



High School Reading Leadership Teams: They Do Make a Difference!

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Navarre High School Demographics

- 1611 students
- *115 faculty/staff*
- *23% free/reduced lunch*
- *17% minority rate*
- *beach community, military bases*

Criteria for Choosing the Team

- Positive role models
- Interest in Secondary reading
- Previous experience with reading activities
- Representative from all core content areas
- ESE/ESOL/media specialist
- Non-instructional teacher assistant
- Avoid teachers with heavy extra curricular responsibilities
- Limit the number

Reading Leadership Team Members

- social studies, chair
- English, co-chair
- media specialist
- ESE/reading
- science
- math
- reading coach
- assistant principal of curriculum and guidance

Administrative Support

- Attend district training
- Personal invitations for team members
- Provide background information and school data for first meeting
- Relinquish leadership role
- Provide logistical support
- Arrange for professional development
- Attend all meetings

Funding/Release Time

- Used internal funds from vending money to pay for subs
- Designed schedule to use minimum number of subs
- Utilized teachers with cover duty
- Relied on RLT teachers to stay beyond work day for meetings

The Role of the Reading Coach in Navarre High's Reading Leadership Team

- Organization

- Assisted Donna Doughty in selecting RLT members
- Serve as a liaison between NHS's RLT and Cheree Davis, our FLaRE representative, setting meeting times and discussing the needs of NHS and the team.
- Provide guidance to chair and co-chair regarding the agenda for RLT meetings.

The Role of the Reading Coach in Navarre High's Reading Leadership Team

- Resource

- Keep team up-to-date by attending inservice and presenting newly acquired information.
- Assist in analyzing school data (FCAT, PLAN, etc.)
- Provide professional resources (McREL's Teaching Reading in the Content Areas: If Not Me, Then Who?, Teaching Reading in Mathematics, and Teaching Reading in Science). The School Improvement Plan allots money for learning communities and professional development and provides money to support the reading coach.

Action Plan—Phase 1

- The RLT first brainstormed possible areas of concern among team members.
- Next, team members asked faculty members at lunch, in plan rooms, and in between classes, “What is your greatest area of concern at NHS?” The question was left open-ended so as not to influence faculty members toward any one concern. RLT members kept track of whom they questioned and their responses.
- The team then compiled all of the responses and began categorizing types of responses. The top five areas of concern were then placed on a survey and given to teachers. The top areas of concern were motivation and comprehension.

Action Plan-Phase 1, Cont...

- The team decided to focus on comprehension because it felt it had the most resources and knowledge to tackle this issue. Each team member now had an assignment to begin researching strategies that would work well with their content areas. Strategies could include before, during, or after reading strategies and graphic organizers. To assist team members in their research, the literacy coach provided the McREL books to each member.
- The goal for next year is to pick 2 or 3 strategies that work well in each respective content area and to practice those strategies in team members' classrooms so that team members can then model those strategies for the faculty.

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

Next Year's Plan...

- Instructional practices (strategies) selected by department
- Professional development provided specific to department needs
- Implement strategies in classroom via frequent modeling and usage



Questions?

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