



Data, Data Everywhere!

What Do I Do With It Now?

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Just Read, Florida! Leadership Conference

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Where are you in your journey with data?

- Experienced and growing
- Feet are wet, but much left to do
- Just beginning to utilize available data
- You mean I'm supposed to do something with all of those numbers?



Overview . . .

- Avalon Middle School – building a literacy program based on data
- Current Literacy Happenings
- Support offered by FlaRE to build a literacy program



Not so long ago in a county far, far away . . .

- Avalon Middle opens – Fall, 1999
 - 36 teachers, 783 students
- Initial resources
 - A new facility
 - A new group of students
 - A transferred faculty
 - A state mandate – one year before scores count for school grade



Initial Questions:

- What data do we have accessible?
- How can we use it to plan for school-wide instruction?
- What professional development opportunities does our data tell us we need?



Your Turn:

- What data do you have available?
- How can you use it to plan for school-wide instruction?
- What professional development does your data tell you is needed at your school?



The key to success . . .

“The significant problems we face today cannot be solved at the same level of thinking as when we created them.”

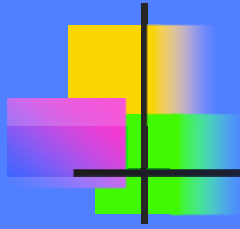
Albert Einstein



Words of Wisdom . . .

“Insanity is doing the same thing over and over again, expecting a different result.”

Albert Einstein



Avalon's Available Data



Initially . . .

- FCAT Scores Report – by period for each teacher (re-rostered to include new 6th graders)
- FCAT scores from “no grade” year – individual scores and overall school score (B)
- Discovery: School-wide problems not the same as period-by-period analysis - differentiation required



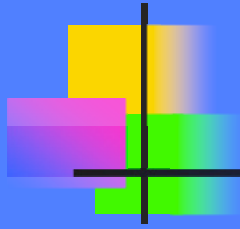
Later . . .

- SRI pre-test/post-test for every student
- FCAT Explorer and simulation for home use
- Data from Articulation Meeting with elementary feeder schools
- Turnleaf



Other factors . . .

- Title I school after Hurricane Ivan
- Result: Obvious need for differentiation of instruction by period and student. Curriculum must be realigned.



Implications for Professional Development



Interpreting testing data

- Terms, codes, numbers, implications – what does this mean for me as a teacher?
- Build a TEAM Approach – share ideas, visit each other's classrooms, focus conversation on professional issues



Curriculum Mapping Process

- Develop Curriculum Mapping Team (Review and edit personal maps)
- Set timeline
- Revamp Team Maps
- Correlate essential questions to Assessments
- Departments use sample maps to facilitate self-editing
- Provide feedback, meet in small mixed groupings



Critical Thinking

- Provide training on higher-order questioning
- Evaluate assessment tools to guarantee instruction and assessment match and focus on critical thinking



FLaRE Summer Institute

- Reading strategies across the curriculum
- Form a Reading Leadership Team
 - Key role in reading in-service



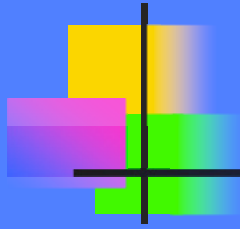
Other keys to growth . . .

- Build a Professional Library
- Highly visible principal = cheerleader
- 2005-06 – Add a reading coach



The biggest challenge . . .

- There is so much reading information to learn – how do I reduce it to digestible doses?



Implications for Instruction



Stating the Obvious . . .

We must increase effective reading instruction.

A foundation of proper professional development opens the door for instructional action.



Curriculum Mapping

- Departments met over summer to look at data (who taught what, subgroups by grade according to scores, clusters)
- Analyzed how many times weak areas were taught
- Realigned curriculum to the standards to make sure all were taught



Curriculum Mapping (con't.)

- Teachers examined data by period – each different, requiring different instructional practice – differentiation is a must
- Teachers turned in test copies with standards assessed labeled for each test item
- Essential Questions from Maps posted in classroom



Curriculum Mapping (con't.)

Results:

_Student data + curriculum mapping = standards realignment and differentiation

*Move to DATA-DRIVEN Curriculum Decisions and Instruction



Instructional Action . . .

- Common planning time for subjects
- Continue assessment focus
- Include 20 minute SSL period daily – eventually evolved into balanced literacy approach (writing, read alouds, silent reading for pleasure)
- Add a reading class for all 6th graders (now all grades)



Instructional Action (con't.)

- Academic Intensive classes/READ 180
- Newsletter to parents, includes a Reading Connection (no feedback)
- Reading Programs: AR and STAR



Instructional Action (con't.)

- Add READ 180 for lowest reading level
- Utilize two reading strategies across curriculum by grade level
- FOCUS! Higher Order Thinking activities



Instructional Action (con't.)

- Closely examine instructional materials selected
- DIFFERENTIATE!
- “Keep the main thing the main thing.”
 - What is your focus for today?
 - What standards are you teaching today?
 - At the end of the day, what do you want your students to know?



Effects . . .

- Faculty Reaction – after 5 years, sometimes overwhelmed, but they stayed, despite all the growing pains

“A man is about as happy as he makes up his mind to be.”

Abraham Lincoln



Effects (con't.)

- In 2003, the Council for Educational Change named Avalon Middle School to its list of **20 High-Performing Middle and High Schools in Florida**
- A+ school = 2001, 2002, 2003, 2004, ?
- Professional and academic growth worth much more than numbers can identify



As Ronald Reagan once said . . .

**Status quo, you know, that is
Latin for “the mess we’re in.”**



Reflection . . .

- Leadership often involves making tough choices. What tough choices are you willing to make in order to increase professional growth and student performance at your school?



2005-06 Literacy Coach: Where do I begin?

Assets:

- Passionate about improving reading
- Strong work ethic
- Optimistic
- Sense of humor
- No need for the limelight
- A supportive principal
- Lucky rabbit's foot



Begin with what you KNOW

Challenges

- New to the faculty
- Lack of understanding about the role of a literacy coach
- Working with professionals who have a wide range of experiences, skills, and knowledge



Initial Literacy Action Plan

- Develop Rapport
- Refine use of available assessments to drive instruction
- Increase knowledge base of SBRR
- Create a literacy-rich environment



Literacy Focus

- Rapport
 - Reading Coach Work Order
 - Chocolate fondue fountain
 - Inviting office – open door
 - Use every opportunity to build bridges and show respect



Literacy Training and Instructional Practice

- Assessments
 - Florida Oral Reading Fluency
 - Alternate assessments
 - Formal and informal
 - DAR
 - Analysis Tips for Reading teachers
 - Implications for instruction for all content teachers



Literacy Focus (con't.)

- Assessment FOR learning vs. Assessment OF learning
- Vocabulary: school-wide root word study
- Literacy Leadership Team
- Literacy Odyssey
- Mini reading lessons in faculty meetings (across content areas)



Goal of literacy instruction . . .

“We must prepare students for
THEIR future, not OUR past.”



Additional faculty studies . . .

- *Building Background Knowledge through Academic Vocabulary* – Robert Marzano
- *Understanding Poverty* – Ruby Payne



Vision for the future . . .

- “There’s no limit to what plain, ordinary working people can accomplish if they’re given the encouragement and the incentive to do their best.”

Sam Walton



What FLaRE can provide

- Facilitate the establishment of the team
- Provide Professional Development for the team and the school.
- Provide guidance and resources for study groups
- Model classroom practices
- Coach teachers

Reading Leadership Team



- The purpose of the Reading Leadership Team is to create capacity of reading knowledge with the school building.

Comprehensive Research-Based Reading Plan, Florida
DOE



RLT Mission and Goals

- Building a learning community of committed, school-based professionals
- Study scientifically based reading research
- Develop a school-based literacy plan of action
- Supply research-based professional development



Who Serves on this Team

- **Administrator** – principal or assistant principal
- **Teacher leaders** – those respected by other faculty and recognized for their teaching methods. Not necessarily department chairs – bring in “regular” teachers
- **6 – 12** members representing cross section of faculty. Don't overpopulate with traditional literacy experts
- **Hand selected**, committed to improving literacy.



What's required...

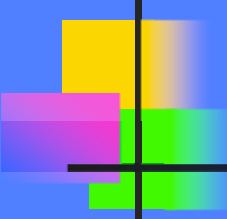
■ Time

■ Administrators:

- Provide release time for team to meet at least quarterly.
- Commitment to attend all meetings and participate in all activities.
- Willingness to engage in on-going literacy professional development.

■ Teachers:

- Commitment to attend meetings and participate in the agreed upon activities of the team.
- Willingness to engage in on-going literacy professional development.
- Willingness to apply literacy strategies to their own classrooms and serve as models for other classrooms.



What's required cont...

- Resources
 - Substitutes, release time
 - Materials
 - Professional books
 - Funding for professional development including conferences, seminars, etc.



First year expectations

- Form a RLT
- Form a common literacy language
- Engage in Professional Development
- Develop and Implement a Literacy Action Plan (LAP)
- Build Capacity for School-wide Change
- Assess Impact on Students



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