

Appendix

Features That Promote Sustainability of Reading First Results

Section 1: Sustaining the Elements of the Schoolwide (SW) Model	
Elements of SW Model <i>Descriptors</i>	Features that Promote Sustainability <i>Strategies, Tools, Questions, Actions</i>
<p>1.1 Leadership</p> <ul style="list-style-type: none"> - led by the principal - distributed (ERT) - collaborative grade levels (SPED, ELL, Title, Res) - outcomes oriented - passionate 	<ul style="list-style-type: none"> • Job descriptions, supervision, evaluation of leaders support for reading improvement. • Leadership is distributed among staff and across instructional areas & roles. • Turnover of key staff is managed by planned succession- & reading-based hiring practices. • District staff actively support scientifically research based reading improvement practices.
<p>1.2 Culture/ Organization/ Communication</p> <ul style="list-style-type: none"> - common ground <ul style="list-style-type: none"> · purpose · vision · beliefs (common ground) · understanding of context · commitment to success <ul style="list-style-type: none"> · no blame, no excuses · outcome focused - ongoing communication 	<ul style="list-style-type: none"> • Leaders communicate regularly w/staff to sustain vision, beliefs, expectations, goals & commitments for reading success. • Leaders develop & nurture a culture of doing things in ways consistent with scientifically research based reading practices. • Leaders acknowledge staff efforts that help make a difference in student performance. • Leaders organize school structures (e.g., committees, schedules) & resources (budget, staffing) in alignment with effective reading practices. • Leaders assure that all staff understand & act upon the variables which impact student learning. • Leaders provide supervision and support to strengthen reading instruction. • Leaders assure that all instructional areas collaborate to create a coordinated reading program. • Instructional planning occurs within and across grade levels to assure consistency & seamlessness.
<p>1.3 Curriculum</p> <ul style="list-style-type: none"> - curriculum tools (maps, LPRs) in place - differentiated (fit) - training - <u>all</u> staff (new & continuing) - budget supports material needs 	<ul style="list-style-type: none"> • Differentiated programs are in place. • <u>All</u> staff who teach instructional groups are trained on the programs they use. • Supervision for fidelity (coach and principal). • Some staff in school, district or region are trained as trainers of supplemental/intervention programs to facilitate further training needs future.

Section 1: Sustaining the Elements of the Schoolwide (SW) Model

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<p>1.4 Instruction</p> <ul style="list-style-type: none"> - commitment to differentiation - coaching support - supervision ensures - GLTs sustain - budget supports materials 	<ul style="list-style-type: none"> • All instructional staff are both supported & supervised for high fidelity implementation (EAs, etc.). • Instructional planning is guided by frequent formative assessment data. • Additional targeted instruction is provided <u>daily</u> for strategic & intensive needs students to help “close the gap”. • Staff and students are acknowledged for progress toward larger successes. • GLTs meet 1-2 x/mo. to review data and adjust instructional plans. • Follow-up to assure revisions are implemented and are working.
<p>1.5 Assessment and Use of Data</p>	<ul style="list-style-type: none"> • There is a competent trainer available locally to train staff on data collection and use. • Staff are trained to interpret the meaning and implications of the data. • School leaders assure that grade level teams meet regularly and have the support they need to be successful. • Data are used in grade level team planning process to verify/modify instructional variables as needed.
<p>1.6 Use of Time</p>	<ul style="list-style-type: none"> • Adequate training time and collaborative planning time are built into the school schedule. • The school schedule and classroom schedules are built around reading as top priority. • Allocation of time to activities is prioritized; time needed is given to reading; less time to lower priorities. • Reading instructional time is protected from all controllable interruptions. • Leaders provide supervision & support to assure that planned time is actualized. • Principal supervises time usage within instruction & between instructional segments (transition times). • Differentiated instruction begins early the first month of school.

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1.7 Professional Development	<ul style="list-style-type: none"> • All staff who lead instructional groups are trained & supported in the programs they teach. • All staff are trained to interpret data from the school’s formative assessment system. • Staff new to the school are provided the training and support needed to do their job well. • Training topics are identified from data on student performance. • Training is differentiated by position and need. • Training is valued, as indicated by allocation of time, resources and follow-up support to ensure that training goals are met.
1.8 Coaching/Support	<ul style="list-style-type: none"> • Adequate support is allocated to provide a useful level of the <u>coaching function</u> (e.g., alternate funding for coaching or an alternate model of support is provided beyond Reading First funding). • The instructional support function (coaching or alternate model) is provided to all staff who teach instructional groups (classroom teachers, instructional specialists, paraprofessionals). • Coaching support for staff is differentiated by individual need and linked to student performance. • Staff are acknowledged for efforts to improve implementation and to enhance student learning. • Coach or principal provides guidance and support for grade level team meetings in use of data to guide instruction.
1.9 Use of Recurring Resources	<ul style="list-style-type: none"> • Regularly recurring school & district resources are optimized to support reading results. • Leaders seek additional resources at the local level to support reading results.

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1.10 District Support	<ul style="list-style-type: none">• District leaders are briefed and are knowledgeable about formative assessment results.• District leaders review student reading performance regularly and recognize staff for student progress.• District leaders maintain visibility in the school in support of higher reading achievement.• District leaders consider support needed for reading in the schools when allocating resources (staffing, budgeting, calendars) and setting district priorities.• District leaders explore how district policy, procedure and culture can support reading outcomes and take action on these opportunities.• District leaders assign, support and supervise principals & other staff to support reading outcomes. Every effort is made to find and assign to principal & supervisor positions the person whose training, experience, knowledge, skills, and credibility are best matched to the instructional needs of the students and the support needs of the staff.

Section 2: Selected Strategies for Sustainability

Selected Strategies	Features that Promote Sustainability
2.1 Coordinate System-Wide Involvement	<ul style="list-style-type: none"> • All parts of the instructional system are involved in the implementation (classroom, special education, Title 1a, ELL). • All roles, all instructional settings and times are aligned with the goals of the program. • Educational Assistants are trained and supported to become “literacy technicians.” • Systems components at the district level are managed to support reading outcomes. <ul style="list-style-type: none"> ○ Instructional systems ○ Personnel functions (HR practices) ○ Budget and funding practices and priorities. The budgets of other programs help to support reading outcomes. ○ Evaluation (use of data to guide the system) ○ Superintendent, Cabinet and Board roles: policy, procedure, expectations, and culture
2.2 Distribute Leadership Focus Leadership on Reading Outcomes	<ul style="list-style-type: none"> • Leadership activities are spread among staff in different grades and roles. • Early reading team meets regularly to support the school-wide reading model. • Leaders identify and cultivate strengths and leadership potential and specialized skills in other staff members. • Principal provides opportunities, training, support, acknowledgement for emerging leaders.
2.3 Use Data as a Basis for Decision Making	<ul style="list-style-type: none"> • Principal assures continued collection of formative assessment data. • Grade level reading teams continue to meet regularly to review data for instructional implications and make instructional adjustments. • Principal expects staff to know benchmarks on measures and how to interpret data. • Principal communicates with all staff and key stakeholders regularly about reading data.
2.4 Support Implementation Through District Policies/School Procedures	<ul style="list-style-type: none"> • School staff develop school procedures for effective reading instruction for all students. • District staff develop district policy and procedure to do same (time, materials, etc.). • Based on the concept of "SBRR," reading research informs reading practice.

Section 2: Selected Strategies for Sustainability

Selected Strategies	Features that Promote Sustainability
2.5 Develop capacity to sustain implementation	<ul style="list-style-type: none"> • School develops critical reading instructional skills in all staff members relative to their position. • School trains key staff members on skills for literacy leadership. • District trains key staff members to become trainers on data system, curriculum programs used, etc. • Maintain reading assessment practices of administering, interpreting results, and determining instructional implications. • Lead data-based team meetings.
2.6 Maintain the Driving Forces (Organizational) and the Critical Elements (Instructional) of Reading of Reading First	<ul style="list-style-type: none"> • Principal, other leaders assure continued high fidelity use of critical program elements (curriculum, assessment and use of data, differentiated instruction, efficient use of time, training and support, leadership, etc.). • Continue to implement refine, and strengthen the <i>driving elements</i> of Reading First <ul style="list-style-type: none"> ○ Leadership is actively involved, distributed, and maintains the instructional support function of coaching. ○ Nurture the reading culture of common ground and common practices ○ Use formative assessment data ○ Provide increased instructional time
2.7 Prepare for Staff Turnover	<ul style="list-style-type: none"> • Develop leaders internally. • Assign leaders thoughtfully (to align with program needs). • Use reading-based hiring practices when posting positions, screening applicants, interviewing, and checking references
2.8 Develop and Maintain a Supportive Culture Based on Continuous Improvement Model	<ul style="list-style-type: none"> • Principal defines “non-negotiable” elements of reading improvement program. • Principal, other leaders cultivate input and buy-in from all staff in support of effective practices. • Staff recognize colleagues and students for progress toward goals. • Staff strive for continuous improvement. Ask: “Given where we are now, what is the next step?”
2.9 Connect Elements to Instructional Anchors	<ul style="list-style-type: none"> • Align RF efforts with other initiatives and accountability elements (RTI/AYP, Schoolwide Title 1 programs.)
2.10 Set Priorities and Allocate Resources Accordingly	<ul style="list-style-type: none"> • Allocate recurring federal and state resources (Title I, etc.) and district resources (time, staffing, materials, professional development) to support elements needing funding. • Allocate staff according to instructional needs. • Use reading-based hiring practices to replace staff who leave. • <u>All</u> elements of time use are aligned with students learning.

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2.11 Communicate Results to Stakeholders	<ul style="list-style-type: none">• Principal shares data regularly with staff (all), parents, district leaders, and community stakeholders highlighting successes and needs.• School and district staff actively recruit the support of community stakeholders.
2.12 Create, Implement, and Monitor a Sustainability Plan	<ul style="list-style-type: none">• Plan, monitor, and adjust the strength of the continuing implementation with a planning tool and process.<ul style="list-style-type: none">○ Develop Early Reading Team and school literacy plan using the school-level Planning and Evaluation Tool-- Sustainability (PET-S) and the district-level sustainability planning worksheet.• Plan is shared with building staff and district leaders.• Plan is monitored and adjusted over time (quarterly).• Principal, ERT does occasional program audit to assure that all program elements are in place and working effectively.

Section 3: Sustainability by Program Levels

Program Levels	Features that Promote Sustainability
3.1 Instructional Group and Classroom Level	<ul style="list-style-type: none"> • Teachers continue high implementation of key elements (time, materials, data, differentiation). • Principal supervises for these elements & provides feedback and support as needed.
3.2 Grade Level	<ul style="list-style-type: none"> • Grade level team members meet at least monthly to review progress of students & adjust instruction. • Team members communicate informally as needed (e.g. weekly) to adjust placements or instruction. • Grade level team members take ownership for the success of all students in their grade level. • Staff communicate across grade level lines to make instruction “seamless” for students.
3.3 School Level	<ul style="list-style-type: none"> • Principal takes lead on: <ul style="list-style-type: none"> ○ leadership activities to support reading improvement (e.g., developing and maintaining a culture focused on improvement). ○ maintaining communication with school & district staff about reading improvement. ○ forging an alliance of school instructional staff. ○ overseeing productive use of available time. ○ providing supervision and support for implementation. • Principal or coach takes lead on: <ul style="list-style-type: none"> ○ continued use of school-wide formative assessment data to guide instruction. ○ continued training, support and supervision for high level implementation.
3.4 District Level	<ul style="list-style-type: none"> • Principal keeps district leaders informed about progress & needs relating to reading program. • District adopts policies and procedures that support reading improvement.