

# Changing the Literacy Culture at Curwensville Area School District



# Background of the School District

- 1106 Total Students
- 88 Teachers K-12
- 51% Free and Reduced
- PSSA Achievement Scores

# Curwensville Area School District Pre-KtO Status



- Literacy Plan: No plan for literacy implementation available for teachers, leading to disjointed instruction.
- Literacy Teams: Organized groups committed to promoting literacy district-wide did not exist at any level.
- District Newsletter: No formal newsletter existed, literacy or otherwise.

# Pre- KtO Birth - Grade 5: Instructional Challenges



- Homogeneous Grouping: Teachers considered homogeneous grouping the best avenue for delivering literacy instruction.
- Inconsistent Literacy Blocks: Blocks of time during the instructional day that were allotted to literacy were also inconsistent and considered negotiable based on teacher preference.
- Consistent DATA use to promote aligned and appropriate flexible small-group instruction.

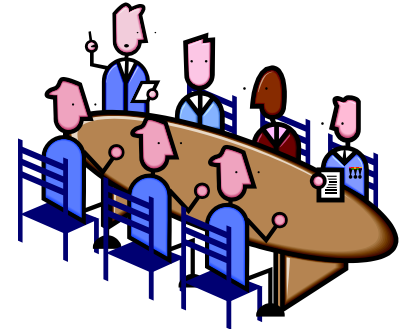
# Content Area Literacy

## Grades 6-12 Pre-KtO



- Opportunities for professional development in all statutory areas were inconsistent.
- Inequities in knowledge of best practice instruction.
- Consistency of implementation for those who did attend professional development was voluntary and thus, irregular.
- Theological and instructional disparity among staff led to a low level of commitment towards literacy infusion.
- Developing literacy goals that would promote growth in all statutory areas proved difficult.

# KtO Application Process: Year 1



- Grant Committee: All Stakeholders were represented and had a hand in designing the plan.
- Committee process versus closed door grant application in isolation led to sustainable change and lasting partnerships.
- Inclusion of pre-school groups in the planning process developed partnerships and an awareness of the needs of this population of learners.

# Literacy Coach Instructional Support District Implementation: Year 1

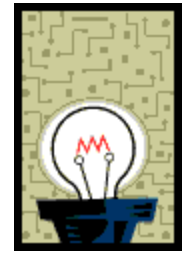
- Training on best literacy practice.
- Modeled lessons and guided practice in the classroom.
- Classroom observation with supportive feedback.
- Student consultations.
- Leading the data team meetings to analyze and use the data to drive instructional practices.
- Developing a workable intervention system for students needing support beyond core curriculum while expanding literacy blocks of instruction.

# Literacy Coach Stakeholder Support District Implementation: Year 1



- Leading Literacy Teams Birth-12.
- Coordinating with the PTC and Title I to integrate literacy into PTC and Title I sponsored activities.
- Developed and implemented literacy and transition surveys to support best literacy practices.
- Developed and facilitated a school-based summer reading program that partnered with the Curwensville Library's annual summer reading program.

# Growing Pains: Year 1



- Movement to a new K-5 Literacy Series: The new curriculum presented challenges associated with differentiated instruction.
- Increased Literacy Time: Teacher resistance occurred as the instructional day was reformulated.
- Professional Development Planning: Required KtO training modules left little time for other staff development needs.
- Increased Assessments: Assessments were added to the calendar resulting in lost instructional time.



# Elementary Literacy Coach

## District Implementation: Year 2

- Supporting the new intervention model for students not succeeding in core curriculum.
- Offering targeted strategy sessions to support identified needs and the new teacher evaluation system.
- Expanding Title I events to include all Birth through Grade 3 students in an effort to promote best literacy practices.
- Recruiting local organizations to support our community literacy events.

# High School Literacy Coach

## District Implementation: Year 2

- Full day literacy trainings focusing on curriculum alignment and literacy best practices
- Modeling and guided practice sessions are available to support training concepts, with more emphasis on grades 6-12.
- Before and after school trainings for staff to support the new language arts series, The Reader's Journey (6-7) and differentiated instruction.

# High School Literacy Coach : District Implementation:Year 2

- **Teacher STRATEGY SESSIONS**
  - Voluntary Attendance/Online Sharing
  - Content Area Reading Strategies
  - Literacy Based Content Area Projects
  - Active Learning Strategies
  - Vocabulary Activities

# Tide Telegram Newsletter

## Year 2

The literacy newsletter is now a regular feature within the district newsletter, and paper circulation has been expanded to include students in grades 7-12.

[Tide Telegram 1](#)

[Tide Telegram 2](#)

[Tide Telegram 3](#)



## Junior-Senior High School Literacy Team Sponsored Events

- Read Across America Spirit Week
- Accelerated Reader Reading Contests
- Teacher, Administrator and Student guest readers.
- Logs to Lumber Literacy Events
- High School Book Fair

# New 2013-2014 Transition Work

## 6<sup>th</sup> to 7<sup>th</sup> Grade Transition



- 6<sup>th</sup> and 7<sup>th</sup> grade teacher switch day.
- 6<sup>th</sup> Grade Students now use the High School Library to expand their access to quality adolescent literature.
- Student Activity: 7<sup>th</sup> grade student power point project presentations in 6<sup>th</sup> grade classrooms.
- Top 10 List books prepared by 7<sup>th</sup> Graders to teach 6<sup>th</sup> Graders about “real life” in 7<sup>th</sup> Grade.

# Goals for Year 3

## Grades 7-12

- Establish intervention system for students identified in 6<sup>th</sup> Grade and receiving Title I reading support services as they transition into 7<sup>th</sup> Grade
- Coach will work in conjunction with Special Education supervisor to creatively schedule and reach students in need.
- Targeted/Focused Professional Development in Content Area Reading
- High School Literacy Coach: Open door classroom lab. Teachers can come and observe literacy instruction and active learning techniques in the Literacy Coach classroom.

# Grade Assessment: Advantages

- Consistent assessment tool PreK-12.
- Data folders have been created for each student in the district.
- Individual Reports Sent home to parents.
- Elementary teachers with classes of 20 students are able to apply data to instructional planning.
- Information provided by the GRADE is instructionally valuable.

# Grade Assessment:

## Difficulties

- Data analysis at the upper grades. There is not time to be collaborative, so data is presented more than analyzed.
- Content area teachers teach several different grade levels. Disseminating information to teachers can be difficult.
- Expensive: What alternative, cost effective assessment can replace the GRADE after grant funds are gone?

# Grade Assessments: Data Tool

- **Data Folders:** Established for every student.
- **Data Meetings:** Data is distributed at monthly faculty, grade level, and department meetings.
- **GRADE Results:** Combine results with other data sources to make curricular and instructional decisions.

# HEAT Courses

- Completed 2 online HEAT courses in the past year.
- Teachers were given professional development time to complete courses at their own pace.
- Teachers were rewarded for finishing the HEAT courses early by exemption from monthly after hours meetings.
- One HEAT course remains to be completed in 2014-15.

# HEAT Observations

- HEAT observations are used in combination with Teacher Effectiveness observations to provide a clear picture of teacher performance.
- Principals conduct post observation meetings with the teachers and automated email reports are sent to each teacher after HEAT observations.
- HEAT walk-through observations are a time efficient way to see a teacher's instructional practices over time.

# Textbooks/Literacy Materials

- Teachers teams evaluated textbooks to help integrate literacy into content areas
- New reading/language series-changed the dynamics of how we teach literacy.
- Consistent professional development and groups planning aids teachers in best utilizing the new instructional materials.

# Professional Development Sessions

- KtO Professional Development: 9 KtO Required Modules
- Staff Perceptions: Different views from staff on effectiveness of trainings and instructional impact, module to module.
- Limited Offerings: Time constraints now exist and limit other trainings or the ability to address other district needs through staff training.

# Overall District Goals

## Year 3 Implementation Plan

- Continued focus on literacy in the content areas and targeting professional development to expand content area literacy instruction district wide.
- Maintain the fidelity of current programs by providing support to teachers through literacy coaching and professional development.



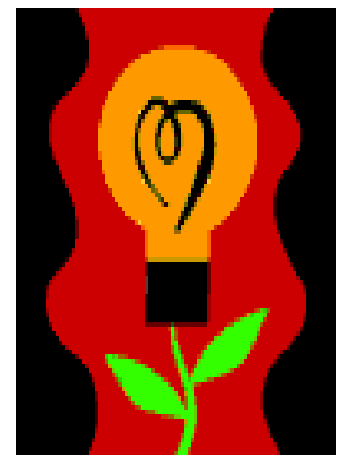
# Data Retreat Year 3 Plan

- Share the CASD Literacy Plan and promote its initiatives to ensure effective implementation.
- Review/revise the district's vision and mission statement to coincide with the goals of the Literacy Plan providing a clear vision to all stakeholders.
- Continue to work on improving transitions before, within and beyond a student's time in the Curwensville Area School District.

# KtO Funded:

## District Growth and Success:

- Data Liaison Services
- Pre-School Partnerships
- Literacy Tab on district homepage and quarterly news letter.
- Shift from Homogeneous to Flexible Grouping Model
- Improved Data Culture
- Increased Instructional Time Devoted to Literacy
- Intervention Schedule
- Literacy Presence Consistently at Community Events
- Shifts in Instruction Supported by Professional Development and Coaching.



# Living the Plan

- “Living the Plan”