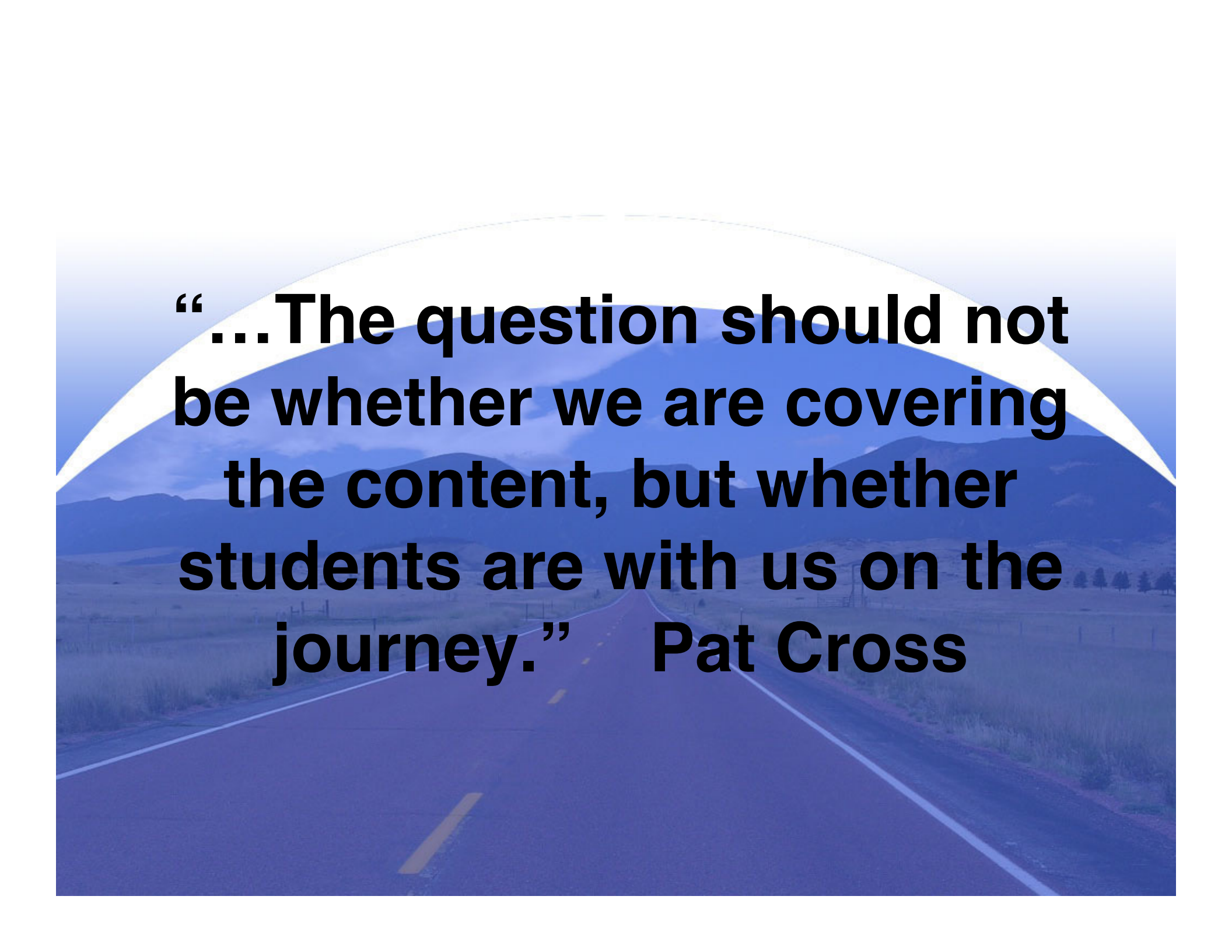




**Presented at the
Just Read, Florida! Leadership
Conference
July 2006**

**CARS Model of Staff
Development – From
Design to Drive**

**at
Sumter County Schools**



“...The question should not be whether we are covering the content, but whether students are with us on the journey.” Pat Cross

A blue-tinted landscape featuring a two-lane road with a dashed yellow center line and white edge lines, receding into the distance. The road is flanked by grassy fields and a fence line. In the background, there are rolling hills and a range of mountains under a blue sky with light clouds. A large, white, semi-transparent arch frames the top of the scene.

BEEP, BEEP PASS

The “Prototype” (04-05 Model)

- 6-8th grades
- 885 students
- 63% Free & Reduced lunch
- 15% ESE, 5% ESOL
- “B” School
- Wednesdays set aside for staff development
- Reading Coach
- 47 minute periods
- All teachers have 94 minutes of planning/consult time

The Current (05-06 Model)

School Level – South Sumter Middle

- 6th – 8th Grades
- 866 Students
- 45% Free & Reduced Lunch
- 14% ESE, 9.6% ESOL
- “A” School
- Reading Coach
- 47 Minute Periods
- All teachers have 94 minutes of planning/consult time
- Wednesdays set aside for staff development

The Current (05-06 Model)

District Level – Sumter County Secondary Schools

- 6th – 12th Grades
- 2, 982 Students
- 44% Free & Reduced Lunch
- 17% ESE, 6% ESOL
- Two “A”s, One “B”, Three “C”s, One “D”
- Period length varies
- Teachers have various amounts of planning/consult time
- Staff development time varies
- Reading Coaches at SSMS, SSHS, WMS, & WHS

Charging the Battery

School & District

- **NCLB and AYP –**
 - (Year One) SSMS - 2 subgroups did not meet
 - (Year Two) SSMS - Provisional AYP, Sumter District - 3 subgroups did not meet
- **School/District Data –**
 - (Year One) SSMS - 50% at Levels 1 & 2 in FCAT Reading
 - (Year Two) SSMS - 34% at Levels 1 & 2, Sumter District - 41% at Levels 1 & 2
- (Year One) - Reference and Research Strand Weakest for SSMS
- (Year Two) - Main Idea and Purpose Strand Weakest for SSMS & District
- Overall Weakness in Informational Reading

READING IS OUR PRIORITY!!!

A blue-tinted landscape featuring a two-lane road with a dashed yellow center line and solid white edge lines, receding into the distance. The road is flanked by grassy fields and a fence line. In the background, there are rolling hills and a range of mountains under a cloudy sky. A large, white, semi-transparent arch is superimposed over the top half of the image, framing the text.

“A” Model Design

INVESTIGATING THE ROUTES



- FCRR (Florida Center for Reading Research)
- National Reading Panel Summary
- Reading Next Carnegie Report
- 7 Defensible Strategies, Herbert Hoover High School, San Diego

Focus for School-Based Staff Development

7 Defensible Strategies

Herbert Hoover High School, San Diego

- “The link between strategic teaching and student learning is the keystone of our professional development plan.”
- Adopted 7 basic strategies
- Strategies taught to teachers and then teachers taught them to students.
- Strategies implemented across all curriculum areas.
- Produced significant reading gains

Fischer, D. Frey, N. & Williams, D. (2002, November). Seven literacy strategies that work. *Educational Leadership*, 60(3), 70-73.

Focus for School-Based Staff Development 7 Defensible Strategies

- Read-alouds**
- K-W-L Charts**
- Graphic Organizers**
- Vocabulary Instruction**
- Writing to Learn**
- Structured Note Taking**
- Reciprocal Teaching**

Fischer, D. Frey, N. & Williams, D. (2002, November). Seven literacy strategies that work. *Educational Leadership*, 60(3), 70-73.

Tightening the Belts

- **Sumter K-12 Comprehensive Research-Based Reading Plan**
- **Data Driven Decisions**
- **Reading Coaches at Secondary Level**
- **District-wide CARS**
- **Cadres – Teachers/Coaches**
- **Focus on Schools with Higher Level of Need**
- **Instructional Reviews (Fidelity Checks)**
- **Articulation between schools regarding students' reading placement**

Nuts & Bolts

- **Organized Reading Leadership Team and designed Literacy Plan based on research**
- **Developed framework for reading classes**
- **Implemented Progress Monitoring Plan**
- **Developed staff development agenda to include all faculty based on “Seven Defensible Strategies”**

Basic Model – SSMS Year One (CARS 04-05)

- **Calendar of Topics for Staff Development**
- **CARS Training established as routine (When, How, & Who)**
- **Peers Sharing/Building of Rapport with Teachers**
- **Basic knowledge of CARS**
- **Basic CARS Agenda format (follow-up, research, explanation, modeling & practice, assignment, door prizes, & feedback)**
- **Coaching/Modeling in use of strategies from CARS**
- **Motivation/Recognition for use of CARS**

Luxury Model - SSMS Year Two (CARS 05-06)

- **Increased modeling, coaching, planning & observations with teachers**
- **Differentiation in coaching levels**
- **Development of Experts**
- **Development of other programs (“Get Rooted”)**
- **Continued building of rapport and peer sharing**
- **Teacher portfolios developed with student samples included**

Putting It Into Drive!

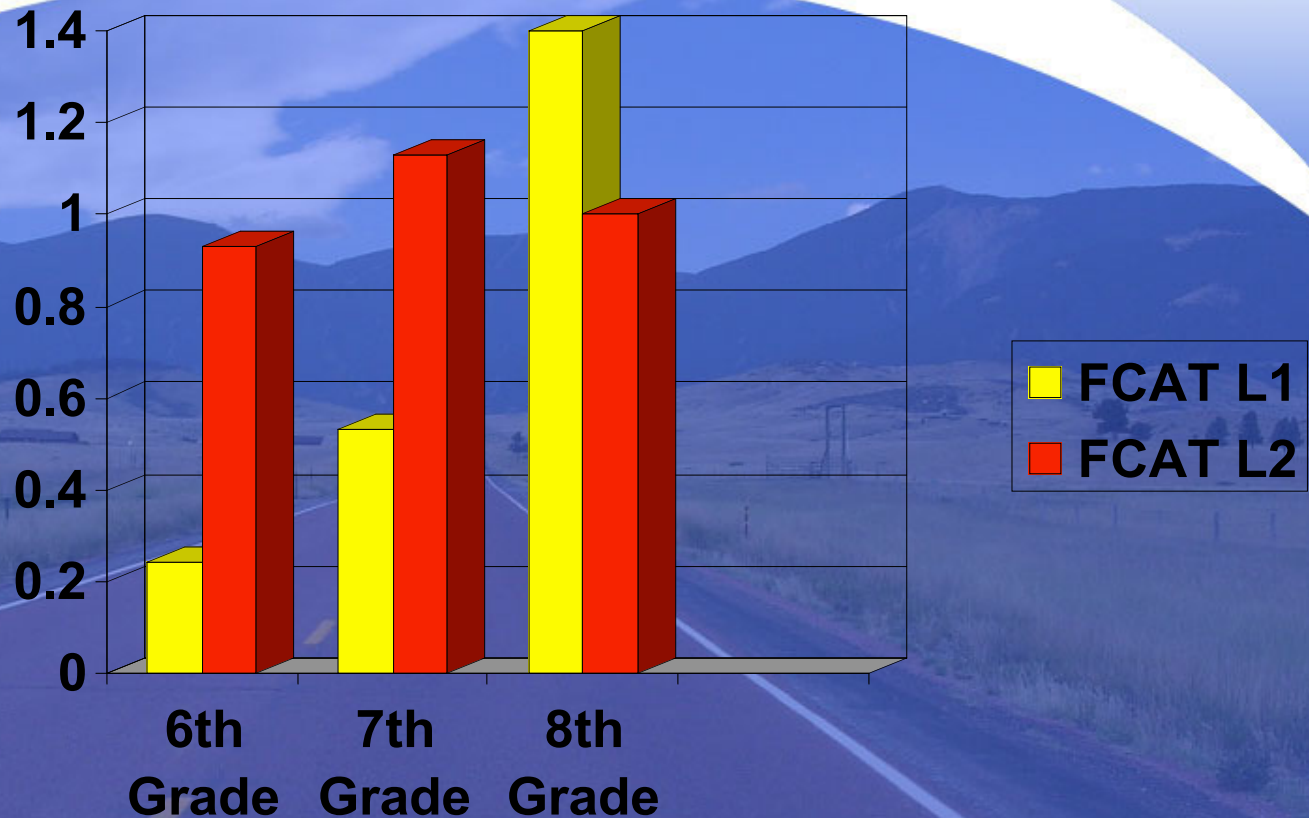


Encouraging Results

- **Positive evaluations of training**
- **Classroom Walk-Throughs reveal significant implementation across content areas**
- **Teacher observations – student motivation and depth of understanding**
- **STAR/SRI scores - continuous improvement in Level 1 and 2 students (quarterly data)**
- **FCAT Reading Data!**

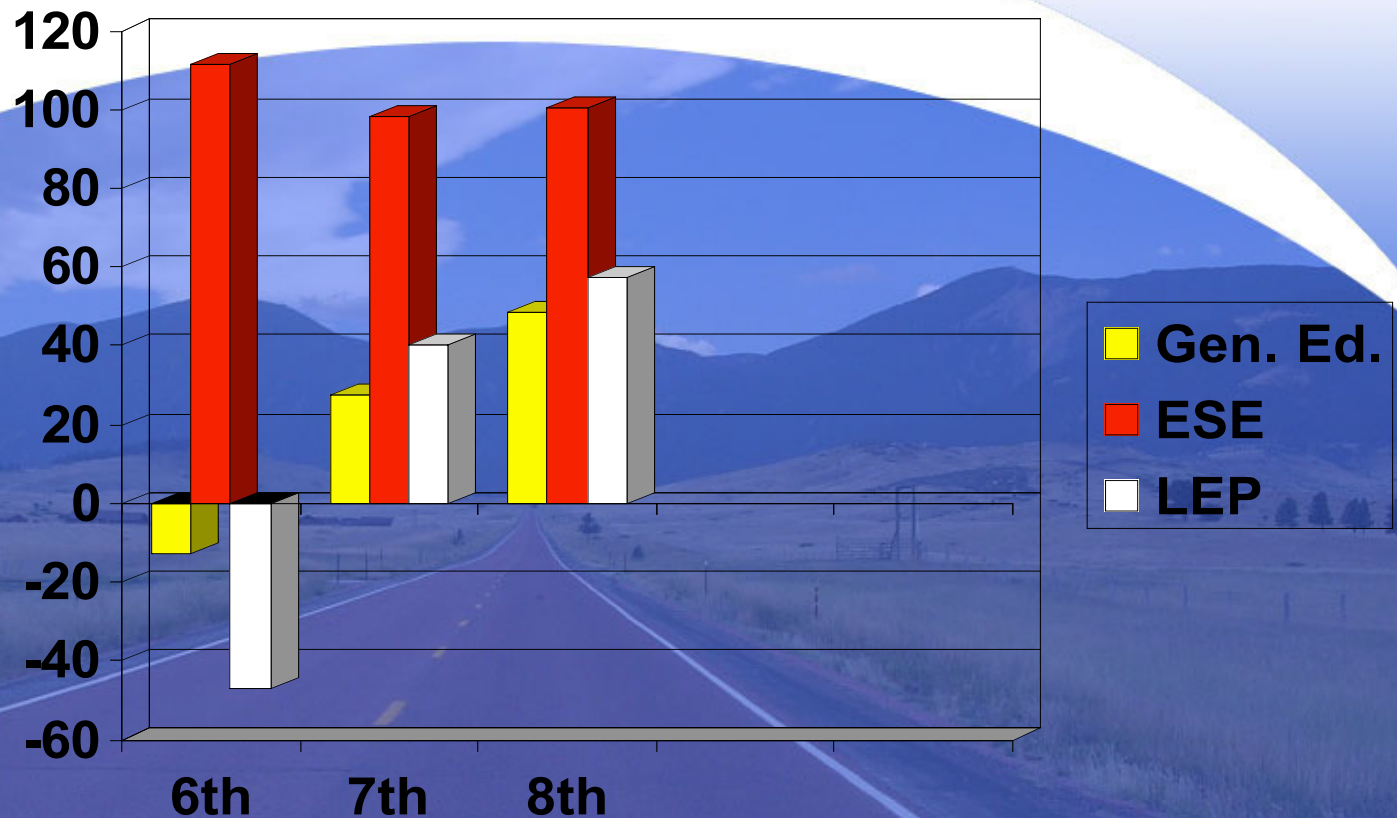
(SSMS) – 2005 Progress Monitoring Data

Overall
Growth from
beginning to
end of
2004/2005 in
STAR - Grade
Equivalents

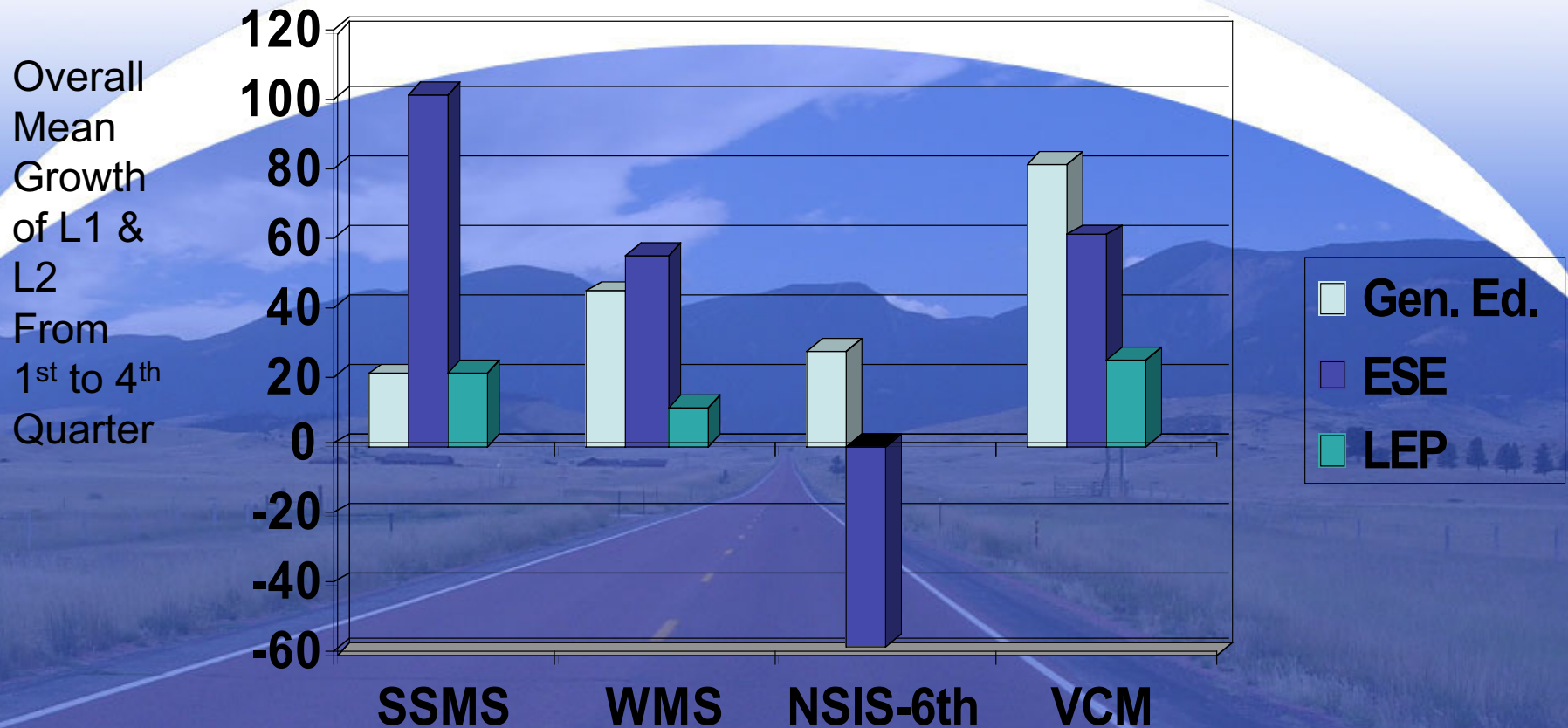


(SSMS) – 2006 Progress Monitoring Data

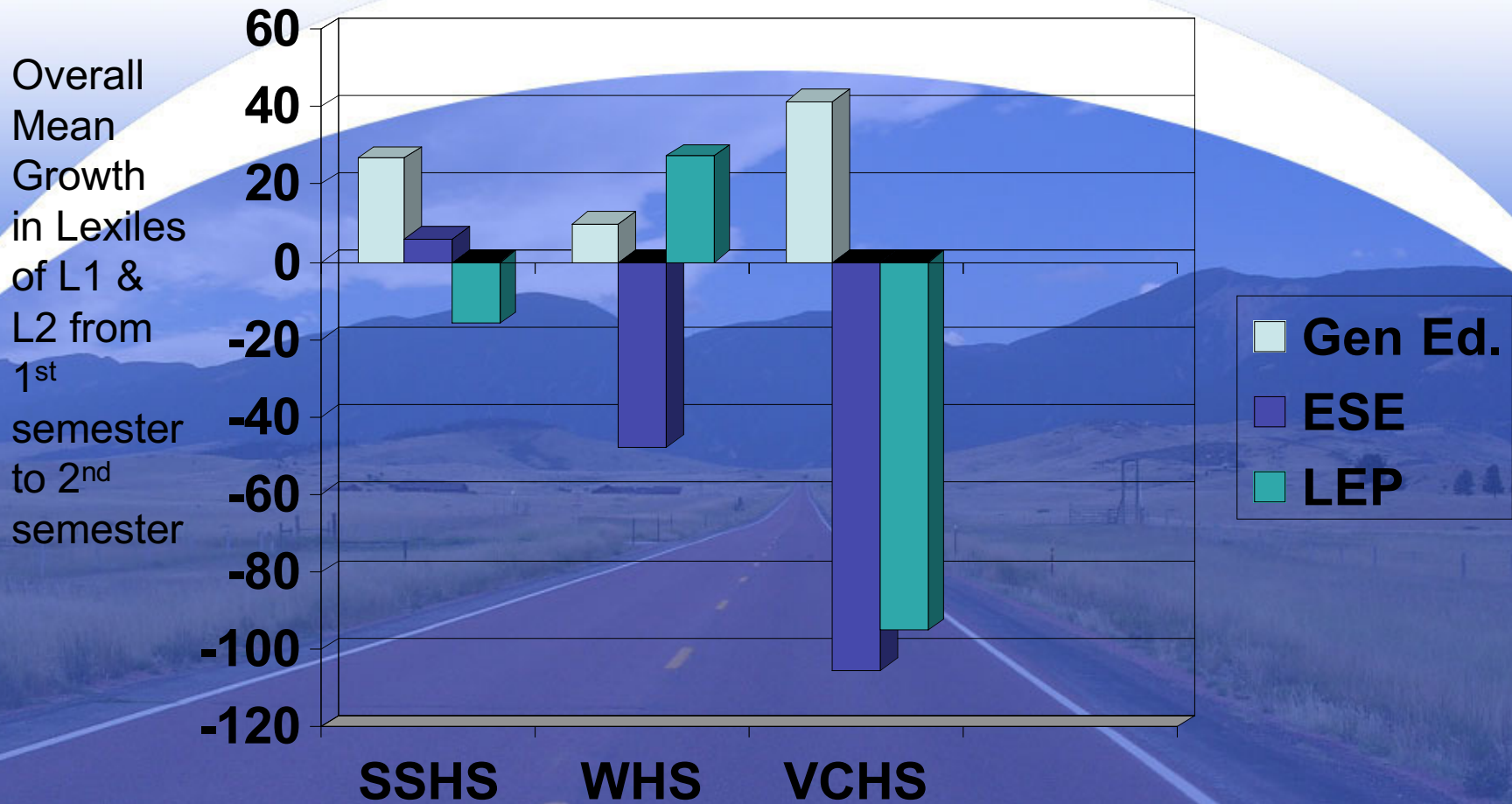
Overall Growth from beginning to end of 2005/2006 in STAR – Scale Scores



Sumter Middle School Progress Monitoring 2006 (STAR Mean Scale Score Points) – Level 1 & 2 Students



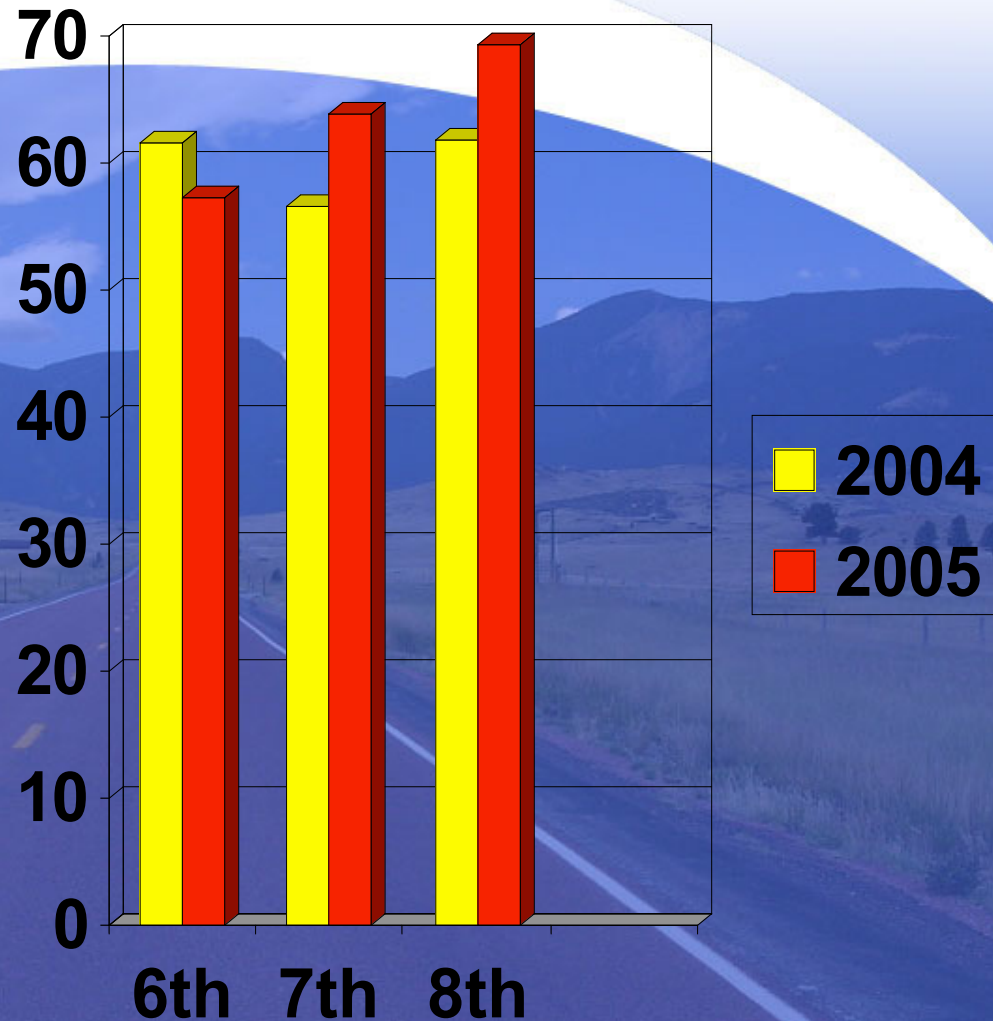
Sumter High School Progress Monitoring 2006 (Mean Lexiles) – Level 1 & 2 Students)



Year One (SSMS) - FCAT 2005 Reading Data

Annual Learning Gains

Growth in Learning Gains at 7th and 8th grades

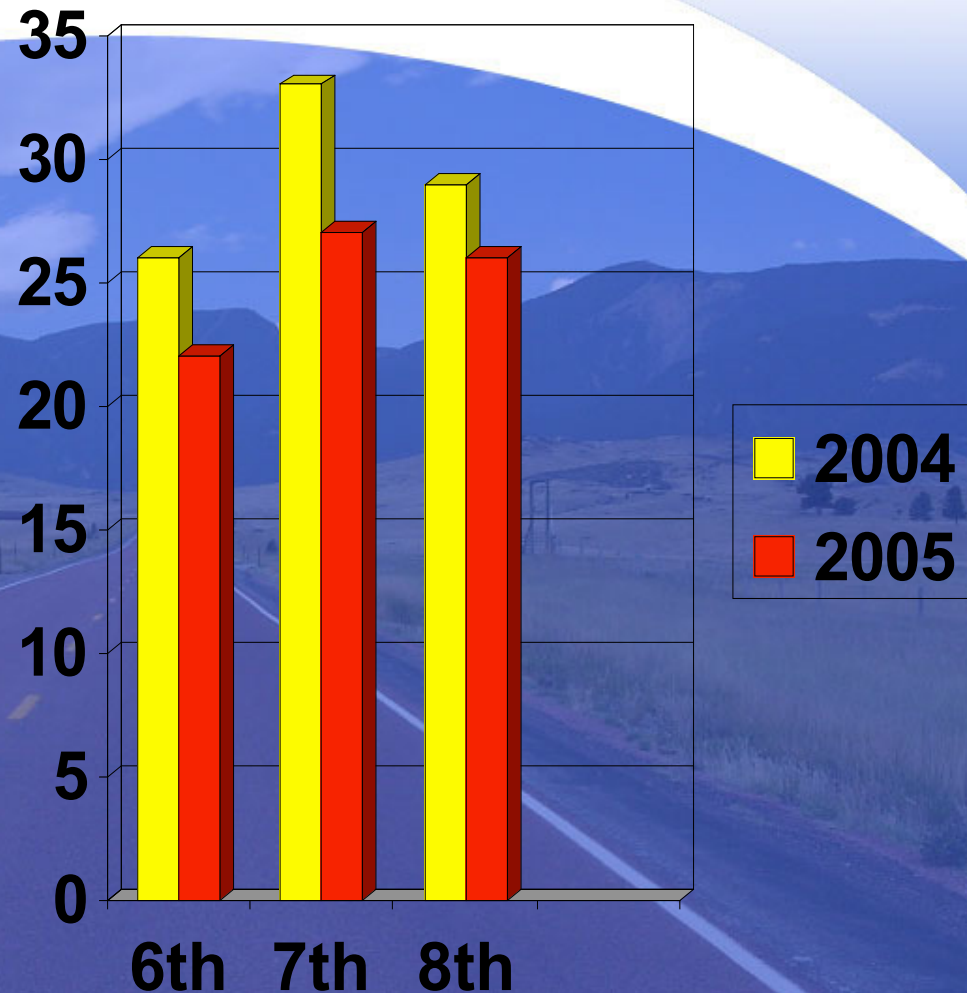


Year One (SSMS) - 2005 FCAT Reading Data

Data

Level 1 Students

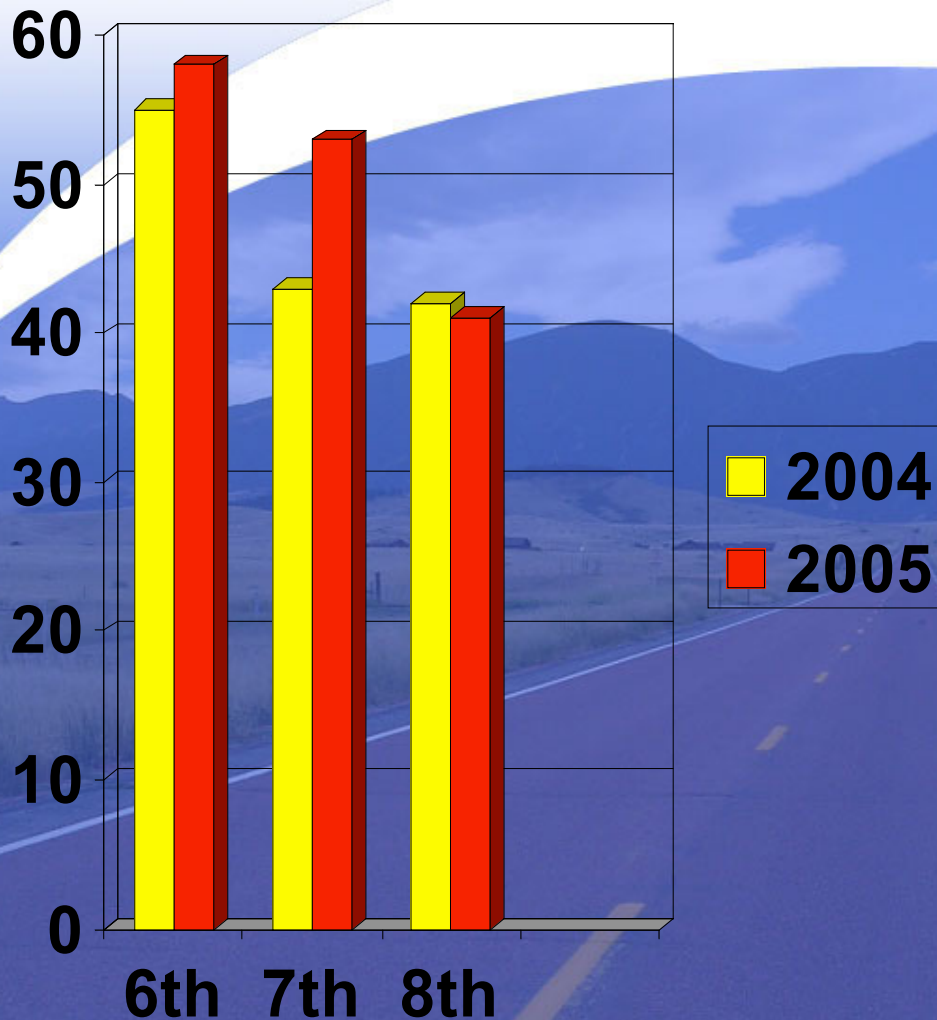
Percentage of
Level 1
dropped at
each grade
level



Year One (SSMS) - 2005 FCAT Reading Data

Data

Levels 3-5 Students

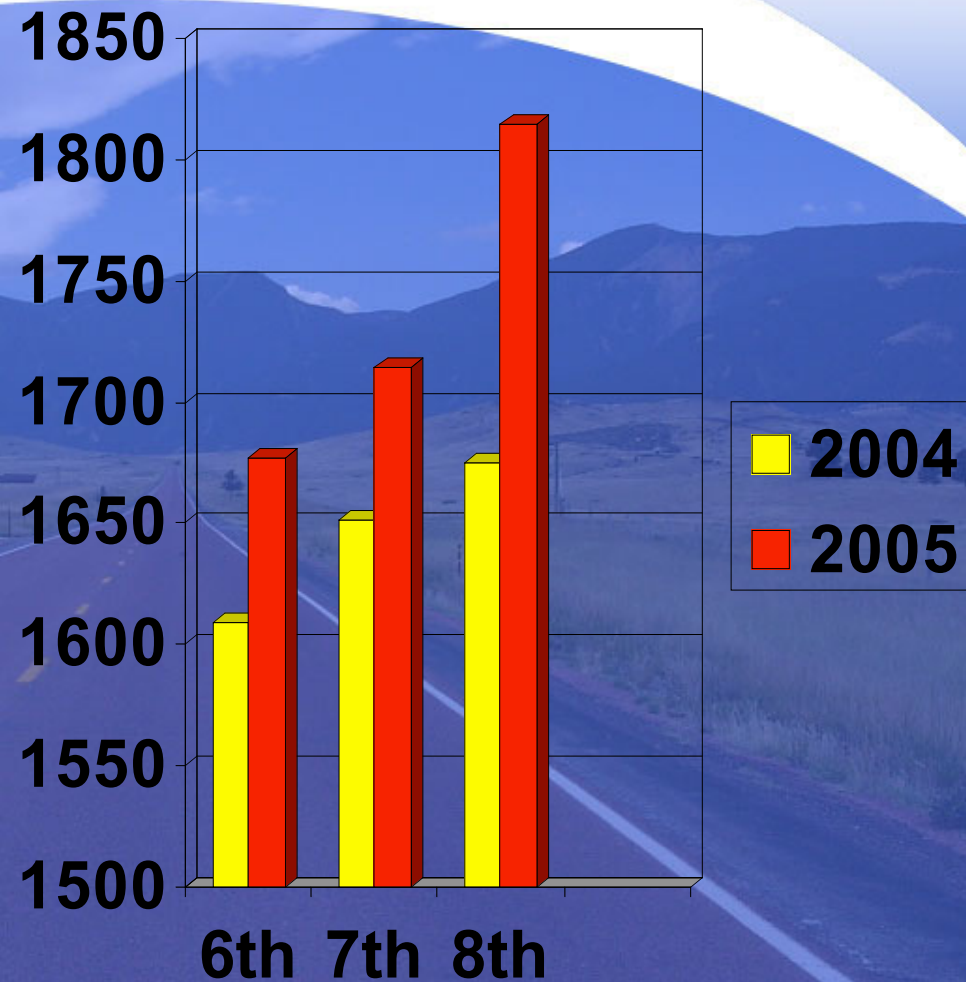


Percentage of Level 3 and above students grew at 6th and 7th grades with only a 0.5% drop at 8th grade

Year One (SSMS) - 2005 FCAT Reading Data

Mean Developmental Scale Scores

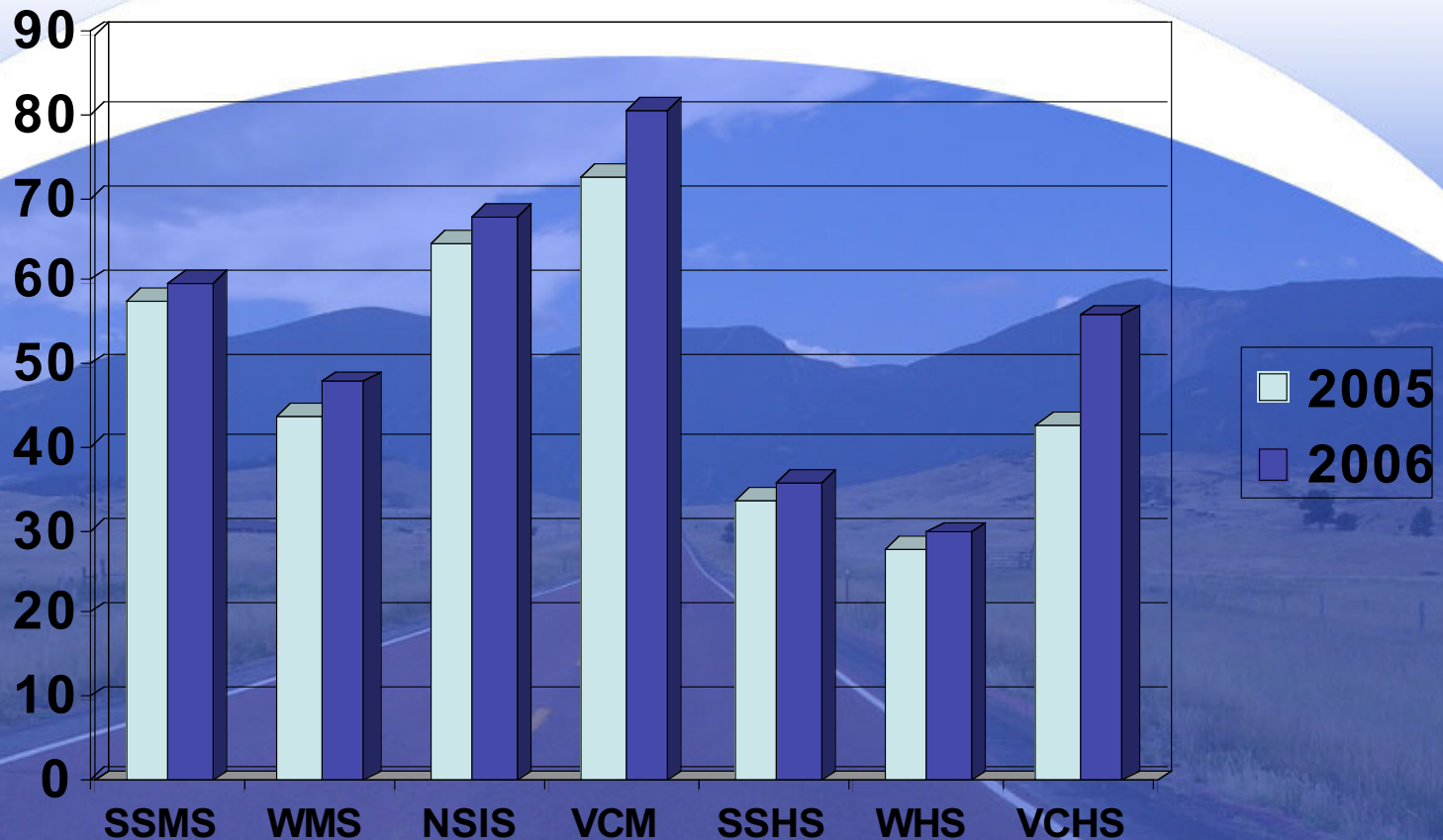
Mean DSS
increased at
each grade
level



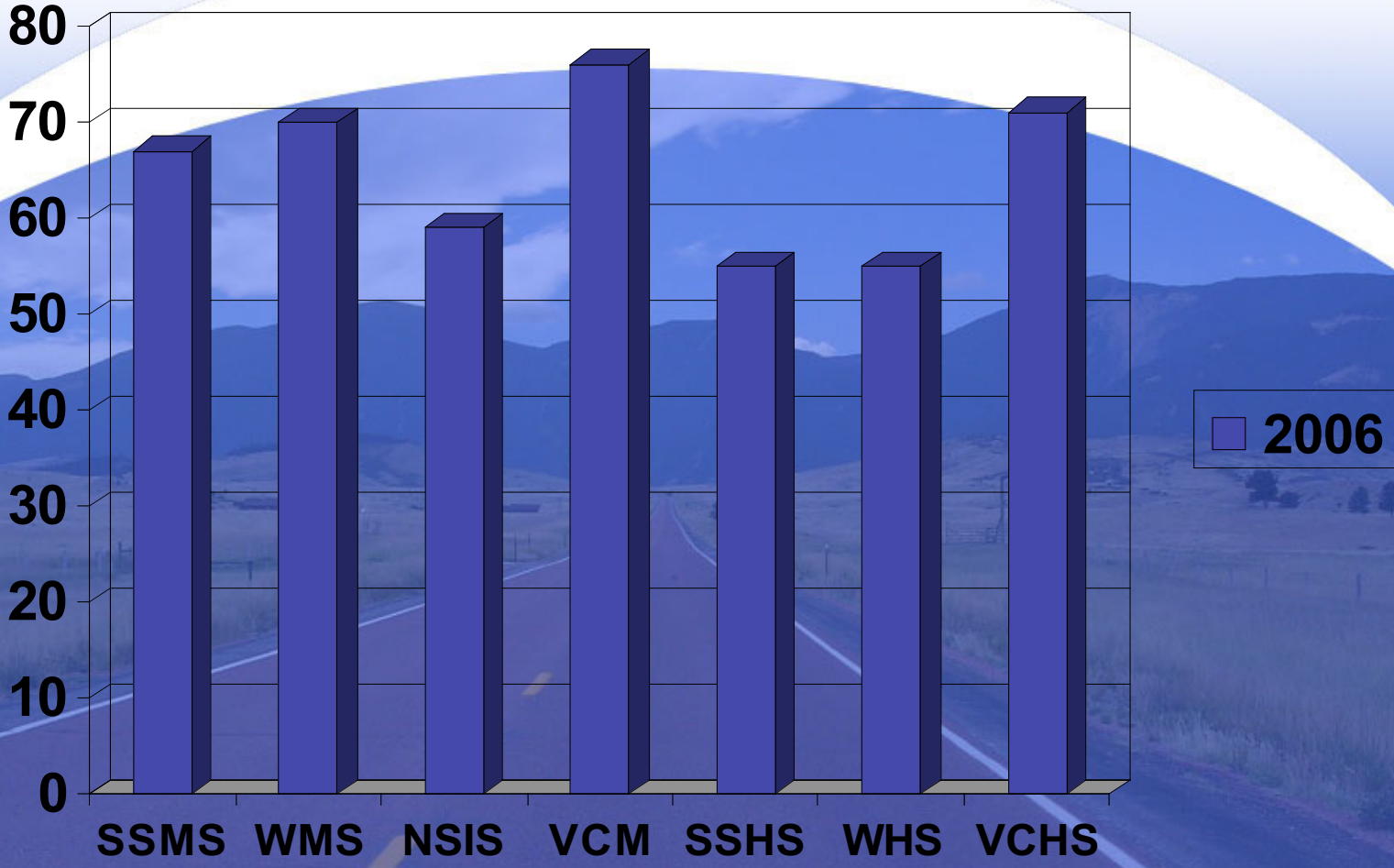
Will have a Series of Charts on SSMS Year Two FCAT Data



Sumter Secondary FCAT Reading Data - % at Level 3 and Above



Sumter Secondary FCAT Reading Data - % Making Gains in Lower Quartile



Tune It Up!

School:

- **Consistent and pervasive use of specific content area reading strategies determined by teachers to be most effective**
- **Differentiate CARS training to meet needs of Language Arts and Reading teachers**
- **More refined and concentrated list of reading/vocabulary strategies that is as effective in Math as other disciplines**
- **Continue to include teacher sharing and discussion of strategy use**
- **Modeling of content area reading strategies ongoing as observation and coaching process increases in frequency**

Tune It Up!

District:

- **Increase consistency in CARS training delivery to schools through coaches training**
- **Be more involved at all the schools with CARS training**
- **Continue to build on CARS manual with coaches involvement**
- **Continue to develop special projects that involve content area teachers when funds allow (such as text sets)**

TEST DRIVE!




How will you be Impacted?

K-12 Reading Plan: “Describe how all content area teachers will incorporate reading into subject areas including a description of the utilization of leveled text.”

One example provided by the draft:

(Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback.) *Teacher training in the above through CARS.*

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Reflect with 3-2-1

Good Luck With Your Showroom Model!

**Gina Merritt, District Reading Specialist
Kathy Dustin, Principal (SSMS)
Cheryl Dickerson, Reading Coach (SSMS)**

**Sumter County Schools
*Preparing the Next Generation
Today!***