

## Plan

### Who:

#### TBAISD Literacy Facilitators

- Tracy Fosdick
- Ashley Troy
- Carrie VanLandschoot

### Theme:

To positively impact student achievement by improving ELA instruction throughout the ISD by providing Keys To Literacy: Comprehension K-12 as a foundation for Professional Development to support teachers with effectively translating the ELA Common Core State Standards into classroom practice. The Keys to Literacy Comprehension Routine will include:

- Oral language, Speaking and Listening Skills
- Text Structure (sentence, paragraphs, narrative/informational)
- Categorizing Main Ideas skills
- Retell and summary

\*When adopted by a school or district, students will learn a routine for active reading/writing that is consistent as they move from grade to grade and subject to subject.

### Background:

- National reading data indicate that our local schools are between 53% and 64% proficient. See attached data graph.
- The ELA CCSS place significant emphasis on teaching increasingly complex comprehension skills for narrative and informational text
- There is an inconsistent delivery of instruction targeting comprehension without a scope and sequence which causes gaps in the learning continuum from year to year.
- Districts are struggling to locate and implement high-quality evidence-based comprehension interventions when Tier 1 is not adequately meeting instructional needs.
- In order to increase the quality of comprehension instruction throughout the region, the 2009 National Staff Development Council issued a report summarizing: *"PD is most useful when it focuses on concrete tasks of teaching rather than abstract discussions of teaching. PD effects teacher practice when it focuses on enhancing teachers' knowledge of how to engage in specific instructional methods and how to teach specific kinds of content to students. It should also focus on student learning- providing an understanding of the skills that students will be expected to demonstrate."* (Wei et al, 2009)

### Current Condition:

- 100% of buildings have SIP goals to increase reading
- Approximately 66-68% of elementary school buildings throughout the TBAISD region are currently not using (or have outdated) evidenced-based comprehensive core program materials.
- A majority of time and funding allocations are being spent on tier 2 & 3 intervention materials
- A majority of TBAISD Elementary Literacy support is spent on supporting district requests for tier 2 and tier 3 intervention trainings, materials, and coaching.
- A majority of data review time across the region is spent focusing on tiers 2 & 3 intervention, instead of a more proactive Tier 1 exploration yielding prevention.
- Districts utilizing evidence-based core programs are experiencing gaps between current comprehension instruction and the depth of application that will be required of students as outlined by grade level standards (CCSS).

## Do

### Target Condition:

- 1) High-quality, research-based comprehension strategy instruction for all grade levels and across all content areas that can be embedded into existing instructional materials.
- 2) Training is offered at multiple times and in multiple formats to support effective implementation of research-based comprehension strategy routines.
- 3) Formative data from participants' classrooms reflect positive trends in effectively comprehending grade level text.
- 4) Regional KTL collaborative is offered to support/provide ongoing professional development opportunities and support for instructional questions, concerns, and celebrations.
- 5) KTL implementation support will be provided through classroom visits (modeling lessons, observing teachers, networking with teachers, answering questions.)
- 6) TBAISD Literacy Facilitators will organize resources to support successful implementation and the monitoring of KTL routines.

#### KTL Implementation Scale

4	All target conditions are met including target condition 5 (supporting classroom application).
3	All target conditions are met with the exception of target condition 5.
2	50% of target conditions are met.
1	25% of target conditions are met.

**Problem:**

- Approximately 66-68% of elementary school buildings throughout the TBAISD region are currently not using (or have outdated) evidenced-based comprehensive core program materials.
- Lack of access to high-quality research/evidence-based instructional materials
- Lack of access to professional development programs based on most current research which are designed to train teachers on how to improve student literacy comprehension skills.
- Due to the shift in rigor with the CCSS and the lack of professional learning opportunities, current comprehension instruction is lacking depth of complexity, knowledge, and skill application thus impacting the translation of the standards at the student performance level.

		Person	Deadline
September-November	<b>Attend Initial Training:</b> <input type="checkbox"/> Training <input type="checkbox"/> Application of KTL Routines in classrooms (shared in Initial Training) Target Conditions: 1	Tracy Ashley Carrie	9/29 & 9/30  Middle of November
	<b>Attend Training of Trainers Sessions (Level 1 KTL Training)</b> <input type="checkbox"/> Training <b>Establish an outline of Training/Support that will be offered to the region</b> <input type="checkbox"/> Create Regional Training Plan for Evening and Online Coursework & LEA Training Plans Target Conditions: 1, 6	Tracy Carrie Ashley  Tracy Ashley Carrie	November 11-14  End of November
January-May	<b>Provide introduction to KTL strategies for TBAISD Teacher Consultant Group</b> Target Conditions: 1, 2, 4	Tracy Ashley Carrie	January's TC Meeting
	<b>Provide Cohort 1 Regional KTL Initial Training Series</b> (K-3 & 4-5 Courses offered as hybrid of Evening and Online sessions) Target Conditions: 1, 2, 4,6	Tracy Ashley Carrie	February –April 2015
	<b>Establish an online host (Moodle &amp; iTunes U Course) to support collaboration of KTL implementers.</b> Target Conditions: 1, 4, 6	Tracy Ashley Carrie	February 2015
	<b>Support classroom implementation at designated sites</b> <input type="checkbox"/> Possibilities include: modeling lessons, observing classroom teachers, networking with teachers, answering questions, etc. <input type="checkbox"/> Helping administrators link the Marzano Evaluation Tool with the KTL Routines Target Conditions:1,3, 5, 6	Tracy Ashley Carrie	February-May 2015
	<b>Support Administrators in Connecting KTL, Marzano, and Hattie</b> <i>Possible supports include the following:</i> <input type="checkbox"/> Elementary Principal Meetings <input type="checkbox"/> Create/provide document to explicitly demonstrate these connections <input type="checkbox"/> School Improvement Connections (linking KTL and Hattie's Strategies) Target Conditions: 1,2, 6	Tracy Ashley Carrie *Connect with Paul for capacity building	February-May 2015
	<b>Begin to set dates and communicate 2015-16 Cohort 2 Training Sequence</b> Target Conditions: 1-6	Tracy Ashley Carrie	March

**Check**

**Immediate:**

- Attend Initial KTL K-12 Comprehension Training held
- Training of Trainers scheduled/attended by TBAISD Literacy Facilitators

**Ongoing:**

- Select classrooms chosen throughout the region to apply the KTL routines (*to support/deepen TBAISD Facilitators' understanding of training content*)
- Monthly meetings scheduled with TBAISD Literacy Facilitators to ensure implementation timelines.

**Long Term**

- KTL Comprehension Routines are being successfully implemented in classrooms throughout the region.

**Adjust**

Improvements:

Reflections: