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Being a “READING” first school:
The relationship between
Principal and Coach



Seven Critical Elements to a Successful Reading Program

- Strong Leadership
- Positive Belief and Teacher Dedication
- Data Utilization and Analysis
- Effective Scheduling
- Professional Development
- Scientifically Based Intervention Programs
- Parent Involvement (and/or Parent Support)

- Teaching All Students To Read: Practices from Reading First Schools With Strong Intervention Outcomes
- Crawford & Torgensen



Strong Leadership

- Architectural Definition of Leadership
 - Leaders are the architects of individual and organizational improvement (Reeves)
- Distributed Leadership
 - Based on trust, as well as the certain knowledge that no single leader possesses the knowledge, skills and talent to lead an organization alone (Elmore, Reeves)



Real World Application

- Fully shared Vision and Mission with Reading acknowledged at the gatekeeper skill that must take priority in our instructional day.
- Weekly Leadership Meetings
- Daily Meetings with Reading Coach
- Classroom walkthroughs with Reading Coach
- Scheduling Reading as a priority and sticking to it, regardless of what occurs



Real World Continued

- Creating class lists together based on student needs
- Attending all Reading First Trainings and other Reading Trainings, keeping up with the literature
- Data Teams created to review student progress and make mid course adjustments. Data reviewed includes DIBELS, Common Formative Assessments, Classroom Assessments, etc.



Positive Belief and Teacher Dedication

- Buy in on Reading First
 - Full participation in trainings
 - Full participation in 90 min. reading block & 30 minute Triple i, K – 5.
- Children have always been first at Sunrise and new teachers joining the staff are quickly assimilated into this mindset.
- Quantifying what teachers do is difficult but . . .
 - After School Tutoring
 - Parent Conference Nights
 - CRISS Nights
 - FCAT Nights
 - Mi Amanecer Program
 - FCAT Writes Boot camp (Saturdays)



Data Utilization and Analysis

- Data Teams Created by Grade Level
- Data Team Process
 - Collect and Chart Data Results
 - Analyze Strengths and Obstacles
 - Set, Review or Revise Goals
 - Determine Strategies
 - Reading First Strategies
 - Student Centered Activities Teacher Resource Guides
 - Classroom Instruction That Works (Marzano)
 - Establish Results Indicators
 - *Simply put, the results indicators answer the question, "When this strategy or these strategies are implemented we expect to see the following evidence . . . and students will be able to . . ."*



Analysis Sheet/CFA

Grade Level: 6 Content: Math Mean, Median, Mode Teacher Names	# Students who took assessment	# Students Proficient and Higher	# Students Non- Proficient	% Students Proficient and Higher
Betty	25	19	6	76
Tom	27	15	12	55
Susan	25	12	13	48
Diane	26	16	10	61
<i>Totals</i>	103	62	41	60



Strength and Obstacles

Strengths of Student work (evidence)

XXX – this information becomes the basis of your celebration

Obstacles/Challenges – content/skills in which students have little or no foundation at all

XXX – this information becomes your priorities – FOCUS



Smart Goals

- SMART Goals (Specific, Measurable, Achievable, Relevant/Realistic, Timely)
- Example
 - % of Grade 6 students scoring proficient and higher in writing will increase from 43% to 58% by the end of October as measured by a teacher-created writing prompt assessment administered on October 30 or 31.



Data Utilization and Analysis Continued

- Look at both Cause and Effect Data
- Examples of Cause Data
 - Reading First Training, Study Groups, Book Studies, DT Training, Collaborative Scoring, Non-Fiction Writing, Collaborative Planning, etc.
- Examples of Effect Data
 - FCAT, Stanford 10, Benchmark Assessments, Common Formative Assessments, DIBELS, etc.



New Data, New Groups

- After every DIBELS period, the Reading Coach, and Resource teachers sit, analyze the data and regroup students by need.
- This takes about a week of time.
- Most of the time, the students are progressing and moving from the high risk groups to moderate and low risk.
- By the end of the year, the high risk groups are smaller and the enrichment groups are larger.



Effective Scheduling

- If Reading is first, then it must be scheduled accordingly, with everything else scheduled around Reading.
- Staff must be scheduled in such a manner that all Reading needs are met, such as Triple i, 90 minute block, ESL Classes, etc.
- Common Planning is an important element in the schedule allowing for the collaboration necessary to meet student needs.



Sunrise Scheduling (A nightmare)

- Master schedule had to accommodate all of the following requirements both State and Local
 - 90 minute uninterrupted Reading Block
 - 30 minute Triple i
 - 60 minute Acaletics (math)
 - P.E. three times a week for a minimum of 30 minutes/day
 - Art and Music minimum 1 time a week
 - Common Formative Assessments Remediation
 - Teach Writing, Science and Social Studies
 - Sunrise on Character Program
 - Lunch
 - Starting Time 7:45 (busses arriving at 7:25)
 - Dismissal Time 2:05

	8:00 8:30	8:33 9:03	9:06 9:36	9:39 10:09	10:12 10:42	10:45 11:15	11:18 11:48	11:51 12:21	12:24 12:54	12:57 1:27	1:30 2:00
5	Enrichment		Math Acaletics		Science/ Social Studies	Lunch 10:45 – 11:25	Triple i (11:25 – 11:55)	Reading Block (11:58 – 1:30)		Writing	
4	Math Acaletics		Enrichment		Writing (10:12 – 11:03)	Lunch 11:03 -- 11:43	Science & S.S. (11:43 – 11:58) & within Lunch	Reading Block (11:58 – 1:30)		Triple i	
Primary Reading Block								4 th & 5 th Grade Reading Block			
3	Triple i	Reading Block			Enrichment		Math 11:18 – 12:18 Acaletics	Lunch 12:18 1:01 (Science & S.S.)	Writing 1:05 – 1:45	Science & Social Studies 1:45 – 2:00	
2	Reading Block		Triple i		Writing	Math 10:45 – 11:48		Enrichment		Lunch 12:57 1:37	S/SS 1:40 – 2:00
1	Reading Block		Triple i		Writing	Math 10:45 – 11:48		Lunch 11:51 12:40	S/SS 12:40 – 12:57	Enrichment	
K	Triple i	Reading Block			Writing Or P.E.	Writing Or P.E.	Lunch 11:21 12:07	Math 12:07 – 1:07		S & S.S. & Extra Remediation 1:07 – 2:00	
Enrichment							Lunch				

Schedule for RTI Paras

Times	Subject/Activities	Amount of Time	Location
8:00-8:30	5 th grade RTI During Remediation	60 minutes	Portable 636
8:33-9:03			
9:06-9:36	4 th grade RTI During Remediation	60 minutes	Portable 636
9:39-10:09			
10:12-10:42	3 rd grade RTI During Remediation	60 minutes	Portable 636
10:45-11:25			
11:25-11:55	5 th grade Triple i	30 minutes	Portable 636
12:00-12:15	Break	15 minutes	
12:20 – 12:50	3 rd grade RTI	30 minutes	Portable 636 Portable 636
1:00 – 1:30	Lunch	30 minutes	
1:30 – 2:00	5 th Grade RTI	30 minutes	Media Center
2:00 – 2:25	Duty	25 minutes	



Professional Development

- Difference between Professional Development and Staff Development
- Professional Development
 - Builds the capacity of the individual
 - Book Studies
 - Conferences
 - Best Practices
 - Study Groups
 - Performance Assessment Training



Professional Development Continued

- Staff Development
 - Focused on specific site or district initiatives
 - Reading First Training
 - Study Groups
 - Data Team Training
 - Focused Calendar Assessment Training
 - Performance Assessment Training
 - New Teacher Training



Scientifically Based Intervention Programs

- Listed each Essential Element and each grade level
- Researched the FCRR website for recommended Reading First Intervention Programs
- Investigated which materials were on campus that were already reviewed by FCRR
- Researched demographically similar schools that were demonstrating success and which programs they were using for each Essential Element
- Purchased multiple programs by grade by Essential Element and matched students by need

K-3 Curriculum Selections for Triple i

G. L.	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
K	Early Intervention Kit, S.F. <u><i>Earobics</i></u> Reading Links See the Sound, Think the Letter	Early Intervention Kit, S.F. <u><i>Earobics</i></u> Reading Links	Early Intervention Kit S.F. Read Naturally <u><i>Earobics</i></u> Great Leaps	Early Intervention Kit, S.F. Elements of Reading Vocab. Kit <u><i>Earobics</i></u>	Early Intervention Kit, S.F. Guided Reading Groups <u><i>Earobics</i></u>
1	Early Intervention Kit, S.F. <u><i>Earobics</i></u> Reading Links Spell Read See the Sound, Think the Letter	Early Intervention Kit, S.F. Elements of Reading, Phonics Kit <u><i>Earobics</i></u> Reading Links	Early Intervention Kit, S.F. Read Naturally <u><i>Earobics</i></u> Great Leaps	Early Intervention Kit, S.F. Elements of Reading, Vocabulary Kit <u><i>Earobics</i></u>	Early Intervention Kit, S.F. Guided Reading Groups <u><i>Earobics</i></u>
2	Frog Games Reading Links My Reading Coach (LC)	Elements of Reading, Phonics Kits Reading Links	Read Naturally Great Leaps	Elements of Reading, Vocabulary Kit	Versatiles Comprehension Games Literature Circles
3	My Reading Coach (LC)	Prefixes/Suffixes Kit	Read Naturally	Elements of Reading, Vocabulary Kit Graphic Organizers	Versatiles
					Literature Circles
		Making Big Words	Great Leaps		Comprehension Games
		REWARDS Intermediate	Books On Tape		
	Reading Links				

4 - 5 Curriculum Selections for Triple i

G L .	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
4	My Reading Coach (LC)	Big Words Kit	Read Naturally	Science Leveled Readers Social Studies Leveled Readers Eye Openers	Strategy Instruction
		REWARDS Intermediate	Books On Tape		Comprehension Games
		Making More Big Words			Literature Circles
5	My Reading Coach (LC)	REWARDS Intermediate	Read Naturally	Science Leveled Readers Social Studies Leveled Readers Eye Openers	Strategy Instruction
		Making Really Big Words			
			Books On Tape		Literature Circles
3, 4, 5					<p><u>Response to Intervention</u></p> <p>SRA Specific Skills Series Gourmet Curriculum Press</p>



Parent Involvement/Support

- Mi Amanecer Program
- FCAT Night
- CRISS Night
- Families Building Better Readers Night
- Daddy/Daughter Dance
- Mother/Son Bingo Night
- Fluency Folders
- Parent Conference Nights
- Wow Assemblies
- FCAT Parades





Break Out I

- Principals meet on the left side of the room with the Principal of Sunrise
- Reading Coaches meet on the right side of the room with the Reading Coach of Sunrise
- Q & A period



Break Out II

- Principals stay on the left side of the room and meet with the Reading Coach of Sunrise
- Reading Coaches stay on the right side of the room and meet with the Principal of Sunrise
- Q & A period