Creating a Culture of Literacy
National Reading Recovery & K-6 Literacy

Goals for the Presentation

- Share the journey of one school as they incorporate a district and school-wide vision of literacy.
“Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.”

Atul Gawande, *Better: A Surgeon’s Notes on Performance*

“Reading has always been about change. We change the world when we teach a child to read.”

Don Leu

“Quantum improvements in learning outcomes can only occur within the context of a fully implemented, comprehensive, whole-school design approach to early literacy that has both system-wide and school-wide commitment and coordination.”

Hill & Crevola
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Our Vision

- A seamless literacy program for all students that reflects:
  - District Vision
  - School Vision

Our Vision

Balanced Literacy Curriculum
High Standards
Lab Classrooms
Accountability
Professional Development
Coaching and Mentoring
Early Intervention
Comprehensive Literacy Program

This document is intended for use by teachers and administrators to create a seamless literacy program for all students that reflects the district and school visions. The program includes balanced literacy curriculum, high standards, lab classrooms, accountability, professional development, coaching and mentoring, and early intervention. Comprehensive literacy is emphasized, focusing on professional development and coaching to support literacy growth. The program is designed to ensure that all students have access to high-quality literacy instruction and support.
Spotlighting

- Sharing the knowledge
- Advocating for effective programs and instruction
- Recognizing schools achieving high results

Includes:
- School visits
- Presentations
- Research articles
- News releases

Principal Professional Development

- Layers of Professional Development
  - Explicit professional development in literacy components
  - School visits/walk-throughs with Literacy Coordinator
  - Summer Administration Academy
  - PLC’s - Read, Write, Lead
  - Professional Development Calendar
  - Aligns district and school goals

“The only thing we know for certain that positively affects and sustains student achievement is the highly knowledgeable and effective teacher. Better yet is the highly effective teacher who is supported by strong leadership and a collaborative school culture.”

Regie Routman, 2012
Creating a Culture of Literacy
Using the Comprehensive Literacy Model

Demographics

- 225 Students K-5
- 65% Economically Disadvantaged (SAGE)
- 3% Limited English Proficient
- 10% Students with Disabilities
- 29% Minority

Why our journey began...

- School-wide look at student data
- Staff turnover
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Seamless Literacy Program K-5

Common Rubrics and Assessments
- K-5 Assessment Grid
- K-5 Reading Response Rubrics
- K-5 Writing Rubrics aligned with CCSS

Seamless Literacy Program
- Common Vocabulary for Learning
- Workshop Model (reading, writing, math)
- Common structures such as Daily 5, CAFÉ, Morning Meeting, Friday Celebrations

Future Plans:
- Content Workshop
- Language Workshop

Workshop Structure
- Mini-Lesson
- Guided Practice
  - Guided reading
  - Guided writing
  - Strategy groups
  - Intervention groups
- Independent Practice
  - Daily 5
  - Math games/centers
  - EDM Journal Work
- Sharing
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Workshop Comparison

Grade 1
- Mini lessons: Focusing on meaning (comprehension), structure and visual cues in text
- Author/genre studies
- Mostly guided reading
- Some literature discussion
- Daily 5 structure

Grade 4
- Mini lessons: Focusing on comprehension strategies, fluency, and expanding vocabulary
- Author/genre studies
- Mostly strategy groups with some guided reading
- Some literature discussion
- Daily 5 structure & CAFE model

Schedules

First Grade
- 8:00-8:25 Morning Meeting
- 8:25-10:30 Reading Workshop
- 10:30-11:15 Writing Workshop
- 11:20-12:15 Lunch & Recess
- 12:15-1:05 Specials *3 days per wk
- 1:05-2:20 Math Workshop
- 2:20-2:45 Content Workshop

Fourth Grade
- 8:00-8:25 Morning Meeting
- 8:25-9:15 Math Workshop
- 9:15-9:55 Specials 3 days per wk
- 10:05-10:30 Math Workshop
- 10:30-10:50 Author Study/Genre Study
- 10:50-12:00 Lunch & Recess
- 12:00-12:40 Writing Workshop
- 12:40-1:55 Reading Workshop
- 1:55-2:40 Content Workshop

Seamless Literacy Program

- Writing across curriculum on display in halls
- Print-rich environment
Seamless Literacy Program

- Wee Deliver
- "Drag-on" Home a Good Book
- Author Studies
- Genre Studies
- Guided Reading Library
- Content Library
- Lighted School House
- Family Nights

Curriculum & Instruction

- Common Core State Standards = Learning Goals

http://sps.k12.mo.us/york/docs/ESAILDocument.pdf

Literacy

**District Resources**

- Comprehension Tool Kit (K-2 & 3-6)
- Units of Study in Writing for Opinion, Information, and Narrative Text (K-5)
- Fountas & Pinnell Phonics (K-1)
- Words Their Way (2-5)
- Word Journeys (2-5)

**Other resources**

- Linda Dorn books
- The Daily 5
- The CAFÉ Book
- Teaching Essentials
- Catching Readers Before they Fall
- Strategies that Work
- I Can Write Like That!
  …and more!
Inquiry Circles

- Example of innovative instructional approach
- Authentic reading and writing – real purpose and real audience
- Results in students taking action

Math

District Resources

- Everyday Math
- Fosnot Kits
- Add+Vantage Math Recovery

Integrated Service Delivery Model

- Special Education, ELL, & Title 1 Literacy/Math services are all provided in the classroom through integrated service delivery model
- Shared status for teachers
- Builds capacity
“Excellent teachers don’t develop full-blown at graduation; nor are they just ‘born teachers.’ Instead, teachers are always in the process of ‘becoming.’ They continually discover who they are and what they stand for, through their dialogue with peers, through ongoing and consistent study, and through deep reflection about their craft.”

Sonia Nieto, 2003

**Professional Development**

- Provides teachers with the necessary tools to ensure that every student receives quality literacy instruction
- Explicit training in literacy components
- Lab Classrooms
- Coaching and Mentoring

**Multiple Layers**

- District
- Building
- Grade level and departments
- Individual
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District Professional Development

When?
- Professional Development Days
- Early Dismissal Days
- District Literacy PD
- New Teacher Academy

What?
- Grade level and department needs
- CLM training
- AVMR training
- Standards-Based Learning training

Grade Level Professional Development

When?
- Common planning time during gym/music block

What?
- Literacy Team
- Math Team

Individual Professional Development

When?
- Specialist time
- Before/after school
- Professional Development Days

What?
- Individual coaching with Literacy or Math Resource Teachers or PBIS & Technology Coach (ITIS)
- Co-Teaching collaboration
- Workshops/Conferences
“You cannot have students as continuous learners and effective collaborators, without teachers having the same characteristics.”

Michael Fullan, 1993

“Even the best professional development may fail to create meaningful and lasting changes in teaching and learning – unless teachers engage in ongoing professional dialogue to develop a reflective school community.”

Regie Routman, 2002

Assessment

Formative
- Running records
- Word sorts
- Benchmark grids
- Anecdotal records
- AVMR assessments
- Other

Summative
- DRA2
- DSA
- PALS – K, 1, 2
- Units of Study On-Demand
- AVMR assessments
- EDM Star and Unit assessments
- Project or Product-based assessments
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Big Picture Data

- WKCE (Badger Exam)
- ACCESS for ELLs
- School Perceptions Survey
- School Report Card
- PALS (K, 1, 2)

Our Data

2012-13 School Report Card: 75.8
Exceeds Expectations (Range is 73-82.9)
Our level of student growth this past year in reading and math combined (78.2%) exceeded the state level by 12 ½%

The past 4 years:
- We have outperformed the state average in math
- We have outperformed the state average in reading 2 of 4 years

DRA Results:
- Spring 2013 – 75% of students meeting/exceeding
- Winter 2014 – 79% of students meeting/exceeding

Challenges:
- Mobility
- Summer regression
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Action Teams for School Improvement
Teachers and parents lead the way!

Action Team Process
- Begins with data analysis
- School goal is developed
- Create an action plan
- Evaluate progress
- Plan, do, study, act cycle

Action Team Organization

Student Achievement Sub-Committee
School Safety Sub-Committee
Partnerships Sub-Committee
PBIS Sub-Committee
Student Achievement Sub-Committee

- Best practices in curriculum and instruction
- Building teacher capacity
- Focus on student academic data
- Plans building PD

School Safety Sub-Committee

- Emergency preparedness planning
- Plans emergency drills and training
- Updates plans and kits as needed

Partnerships Sub-Committee

- Plans Family Nights focused on school goals
- Evaluates and revises parental involvement policy
- Collaborates with other organizations and businesses to achieve school goals
- Uses Joyce Epstein's model
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PBIS Sub-Committee
- Focus on student behavioral data
- Responsible for implementation of PBIS
- Plans for collaboration and training related to PBIS

Meeting Structure

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00-3:05</td>
<td>pre-meeting celebrations (and snacks!)</td>
<td>• 2B4 me</td>
</tr>
<tr>
<td>3:05-3:15</td>
<td>Whole-Team Business</td>
<td>• Food is non-negotiable</td>
</tr>
<tr>
<td>3:15-3:50</td>
<td>Sub-Committee Work</td>
<td>• No side conversations</td>
</tr>
<tr>
<td>3:50-4:00</td>
<td>Sub-Committee Sharing</td>
<td>• Respect all ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Start and end on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bring your calendar</td>
</tr>
</tbody>
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Questions?
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Caring for Kids: Oshkosh Area School District