grade level implementation meeting focused on instruction within the tiered instruction
 - Monthly interventionists meetings focused on tiered instruction (primarily tier 2 and tier 3)



Activity Timeline

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2013-2014

Date	Time/Hours	Activity/Topic	Materials Needed	Facilitator	Attendees	Goal
8/14	9-2	Literacy Leadership Team Retreat	Calendars Schedules School Literacy Plan Activity Timeline	CK,LLJ Leadership Team	Literacy Team	6-7
8/15-8/16	8:50-3:00	Summer Teacher Training	TE Training Materials Guide on the Side ECRI templates	Pearson HILL	Teachers	5
Week of 9/12		Disseminate Testing memo	Testing Memo	Coach	Teachers ES, SPED	2
9/12	9:00-grade 3 9:50-grade 2 12:10-grade 1 1:00-K	Grade Level Implementation Meetings	Reading Street – set up and distribute materials	Katie	Grade Level Teams	2
9/12	2:00-3:30	Literacy Leadership Team Meeting	Activity Timeline SLP Distribution of People Resources	Coaches	Team	6-7
9/26	1:30-3:30	Early Release - Small Group PD	Reading Street Alternate Small Group Plans ECRI Templates Norris Small Groups	Coaches Cubie Callanan	All Teachers	5
9/16-9/27		DBELS Next Testing	Testing Materials Data Entry Forms Stipend	Interventionists		2
9/16-9/27		Reading Street Baseline test (grades 2 and 3)	Testing Materials	Interventionists		2
9/5-9/10		SAT 10 Testing		Teachers		2
10/1		Data Entry Due Date	Data System	Coaches		2
Week of 10/7		Data meeting Prep	Data Meeting Docs LCD-Screen Data Reports Workbook	Coaches	School-based data leaders	3
10/8	1:00-3:00	Pre Data Meeting	Completed Data Workbooks DBS Reports	Katie	Interventionists	3
10/10	8:30-2:00	Grade Level Data Meetings	Data Meeting Docs	Katie	Grade Level Teams	3



Next Steps

- Complete Literacy Plan Worksheets during leadership team meetings
- Email completed worksheets, school literacy plan, and timelines to cindy@hillforliteracy.org



Evaluation

- Feedback Survey Link:
<http://bit.ly/CK3LIJune16>



*“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