I. Relevant District Demographics

Central Community School District has approximately 1,514 students enrolled. The district has the following structure: K-3 Ekstrand Elementary, 4-8 Central Middle School, and 9-12 Central High School.

**Free & Reduced Lunch**
- 25% District
- 23% Ekstrand K-3

**Ethnic Diversity**
- 7.5% District
- 8.0% Ekstrand K-3

**Ekstrand Reading Achievement Data**

<table>
<thead>
<tr>
<th>Iowa Reading Assessments</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>84%</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>88%</td>
<td>71%</td>
<td>82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statewide Reading Screening Assessment</th>
<th>FAST Fluency</th>
<th>FAST Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Grade 2</td>
<td>64.89%</td>
<td>64.52%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>80.20%</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAP Reading Assessment</th>
<th>2011-2012 Average</th>
<th>2012-2013 Average</th>
<th>2013-2014 Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>188.6</td>
<td>191.1</td>
<td>187.8</td>
</tr>
<tr>
<td>Grade 3</td>
<td>201.6</td>
<td>201.3</td>
<td>202.2</td>
</tr>
</tbody>
</table>
II. Theory of Action

If we implement research based and rigorous Universal reading instruction, a multi-tiered system of supports (MTSS), and a teacher support system (data teams with formative student data and job-embedded professional development); then, student literacy skills will improve and meet the district’s reading performance expectations.

III. Comprehensive Improvement Plan

- Building goal is to have 80% of the K-3 students proficient through Universal as measured by the statewide funded FAST screening tool. Ekstrand has been evaluating the 90 minutes of protected English/Language Arts instructional time to ensure the following:
  1. Instruction delivered within this time is direct, “eyeball to eyeball” instruction.
  2. The components of the literacy framework are linked to a purpose.
  3. The components include:
      - Direct Instruction Focus Lesson
      - Teacher led small group & productive group work time
      - Foundational Skills (Direct Instruction)
      - Vocabulary/Word Work/Concepts of Print
  4. The instruction delivered during this time is considered the Universal Tier.
  5. A component dedicated to instruction in the area of Foundational Skills was also added. During the time, specific research based materials will be used. Walk throughs will also be utilized to monitor fidelity.
  6. Intervention time occurs at another time during the day.

- The 2013-2014 implementation activities were:
  1. Selected as a C4K Phase I Early Literacy Implementation school
  2. Attended the statewide literacy Phase I training
  3. Created a building leadership team
  4. Completed the FAST screening (beginning, mid, and end of the year)
  5. Attended a statewide regional FAST screening data training
  6. Began D1 Protocol—universal tier—facilitation (first screening indicated that the core instruction was not sufficient)
  7. Worked with AEA support to evaluate current practice, analyze data, and revise structure/expectations
  8. Facilitated a review of instructional reading time
  9. Decided to begin with materials and instructional strategy review
  10. Reviewed end-of-year FAST screening data and created 2014-2015 action plan

- The 2014-2015 implementation activities are:
  1. Screen students using FAST three times
  2. Implement a restructured 90 minute reading block (emphasis is Iowa Core Foundational Skills)
  3. Implement additional 30 minutes of reading instruction (120 minutes total reading time) to allow for targeted instruction
  4. Add more representation to the building leadership team
5. Using district provided materials to deliver Universal instruction in the area of foundational skills. Non-negotiables and a pacing guide have been provided to ensure consistency and fidelity.

6. Facilitate ongoing collaborative data teams, job-embedded training focused on the Iowa Core Foundational Skills and instructional routines

IV. Relevant Professional Development

Teachers were trained and certified to use the FAST screening and progress monitoring tools. Training was also provided in TIER. This system is used building wide to house not only universal screening data, but also progress monitoring data. Teachers were engaged in the development process using the D1 Protocol, insufficient core, and identifying next steps. Teachers also had training on the Iowa Core English/Language Arts learning standards and the Foundational Skills.

Teachers already had a data team process developed within the building. The following changes impact our data teams:

- The data team process was moved from Professional Development time to Team Meeting time. This move ensured a more frequent use of the data process.
- The goals monitored during the data process will cover a Universal Tier goal as well as an intervention goal.

Professional Development for the 2014-2015 school year is being planned based on data provided by the FAST assessment. Students at Ekstrand are telling what teachers need. As mentioned, early focus has been placed on the Foundational Skills. PD time will be spent tightening up instruction in this area. Another area, as reinforced through Fall 2014 FAST scores, is fluency. Teachers will learn researched based instructional strategies to address student variances in the area of fluency.

V. Problem Statement

Student reading performance is below expectations and §279.68, Iowa’s early literacy mandate, has established more accountability on schools to improve reading instruction. Addressing the requirements of §279.68 is a complex implementation issue. Ekstrand is facing the work of simultaneously [a] fixing Universal instruction which may necessitate more time to realize results, [b] deploying response to intervention collaboration among grade level teachers through data driven teaming and job-embedded professional development, and [c] involving additional teachers such as a reading interventionist, strategist, coach, Title I, other content area, and/or special education teacher into a collaborative instructional mix that have difficult scheduling implications.

VI. Problem of Practice

The first FAST student reading screening data indicated Universal Tier instruction was insufficient. (The results were less than 80% of the students being successful.) The initial start point was to fix Universal instruction. It is a big task to address Universal instruction because it has multiple aspects. Universal instruction fixes include:

- sufficient reading instructional time (90 minutes of protected reading instruction)
- students engaged in learning
- evidence based instructional strategies
teachers using quality formative reading feedback to make instructional decisions

Scheduling becomes an issue, especially in kindergarten and first grade, because Title I and special education teachers plus an art teacher and para-educators deliver targeted instruction within the 90 minutes. Dr. Batsche, a reading expert that presented to Phase I schools statewide, stated effective MTSS will push against every traditional schedule and policy within a school. Therefore, how do we manage this radical instructional change?

VII. Site Visit Details

- Parking Information – visitors may park along the east side of the elementary building

- Agenda

  8:15 a.m.   Arrival
  8:25 a.m.   Welcome & Introductions, Dr. Dan Peterson (Superintendent)
  8:30 a.m.   Problem of Practice, Jen Vance (Building Principal)
  8:50 a.m.   Break

Classroom Observations

Classroom observations focus on describing what teachers are doing, what students are doing, and the instructional work students are being asked to do.

Please collect descriptive evidence during your observations and refrain from including any evaluative statements that describe the quality of what is happening within the classroom.

- Describe what teachers are actually saying, their visible instruction technique, and observable organization.
- Describe what students are saying or actually doing. Do not describe perceptions or likely outcomes based on assumptions.
- Describe what students being asked to do? (i.e., content) Describe what students would know and be able to do as a result of the content they are working on. Rigor?

Observation Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Classroom A</th>
<th>Classroom B</th>
<th>Classroom C</th>
<th>Classroom D</th>
<th>Classroom E</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Team #1</td>
<td>Team #5</td>
<td>Team #4</td>
<td>Team #3</td>
<td>Team #2</td>
</tr>
<tr>
<td>9:20 a.m.</td>
<td>Team #2</td>
<td>Team #1</td>
<td>Team #5</td>
<td>Team #4</td>
<td>Team #3</td>
</tr>
<tr>
<td>9:40 a.m.</td>
<td>Team #3</td>
<td>Team #2</td>
<td>Team #1</td>
<td>Team #5</td>
<td>Team #4</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Team #4</td>
<td>Team #3</td>
<td>Team #2</td>
<td>Team #1</td>
<td>Team #5</td>
</tr>
<tr>
<td>10:20 a.m.</td>
<td>Team #5</td>
<td>Team #4</td>
<td>Team #3</td>
<td>Team #2</td>
<td>Team #1</td>
</tr>
</tbody>
</table>
10:35 a.m. Break

10:45 a.m. Debrief

• Describe – create 10-15 descriptive data points individually
• Analyze – identify patterns as a table group
• Prediction – predict student learning outcomes from the patterns

11:30 a.m. Lunch

11:50 a.m. Building Leadership Team

• Where did you begin your “early literacy implementation” journey?
• What have been the journey’s struggles?
• What accomplishments have been achieved?
• What are the anticipated next steps?

Questions

12:20 p.m. Next Level of Work

• Table groups brainstorm ideas to support improved student learning that connect the observed patterns today and the building leadership team’s future plans.

Please consider structures and capacity building –

○ Structures
  • Curriculum Development
  • Schedules & Staff Utilization
  • Technology

○ Capacity
  • Leadership
  • Collaboration/teaming
  • Use of data and feedback
  • Professional learning

• Share ideas making a clear connection between today’s observed patterns and the leadership team’s future plans.

1:20 p.m. Reflection – What did we take away from today’s learning?

• Directions

Location: Ekstrand Elementary, 1140 15th Street, DeWitt, IA

Meeting Room: Participants will gather in Ekstrand’s Media Center. Students will greet participants at the front door and escort participants to the Media Center.