



On your index card, please jot:

- Your name and current role
- What you hope to get out of this session
 - What you think the 2 represents

Context

Pre-EPO NYS Assessment Data

7-8 NYS ELA	Level 1	Level 2	Level 3	Level 4
14-15	87%	11%	2%	0%
13-14	82%	16%	2%	0%
12-13	82%	16%	2%	0%

English Regents	2014	2013	2012	2011
Pass Rate in Year 3	35.41%	32.06%	30.91%	29.62%

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CUES Spring Symposium – April 28, 2018

Growing a Literacy Program to Meet the Needs of All Students

Tenets 2, 3 & 4
(Leadership, Curriculum & Instruction)

Alexa Tarantino, Literacy Teacher
Jessica Anderson, Literacy Teacher Leader
Jennifer Rees, Vice Principal

Overview

Exploring the structures, resources, and philosophies behind the multi-faceted literacy program at East.

Participants will learn how our school has implemented a tiered approach to both literacy intervention and enrichment in Grades 6-9 in order to bolster students' literacy skills in preparation for success in high school and beyond.

Role of the University

- U of R staff wrote Readers' and Writers' Workshop (based on Atwell's model) into the EPO
- U of R and East staff reviewed various curriculums/models and selected Scholastic's Read 180 program to more directly address the needs of significantly struggling readers and outlined the vision for literacy intervention services.
- Curriculum writing, professional development, and coaching support for Readers' and Writers' Workshop.

Theories of Practice

“To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.” - CCLS

Literacy Program Overview

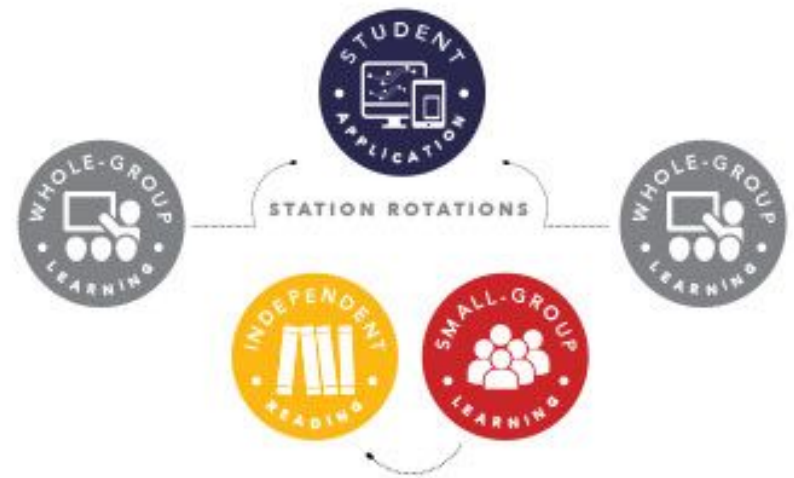
- **All scholars in Grades 6-9** receive a 72-minute every other day **literacy class in addition to their English class.**
- Our 6-9 literacy courses provided a **graduated scale from remediation to enrichment** based on need:



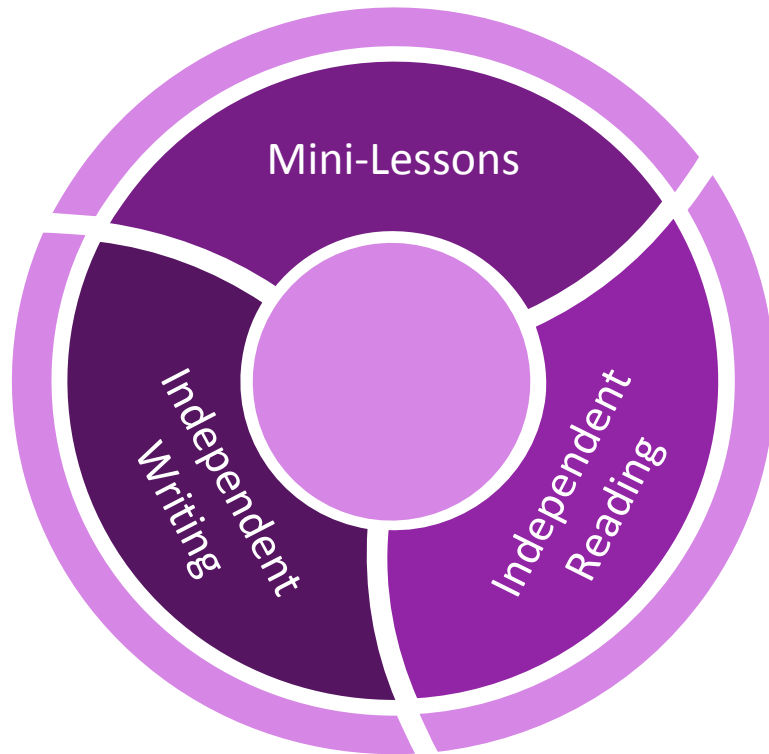
- **More intensive literacy interventions** provided for scholars far below grade level in Grades 6-12 as possible.
- **10 certified literacy teachers**

Curriculum/Program Models: System 44 & Read 180

Blended learning seeks to accelerate learning... by personalizing instruction. Blended learning can ensure that the most appropriate resources and interventions are available for students at the time that they need them (Bailey, Ellis, Schneider, & Vander Ark, 2013).



Curriculum/Program Models: Readers' & Writers' Workshop



Literacy practices and events are always situated in social, cultural, historical, and political relationships and are embedded in structures of power (Barton, 1994; Barton and Hamilton, 2012; Cope and Kalantzis, 2000; Street, 1995; 1997; 1999).

Curriculum/Program Models: Intense Literacy Intervention

- Up to 1:6 ratio
- Occurs in Support



- In addition to S44 or R180

- Focused on individualized student learning problems



Professional Learning & Support

- School-Wide Professional Learning
- Collaborative Planning Time (CPT) every other day, during which we engage in: Lesson Planning, Looking at Student Data, Looking at Student work
- East Literacy Teacher Leader (e.g. coaching cycles)
- Consultant Coaching (UofR; HMH)
- Collaborative Data Analysis with ELA team



Evolution of the Initiative

Component	Year 1	Year 2	Year 3
Class Size	21	15-16	15-16 or lower
Staff	<ul style="list-style-type: none"> 8 literacy teachers (5 Lower; 3 Upper) All literacy teachers new to East and non-tenured No literacy coach 	<ul style="list-style-type: none"> 10 Literacy Teachers (6 Lower; 3 Upper) Addition of 1 literacy coach Increased familiarity with East and each other, more experience 	<ul style="list-style-type: none"> 10 Literacy Teachers (6 Lower; 3 Upper) Continuation of literacy coach Even more experience
Curriculum	<ul style="list-style-type: none"> Implemented R180 Next Generation “out of the box” Began Writing Original Workshop Curriculum using UbD with a focus on Stage 1 (Desired Results) 	<ul style="list-style-type: none"> R180 Next Gen Adapted and Aligned to UbD Continued Writing Original Workshop Curriculum (UbD) Curriculum Focus: Stage 2 (Assessment) Drafted Vertical Curriculum Map for Workshop 6-9 	<ul style="list-style-type: none"> Upgrade to R180 Universal with Adaptation and Alignment to UbD Continued Writing Original Workshop Curriculum (UbD) Curriculum Focus: Stage 3 (Learning Experiences) Developed Vertical Curriculum Map for Workshop 6-9
Assessment	<ul style="list-style-type: none"> Reading Inventory R180 Software 	<ul style="list-style-type: none"> Reading Inventory R180 Software Initial Writing and Implementation of Common Formative Assessments (CFAs) and Curriculum-Embedded Performance Tasks (CEPTs) BRI, Running Reading Records, and MAZE assessments 	<ul style="list-style-type: none"> Reading Inventory R180 Software Implementation of Revised CFAs in Workshop Model Continue to develop CEPTS DailyChecks for Understanding BRI, Running Reading Records, and MAZE assessments

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Evolution of the Initiative

Component	Year 1	Year 2	Year 3
PD & Support	<ul style="list-style-type: none"> • New to R180 Training, R180 Coaching • Nancy Atwell's In the Middle; UR Consultant Support 	<ul style="list-style-type: none"> • New to R180 Training & R180 Year 2 Training, Continued R180 Coaching • Collegial Circle on Atwell's Model; Continued UR Consultant Support 	<ul style="list-style-type: none"> • R180 Universal Training; Continued R180 Coaching • UR Consultant Support • Readers and Writers Institutes @ Teachers College, Columbia University, Summer 2018
Intervention	<ul style="list-style-type: none"> • No implementation (need to utilize staffing to support classroom management via co-teaching in large classes) 	<ul style="list-style-type: none"> • Beginning implementation of Tier 3 small group, targeted interventions in Support rooms (1-2 literacy teachers per Support room) 	<ul style="list-style-type: none"> • Improved implementation of Tier 3 intervention in Support rooms (1 dedicated intervention specialist and 2 others); Improved Support room structures
Collaborative Planning Time	<ul style="list-style-type: none"> • CPT less structured • No literacy teachers involved in IDCPT • Periodic review of data within the literacy department 	<ul style="list-style-type: none"> • Tightly structured CPT • Literacy teachers in IDCPT (share data with content area teachers) • Regular review of data in the department; some data sharing interdepartmentally 	<ul style="list-style-type: none"> • Well-balanced structure of CPT • Literacy teachers in IDCPT (continued data sharing) • Regular data sharing and review both within the department and with others • Literacy teachers involved in Support planning and projects
Program Implementation	<ul style="list-style-type: none"> • Beginning (e.g. mid year avg min per session = 12) 	<ul style="list-style-type: none"> • Developing (e.g. mid year avg min per session = 14) 	<ul style="list-style-type: none"> • Approaching (e.g. mid year avg min per session = 16)

Voices of Experience

Insert Literacy Program Video here

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Learning Carousel



- Divide into 3 groups.
- Each group will begin at 1 of 3 stations, spend 5 minutes at each station, and then rotate.
- During your time at each station, you will have the opportunity to hear from and interact with one of the presenters.

Noticings/Advice from a TL

- Build relationships based on trust
- Build in structures for collaboration
- Build the right program for your students
- Build a schoolwide culture of literacy



Noticings/Advice from a Teacher

- Thoughtfully consider the ways in which you will celebrate scholars success
- Building relationships is key when working with struggling readers
- Be flexible
- Reading is like teaching in space

Noticings/Advice from Admin

- Be intentional and focused with master scheduling and professional learning
- Determine flexibility within fidelity
- Distribute leadership and build collective efficacy (effect size = 1.7)
- Engage in thorough, consistent, deliberate progress monitoring and adjustment



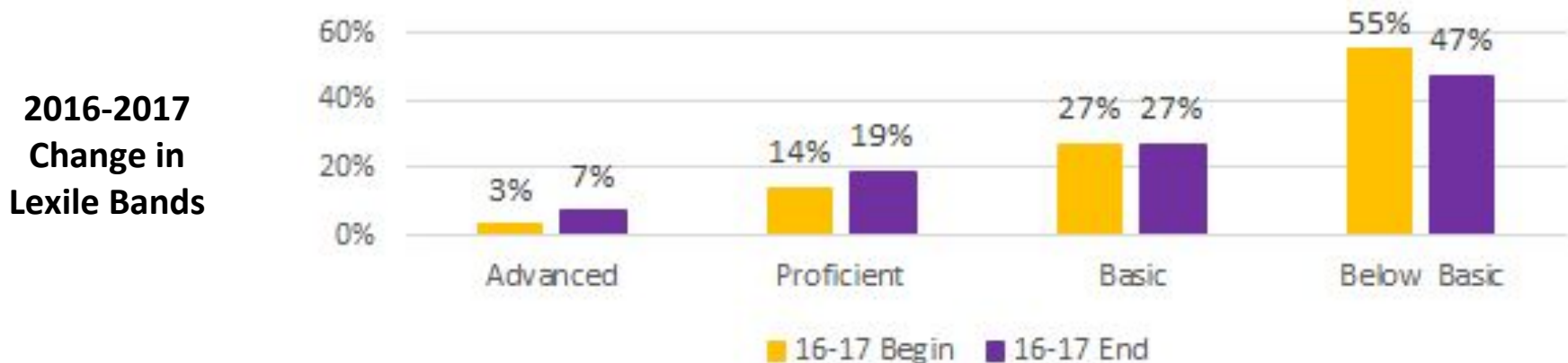
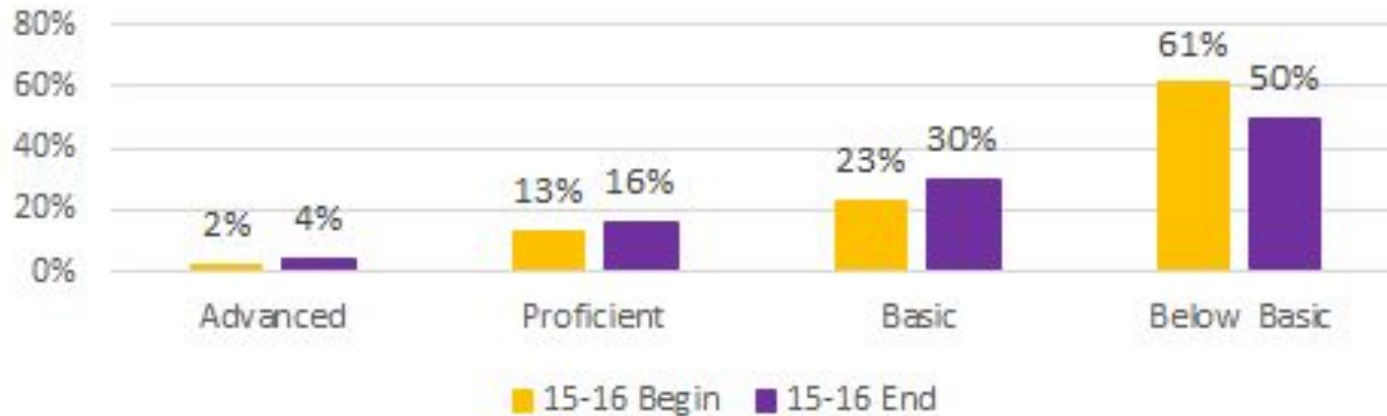
Program Implementation Results

In our third year (2017-2018), program implementation results of Read 180 are finally within the expected range. For example:

Data Point	Year 1 Mid	Year 1 End	Year 2 Mid	Year 2 End	Year 3 Mid	Year 3 End
Software Sessions	20	39	28	41	24	TBD
Min Per Session	12	13	14	15	16	TBD

For almost all students, results are finally what we need to see, with some students growing by three or more grade levels for the first half of the year and almost all students showing expected or better than expected growth as measured by their Reading Inventory.

Yearly Growth Results



Long Term Growth Results

Scholars Enrolled in Literacy Course for 2.5 Years (156 scholars)

	L1	L2	L3	L4
L1	55	38	24	5
L2	0	3	12	9
L3	0	0	5	4
L4	0	0	0	1

Category	(n)	%
Moved Up a Band	92	59%
Moved to Proficient	50	32%
Moved from L1 to L2	38	24%
Below Proficient & Did Not Move Bands*	58	37%

*Lexiles improved for 53/58 of these scholars (average: 329 lexile points)

Student Achievement Results

Post-EPO NYS Assessment Data

7-8 NYS ELA	Level 1	Level 2	Level 3	Level 4
17-18 (Y3)	TBD	TBD	TBD	TBD
16-17 (Y2)	69%	26%	5%	0%
15-16 (Y1)	70%	26%	4%	0%

English Regents	2018	2017	2016	2015
Pass Rate in Year 3	TBD	TBD	TBD	41.7% (MY)

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Where We Are Headed

- Continue to pursue our **goal to move as many students as possible into Workshop because they are reading at grade level** so that we can continue to **concentrate resources on a smaller number of students with low literacy** as they move through the system.
- **Engage in extensive review of results, reflection, and discussion and planning** of what needs to be done to sustain and build on initial promising results.

Strategy Adaptations for 18-19

- **Cluster resources** most heavily at **lower grade levels**
- **Daily S44/R180 option** for our most struggling readers
- **Further investigate and analyze data** related to the small but significant number of students who are not showing any growth in S44/R180.
- Identify & implement a **systematic vocabulary program**
- Add **Literacy Across the Content Areas as a priority** for Instructional Council & Professional Learning.
- Explore **admin & Chief Academic Officer teaching**

Discussion and Take Aways

- What did you see or hear today that you could apply within your current context? How so?
- What reflections, advice, knowledge, observations, etc. might you offer us based on your own experience and craft knowledge?
- What lingering thoughts, questions, comments, ideas do you have?



Thank you!

Please feel free to reach out!

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