



INNOVATION CONFIGURATION

Children's Literacy Initiative

i3 Scale Up Grant

2016-2017

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Course Group #: 39001727

Children's Literacy Initiative i3 Scale-up Grant

Needs Assessment/Baseline Statement

In 2014-2015, 52% of Broward third graders, were meeting or exceeding grade level satisfactory performance (achievement level 3 and above) in English Language Arts, based on the Florida Standards Assessment (FSA). Throughout Florida, 53% of third graders reached this benchmark. Reading proficiency by third grade is the greatest predictor of graduation and success in college and careers. For this reason, we need to ensure that 100% of our students reach this crucial milestone.

Purpose/Intention

This Innovation Configuration will be implemented in partnership with Children's Literacy Initiative, who selected Broward County Public Schools for implementation of the Investing in Innovation (i3) Scale-up Grant. Children's Literacy Initiative (CLI) is a 501(c)(3) non-profit organization that provides educators with training and coaching in the most effective practices for early literacy instruction for prekindergarten through third grade. CLI was founded in September 1988 with the goal of working with teachers to transform instruction so that children can become powerful readers, writers and thinkers. They envision a nation where every child has the power of literacy and the opportunity for a lifetime of success.

Children's Literacy Initiative's (CLI) model for implementation stemmed from a five-year, federally funded, Investing in Innovation (i3) grant in 38 schools across four low-performing, urban school districts. The American Institute for Research (AIR) studied the effects as part of their impact evaluation model and found the results to be statistically significant in both changes in teacher practice and student achievement. According to AIR, "The CLI program produces substantial effects on teachers' classroom environment and literacy practices, which in turn, lead to measurable effects on average reading achievement in early elementary grades."

Due to these significant results, CLI was one of four applicants awarded (out of 400 that applied) the \$19.5 million Investing in Innovation (i3) Scale-up grant for implementation over the next five years, 2016-2021. The grant will be implemented in kindergarten through 3rd grade classrooms to reach an estimated 49,500 more students in new schools in four additional urban districts across the nation (Broward, Houston, Elizabeth, and Denver).

In the Broward implementation model, schools meeting the criteria set by the grant (% Free and Reduced Lunch, minority, ELL, and student achievement) were invited to apply for participation. Seven schools were randomly selected from the applicants to participate as treatment schools and six schools were selected as part of the control group. The seven Broward treatment schools each have third grade proficiency scores lower than the district (with an average of 31% across all seven schools).

Although Children’s Literacy Initiative will be providing services to these schools only, this is an initial sampling. District staff will be actively involved in trainings and meetings with the goal of spreading the strategies and methods to all schools in Broward.

For this project, CLI will provide:

- Early Literacy Instruction Seminars for K-3rd grade teachers
- High-quality books and materials for classrooms
- Job-embedded coaching for K-3rd grade teachers
- Development of Model Teachers with expertise on key instructional practices
- Support for principals, school-based leadership, and Model Teachers
- Annual reviews of progress among participating schools in each market

CLI also will use the i3 Scale-up grant to build an online knowledge management system that will include information, demonstration videos, and other content about CLI’s core instructional practices and collaborative learning structures available for public use.

Teacher Development	Research shows that teacher quality is the lever that raises student achievement. CLI will support teachers as they use research-based instructional practices to connect teaching and student learning. The professional development program will provide teachers with the tools they need to put newly learned strategies into practice, including large collections of high-quality children’s books for reading aloud, individual reading, and home lending.
Face-to-Face Learning Model	Three Days of Professional Learning throughout the school year focused on literacy practices and instruction such as Interactive Read Aloud, Classroom Culture and Environment, and Reading Workshop.
Model Classrooms	Throughout the school year, teachers will visit Model Classrooms where they observe exemplary practices in a high-quality literacy with similar demographics. These visits will be designed to raise expectations for what children can accomplish and also increase the teachers’ instructional knowledge.
Coaching	On-the-job coaching sessions for all K-3 teachers at participating schools will be implemented with 35 hours per teacher throughout the year. These will be designed to bring unfamiliar strategies out of the theoretical realm and into habitual practice. Together, the teachers and CLI Professional Developers (Coaches) will work to plan and implement lessons. Effective teaching methods and behaviors will be modeled by the Professional Developer (Coach) and will be gradually emulated by the teacher. Individualized coaching support will also be provided to transform K-3 classrooms into literacy-rich environments, where students can work independently and have ready access to large collections of books.

1. Teacher/Individual**1.1 Desired Outcome:** Creates and maintains a classroom culture and environment that supports children’s development and learning.**Performance Indicators**

Level 4	Level 3	Level 2	Level 1
<p>Creates and consistently maintains a positive classroom climate that promotes cooperation, independence, and joyful learning.</p> <p>Consistently organizes the classroom in a way that is conducive to learning (library corner as focal point of room, organized spaces for independent and cooperative learning, print-rich, etc.).</p> <p>Establishes and consistently implements the routines and rituals needed to make literacy learning successful (classroom management, transitions, etc.).</p>	<p>Creates and maintains a positive classroom climate and environment that promotes cooperation, independence, and joyful learning most of the time.</p> <p>Organizes the classroom in a way that is conducive to learning most of the time.</p> <p>Establishes and implements the routines and rituals needed to make literacy learning successful most of the time.</p>	<p>Sometimes creates and maintains a positive classroom climate and environment that promotes cooperation, independence, and joyful learning.</p> <p>Sometimes organizes the classroom in a way that is conducive to learning.</p> <p>Sometimes establishes and implements the routines and rituals needed to make literacy learning successful.</p>	<p>Rarely creates and/or maintains a positive classroom climate and environment that promotes cooperation, independence, and joyful learning.</p> <p>Rarely organizes the classroom in a way that is conducive to learning.</p> <p>Rarely establishes and/or implements the routines and rituals needed to make literacy learning successful.</p>

1.2 Desired Outcome: Intentionally plans for and facilitates daily Interactive Read Alouds that include deep discussions focused on the vocabulary and comprehension of complex texts.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Consistently chooses high quality children’s books for Interactive Read Aloud implemented daily.</p> <p>Consistently plans read alouds, with clear intention and purpose (objective, skill(s), strategy, etc.), based on the needs of students.</p> <p>Consistently facilitates discussions exploring the big ideas, themes, and concepts of the books read aloud.</p>	<p>Chooses high quality children’s books for Interactive Read Aloud most of the time.</p> <p>Plans read alouds, with clear intention and purpose, based on the needs of students most of the time.</p> <p>Facilitates discussions exploring the big ideas, themes, and concepts of the books read aloud most of the time.</p>	<p>Sometimes chooses high quality children’s books for Interactive Read Aloud.</p> <p>Sometimes plans read alouds, with clear intention and purpose, based on the needs of students.</p> <p>Sometimes facilitates discussions exploring the big ideas, themes, and concepts of the books read aloud.</p>	<p>Rarely chooses high quality children’s books for Interactive Read Aloud.</p> <p>Rarely plans read alouds, with clear intention and purpose, based on the needs of students.</p> <p>Rarely facilitates discussions exploring the big ideas, themes, and concepts of the books read aloud.</p>

1.3 Desired Outcome: Creates and implements a Reading Workshop model in order to teach reading routines and habits, comprehension, fluency, and vocabulary.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Consistently allots time for students to self-select books and read independently.</p> <p>Consistently plans and conducts mini lessons based on student needs.</p> <p>During Reading Workshop, consistently provides options for work time and conducts reading conferences.</p> <p>Consistently encourages students to share and reflect on their learning.</p>	<p>Allots time for students to self-select books and read independently most of the time.</p> <p>Plans and conducts mini lessons based on student needs most of the time.</p> <p>During Reading Workshop, provides options for work time and conducts reading conferences most of the time.</p> <p>Encourages students to share and reflect on their learning most of the time.</p>	<p>Sometimes allots time for students to self-select books and read independently.</p> <p>Sometimes plans and conducts mini lessons based on student needs.</p> <p>During Reading Workshop, sometimes provides options for work time and conducts reading conferences.</p> <p>Sometimes encourages students to share and reflect on their learning.</p>	<p>Rarely allots time for students to self-select books and read independently.</p> <p>Rarely plans and conducts mini lessons based on student needs.</p> <p>During Reading Workshop, rarely provides options for work time and conducts reading conferences.</p> <p>Rarely encourages students to share and reflect on their learning.</p>

Evaluation Collection Plan			
Teacher/Individual	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Early Language and Literacy Classroom Observation (ELLCO)	Once a year	Children's Literacy Initiative (CLI)
	CLI Coach Logs	Biweekly	Children's Literacy Initiative (CLI)
Impact on Practice	Teacher Knowledge of Student Content Engagement-Reading (TK-SCE-R)	2 times per year	Children's Literacy Initiative (CLI)
	I-Observation	On-going	School Administrator
Impact on Student Achievement	STAR Reading Assessment	2 times per year	American Institute for Research (AIR_
	Running Records	3-4 times a year	Broward County Public Schools
	Florida Standards Assessment (FSA)	Once a year	Broward County Public Schools

2. School-Based Coach

2.1 Desired Outcome: Assist teachers with creating and maintaining a classroom culture and environment that supports children's development and learning.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Consistently supports teachers with creating a positive classroom climate that promotes cooperation, independence, and joyful learning.</p> <p>Consistently provides resources for teachers to organize the classroom in a way that is conducive to learning (library corner as focal point of room, organized spaces for independent and cooperative learning, print-rich, etc.).</p> <p>Consistently models how to implement the routines and rituals needed to make literacy learning successful (classroom management, transitions, etc.).</p>	<p>Supports teachers with creating a positive classroom climate that promotes cooperation, independence, and joyful learning most of the time.</p> <p>Provides resources for teachers to organize the classroom in a way that is conducive to learning most of the time.</p> <p>Models how to implement the routines and rituals needed to make literacy learning successful most of the time.</p>	<p>Sometimes supports teachers with creating a positive classroom climate that promotes cooperation, independence, and joyful learning.</p> <p>Sometimes provides resources for teachers to organize the classroom in a way that is conducive to learning.</p> <p>Sometimes models how to implement the routines and rituals needed to make literacy learning successful.</p>	<p>Rarely supports teachers with creating a positive classroom climate that promotes cooperation, independence, and joyful learning.</p> <p>Rarely provides resources for teachers to organize the classroom in a way that is conducive to learning.</p> <p>Rarely models how to implement the routines and rituals needed to make literacy learning successful.</p>

2.2 Desired Outcome: Supports teachers as they plan and facilitate daily Interactive Read Alouds that include deep discussions focused on the vocabulary and comprehension of complex texts.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Consistently assists teachers when choosing high quality children’s books for Interactive Read Aloud.</p> <p>Consistently plans read alouds with teachers based on the needs of students.</p> <p>Consistently models how to facilitate discussions that explore the big ideas, themes, and concepts of the books read aloud.</p>	<p>Assists teachers when choosing high quality children’s books for Interactive Read Aloud most of the time.</p> <p>Plans read alouds with teachers, based on the needs of students, most of the time.</p> <p>Models how to facilitate discussions that explore the big ideas, themes, and concepts of the books read aloud most of the time.</p>	<p>Sometimes assists teachers when choosing high quality children’s books for Interactive Read Aloud.</p> <p>Sometimes plans read alouds with teachers based on the needs of students.</p> <p>Sometimes models how to facilitate discussions that explore the big ideas, themes, and concepts of the books read aloud.</p>	<p>Rarely assists teachers when choosing high quality children’s books for Interactive Read Aloud.</p> <p>Rarely plans read alouds with teachers based on the needs of students.</p> <p>Rarely models how to facilitate discussions that explore the big ideas, themes, and concepts of the books read aloud.</p>

2.3 Desired Outcome: Supports teachers as they create and implement a Reading Workshop model.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Consistently assists teachers with creating a daily schedule that allots time for students to self-select books and read independently.</p> <p>Consistently plans mini lessons, based on student needs, with teachers.</p> <p>Consistently supports teachers with structuring and implementing Reading Workshop.</p> <p>Consistently encourages teachers to reflect on their practice.</p>	<p>Assists teachers with creating a daily schedule that allots time for students to self-select books and read independently most of the time.</p> <p>Plans mini lessons, based on student needs, with teachers most of the time.</p> <p>Supports teachers with structuring and implementing Reading Workshop most of the time.</p> <p>Encourages teachers to reflect on their practice most of the time.</p>	<p>Sometimes assists teachers with creating a daily schedule that allots time for students to self-select books and read independently.</p> <p>Sometimes plans mini lessons, based on student needs, with teachers.</p> <p>Sometimes supports teachers with structuring and implementing Reading Workshop.</p> <p>Sometimes encourages teachers to reflect on their practice.</p>	<p>Rarely assists teachers with creating a daily schedule that allots time for students to self-select books and read independently.</p> <p>Rarely plans mini lessons, based on student needs, with teachers.</p> <p>Rarely supports teachers with structuring and implementing Reading Workshop.</p> <p>Rarely encourages teachers to reflect on their practice.</p>

Evaluation Collection Plan			
School-Based Coach	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Early Language and Literacy Classroom Observation (ELLCO)	Once a year	Children's Literacy Initiative (CLI)
	CLI Coach Logs	Biweekly	Children's Literacy Initiative (CLI)
Impact on Practice	Teacher Knowledge of Student Content Engagement-Reading (TK-SCE-R)	2 times per year	Children's Literacy Initiative (CLI)
	I-Observation	On-going	School Administrator
Impact on Student Achievement	STAR Reading Assessment	2 times per year	American Institute for Research (AIR)
	Running Records	3-4 times a year	Broward County Public Schools
	Florida Standards Assessment (FSA)	Once a year	Broward County Public Schools

3. Administrator/Supervisor**3.1 Desired Outcome: Creates and sustains a school culture that supports early literacy development.**

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Consistently ensures that teachers create and maintain a classroom culture and environment that supports children's development and learning.	Ensures that teachers create and maintain a classroom culture and environment that supports children's development and learning most of the time.	Sometimes ensures that teachers create and maintain a classroom culture and environment that supports children's development and learning.	Rarely ensures that teachers create and maintain a classroom culture and environment that supports children's development and learning.
Consistently ensures that teachers plan and facilitate daily Interactive Read Alouds that include deep discussions focused on the vocabulary and comprehension of complex texts.	Ensures that teachers plan and facilitate daily Interactive Read Alouds that include deep discussions focused on the vocabulary and comprehension of complex texts most of the time.	Sometimes ensures that teachers plan and facilitate daily Interactive Read Alouds that include deep discussions focused on the vocabulary and comprehension of complex texts.	Rarely ensures that teachers plan and facilitate daily Interactive Read Alouds that include deep discussions focused on the vocabulary and comprehension of complex texts.
Consistently monitors teachers as they create and implement a Reading Workshop model.	Monitors teachers as they create and implement a Reading Workshop model most of the time.	Sometimes monitors teachers as they create and implement a Reading Workshop model.	Rarely monitors teachers as they create and implement a Reading Workshop model.

Evaluation Collection Plan			
Administrator/Supervisor	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Early Language and Literacy Classroom Observation (ELLCO)	Once a year	Children's Literacy Initiative (CLI)
	Coach Logs	Biweekly	Children's Literacy Initiative (CLI)
Impact on Practice	I-Observation	On-going	School Administrator
Impact on Student Achievement	Running Records	3-4 times a year	Broward County Public Schools
	STAR Reading Assessment	2 times per year	American Institute for Research (AIR)
	Florida Standards Assessment (FSA)	Once a year	Broward County Public Schools

Mid-Year and End of Year Evaluation Plan Template		
Quality and Fidelity of Implementation		
Participant	Middle of Year Evaluation	End of Year Evaluation
Teacher/Individual	Coach Logs	Early Language and Literacy Classroom Observation (ELLCO)
School-Based Coach	Coach Logs	Early Language and Literacy Classroom Observation (ELLCO)
Administrator/Supervisor	Coach Logs	Early Language and Literacy Classroom Observation (ELLCO)
Impact on Practice		
Participant	Middle of Year Evaluation	End of Year Evaluation
Teacher/Individual	I-Observation	Teacher Knowledge of Student Content Engagement-Reading (TK-SCE-R)
School-Based Coach	I-Observation	Teacher Knowledge of Student Content Engagement-Reading (TK-SCE-R)
Administrator/Supervisor	I-Observation	I-Observation
Impact on Student Achievement		
Participant	Middle of Year Evaluation	End of Year Evaluation
Teacher/Individual	Running Records	Florida Standards Assessment (FSA) STAR Reading Assessment
School-Based Coach	Running Records	Florida Standards Assessment (FSA) STAR Reading Assessment
Administrator/Supervisor	Running Records	Florida Standards Assessment (FSA) STAR Reading Assessment