Creating a Culture of Literacy

Wisconsin State Reading Association Conference
February 6, 2014

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

Oshkosh Area School District
Washington Elementary School
“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

Our Vision

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

Spotlighting

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

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

“Considering HOW we teach is as important as considering WHAT we teach.”

Michael Pressley
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

Demographics
- 238 Students K-5
- 66% Economically Disadvantaged (SAGE)
- 5% Limited English Proficient
- 14% Students with Disabilities
- 20% Minority

Creating a Culture of Literacy Using the Comprehensive Literacy Model

Washington Elementary School

Why our journey began...
- School-wide look at student data
- Staff turnover

Principal Professional Development
- Meetings
- Classroom visits
- Checklists
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

2nd Grade Writing Rubric – Opinion Text

<table>
<thead>
<tr>
<th>Audience/Purpose Craft</th>
<th>Met Goal:</th>
<th>Met Goal:</th>
<th>Met Goal:</th>
<th>Met Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My writing introduced the topic or book</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I stated an opinion about the topic or book</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I gave reasons to support my opinion</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I revised my writing by adding/deleting words</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>I edited my writing for spelling and punctuation</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

Future Plans:

- Content Workshop
- Language Workshop

Seamless Literacy Program

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

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

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**

<table>
<thead>
<tr>
<th>First Grade</th>
<th>Fourth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:25</td>
<td>8:00-8:25</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:25-9:15</td>
<td>8:25-9:15</td>
</tr>
<tr>
<td>Reading Workshop</td>
<td>Math Workshop</td>
</tr>
<tr>
<td>10:30-11:15</td>
<td>9:15-10:05</td>
</tr>
<tr>
<td>Writing Workshop</td>
<td>Math Workshop</td>
</tr>
<tr>
<td>11:15-12:15</td>
<td>10:05-10:30</td>
</tr>
<tr>
<td>Lunch &amp; Recess</td>
<td>Author Study/Genre Study</td>
</tr>
<tr>
<td>12:15-1:05</td>
<td>10:30-10:50</td>
</tr>
<tr>
<td>Specials *3 days per wk</td>
<td>Lunch/Recess</td>
</tr>
<tr>
<td>1:05-2:20</td>
<td>12:00-12:40</td>
</tr>
<tr>
<td>Math Workshop</td>
<td>Writing Workshop</td>
</tr>
<tr>
<td>2:20-2:45</td>
<td>12:40-1:55</td>
</tr>
<tr>
<td>Content Workshop</td>
<td>Reading Workshop</td>
</tr>
<tr>
<td></td>
<td>1:55-2:40</td>
</tr>
</tbody>
</table>

**Seamless Literacy Program**

- Writing across curriculum on display in halls
- Print-rich environment

**Wee Deliver**

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

**Writing Expectations**

- Non-negotiables for writing
  1. Spaces between words
  2. Beginning capital letter
  3. Use on and end mark (.)
  4. Spell word with sounds orally
  5. The word is capitalized

**Thinking Journals**

- Anchor Charts
Curriculum & Instruction

Common Core State Standards = Learning Goals

ESAIL Tool = Guiding document for implementation of CLM

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

Literacy

District Resources

- Lucy Calkins Units of Study (K-5)
- Fletcher & Portalupi (3-5)
- Fountas & Pinnell Phonics (K-1)
- Words Their Way (2-5)
- Word Journeys (2-5)
- Comprehension Tool Kit (K-2 & 3-6)

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, and Title 1 Literacy/Math services are all provided in the classroom through co-teaching
- Shared status for teachers
- Builds capacity

Technology in the Classrooms
Specialists including art, integrate literacy into their instruction.

“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

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

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

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

Assessment

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

Summative
- DRA2
- DSA
- PALS – K, 1
- AVMR assessments
- EDM Star and Unit assessments
- Project or Product-based assessments

Big Picture Data

- WKCE
- ACCESS for ELLs
- School Perceptions Survey
- School Report Card
- PALS (KG, First)

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
Recognition at the STATE LEVEL

How do we do it all?

Teachers and parents lead the way!

Life before the Action Team

- Lack of Focus
- Meeting Fatigue
- Overlapping Priorities
- A Few Carry the Load

What is the Purpose?

- Organizational improvement
- Creating, utilizing, and sustaining partnerships that help the organization achieve goals
- Empowering stakeholders to make meaningful decisions

Action Teams for School Improvement

Purpose:

- Organizational improvement
- Creating, utilizing, and sustaining partnerships that help the organization achieve goals
- Empowering stakeholders to make meaningful decisions
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

- Action Teams for School Improvement
  - 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

PBIS Sub-Committee

- Focus on student behavioral data
- Responsible for implementation of PBIS
- Plans for collaboration and training related to PBIS
Meeting Structure

3:00-3:05 pre-meeting
Celebrations (and snacks!)
3:05-3:15 Whole-Team Business
3:15-3:50 Sub-Committee Work
3:50-4:00 Sub-Committee Sharing

Norms:
• 2B4 me
• Food is non-negotiable
• No side conversations
• Respect all ideas
• Start and end on time
• Bring your calendar

1 Meeting per Month

Questions?
Deb Zarling, District Literacy Coordinator
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