



Developing a Plan for Sustaining Reading First in Your District



Welcome and Overview



Celebrating Success



Celebrating Success

Think-Pair-Share

What is something in your personal life that you have sustained? Why did you sustain it?



Celebrating Success

“We are not where we want to be,

**We are not where we are going to
be,**

But we are not where we were.”

-Rosa Parks



Celebrating Success

Sustainability concept #1

We sustain things when there is a valued outcome.

- Your Reading First Grant has enabled you to increase reading outcomes for students—and this is a focus of what you want to keep going.



Celebrating Success

Sustainability concept #2

We sustain things that we know how to do well.

- You have implemented scientifically based reading instruction thoroughly and with fidelity to the Reading First Model—you are now polishing and refining your practice.



Celebrating Success

Pre-requisites for sustaining Reading First:

- Success in raising student reading outcomes
- A high level of implementation
- The desire and will to achieve even more



Celebrating Success

Working in your district team:

- Discuss your reading vision
- Describe what you have achieved and the factors that have contributed to your success
- Record ideas on chart paper and do a gallery walk



Sustainability 101



Sustainability 101

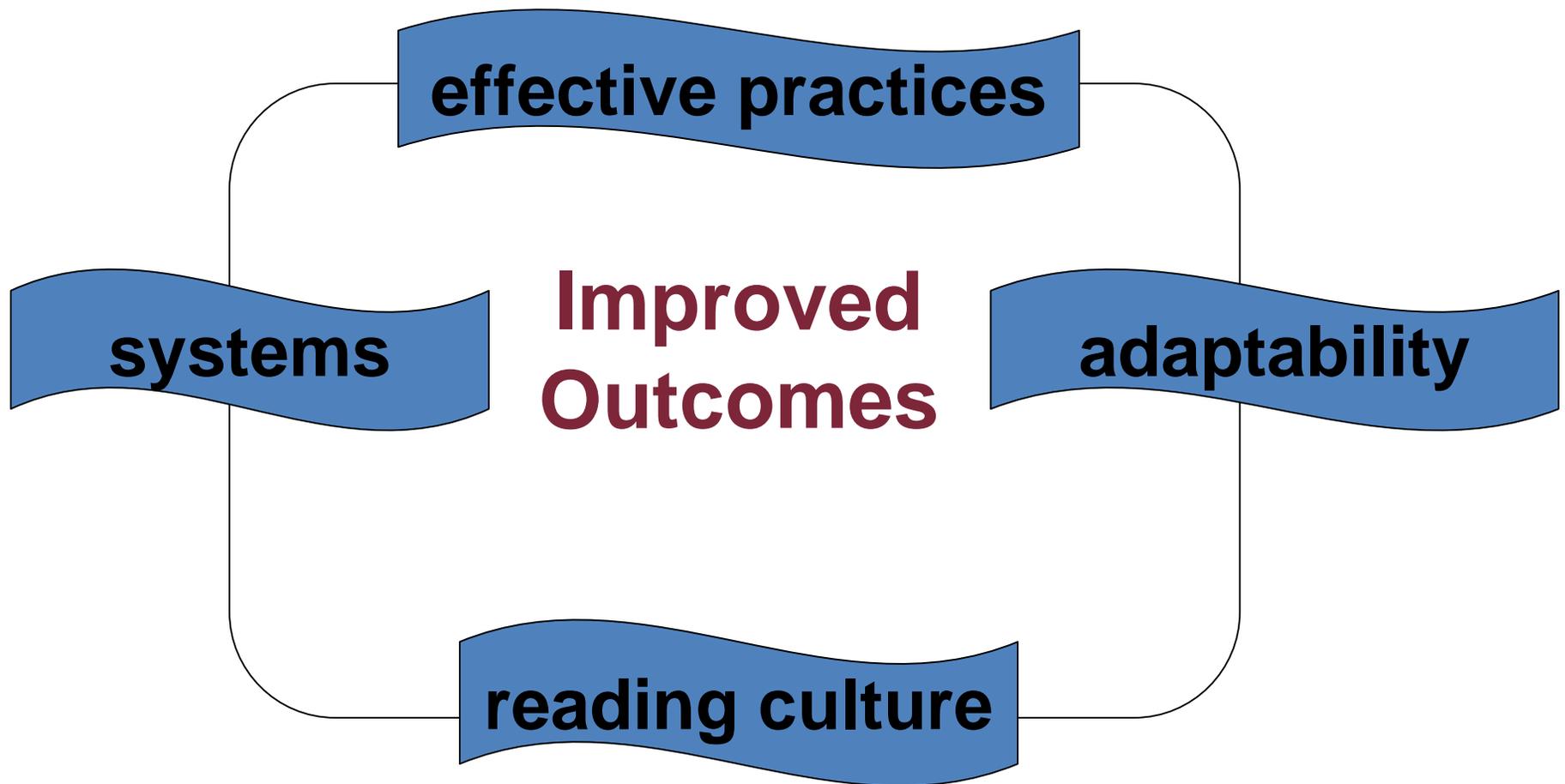
Sustainability is.....

- “...the ability of a staff to maintain the core beliefs and values (**culture**) of a program
- ...and use them to guide program **adaptations** over time...”
- ...while maintaining improved or enhanced **outcomes**.

-adapted from Century and Levy, 2002



What do we want to sustain?





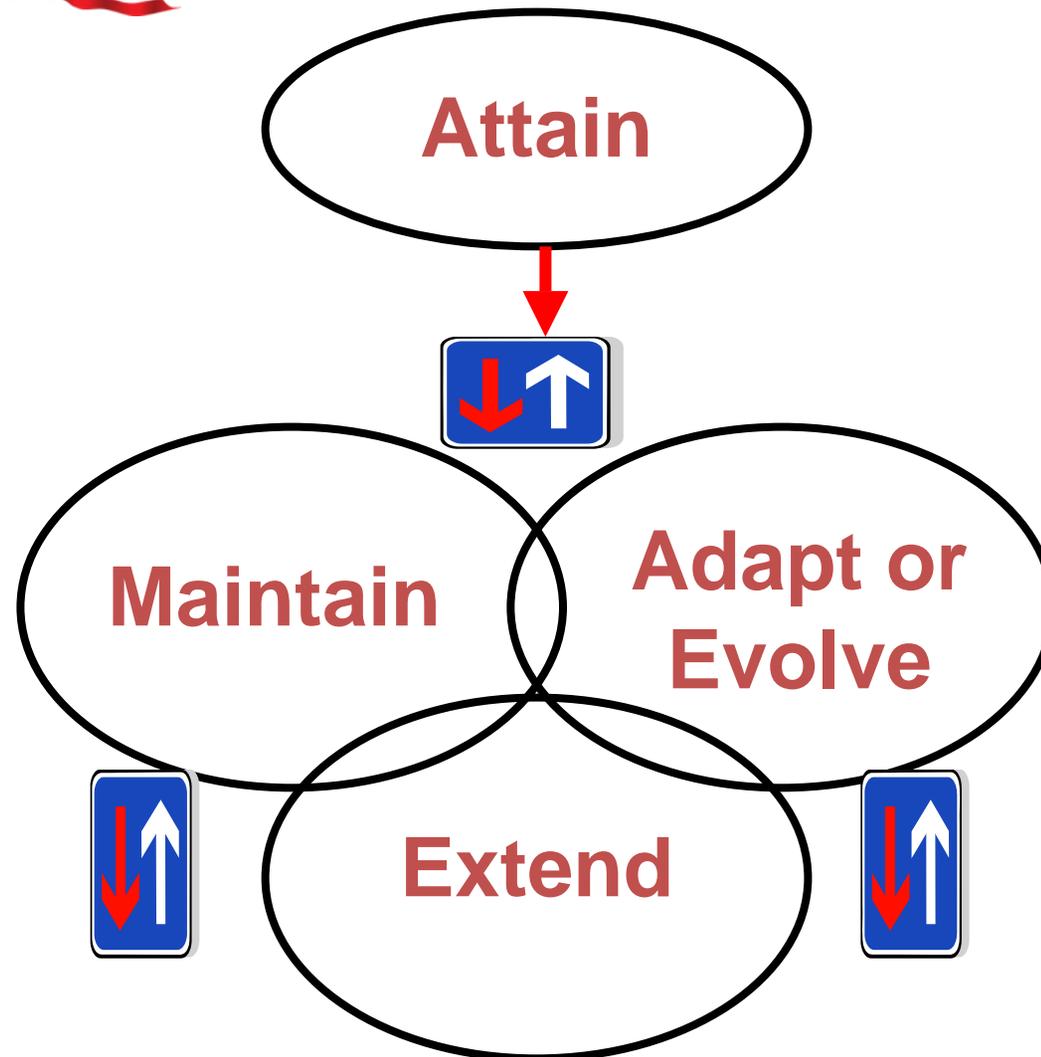
Sustainability 101

“The final stage of implementation occurs when...the innovation ceases to be a new initiative and becomes standard practice.”

Horner, R. & Sugai, G. (2006)



Sustain ≠ Maintain



Adapted from: Jerald, C. (September, 2005). More than maintenance: Sustaining improvement efforts over the long run. *Policy brief*. Washington DC: The Center for Comprehensive School Reform and Improvement.



Sustainability 101

What do we know about stages of implementation?

Two excellent sources:

- National Implementation Research Network
- Concerns-Based Adoption Model (C-BAM)
(G. Hall & S. Hord)



Sustainability 101

NIRN Stages of Implementation



Sustainability
Innovation

Full Implementation
Initial Implementation
Installation
Exploration

Fixen, D. (2006)



Sustainability 101

CBAM Levels of Use



Renewal
Integration
Refinement
Routine Use
Mechanical Use
Preparation
Orientation
Nonuse

Hall, G. & Hord, S. (2006)



Sustainability 101

NIRN Stages and CBAM Levels Pertaining to Sustainability

Renewal
Integration
Refinement

Sustainability
Innovation

What do they have in common?



Sustainability 101

Phrases describing higher levels of use:

Good student outcomes

Aligned policies and structures to facilitate teacher effectiveness

Reinforcement/rewards

Removal of obstacles

Freedom to express doubts

Organizational structures, cultures, climates



Sustainability 101

Changing thinking of systems directors and policy makers

Organizational change

Transform systems

Increase outcomes within immediate sphere of influence

Working with colleagues

Collective impact

Reflection, re-evaluation, new goals for self and system

Fixsen, Hall, & Hord



Lessons Learned from Comprehensive School Reform

Schools that **sustained** reforms:

- More continuity of leadership
- More commitment among stakeholders
- The reform was an obvious feature of the structure and culture of the school
- More likely that principal played a key role in bring the reform effort

Datnow, 2005



Lessons Learned from CSR

School level factors that **inhibited** sustainability:

- Presence of competing reforms
- Greater turnover in leadership
- Lack of buy-in even after several years of implementation
- Greater misunderstanding/ criticism of the reform

Datnow, 2005



Sustainability 101

“Changing the outcomes of students is about changing the cultures of schools”

-Stan Paine



Reading Culture

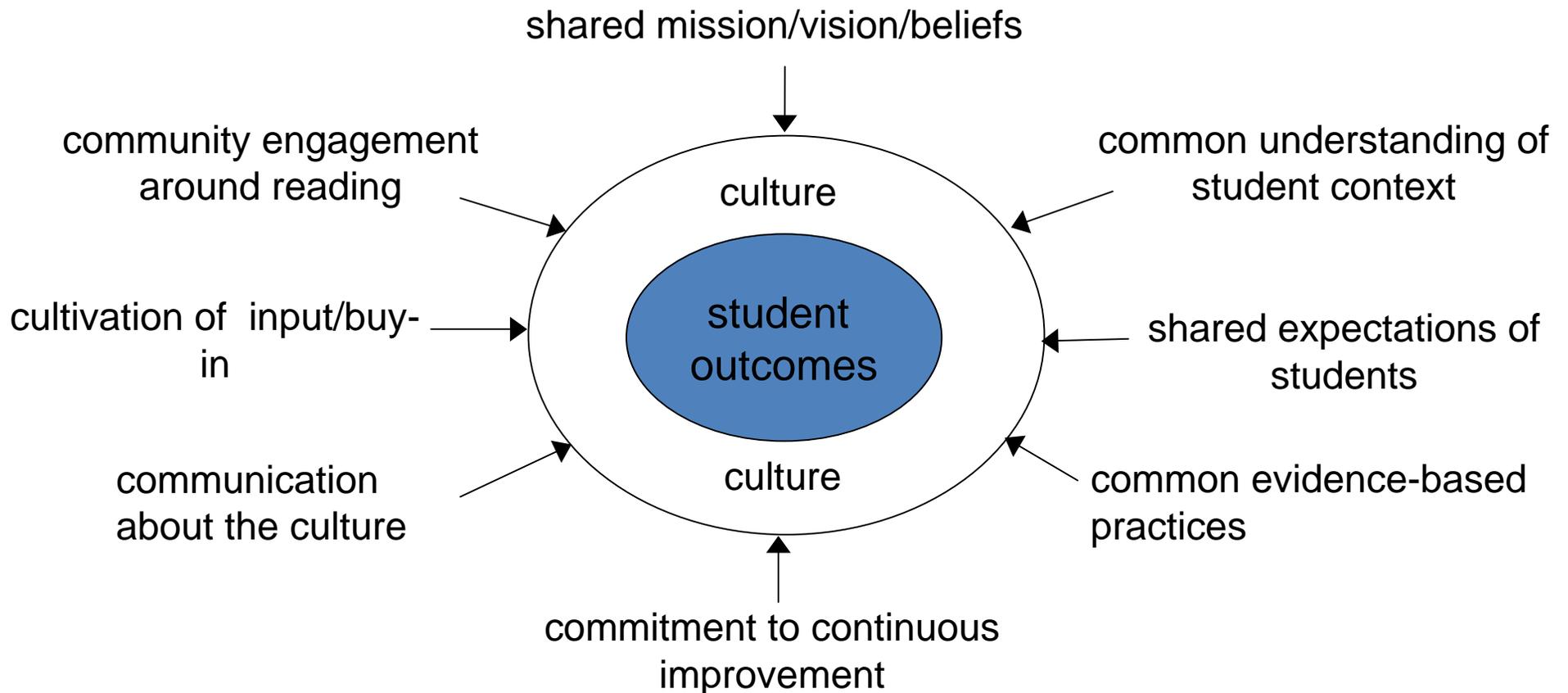
What is it?

“How we do things here” (with respect to reading)

- the materials we use
- the training & support we provide
- the instruction we plan and deliver
- the assessments we conduct
- the way we use time & other resources
- the leadership we provide for reading
- our shared mission, vision, beliefs, expectations, norms, values & practices around reading outcomes



The Components of Reading Culture





Sustainability 101

“Successful and sustainable implementation of evidence based practices and programs always requires organizational change.”

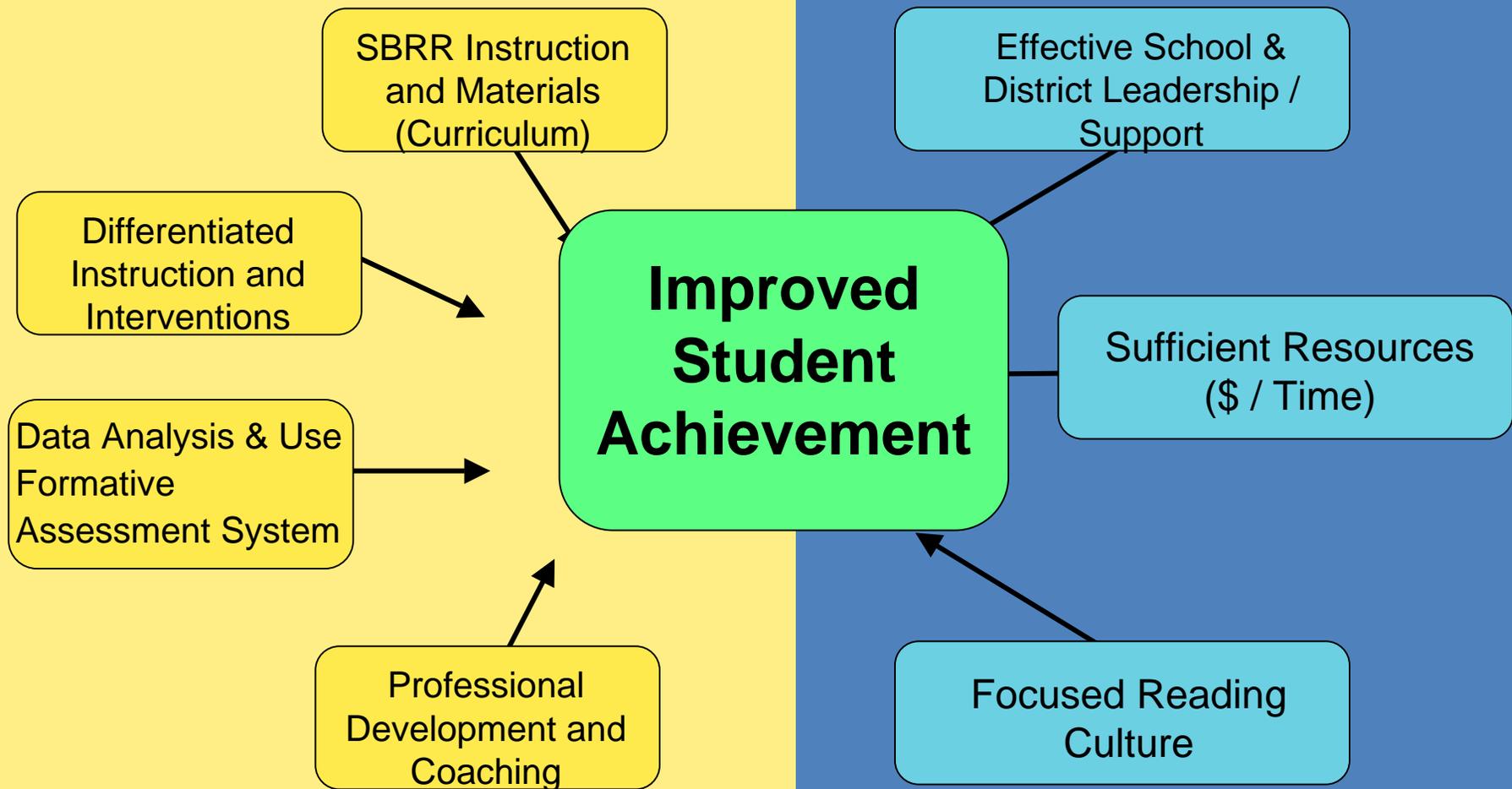
-Dean Fixsen



RF Elements + Systems Variables = Sustained Outcomes

Program Elements

Systems Variables

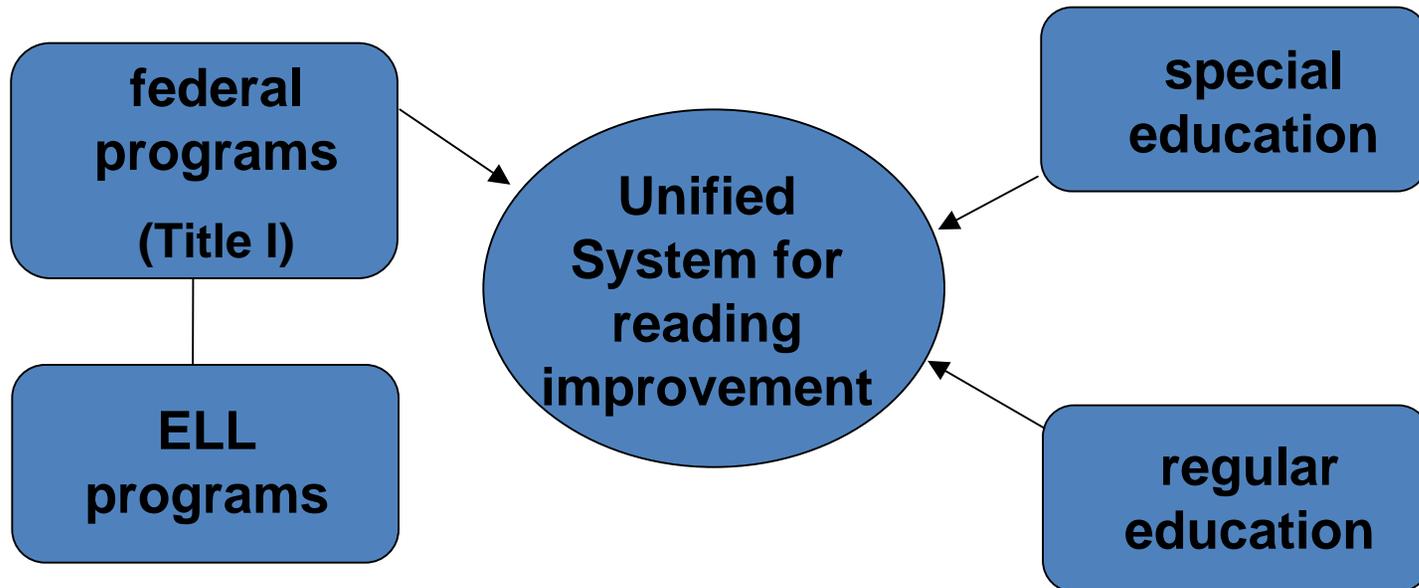




Systems-Level Change

*Systems: All components, all staff,
all working together for one goal*

Instructional System





Sustaining Reading First: A Premise...

Those who are able to sustain the improved outcomes they have attained under Reading First will be those who:

- see Reading First not as a funding stream, but as a different way of thinking about teaching and learning
- see the management of change as a systems level process



Sustainability 101

Working in your district team:

- Read the sample sustainability plan to yourself
- List the characteristics of a sustainability plan
- Discuss how a sustainability plan is different from a improvement plan
- Summarize the logic model that underlies the sample plan



Sustainability 101

Let's share out ideas on characteristics of sustainability plans.

Now, you're ready to begin work on your plan...



Capacity Self-Assessment: Determining Priority Areas



Capacity Self-Assessment: Determining Priority Areas

The Local Self Assessment Tool Set

There are 3 versions of the local self assessment, specific to role:

- *Classroom Level*
- *School Level*
- *District Level*



Capacity Self-Assessment: Determining Priority Areas

There are three strands in each of the self assessments:

- *Reading culture*
- *Teaching and learning*
- *Data guided actions*



Capacity Self-Assessment: Determining Priority Areas

The three strands on the self assessment match the sub-heading in the PET-S:

- *Reading culture*
- *Teaching and learning*
- *Data guided actions*



Capacity Self-Assessment: Determining Priority Areas

Task: Working in your district team:

- Discuss the results of your self assessments and reach group consensus on priority areas
- Create priority area statements
- Record the statements on your PET-S under the appropriate strand sub-heading



Capacity Self-Assessment: Determining Priority Areas

Tips

1. Think about areas where you may have shown moderate success, but can achieve even more.
2. The strands should lead you to reflect on higher levels of use - refining, integrating and renewing.
3. Focus on system levels of support.



Capacity Self-Assessment: Determining Priority Areas

Levels of Support

- **Student Learning:** Students need powerful and equitable instruction that is tailored to their individual needs and strengths.
- **Professional Learning:** Principals and teachers acquire knowledge, skills, and perspectives that inform their practice
- **System Learning:** Superintendents and other district staff align policies, practices and structures to enhance reading achievement.

Copland, M & Knapp, M. (2006)



Capacity Self-Assessment: Determining Priority Areas

**“There is no such thing as an
‘administrative decision’- they
are all education decisions.”**

-Dean Fixsen



Sustainability Planning: Developing Objectives



Sustainability Planning: Developing Objectives

Tips

- (1) Start with a verb that is appropriate to higher levels of use: increase, enhance, refine, integrate, institutionalize
- (2) Make a general statement of **what** you are aiming to accomplish



Sustainability Planning: Developing Objectives

Sample plan example...

Reading Culture

Priority Need: Grade level team meetings are limited to once a month; more time for teacher collaboration is needed to hone in on student needs.

Sustainability Objective: *Increase* collaborative time for teachers to plan effective instruction *that is data based and addresses individual student needs.*



Sustainability Planning: Developing Objectives

Working in your district team:

- Develop specific sustainability objectives for your identified areas
- Determine a few *indicators of success*. (i.e. How will you know when the objective is met?)

This will help you to see if your objectives are measurable.



Job-Alike Discussion Group



Job-Alike Discussion Group

- 1. Let's divide up into groups*
- 2. Facilitators are prepared with questions to guide the discussion*
- 3. Make notes on any emerging ideas you want to take back to your team!*



Day One Wrap Up



Day One Wrap Up

Reflection Questions:

- 1. What has gone well for you today? What questions do you have about sustainability or sustainability planning?*
- 2. Record one question or comment per post-it note and leave them on your table.*



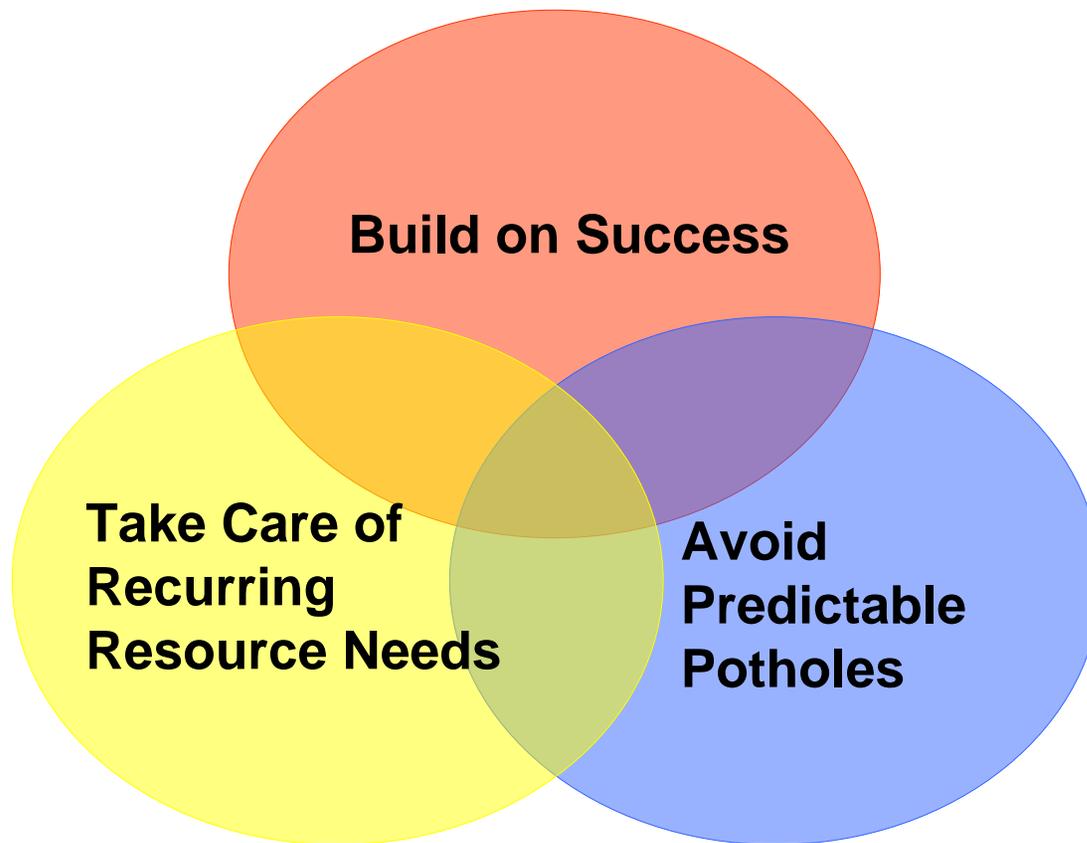
Day Two Welcome and Debrief



Sustainability Planning: Identifying Strategies

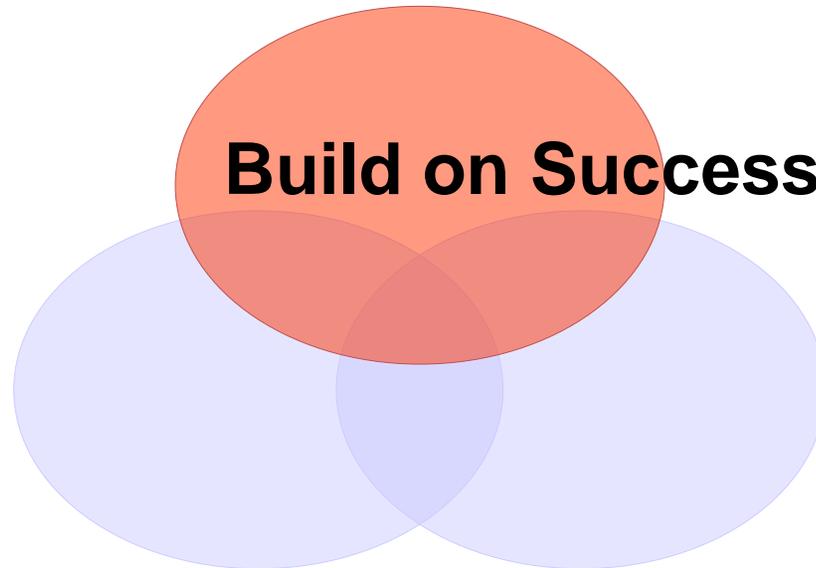


Sustainability Planning: Strategies





Sustainability Planning: Strategy 1



How?

Implement school strategies and district supports for continuing to refine the Reading First elements that contributed to your success.



Sustainability Planning: Strategies to Build on Success

Identify School Strategies and District Supports to build on your success in the following areas:

- Reading Culture
- Leadership
- Teaching and Learning
- Use of Data
- Collaboration

Sustainability Planning: Strategies to Build on



1. Reading Culture

School Level Sustainability Strategy:

- Principal takes the lead on nurturing reading culture by **maintaining staff commitment to school mission and vision for reading achievement** (through school opening or retreats and/or showing how mission and vision guide on-going decision), **supporting effective practices** (through day to day interactions with staff and district personnel) and **setting and enforcing expectations** (through visible instructional leadership).

District Supporting Strategy:

- District aligns its mission (purpose), vision (desired outcome), guiding principles (continued improvement), expectations (of students and staff), and will (determination) with reading goals.
- District and the school board consider developing or aligning policies and procedures to support reading goals.

Sustainability Planning: Strategies to Build on Success



1. Reading Culture

School Level Sustainability Strategy:

- Principal continues an effective system of distributed leadership including the principal, coach (or persons who take on coaching functions), and the School Reading Team.
- Principal continues to provide instructional leadership and further develops skills.
- Principal identifies staff with leadership potential and supports them in taking on leadership roles.

District Supporting Strategy:

- District provides support to principals that enables them to act as instructional leaders in reading (i.e. expertise in SBRR, understanding of effective reading practices, ability to observe teachers and provide feedback, and ability to interpret data and participate in decision-making.)
- District hires, assigns, and supervises principals using Reading First elements, including ability to provide instructional leadership as a guide.

Sustainability Planning: Strategies to Build on Success



1. Reading Culture

School Level Sustainability Strategy:

- Principal forges an alliance of all instruction staff (e.g. regular classroom, Title I, SPED, ELL) and involves them in reading improvement.

District Supporting Strategy:

- District connects elements of Reading First to other “instructional anchors” such as NCLB, RTI, Title I SWP and guides collaboration among its general education, Title, special education, and ELL staff to support reading goals.

Sustainability Planning: Strategies to Build on



1. Teaching and Learning

School Level Sustainability Strategy:

- Teachers continue high fidelity implementation of key elements; principal supervision of instruction provides positive and formative feedback.
- Teachers hone ability to have effective instructional interactions with students (increased engaged academic time, all students have multiple opportunities to respond (positive instructional interactions)).
- School PD plan continues to build the knowledge and abilities of teachers with PD that is increasingly differentiated by teacher need, including a system for initial and follow-up training for new hires.

District Supporting Strategy:

- District aligns their in-service activities with school priorities.
- District manages adoption of materials to support reading goals.
- District builds calendars and schedules with support reading goals.
- District builds capacity among staff for reading improvement by investing in training for all and mentoring for new teachers, assistants, and principals.
- District staff show up at the school to acknowledge staff effort and ask, “How can we support you?” and then follow through.

Sustainability Planning: Strategies to Build on



1. Data Guided Action

School Level Sustainability Strategy:

- Principal and coach continue school-wide data collection and team process to use data to guide instruction.
- Increase capacity of teams to make fine grained adjustments of instruction based on data.
- Identify achievement gaps between classes; between grades; and between schools.
- School participates in an “up and out” approach.

District Supporting Strategy:

- District participates in “up and out” review of data.
- District continues support of the schools’ formative assessment system.
- District conducts evaluations and makes results known to stakeholders so they can work in partnership in supporting continuous improvement in reading outcomes.



A school district* procedure for using data to monitor student reading performance

1. school sets process of using data to improve instruction
2. data reports go to principal, literacy coach and data base
3. data teams review data, set instructional improvement goals and set PD needs
4. staff share improvement plans across grade levels and set shared PD plan
5. school repeats cycle on a schedule for steps 2-4
6. coordinator prepares data notebook for district admn.; copy is sent to Supt.; admn. review disaggregated data by school, grade and teacher
7. district staff review data and prepare report for Supt.
8. Supt. reviews data and meets with staff to discuss, plan

*Los Angeles Unified School District, 2002

What would a comparable process look like for your district?



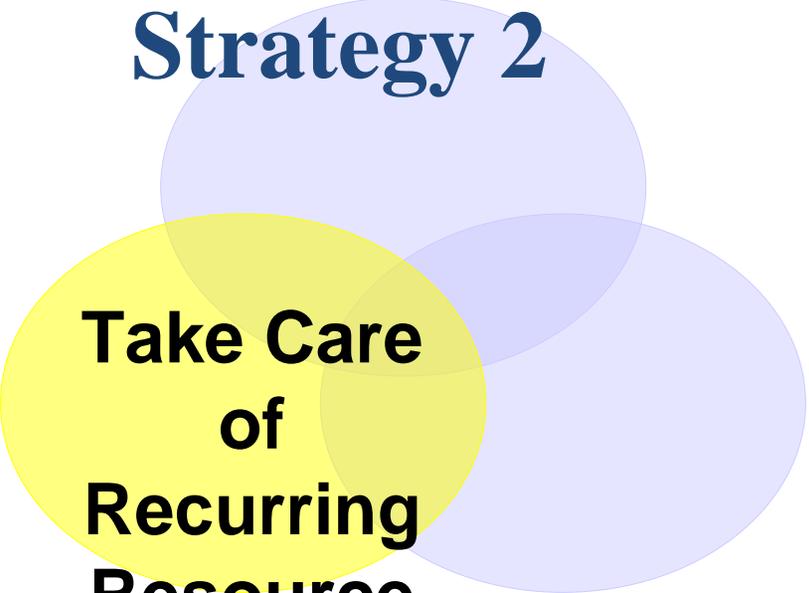
Sustainability Planning: Strategies to Build on Success

Idea Sharing and Question and Answer

What are your thoughts?



Sustainability Planning: Strategy 2



**Take Care
of
Recurring
Resource
Needs**

How?

- Distinguishing the Reading First program elements that contributed to your success that cost money from those that do not.
- When there are costs, align the district budget with the reading priority



Sustainability Planning: Strategies for Recurring Resource Needs

“Reallocating resources to increase student outcomes...sends a powerful message

to the staff and the community about the district’s primary mission and intent to help students succeed.”

NWREL, 2001



Sustainability Planning: Strategies for Recurring Resource Needs

Some of the most important aspects of your reading culture do not carry a cost in dollars

Factors contributing to success that do not have additional costs attached:

- Shared leadership
- Strong reading culture
- Smart use of time
- Commitment to data based instructional planning



Sustainability Planning: Strategies for Recurring Resource Needs

Factors contributing to success with costs you may need to cover from another source include:

- Program and materials
- Formative assessment and use of data
- Professional development and coaching

District supporting strategy:

- Prioritize district, state, and federal dollars to the Reading First elements that contributed to your success.



Elements of a school-wide reading model w/added costs and sources of support continued

Element	Cost to District				
curriculum (differentiated)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">district materials budget</td> <td style="width: 50%;">fund-raising</td> </tr> <tr> <td>Title 1 supply budget</td> <td>special ed. 15%</td> </tr> </table>	district materials budget	fund-raising	Title 1 supply budget	special ed. 15%
district materials budget	fund-raising				
Title 1 supply budget	special ed. 15%				
instruction (differentiated)	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">existing instructional budget</td> <td style="width: 50%;">fund-raising (1 ea)</td> </tr> <tr> <td>Title 1, 2a, 3, 5, special ed. 15%</td> <td></td> </tr> </table>	existing instructional budget	fund-raising (1 ea)	Title 1, 2a, 3, 5, special ed. 15%	
existing instructional budget	fund-raising (1 ea)				
Title 1, 2a, 3, 5, special ed. 15%					
formative assessment and use of data for planning	<p>district pays for data collection, input and retrieval trained volunteers & staff--progress monitoring building EA time for progress monitoring data mgmt.</p> <p>no added cost for data-based instructional planning</p>				
training and support (coaching)	<p>district & title 1 \$ for professional development</p> <p>Title 2a for instructional support (coaching)</p>				

*See Funding Matrix Handout



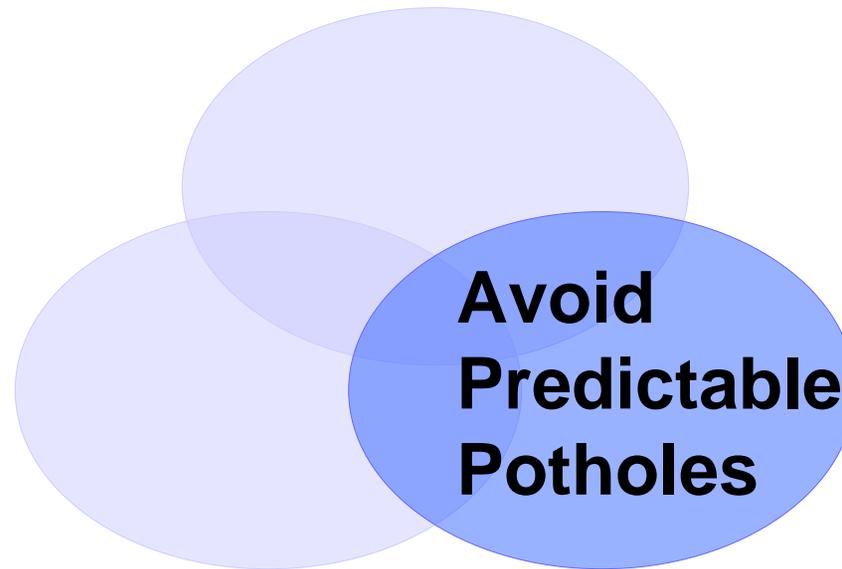
Sustainability Planning: Strategies for Recurring Resource Needs

What are your comments and questions on recurring resource needs?

Table discussion: Pull out the worksheet on resources. What steps have you taken to coordinate funds? Fill in any state resources at your disposal.



Sustainability Planning: Strategy 3



How?

- Prepare for the loss of the coach position
- Prepare for other staff turnover
- Anticipate new and competing priorities



Sustainability Planning: Strategies to Avoid Predictable Potholes

Potential Pothole:

Loss of Coach position

Why?

The high quality professional development and instructional leadership provided by the coach is likely one of the key drivers of success in earlier stages of implementation



Sustainability Planning: Strategies to Avoid Predictable Potholes

Loss of Coach position

Potential Solutions:

- (1) Use other funding sources to maintain current coaching staff
- (2) Reduce the coach role to essentials and use other funding sources to pay costs
- (3) Examine coach functions and develop strategies by function
(see coaching functions worksheet)



Sustainability Planning: Strategies to Avoid Predictable Potholes

Potential Pothole:

Staff turnover

Why?

Loss of leadership and/or highly skilled teachers could put common focus on the mission/vision at risk, slow the process of refining factors that contributed to success, make integration more difficult, leading to erosion of the reading culture.

Hypothesis:

The higher staff turnover in your district, the more likely this is to be stumbling block.



Sustainability Planning: Strategies to Avoid Predictable Potholes

Staff turnover

Potential Solutions:

1. Develop leaders internally and plan succession (provide training, opportunity, support, and recognition, have current leaders mentor potential leaders).
2. For new hires, use reading-based hiring practices to post, screen, interview, and check references.
(see handout)



Sustainability Planning: Strategies to Avoid Predictable Potholes

Staff turnover

Potential Solutions:

- (3) Distribute leadership so success does not depend on one or a small number of individuals.
- (4) Assign or re-assign leaders thoughtfully – place principals, coaches, and teachers based on the vision and skills which match the needs of the students in the school.
- (5) Supervise staff based on understanding of and commitment to the instructional needs of students and the support needs of staff.



Sustainability Planning: Strategies to Avoid Predictable Potholes

Potential Pothole:

New and competing priorities

Why?

New and competing priorities may diminish focus on the reading mission and vision and erode the reading culture.



Sustainability Planning: Strategies to Avoid Predictable Potholes

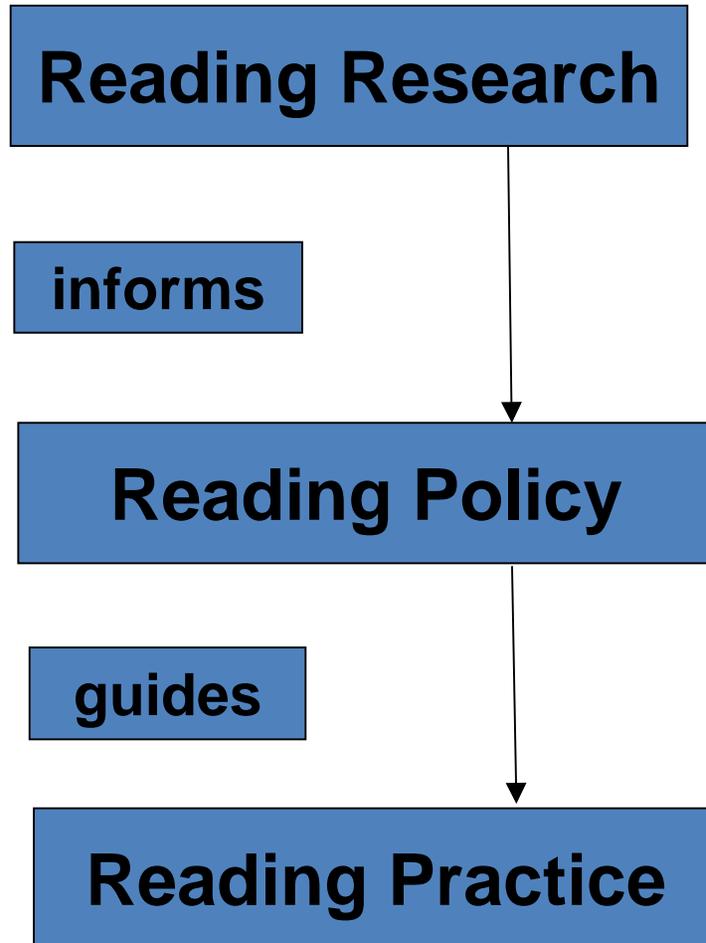
New and Competing Priorities

Potential Solutions:

1. Use policies and procedures to connect research to practice
2. SBRR is the underlying rationale for your school-wide reading model
3. Embed Reading First elements that contributed to your success in policy/procedure



Use policies and procedures to connect research to practice





Embed effective elements in district policy/procedure

Policies/administrative procedures regarding:

Effective Element	Topics Governed
Time	calendars, schedules
Materials	program adoptions
Hiring	postings, screening principal/coach job descriptions
Staffing	allocations, assignments
Assessment/Evaluation	types, frequency
Data utilization	team structure
Training, supervision, support	professional development performance evaluations



Sustainability Planning: Strategies to Avoid Predictable Potholes

New and Competing Priorities

Potential Solution:

- (1) Engage school, district and community stakeholders
 - Increase stakeholder knowledge of the program, communicating the rationale, process, and outcomes at every opportunity (e.g., parent meetings; school board meetings)



Sustainability Planning: Strategies to Avoid Predictable Potholes

New and Competing Priorities

Potential Solution:

- Provide opportunities for stakeholders to “invest” in the program through:

Time (visiting, volunteering)

Funding (donations, leads on sources)

Other support (key communication, networking)



Sustainability Planning: Strategies

Let's look at an example from the sample plan:

Reading Culture

Need: Grade level team meetings are limited to once a month; insufficient time for teacher collaboration.

Objective: Increase collaborative time for teachers to plan effective instruction that is data based and addresses individual student needs.

School Strategy:

Revise the school schedule to relieve classroom teachers of duty so they can have grade level meeting once a week in the afternoon

District Support:

Change existing policy requiring all teachers to have duty and present new policy in relation to district mission and reading goals

What alternative strategies can you think of?



Sustainability Planning: Strategies to Avoid Predictable Potholes

Idea Sharing and Question and Answer

What are your thoughts?



Back to Your District Team Work

Task 1: Strategies:

- Develop strategies for each of your sustainability objectives
 - Include school level strategies and district supports



Strategies and Action Steps

- Task 2: Action Steps
 - Break each strategy down into action steps
 - Describe what, when, and who in the action steps



Sustainability Planning: Action Steps

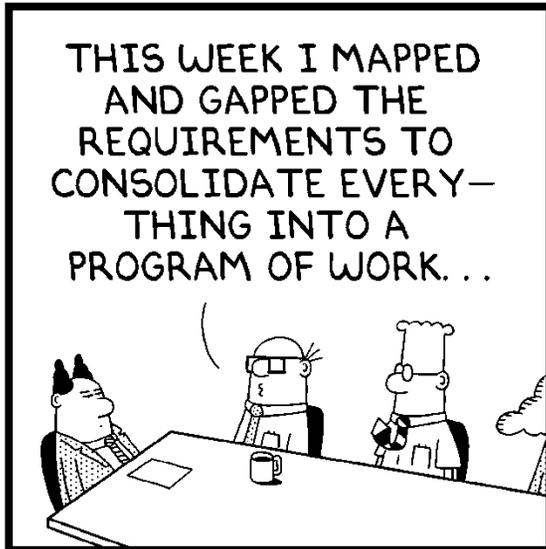
What will this look like?

School Level Sustainability Strategy:

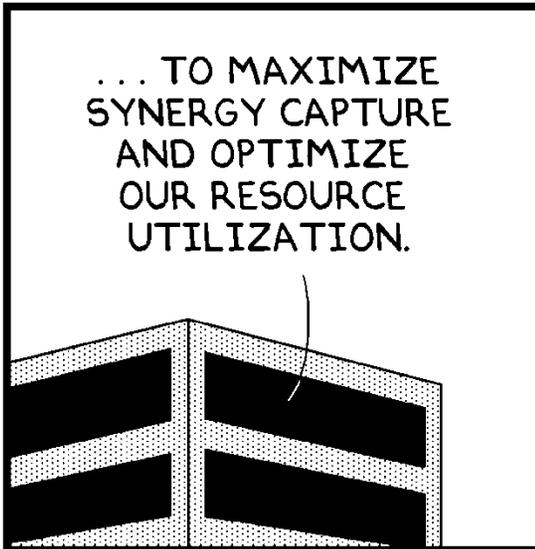
- Principal and coach continue school-wide data collection and team process to use data to guide instruction.

Who will be responsible?

When will it be accomplished?



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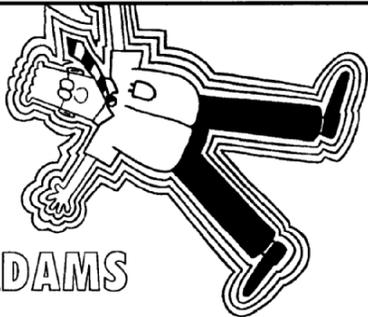
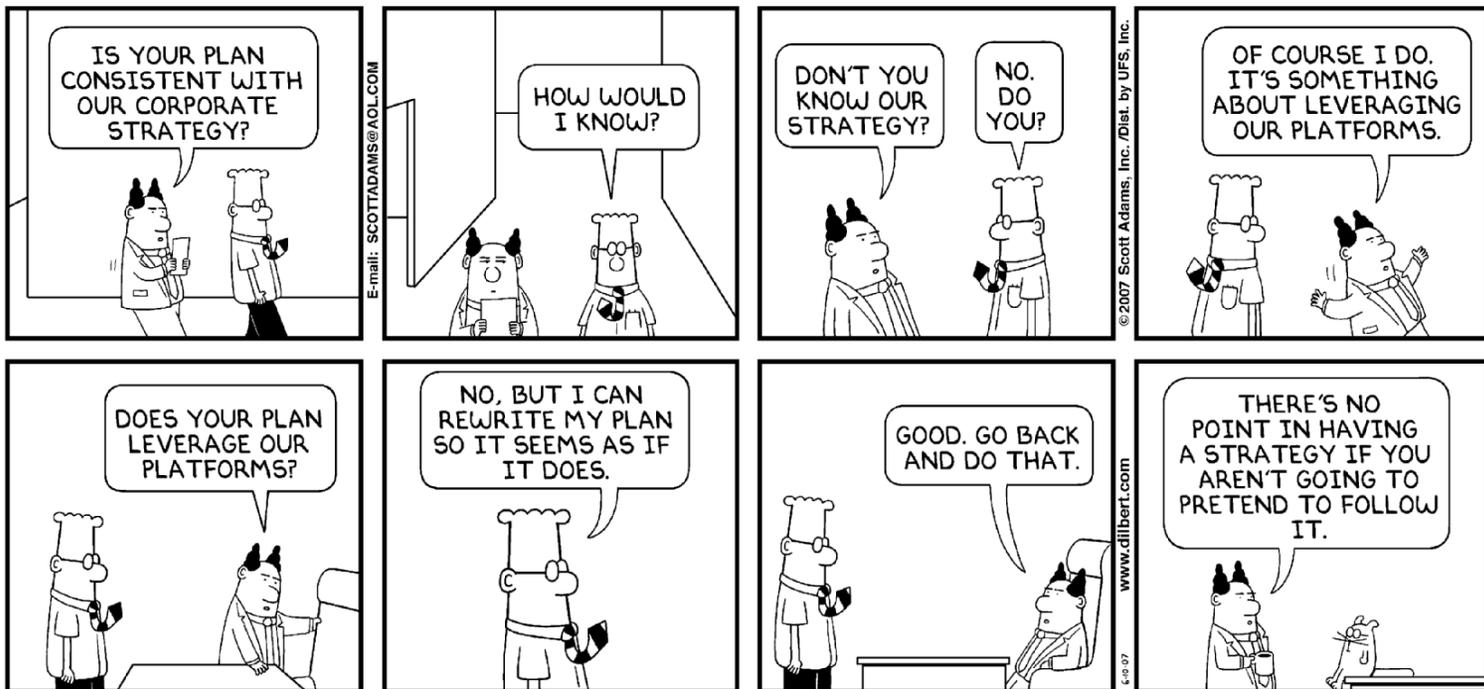


Managing Plan Implementation



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BY
SCOTT ADAMS

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Management of Your Sustainability Plan

Key considerations for plan management:

- Ownership of the plan
- Communicating the plan
- Making the plan accessible to others
- Fit with other plans
- Checking progress and updating



Management of Your Sustainability Plan

Working in your district team:

- Complete the Plan Management Worksheet
- Record your plan management process into your PET-S (see last page)



Next Steps



Supporting Each Other as You Move Forward

- Reports from districts on support they need from the state to move forward with their plan.
- Reports from state staff on how districts here today can be of assistance to state efforts to support all districts in sustaining Reading First.



More Resources

- All resources from the Sustainability Project are available at:

www.ed.gov/programs/readingfirst/support/index.html



Contact us...

- Stan Paine: spaine@rmccorp.com
- Carolyn Vincent: vincentc@rmcarl.com



Finishing up...

THANK YOU for your participation!

Don't forget to complete the workshop evaluation.



References

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