SYSTEMS CHANGE FOR SUCCESS:
COMPREHENSIVE LITERACY AT THE CORE

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Ozark Missouri Schools
Ozark, MO

WHAT OUR FOCUS IS TODAY

If you invest your money in Reading Recovery, CIM and PCL then ensure you get dividends from your investment.

How can a leadership team establish and build fidelity?

What are the look-fors?

What tools are available?

ELLiot eIsNer ...

“Humans do not enter the world with minds, but with brains. The task of education, acculturation, and socialization is to convert brains into minds. Brains are born, and minds are made and one of the privileges of the teaching profession is to have an important part to play in the shaping of minds.”

WHAT DO YOU DO WITH A PROBLEM

BY KOBI YAMADA

DISTRICT INFORMATION

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>District</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Tiger Paw</td>
<td>(EC)</td>
<td>172</td>
</tr>
<tr>
<td>East Elementary</td>
<td>(K-5)</td>
<td>674</td>
</tr>
<tr>
<td>North Elementary</td>
<td>(K-5)</td>
<td>636</td>
</tr>
<tr>
<td>South Elementary</td>
<td>(K-5)</td>
<td>653</td>
</tr>
<tr>
<td>West Elementary</td>
<td>(K-5)</td>
<td>656</td>
</tr>
<tr>
<td>Middle</td>
<td>(6-7)</td>
<td>940</td>
</tr>
<tr>
<td>Jr. High School</td>
<td>(8-9)</td>
<td>854</td>
</tr>
<tr>
<td>High School</td>
<td>(10-12)</td>
<td>1313</td>
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</table>

RANDOM ACTS OF IMPROVEMENT

From Victoria L. Bernhardt: Data Analysis for Comprehensive Schoolwide Improvement
FOCUSED ACTS OF IMPROVEMENT

From Victoria L. Bernhardt: Data Analysis for Comprehensive Schoolwide Improvement

Mission
Vision
Values
Goals

From Victoria L. Bernhardt: Data Analysis for Comprehensive Schoolwide Improvement

PLC
Prof. Learning Community
Collaboration, Common Assessments
What Do We Expect Students to Learn
How Will We Know When They Have Learned It?
How Will We Respond If They Don’t Learn It?
How Will We Respond When They Already Know It?

Positive Behavior System
RTI
Response to Intervention

Ozark R-V7
School District
Student Dedicated Every Day, Student Driven in Every Way

We believe every student should be prepared for success in the path they choose to pursue.
We believe every student needs to achieve success through both independence and collaboration.
We believe in different methods of instruction because students learn in different ways.
We believe every student, regardless of individual challenges, is able to learn in a safe and equitable learning environment.
We believe all components play a vital role in the growth and sustainability of our Ozark community.

Student
Collaboration
Communication
Data

PARTNERSHIPS IN COMPREHENSIVE LITERACY

It is a journey and not a destination.
It is about removing silos.

A VINTAGE SITE.....WHAT MUST WE CONSIDER......

How do you educate superintendents and asst. superintendents about your work? Helpful if you can influence the hiring of the superintendent and asst. superintendent. Continue to educate your teachers. Fidelity sometimes becomes an issue. Consider how you can continue to build the expectations. How we support at the build level. Principals/teachers How we must continue to establish the common language

THE CHALLENGE IS......

Not implementing rather holding to the fidelity.

FIDELITY IS ENSURING YOU HAVE A WISE INVESTMENT.

What does this mean for a district or school that implements these educational innovations?
* Students learn well.
* Consistency
* Impact on teaching practices

Short term – versus long term
* Short term
* Long term – Look at the number of students receiving services for learning disabilities.

WHAT IS YOUR ROLE?

Central office administrator
Building administrator
Reading Recovery teacher
Reading Recovery teacher leader
Reading Recovery trainer
Classroom teacher
Special education teacher
The learner

WHERE DO WE BEGIN?

Begin with..... the end in mind!!!!
MAKE CONNECTIONS.......
THE INVESTMENT

Reading Recovery®
Comprehensive Intervention Model
Partnerships in Comprehensive Literacy

WHAT ARE YOUR CHALLENGES?

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CHALLENGES

• Change in staff all levels
• Reorganization of schools
• Common understandings/theories
• Common language
• Common priorities
• Level of training around literacy
• Requirements – sped – classroom
• Sense of urgency
• Growth mindset
• Many wants and limited monies

SO……

If we are not “getting the intended results” what should we do?

READING RECOVERY IS FOUNDATIONAL TO OUR WORK

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READING RECOVERY IS FOUNDATIONAL TO OUR WORK

We must ensure that we implement as intended if we get the results.
STOP FOR A MOMENT AND REFLECT

How do your interventions align with your classroom?

What is your evidence?

What evidence do you have for acceleration?

WHAT DOES THE RESEARCH TELL US…….

SO…..

Do we have a common commitment and understanding?
Do we have high expectations? Do you layer? Do you build an environment for acceleration?
Do we have a culture of teaching and learning that focuses on problem solving in a team approach?

SO ARE YOU GETTING THE RESULTS YOU WANT…..

“Don’t throw the baby out with the “bathwater”!

READING RECOVERY

High Expectations
  What do we believe about how students learn?
  Look at the individual child
Teacher Language
  Impact the thinking
Culture for teaching and learning

TOOLS AND RESOURCES TO SUPPORT FIDELITY: READING RECOVERY

Tools
  • Standards and Guidelines (RRCNA)
  • Literacy Lessons Part One and Two
  • Principal’s Guide (RRCNA)
  • Professional Development

Resources
  • Reading Recovery Teacher Leader
  • Reading Recovery Trainer (university based)
  • Site Coordinator
  • District Leadership Team
  • Building Level Administrator
  • Classroom teacher
STANDARDS AND GUIDELINES OF READING RECOVERY

We can’t pick and choose what we like and ignore those that we don’t like.

TOOLS TO SUPPORT FIDELITY: READING RECOVERY

Data Sources:
- Discontinuation Rates
- School /District Reports (TL)
- Graphs
- Lesson Planning
- Observation
- Alignment = lesson – focus – running records – anecdotal notes
- Lesson Plans and Student Records
- Collaboration – consistent with classroom teacher

READING RECOVERY DATA
OZARK MISSOURI

<table>
<thead>
<tr>
<th>Year</th>
<th>All Student served</th>
<th>Student with full program discontinued</th>
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<tbody>
<tr>
<td>2015-2016</td>
<td>64%</td>
<td>89%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>76%</td>
<td>90%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>56%</td>
<td>67%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>53%</td>
<td>65%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>59%</td>
<td>70%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>40%</td>
<td>54%</td>
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INTERVENTIONS TIER 2 AND 3

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 3</th>
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<tbody>
<tr>
<td>Small Group Instruction (3-5 students) Guided Reading Plus, Assisted Writing Groups, Comprehension Focus Groups</td>
<td>Reading Recovery – Grade 1 1-1 daily instruction 12-20 weeks Lessons designed for the individual student</td>
</tr>
<tr>
<td>K-3</td>
<td>Small Group Instruction (2-3 students) Grades 1-3</td>
</tr>
<tr>
<td>Aligns with classroom instruction</td>
<td>Aligns with classroom instruction</td>
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**WHAT DID ALEXXIS DATA SHOW?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total SWD</th>
<th>LD</th>
<th>% LD (Incidence Rate)</th>
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<tbody>
<tr>
<td>2016</td>
<td>508</td>
<td>128</td>
<td>2.38 (9.29)</td>
</tr>
<tr>
<td>2015</td>
<td>494</td>
<td>109</td>
<td>2.02 (9.17)</td>
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<tr>
<td>2014</td>
<td>466</td>
<td>107</td>
<td>2.00 (8.69)</td>
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<tr>
<td>2013</td>
<td>463</td>
<td>113</td>
<td>2.10 (8.69)</td>
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<tr>
<td>2012</td>
<td>462</td>
<td>112</td>
<td>2.10 (8.67)</td>
</tr>
<tr>
<td>2011</td>
<td>471</td>
<td>122</td>
<td>2.24 (8.67)</td>
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<tr>
<td>2010</td>
<td>494</td>
<td>138</td>
<td>2.56 (9.18)</td>
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<tr>
<td>2009</td>
<td>543</td>
<td>174</td>
<td>3.30 (10.3)</td>
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<td>2008</td>
<td>616</td>
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<td>2007</td>
<td>677</td>
<td>233</td>
<td>4.59 (13.3)</td>
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<td>2006</td>
<td>702</td>
<td>253</td>
<td>5.16 (14.4)</td>
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<tr>
<td>2005</td>
<td>639</td>
<td>238</td>
<td>5.14 (13.8)</td>
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**TOOLS TO SUPPORT FIDELITY: COMPREHENSIVE INTERVENTION MODEL (CIM)**

- Interventions That Work
- Other Dorn books and videos
- Professional Development

**Data Sources**
- Lesson Records / Planners
- Book Graphs
- Student work
- Anecdotal notes
- Running Records – analyzed
- Focus on the lessons – alignment
- Classroom work
TOOLS TO SUPPORT FIDELITY FOR INTERVENTIONS

Data Sources
- Discontinuation Rates
- School /District Reports (TL)
- Graphs
- Lesson Planning
- Observation
- Alignment – lesson – focus – running records – anecdotal notes
- Lesson Plans and Student Records
- Collaboration – consistent with classroom teacher

INTERVENTIONS

Should align with the classroom expectations
Include collaboration
Utilize same language
Acceleration should be the expectation
Short term

STOP FOR A MOMENT AND REFLECT

How do your interventions align with your classroom?
What is your evidence?
What evidence do you have for acceleration?

THE MOST IMPORTANT INTERVENTION IS AT THE UNIVERSAL OR CORE!

It is the SCHOOL intervention.

TOOLs TO SUPPORT FIDELITY: PARTNERSHIPS IN COMPREHENSIVE LITERACY (PCL)

Tools
- Standards and Guidelines
- Dorn Books and Videos
- Professional Development
- ESAIL: Environmental Tools

Resources
- PCL District Coach
- PCL Building Coach
- Site Coordinator
- Building Administrator
- District Leadership Team

CORE/UNIVERSALS AND TIER 1

<table>
<thead>
<tr>
<th>Universals</th>
<th>Tier 1</th>
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<tbody>
<tr>
<td>Language, Reading, Writing and Content Workshops</td>
<td>Aligns with classroom instruction</td>
</tr>
<tr>
<td>Whole group, small group, 1:1</td>
<td>Aligns with classroom instruction</td>
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“STRETCHING THE SCHOOL DOLLAR”
Special Education Cost per Unit
Total Staff Costs - $2,983,432
Total Students with IEP - 494
Cost per Student (“unit”) - $6039

Reading Recovery Cost per Unit
Total Staff Costs - $422,369
Total Students in RR - 240
Cost per Student (“unit”) - $1760

TOOLS TO SUPPORT FIDELITY: PARTNERSHIPS IN COMPREHENSIVE LITERACY (PCL)
Data Sources
- High Stakes Assessments
- Building Reports
- Protocols
- December Count
- Lesson Plans Aligned
- Student Data

WHY FIDELITY?
Accountability and Responsibility
- All stakeholders
Good long term investment
- Students
- Teacher
- Monetary

CORE BOOKS

ESAIL

FIDELITY COMES WITH COLLABORATION
What does this mean for a district or school that implements these educational innovations?
- Students learn well.
- Consistency
- Impact on teaching practices

Short Term – versus Long Term
- Short Term
- Long Term – Look at the number of students receiving for learning disabilities.
HOW DOES YOUR DISTRICT LOOK AT THEIR INVESTMENTS?

Do you have a systematic way to study your implementation?
Do you have fidelity?
Do you have a process that teachers can use to develop expertise and practice?

So……..consider your district….What do you do to ensure you have best practices in place?

TOOL TO LOOK AT OUR IMPLEMENTATION OF COMPREHENSIVE LITERACY….

E – Environmental
S – Scale
FOR
A – Assessing
I – Implementation
L – Levels

ESAIL : ENVIRONMENTAL SCALE FOR ASSESSING IMPLEMENTATION LEVELS

Assess a school’s level of implementation of a comprehensive literacy model.
Multiple purposes:
• Pre-assessment
• Periodic assessment
• Post assessment
• Guide /monitor schools-wide efforts

ESAIL: 10 CRITERIA

Creates a Literate Environment
Organizes the Classroom
Uses Data to Inform Instruction and Provide Research-Based Interventions
Uses a Differentiated Approach to Learning
Uses Assessment Wall for School-Wide Progress Monitoring

ESAIL - CONTINUED

Uses Literacy Coach to Support Teacher Knowledge and Reflective Practice
Builds Collaborative Learning Communities
Creates and Uses School Plans for Promoting Systemic Change
Uses Technology for Effective Communication
Advocates and Spotlights School Literacy Programs
ESAIL

It is the SCHOOL intervention.

Each criteria builds on the other.

SO....THINK ABOUT YOUR SCHOOL/DISTRICT

Take a moment and look at the criteria.....

*Where are you in the implementation?

MISSION

To develop self-regulated learners with the capacity to guide and monitor their learning and to meet the needs of the global society.

VISION

To develop self-regulated learners who meet rigorous state and national academic standards.

GOAL

To develop a seamless transition across school programs, curriculum approaches, and assessment systems where best practices in literacy instruction are implemented to create intellectual environments that make literate thinking a top priority for students.

TWO SYSTEMS INTERVENTIONS

Student level

* High quality classroom instruction with the balance of whole group and individual instruction.

Teacher level

* Collaboration around student work
* Professional Development
* Imbedded support
AND……

David Woods – Contingent Scaffolding
* Adjustable scale of help
* Teach for transfer

CONSISTENCY OF THE MESSAGE….  

Common knowledge base
Common language
Common practices
Conversation is routine.
Observations – focused on growth
Based on on-going professional development centered on same theories.

NOW TAKE A MOMENT …..

What has your professional development looked like in your schools/district?
What has been effective?
How did it impact students?

NEED FOR FIDELITY

Are we implementing a systems change model?
Is our professional development a program or a change model?

ONE DISTRICT’S LOOK AT PD……..

Professional development has become the expectation.
Professional development is not a one shot event. It is many tiered and layered.
IT IS EVOLVING…..

PROFESSIONAL DEVELOPMENT ADVISORY GROUP

Representative of teachers and administrators across the district
Part of CSIP
Use needs assessment
Intent is to ensure we perform well in the classroom
* Teacher evaluation system linked
* All teachers have a PDP – Includes data analysis/research/activities
PROFESSIONAL DEVELOPMENT WE OFFER......

- PLC – early out Fridays
- Literacy Academy
- Math Academy
- PD Academy
- Book studies
- Star Summit with (three other districts)

During the school year:
- Before school: 6:15 AM
- After school: 3:15 and 4:15
- School day

PROFESSIONAL DEVELOPMENT WE OFFER....

- Reading Recovery
- CIM
- PCL Coaches
- Literacy Intervention Year Long Class
- PCL – Year long offering
- Math Advantage
- Literacy team meetings – bi weekly
- Job embedded

LOOKING DEEPER......

Literacy Academy
- We highlight literacy learning.
- One two days
- Featured speaker/workshop leader
- Can be K-12 or may focus on a grade span
- Common focus
- Before school begins/voluntary attendance
- Half days

PD ACADEMY

Before school begins
More than literacy
Prek-12
- Operates like a conference (Lunch, Vendors, etc)
- Presentations by Ozark teachers for Ozark teachers
- Literacy coaches always present and recruit teachers to present

COMPREHENSIVE LITERACY 101

Required for teachers new to district (elementary) and others may participate

Series of classes
- Taught by PCL district coach with assistance from building coaches
- Focus around our implementation
- Year long
- After school

LITERACY INTERVENTION

- Taught by our Reading Recovery teacher leader
- Our district just recently extended for three more years
- 10-11 teachers participate
- All first grade teachers required
- Sped teachers, ESL teachers, other grade level teachers
- Meet bi-weekly
- Teachers tutor at least three times per week
- Focus: Using student data to inform instruction
- After school
CONFERENCES, INSTITUTES, ETC

We participate!
We learn!
Teams aligned to our work.

Examples:
UALR – Comprehensive Literacy Institute
Principal team

LAYERING AND FOCUSING THE PROFESSIONAL DEVELOPMENT

Observation
Coaching around common theory/knowledge base
Intensity
Support
Varied voices and perspectives
Scaffolded

LET US TALK ABOUT THE MONEY?

12 hours (2 days) in teacher contract for professional development
We pay $20 per hour for professional development participation
BEYOND 12 hours. (Career ladder monies)
Title I and Title IIA monies/district monies
Contract days (substitutes)
PLC time/team meetings – contractual day

CHANGING MINDSETS

Transition from remediation to intervention……
* Classroom teachers
* Special education teachers
* Administrators
* Even our Reading Recovery teachers and PCL coaches
* Education
* Consistent message
* Observation
* Coaching

SO CONSIDER YOUR WORK….

What are your priorities for professional development?

So where do you start…..
PROFESSIONAL DEVELOPMENT IS

an intervention.
a team effort.
growth model.
tool that builds reflection.

ARE WE WILLING......

Are we willing to ask the hard questions?
Are we willing to learn?
Are we willing to understand the other perspective?
Are we willing to invest in being a model of learning?

FOR FURTHER INFORMATION.....

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* craigcarson@mail.ozark.k12.mo.us