



Vancouver Public Schools

Vancouver School District's major focus has been to develop a system response to increase achievement for all students through a comprehensive Literacy effort that addresses ESEA legislation and closing the opportunity and achievement gaps. This includes implementing a district framework and action plan to address Vancouver's Personalized Learning Model, Reading Pathway, and Connection to Academic Response to Intervention.

Literacy Initiative

Vancouver Public Schools Collaborative Team:

Linda McGeachy, Associate Supt. for Teaching and Learning

Layne Curtis, Manager, Curriculum/Instruction:
Elementary Focus

Marilyn Gaffrey, Manager, Curriculum/Instruction:
Secondary Focus

Linda Gustafson, Curriculum Specialist: K-12
Literacy



Leadership

- Accountability Team: establish a systems response
- Profound shift in thinking
- Redirection of energy and resources to focus beyond current practices
- Systemic alignment across all levels





Focus on Personalized Instruction

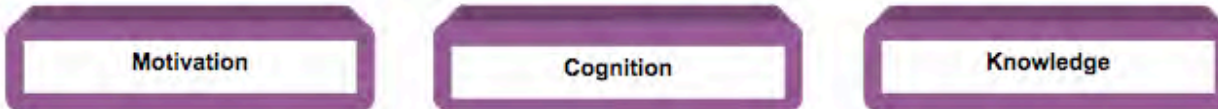
- Development of Literacy Framework and Pathway
- Process to address Response to Intervention
- Development of new classes to support attainment of literacy skills for all students
- Reading Apprenticeship®
- Development of instructional units
- Development and delivery of teacher inservice with ongoing support for implementation
- Student placement through CAST and Vertical Teams



VSD READING FRAMEWORK

L ITERATE CITIZEN

DIMENSIONS OF ENGAGED AND EFFECTIVE READING



BUILDING BLOCKS FOR READING WITH EASE



May 2003

DIMENSIONS OF READINESS TO LEARN





Fall Grade 10 Reading Placement Pathway

SCREENING	Teacher administers <i>MAP</i> Assessment or checks prior <i>MAP</i> & <i>STAR</i> scores.			
Diagnosis: Criteria	Reading level GE (grade equivalent) below 3.9. Previous winter MAP below 209 OR Lang. Acquisition Stage Preproduction/Early Production	Reading level GE between 4.0 and 7.0. Did not meet 7 th grade WASL Reading standard. Previous winter MAP 209-220 OR Lang. Acquisition Stage Speech Emergence or early Intermediate Fluency	Reading level GE between 7.1 and 11.0. Previous winter MAP 221-230	Reading level GE above 11.0. Previous winter MAP 230+
	↓	↓	↓	↓
	↓	↓	↓	↓
	Intensive	Strategic	Benchmark	Advanced
Focus	Instructional emphasis on oral language development, phonemic awareness, phonics/decoding and motivation and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on fluency, vocabulary, comprehension, motivation, cognition and knowledge and including specially designed instruction to meet the needs of students with special needs	Instructional emphasis on vocabulary, comprehension, motivation, cognition, knowledge and grade level GLEs	Instructional emphasis on vocabulary, comprehension, motivation, cognition and knowledge
Intervene: Placement/ Delivery	Two period intervention block <u>in lieu of English</u> • Linguistics II • Comprehensive Literacy Academic World Studies/Washington History	One period Academic Literacy II <u>in addition to</u> 10 th grade block (English and Social Studies)	10 th grade block (English and Social Studies) with reading strategies	AP English with approved supplemental <u>books</u> and reciprocal reading across genre.
Verify Progress Monitor response to intervention/instruction	<ul style="list-style-type: none"> • STAR as needed • Language! Assessments • READ 180 Assessments • QR • Wa State English Lang. Development Standards • L2 Descriptors/Proficiency Levels 	<ul style="list-style-type: none"> • STAR as needed • Six Minute Solution • San Diego Quick • WASL released items • QR • Wa State English Lang. Development Standards 	<ul style="list-style-type: none"> • STAR as needed • Extended Reading Response (LA checklist) 	<ul style="list-style-type: none"> • STAR as needed • Extended Reading Response (LA checklist)
Certify Progress	Evidence of Benchmark Performance <ul style="list-style-type: none"> • MAP score of 225+ • STAR GE of 10.5 • WASL score of 400 			



Vancouver's Personalized Learning Model, Reading Pathways and Connection to Academic Response to Intervention

The Response to Intervention (RTI) model involves a shift in thinking from the Specific Learning Disability (SLD) "wait to fail" eligibility process to one that is more proactive. The RTI model provides for early intervention and effective instruction aligned with appropriate curriculum. This curriculum must be delivered with fidelity in the appropriate setting. The RTI process is intended to prevent the over-identification of students served in special education.

RTI State Definition: RTI is the practice of: (a) providing high-quality instruction/intervention matched to all students' needs and (b) using learning rate over time and level of performance to (c) make important educational decisions to guide instruction (National Association of State Directors of Special Education, 2005). RTI practices are proactive, incorporating both prevention and intervention and are effective at all levels from early childhood through high school.



In an RTI system, all students receive instruction in the core curriculum, supported by strategic and intensive interventions, when needed. Therefore, all students, including those with disabilities are found in all 4 levels of instruction and intervention:

- Intensive (Tier III) •Strategic (Tier II) •Benchmark (Tier I)• Advanced (Tier 1+)

The VSD model of Personalized Learning through the Reading Pathway aligns with the state model for RTI in the following ways:

Major Components of <u>RTI</u>: Problem Solving		
State Model		VSD Model
• Universal Screening	→	• Screening
	→	• Diagnosis
• Curriculum & Interventions	→	• Prescribe/Focus
• Use of Research Based Instruction/Intervention	→	• Intervene
• Monitor Classroom Performance		
• Instruction with Fidelity	→	• Delivery
• Progress Monitoring	→	• Verify Progress
• Data Driven Decision Making	→	• Certify Progress



Focus on Personalized Instruction

- Leadership sent to Reading Apprenticeship® training
- High school literacy specialist in all schools
- New high school course offerings
- Collaborative development of instruction units with literacy leadership from each school
- Secondary Literacy Intervention Institute
- Ongoing support for implementation

Personalized Learning Opportunities and Standardized Test Score Indicators Forecasting for 2007-2008

Gr. 8 in 2006-2007 to Gr. 9 in 2007-2008

Personalized Learning Opportunities for 2007-2008	Level 1 (Intensive Intervention)	Level 2 (Strategic Intervention)	Level 3 (Benchmark Instruction)	Level 4 (Advanced Instruction)
	<i>Linguistics II (Fort, Bay, L&C) Comprehensive Literacy Foundations of Alg. & Geom.</i>	<i>Academic Literacy Block Math Lab A + Integrated Algebra</i>	<i>English 9 Integrated Algebra</i>	<i>Pre-AP English Pre-AP Math</i>
Literacy	Gr. 8 MAP Reading score below 208 Gr. 7 WASL Reading score below 375 Reading level between 1.5 and 3.9 grade equivalent	Gr. 8 MAP Reading score 208-217 Gr. 7 WASL Reading score 375-387 Reading level between 4.00 and 7.00 grade equivalent	Gr. 8 MAP Reading score 218-227 Gr. 7 WASL Reading score 388-415 Reading level between 7.1 and 10.0 grade equivalent	Gr. 8 MAP Reading score above 227 Gr. 7 WASL Reading score above 415 Reading level above 10.00 grade equivalent
Math	Gr. 8 MAP Math score below 227 Gr. 7 WASL Math score below 387		Gr. 8 MAP Math score 227-239 Gr. 7 WASL Math score 387-430	Gr. 8 MAP Math score 239 or higher Gr. 7 WASL Math score above 430

Gr. 9 in 2006-2007 to Gr. 10 in 2007-2008

Personalized Learning Opportunities for 2007-2008	Level 1 (Intensive Intervention)	Level 2 (Strategic Intervention)	Level 3 (Benchmark Instruction)	Level 4 (Advanced Instruction)
	<i>Comprehensive Literacy Linguistics II (Fort, Bay, L&C) Integrated Algebra</i>	<i>Academic Literacy II Math Lab G + Integrated Geometry</i>	<i>English 10 Integrated Geometry</i>	<i>Pre-AP English Pre-AP Math</i>
Literacy	Gr. 9 MAP Reading score below 210 Gr. 8 WASL Reading score below 375 Reading level between 1.5 and 3.9 grade equivalent	Gr. 9 MAP Reading score 210-220 Gr. 8 WASL Reading score 375-386 Reading level between 4.00 and 7.00 grade equivalent	Gr. 9 MAP Reading score 221-230 Gr. 8 WASL Reading score 387-417 Reading level between 7.1 and 11.0 grade equivalent	Gr. 9 MAP Reading score above 230 Gr. 8 WASL Reading score above 417 Reading level above 11.00 grade equivalent
Math	Gr. 9 MAP Math score below 231 Gr. 8 WASL Math score below 387		Gr. 9 MAP Math score 231-243 Gr. 8 WASL Math score 387-432	Gr. 9 MAP Math score above 243 Gr. 8 WASL Math score above 432





Intensive Intervention Student

9th	10th	11th	12th
Linguistics or Comp Literacy (1 Eng cr 1 misc cr)	Linguistics or Comp Literacy (1 Eng cr 1 misc cr)	Comp Literacy (1 Eng cr 1 misc cr)	Senior English/ Basic Comp As needed (Eng cr)
Comm Tech (1 Occ ed cr)	Ac Wo Stud/ Wa Hist (1 SS cr)	US Hist	CWP
Math	Math	Req/ Elect	Req/ Elect
Science	Science	Req/ Elect	Req/ Elect
PE/Elect	PE/HE/ Elect	Req/ Elect	Req/ Elect

L1 on Reading MAP and/or
WASL Reading level below
3.9

Graduation Credit Requirements

1. English	4.0	credits
2. Math	2.0	credits
3. Social Studies	3.0	credits
Wash St. Hist.	.5	
US History	1.0	
CWP	1.0	
Elective	.5	
4. Science	2.0	credits
5. Occupation Ed	1.0	credit
6. Physical Ed	1.5	credits
7. Health Ed	.5	credit
8. Art	1.0	credit
9. Elective	7.5	credits
10. Senior Project	.5	credit
Total	23.0	credits



Strategic Intervention Student

9th	10th	11th	12th
Acad Lit Block (1 Eng cr 1 misc cr)	Eng/Hist Block (1 Eng cr 1 SS cr)	Benchmark Lit (Eng cr)	Senior English
Comm Tech (1 Occ ed cr)	Acad Lit II (1 misc cr)	US Hist	CWP
Math	Math	Req/ Elect	Req/ Elect
Science	Science	Req/ Elect	Req/ Elect
PE/Elect	PE/HE/ Elect	Req/ Elect	Req/ Elect

L2 on Reading MAP
and/or 8th grade WASL
Reading level below 3.9

Graduation Credit Requirements

1. English	4.0 credits
2. Math	2.0 credits
3. Social Studies	3.0 credits
Wash St. Hist. .5	
US History 1.0	
CWP 1.0	
Elective .5	
4. Science	2.0 credits
5. Occupation Ed	1.0 credit
6. Physical Ed	1.5 credits
7. Health Ed	.5 credit
8. Art	1.0 credit
9. Elective	7.5 credits
10. Senior Project	.5 credit
Total	23.0 credits

Results

- District: Clear and shared focus, commitment to stay the course, continuous improvement model
- School: Focus on individual student needs, change in learning opportunities and delivery





Results continued

- Classroom: use of effective, research-based instructional practices and resources to address all learners
- Professional development that is focused on teachers engaged in meaningful, reflective, researched-based practice
- **And most importantly, for students:** increased achievement for ALL, regardless of race, gender, ethnicity or specific program participation