K-12 LITERACY MODEL: PROJECT LITERACY

Hillsboro School District Literacy Task Force

LITERACY PLAN

• What is the basis for the HSD Literacy Plan?

• What are the components of our Literacy Plan?

• How do schools develop a Literacy Plan?

WHAT IS THE BASIS FOR THE HSD PLAN

- A framework for schools to guide their school Literacy Plan based on **data-driven decision making**

- A foundation to ensure that all students in HSD have access to research-based, **effective instructional strategies** and curriculum

- A systematic model for assessment, instruction and curriculum based on **Power Standards**

- A foundation to ensure that all teachers in HSD have the **support and training** to assist them in meeting the needs of all of their students

- A menu of strategies and **interventions** for meeting the needs of all learners

COMPONENTS OF PROJECT LITERACY

L   Leadership

I   Instruction

T   Technology

E   Evaluation and Assessment

R   Response to Intervention

A   Adult Learning

C   Commitment

Y   Yearly Growth and Catch-Up Growth

In a literacy-driven environment, leadership at every level has a role in:

- Creating a culture
- Maintaining a focus
- Supporting attainment of literacy goals
- Collecting and analyzing data
- Seeking and applying current research and knowledge
- Celebrating the successes of every member in the community

LITERACY

LEADERSHIP

"The purpose of leadership is the improvement of instructional practice and performance, regardless of the role"

Elmore, R.F. (2006) "School Reform from the Inside Out"

LITERACY

PRINCIPAL LEADERSHIP

- Creates a collaborative culture that upholds the vision of every student performing at benchmark or above, and creates a team focused on literacy

- Ensures that the building's work adheres to the District literacy goals

- Dedicates resources to support literacy

- Collects and communicates data

- Stays current on research-based practices

- Celebrates literacy gains with students, staff, families, and the community

INSTRUCTIONAL COACH LEADERSHIP

- Creates compelling conversations that contribute to the collaborative culture
- Communicates District literacy goals
- Creates connections between people and resources to support literacy
- Facilitates the collection, analysis, and communication of data
- Models current research-based instructional strategies with teachers
- Celebrates success with the school community

TEACHER LEADERSHIP

- Creates a classroom culture that promotes literacy
- Employs effective teaching strategies daily that support District literacy goals
- Collaborates with colleagues to ensure consistency of literacy instruction for each and every student
- Facilitates screening, progress monitoring, diagnostics, and outcome assessments as needed per grade level, and communicates student literacy goals, gains, and needs to families and students
- Pursues professional development in research-based practices
- Celebrates student successes in the classroom and school community

DISTRICT LEADERSHIP

- Upholds, supports and communicates the vision of every student performing at benchmark or above

- Serves as a guiding force for educational decisions at every level of the District community

- Supports the principals, coaches, teachers, students and families by providing professional development, materials, communication, and resources

- Ensures that all stakeholders have access to all necessary data sets to promote student success

- Empowers staff by disseminating current research in best literacy practices

- Creates, coordinates, and communicates literacy successes throughout the District

Learning to Read

- Acquire strategies for "decoding" unfamiliar words
- Build "sight word vocabulary" of many thousands of words
- Learn to coordinate skills for fluent reading of text
- Begin extension of vocabulary beyond oral language limits
- Acquire variety of strategies for enhancing comprehension, or repairing it when it breaks down
- Develop or maintain a positive attitude about reading and view it as an important skill for learning and for pleasure

Reading to Learn

- Extend "sight vocabulary" to unfamiliar words in increasingly challenging text
- Learning meanings of thousands of new words – vocabulary expansion
- Increasingly detailed knowledge of text structures and genres
- Expansion of content knowledge in many domains
- Reading specific comprehension strategies become more complex
- Thinking and reasoning skills increase

LITERACY INSTRUCTION

The most rigorous reading research has pointed to several important reading elements, including allocating sufficient time for reading instruction, and teaching those reading elements most essential for reading in an alphabetic writing system (phonemic awareness, alphabetic principle, vocabulary, comprehension, fluency).

LITERACY INSTRUCTION
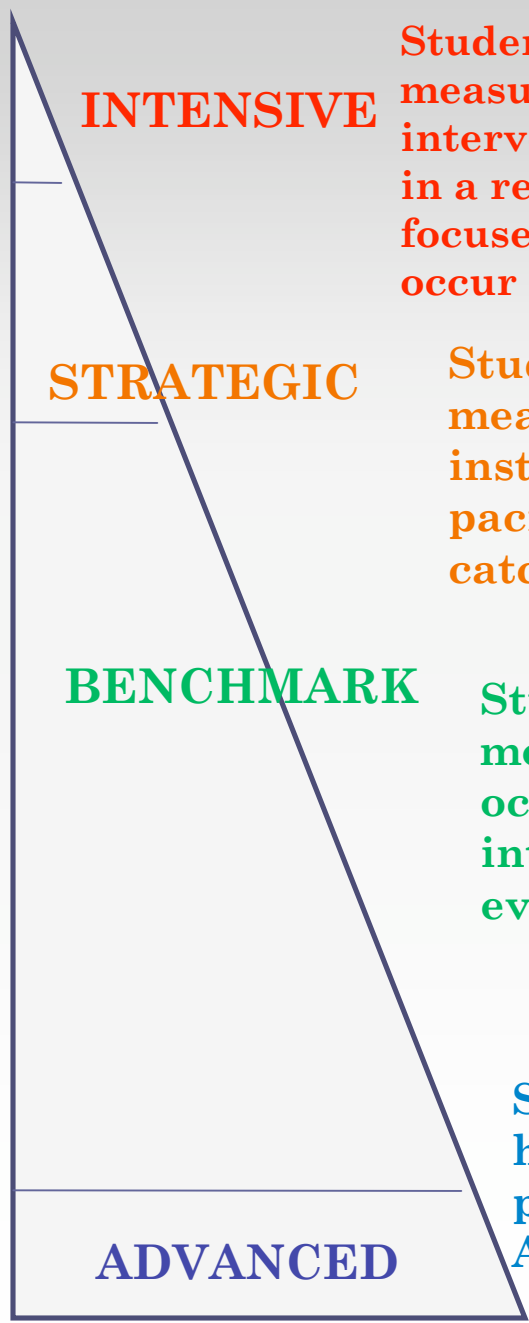
INTENSIVE

Students are significantly below benchmark targets as measured by multiple assessments. Ninety minutes of intensive intervention instruction is needed to help the student catch up in a replacement program. An additional thirty to sixty minutes focused on the area of weakness may be needed. Assessments occur every 1-2 weeks.

STRATEGIC

Students are not meeting benchmark targets as measured by multiple assessments. Ninety minutes of instruction (direct, re/pre-teaching and adjustments in pacing and complexity is needed for the student to catch up. Assessments must occur every 3-4 weeks.

BENCHMARK

Students are generally meeting benchmark targets as measured by multiple assessments. There may be an occasional need for re-teaching. Generally, no interventions are need. Assessments should occur every 6- 8 weeks.

Students consistently exceed benchmark targets and handle advanced materials. Interventions need to provide challenge, extension, and enrichment. Assessments should occur every 6-8 weeks.

ADVANCED

INTENSIVE (TIER 3) INSTRUCTION

TIME
- **Elementary:** 90 minutes a day of replacement Curriculum w/ additional 30 minutes Targeted Intervention and 60 minutes Language Arts (Writing, Grammar, Speaking and Spelling)
- **Middle School**: 90 minutes a day of replacement Curriculum Literacy Intervention
- **High School:** 90 minutes a day of replacement Curriculum Literacy Intervention

INSTRUCTION
- Replacement intervention instruction
- Accelerated literacy intervention
- Highly qualified instructor
- Fidelity of instruction
- Native language literacy support
- Smallest class size (16-18)
- Daily small groups (low teacher ratio proportionally appropriate to grade level)
- Targeting instruction to meet students' needs: phonics, fluency, vocabulary, comprehension, language and writing
- Transitional support between tiers
- Response to intervention model
- Communication with student, parents, instructional staff, and specialist
- Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice
- Multiple opportunities for practice
- 5 Mores: explicit instruction, modeling, guided practice, feedback, and time

ASSESSMENT
- Universal Screening, Progress Monitoring, Formative, and Summative

STRATEGIC (TIER 2) INSTRUCTION

TIME

- **Elementary:** 90 minutes a day of Explicit adopted Reading Curriculum w/ additional 30 minutes Supplemental Curriculum and 60 minutes Language Arts (Writing, Grammar, Speaking, and Spelling)
- **Middle School**: 60 minutes a day of adopted Language Arts Instruction with support, plus 60 minutes of Literacy Intervention
- **High School:** 2 classes: adopted Language Arts Curriculum with support, plus Literacy Intervention

INSTRUCTION

- Enhanced comprehensive adopted core instruction
- Accelerated supplemental intervention
- Highly qualified instructor
- Native language literacy support
- Small class (19-24)
- Daily small groups (low teacher ratio proportionally appropriate to grade level)
- Targeting instruction to meet student's need(s): phonics, fluency, vocabulary, comprehension, language and writing
- Transitional support between tiers
- Communication with student, parents, instructional staff, and specialist
- Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice

ASSESSMENT

- Universal Screening, Progress Monitoring, Formative, and Summative

BENCHMARK (TIER 1) INSTRUCTION

TIME
- **Elementary**: 90 minutes a day of adopted Reading Curriculum and 60 minutes Language Arts (Writing, Grammar, Speaking and Spelling)
- **Middle School**: 60 Minutes a day of adopted Language Arts Curriculum Instruction
- **High School**: Language Arts Class

INSTRUCTION
- Comprehensive adopted core instruction
- Comprehensive supplemental instruction
- Small differentiated groups within the class
- Balanced non-fiction and fiction texts
- Develop higher order thinking skills
- Enhance vocabulary and comprehension strategies
- Explicit, direct and sequential instruction, modeling, think-aloud, check for understanding, active engagement, and guided practice
- Independent practice
- Transitional support between tiers

ASSESSMENT
- Universal Screening, Formative, and Summative

ADVANCED INSTRUCTION

TIME
- **Elementary**: 90 minutes a day of adopted Reading Curriculum and 60 minutes of Language Arts (Writing, Grammar, Speaking and Spelling)
- **Middle School**: 60 minutes a day of Accelerated Language Arts Curriculum
- **High School**: Advanced Language Arts Class

INSTRUCTION
- Advanced Instruction (High School: for example AP/IB)
- Comprehensive supplemental instruction
- Small, differentiated groups within the class
- Balanced non-fiction and fiction texts
- Independent application of higher order thinking skills
- Extended vocabulary and comprehension strategies
- Application of skills and strategies
- Challenging materials at the appropriate rate and level
- Standards beyond grade level expectations

ASSESSMENT
- Universal Screening, Formative, and Summative

Technology literacy requires that we:

- Infuse 21st century technology across all curriculum areas in a relevant learner-centered environment that engages students and increases achievement.

- Effectively implement technology that requires teachers to develop teaching strategies that lead to academic success for each student.

- Support higher-order thinking skills such as information gathering, information organizing, evaluating, problem solving and decision making, while working as a team member and developing communication skills.

TECHNOLOGY

LITERACY

Technology literacy and integration is the seamless and an effective use of 21st century technology within an instructional setting to support students.

LITERACY

- **Universal Screen/Progress Monitor** – Point-in-time measure that predicts whether on target for meeting benchmark and monitors progress

- **Formative/Diagnostic** – Specific achievement targets selected by teachers to support ongoing growth toward standards; for making instructional decisions to respond to student needs

- **Summative** – Measures achievement status at a point in time for purposes of reporting; grading, advancement, graduation and for which schools, teachers and students are held accountable.

EVALUATION & ASSESSMENT

LITERACY

"*It is more important to measure a few things frequently and consistently than to measure many things once.*"
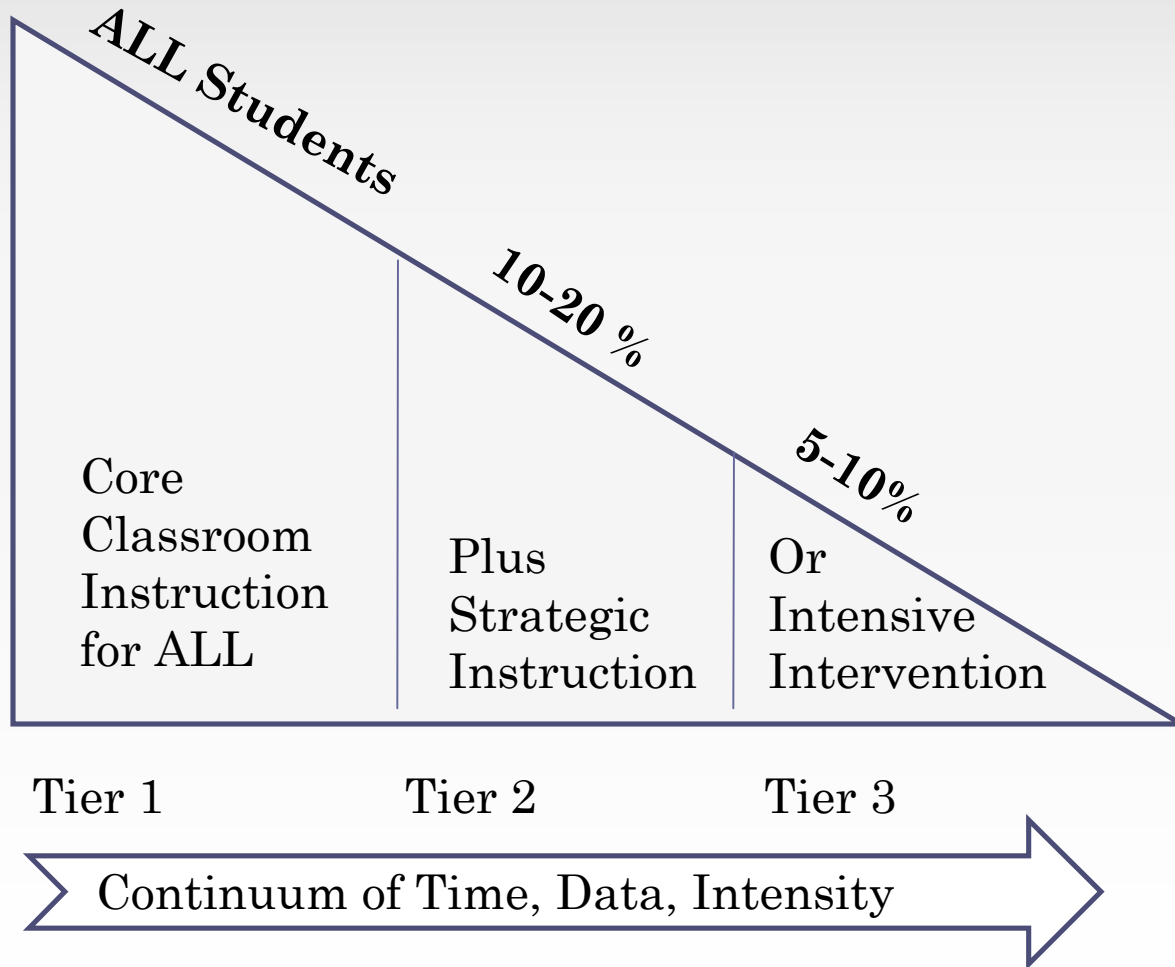*Douglas Reeves*

	Universal Screening	Formative Assessment– *for* Learning	Summative Assessment– *of* Learning
Primary Users	Teachers, administrators	Students, teachers, parents	Students, teachers, parents, administrators, school improvement
Reasons for Assessing	A point-in-time measure to check if students are on track	Promote increases in achievement to help students meet standards; support ongoing growth; for making instructional decisions to respond to student needs	Document individual or group achievement or mastery of standards; measure achievement status at a point in time for purposes of reporting; grading, advancement, graduation
Focus of Assessment	Measure that predicts whether on target for meeting benchmark and monitors progress	Specific achievement targets selected by teachers to build toward standards	Achievement standards for which schools, teachers and students are held accountable
Driving Priority	Improvement	Improvement	Accountability
Place in Time	Process before, and during learning	Process during learning	Event after learning
Forms of Assessment	Curriculum Based Measure	Informal observation, homework, demonstrations, performance, paper and pencil	Formal tests, projects, performances, term papers, paper and pencil
Teacher's Role	Use to determine if an intervention or strategy is needed and is working	Transform standards into classroom targets; inform students of targets; build assessments; adjust instruction based on results; involve students in the assessment process	Administer the test carefully to assure accuracy; use results to inform students if standards were met; interpret results for parents; build assessments for report card grading.
Student's Role	Helps in knowing predictors	Help in setting goals; act on classroom assessment results in order to improve achievement	Study to meet standards, take the test, strive for the highest score and avoid failure

Tier Instructional Plan

ALL Students

10-20 %

5-10%

| Core Classroom Instruction for ALL | Plus Strategic Instruction | Or Intensive Intervention |

Tier 1   Tier 2   Tier 3

→ Continuum of Time, Data, Intensity

RESPONSE TO INTERVENTION

LITERACY

- Specific Content

- Effective Teaching Practice

- Understanding Brain Research

- Assessment and How to Use It

- Bell to Bell Instruction

- Cooperative Learning

ADULT LEARNING

LITERACY

All professional development must be consistently and coherently aligned with the commitments the school has made in its schoolwide reading goals, instruction, assessments, and leadership.

LITERACY

Adult Learning

District Based

School Based

| Academy Classes | Effective Teaching Strategy | Program Based Training | Content Based Training | Academic Seminar | Pro-fessional Learning Teams | Data Teams | Peer Observe | Demo Lessons | Side by Side Coaching | Just in Time Training |

PROFESSIONAL LEARNING TEAMS

- Use the five-step plan in data teams to improve teacher actions

- Develop staff study teams focused on research questions, professional articles, and books

- Implement protocols to analyze dilemmas and solve problems

- Debrief observations of instructional strategies and results

TRANSPARENT PRACTICE AND RESULTS

- Provide demonstrations for colleagues

- Review and display student results as a team

- Present student work for focused discussion

- Observe demonstration or model lessons

- Consult on planning, lesson design, common formative assessments, and effective teaching strategies

- Participate in action research

DISTRICT NETWORKING

- Participate in Academy Classes and seminars

- Access TeachScape and other technology resources

- Meet in job-alike groups and cross-grade groups at the District level

- Participate in classroom walkthrough across the District

- Vision that inspires and motivates

- Continual improvement plan

- Dedication to resources

- Transparent accountability

- Shared responsibility

LITERACY

COMMITMENT

Vision and Beliefs

- We believe it is our moral obligation to ensure that each child can read, write, speak, and listen

- We believe every teacher can employ literacy strategies as a pathway to student achievement in the content areas

- We believe that first students must learn to read, then read to learn

- We believe that within three to five years, by providing the necessary support for students and teachers, each and every student will read at grade level or above

COMMITMENT

LITERACY

- Every educator is a literacy teacher

- Educators establish and maintain communication with students and family

- Educators ensure flexibility of student placement to best meet instructional needs

- Educators implement collaboration, data-driven decisions, Power Standards, and effective teaching strategies

- Educators have access to professional development, materials, and technology to support the needs of individual students

LITERACY

COMMITMENT

"Moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced, and what people learn enables them to be successful citizens and workers in a morally based knowledge society."

- *Michael Fullan The Moral Imperative of School Leadership. Corwin Press 2003 Thousand Oaks, CA*

COMMITMENT

LITERACY

- Literacy Goals for the District

- Priorities for Literacy Instruction in our District

- Formative Literacy Goals

- Power Standards

"The question is not, Is it possible to educate all children well? But rather, Do we want to do it badly enough? There's a radical—and wonderful—new idea here: the idea that every citizen is capable of the kind of intellectual competence previously attained by only a small minority. . .children should be inventors of their own theories, critics of other peoples' ideas, analyzers of evidence, and makers of their own personal marks on this most complex world."
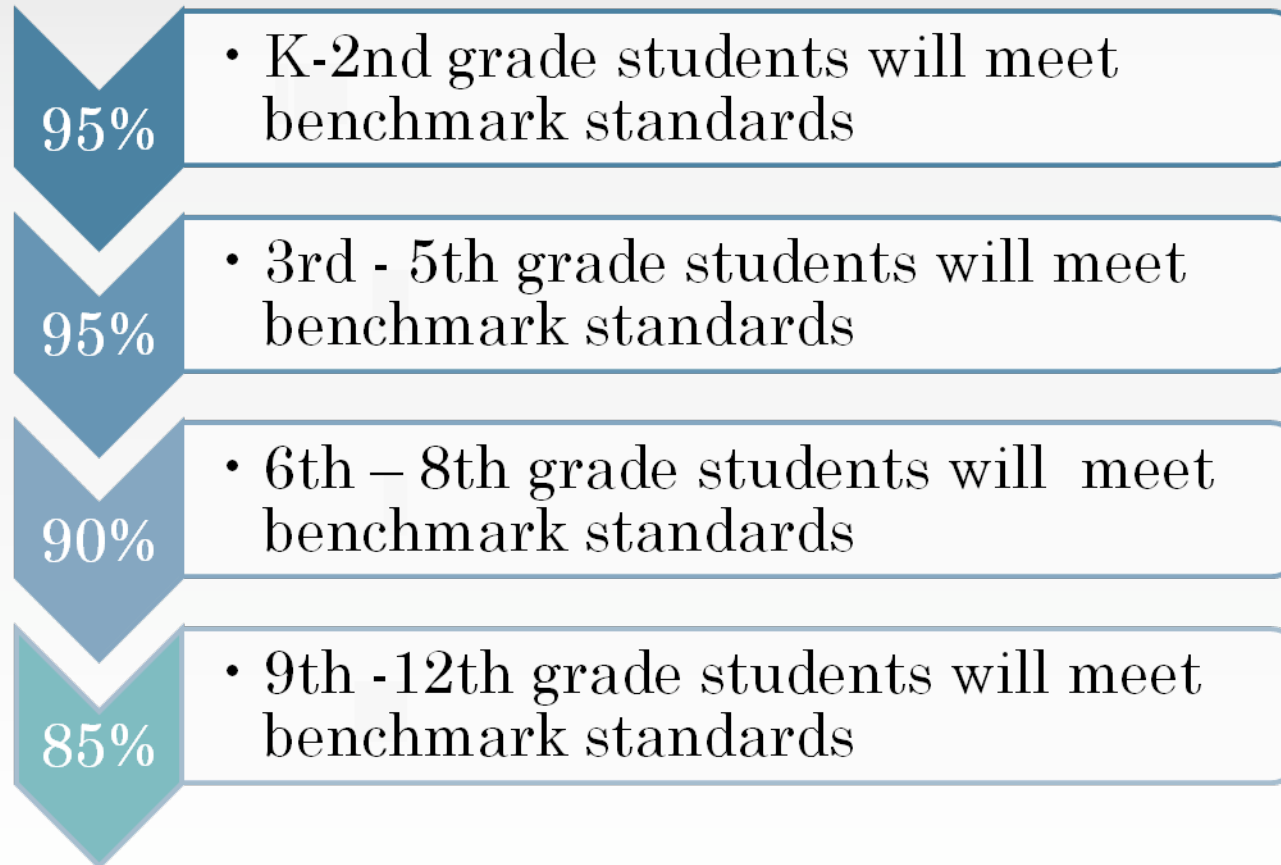
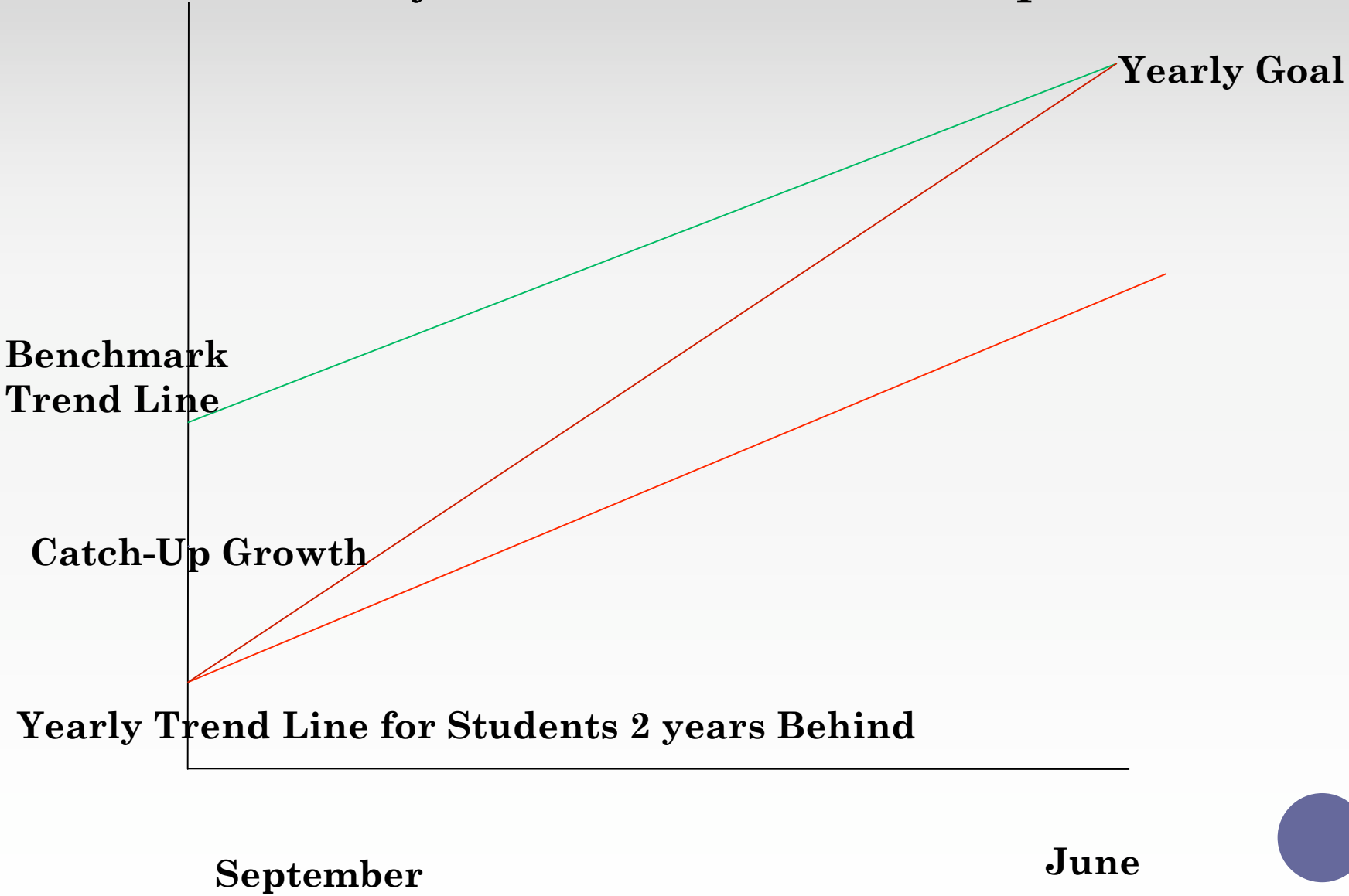*Meier, D. (2002). The power of their ideas. Boston: Beacon Press.*

LITERACY GOALS FOR THE DISTRICT

95%
- K-2nd grade students will meet benchmark standards

95%
- 3rd - 5th grade students will meet benchmark standards

90%
- 6th – 8th grade students will meet benchmark standards

85%
- 9th -12th grade students will meet benchmark standards

Yearly Growth and Catch-Up Growth

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