Need for School-wide Literacy Program

We need to implement a school-wide literacy program because reading is a fundamental skill that students, especially those who are about to enter high school, must possess. The Reading Next report, published in 2006, reports that the 2005 NAEP found less than 70% of students entering ninth grade were reading at grade level. Additionally, Carnevale (2001) reports that students who enter ninth grade in the lowest 25% of their class are twenty times more likely to drop out of high school than the highest-performing students.

State reading data from 2008 shows that 25% of this student did not meet the reading benchmark. This has serious implications for their future learning.

However, beyond meeting state reading benchmarks, students must become literate in content areas. Students who have effective literacy strategies tend to experience more success in all academic areas as evidenced by other local school’s experience.

This foundational goal will focus our energy, resources and learning in a ‘collective pursuit’ towards student achievement (Sparks, 1999). This foundational goal will focus our energy, resources and learning in a ‘collective pursuit’ towards student achievement (Sparks, 1999).

School Characteristics

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>488</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>173 (35%)</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>7 (2%)</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>79 (14%)</td>
</tr>
<tr>
<td>White</td>
<td>364 (73%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>23 (5%)</td>
</tr>
<tr>
<td>Black</td>
<td>23 (5%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>33 (7%)</td>
</tr>
<tr>
<td>American/Asian native</td>
<td>7 (2%)</td>
</tr>
</tbody>
</table>

Options to Consider

<table>
<thead>
<tr>
<th>Option</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase commercial program (i.e., Read 100; Snow White)</td>
<td>Increased cost ($60,000 - $90,000)</td>
</tr>
<tr>
<td>Implement increased reading instruction in Language Arts classes</td>
<td>Students miss other classes</td>
</tr>
<tr>
<td>Public classes for remediation</td>
<td>Students miss other classes</td>
</tr>
<tr>
<td>Reteach struggling readers in special education</td>
<td>Not all struggling readers qualify for SPED services</td>
</tr>
<tr>
<td>Go nothing</td>
<td>Students do not receive needed support</td>
</tr>
</tbody>
</table>

Essential Elements

- To improve middle and high school reading achievement the Reading Next Project (2006) identified 15 elements, to be included in conjunction with one another. Professional development is foundational to this effort along with ongoing formative and summative assessment (Biancarosa & Snow, 2006; DuFour, DuFour, Eaker & Karhanek, 2004).
- Instructionally, defining literacy strategies and methodology is part of providing direct, explicit comprehension instruction that is embedded in all content leading to a transfer of learning from one context to the next (Bransford, Brown, & Cocking, 2003 and creating a ‘culture of learning’ (Brown, Collins & Duguid, 1989). Teacher teams will be essential as learning communities working together to learn new strategies. Strong leadership is necessary for staff to become aware of the urgency of implementing these elements and to maintain adherence to the vision of a school-wide literacy plan.

- XOOX school has chosen to focus on the following elements:
  - direct, explicit comprehension instruction across content areas
  - effective instructional principles embedded in content
  - strategic tutoring for students below the 20th percentile
  - ongoing formative assessment (using easyCBM, Information Reading Inventory)
  - extended time for literacy (daily, additional 30 minute period)
  - professional development
  - leadership
  - comprehensive and coordinated literacy program

Program Overview

Staff training will draw from two tests. Support our Students, and Teaching Reading in the Content Areas and will be provided by the literacy liaison staff member. The literacy liaison will be available to provide model lessons and assist staff in incorporating literacy strategies in their curriculum.

An additional thirty minute literacy period will be created by reducing each class by five minutes. During this period, each student will choose an area of interest to read about and will be grouped with others of similar interests (i.e., fantasy, science fiction, automotive, horses). Literacy skills and strategies will continue to be emphasized. Students may journal, blog, create visual representations. Formative assessment will be ongoing (easy CBM, Information Reading Inventories, classroom measures) and students who score below the 20th percentile will receive additional strategic tutoring, before or after school, or during the extended literacy period. As appropriate, iPods, loaded with strategic literacy instruction lessons will be used.

Program evaluation will occur throughout the process and necessary changes will be made.

Funding and Staffing

<table>
<thead>
<tr>
<th>Costs</th>
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</thead>
<tbody>
<tr>
<td>Guest teachers to provide time for staff to observe in pilot classrooms</td>
<td>$969.75</td>
</tr>
<tr>
<td>$1200.00 per day for $3000.00 per year</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>125.00</td>
</tr>
<tr>
<td>Support Our Students Teaching Reading in the Content Areas</td>
<td></td>
</tr>
<tr>
<td>25 @ $25.00 = $625.00</td>
<td></td>
</tr>
<tr>
<td>Peds for additional tutoring</td>
<td>350.00</td>
</tr>
<tr>
<td>60 @ $15.00 = $900.00</td>
<td></td>
</tr>
<tr>
<td>iPods for additional tutoring</td>
<td>698.00</td>
</tr>
<tr>
<td>Literacy liaison training</td>
<td>2000.00</td>
</tr>
<tr>
<td>Conference(s)</td>
<td></td>
</tr>
<tr>
<td>iPods to staff members</td>
<td>2000.00</td>
</tr>
<tr>
<td>4 days x 4 staff members</td>
<td></td>
</tr>
<tr>
<td>iPods to students</td>
<td>950.00</td>
</tr>
<tr>
<td>20 @ $45.00 = $900.00</td>
<td></td>
</tr>
</tbody>
</table>

Potential Funding Sources

- EDF grants, district literacy funds, Quarter grant, Children’s grant, Beef funds

Outcomes Projections

- Based on best practices as outlined in Reading Next and the Mid-continent Research for Education and Learning (McREL) this comprehensive implementation will result in:
  1. Improved reading scores for all students
  2. Grade improvement (overall average) 2009, McREL Outcome measured by easy CBM, OAKS testing
  3. Reduce the instructional gap among students by providing repeated, consistent literacy instruction across content areas, so students will learn effective strategies that are applicable in all content areas.

Outcome measured by observations of teacher practice.

- Increasing inter-connectedness among content areas with repeated practice and clear expectations (Marzano, 1996).

Outcome measured by observations of teacher practice.

- Improved understanding in content area subject (XOOX middle school 2009 and Jordan, Jensen & Greenleaf, 2001) as evidenced by improved scores on curriculum based measures as well as state benchmark tests (reading, math and science).

- Increased teacher/instructional effectiveness. By incorporating consistent, effective literacy strategies, teachers will be able to deliver their content in more meaningful ways. Outcome measured by staff survey.

Sources


Program Evaluation

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EDLD 655 University of Oregon March 10, 2009