



A Collaborative Education Initiative

Davie County Schools and The Mebane Charitable Foundation



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Jinda Haynes, Assistant Superintendent

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Amy Spade, Elementary Literacy Coach

The Mebane Round Table

Jan. 25, 2017

Mar. 9, 2017

**Mebane Charitable Foundation
Smart Start of Davie County & Davie County Schools**

Round Table Discussions

Larry Colbourne, President of Mebane Charitable Foundation

Gena Taylor, Executive Director of Smart Start of Davie County

Bridgett Bailey, First Grade Teacher at William R. Davie Elementary School

Christy Cornatzer, Instructional Coach at Cornatzer Elementary School

Kelly Crosby, Counselor (Elem. Lead) at Pinebrook Elementary School

Jinda Haynes, Assistant Superintendent for Academic Services

Jennifer Lynde, Director of Curriculum & Instruction

Peggy Nuckolls, Director of Preschools and Title I

Amy Spade, Second Grade Teacher at Pinebrook Elementary School

Marianne Stein, Kindergarten Teacher at Cooleemee Elementary School

Kolleen Sullivan, Reading Specialist at Shady Grove Elementary School

Jennifer Swofford, Principal at Mocksville Elementary School



It all began in round table discussions at the Mebane Foundation back in 2017:

- Because all research shows that a student's ability to read on grade level by 3rd grade indicates or predicts future success, Larry Colbourne and Dr. Hartness (Superintendent) challenged us to “move the needle” in preK-3rd grade literacy.
- We strategically organized a round table that included at least one representative from each elementary school and with the representatives providing various perspectives, from teacher leaders to counselor, reading specialist, and principal.
- We met twice (January and March) and utilized the “Peeling the Onion” Protocol to structure the discussion of our dilemma—to peel back layers, look critically at why students aren't more successful, and think exhaustively about what we could do, with help from the Mebane Foundation, to “move the needle.”
- Ultimately, the round table realized that there was no magic thing or silver bullet; we just needed to get better at what we already had in place to move from good to great.
- From there, the DavieLEADS project was born. LEADS is an acronym for Literacy Empowers All in Davie to Succeed.

Project Goal #1: To improve kindergarten readiness from 70% to 90% by 2022



Project Goal #2: To improve third grade reading proficiency from 60% to 80% by 2022

A Two-Pronged Approach

From the round table discussions, we developed a two-pronged approach—one trying to reach children in the formative preschool years and one targeting literacy instruction for school-aged children.

We developed two overall goals:

#1 - To improve kindergarten readiness from 70% to 90% across the district by 2022. While our own preschool program had already been recognized for outstanding success, this goal pressed us to reach out across the county to public and private sites to ensure a better understanding of what kindergarten readiness looks like and to support more consistent curriculum and instruction for all preschool children.

#2 - The second goal was to improve 3rd grade reading proficiency from 60% to 80% by 2022.

DavieLEADS Kickoff

June 12, 2017



The Kickoff

We organized a kickoff for the DavieLEADS initiative in June of 2017. Larry Colbourne, Dr. Hartness, district and school administrators, and instructional coaches worked to ensure there was a pep rally atmosphere with lots of energy and excitement for the upcoming implementation. The event, which was held at the Calvary West Campus, was complete with t-shirts, pom-poms, good music, and funny skits. The goal was to send teachers home for the summer feeling enthusiastic about the upcoming year and the DavieLEADS initiative.

Project Goal #1: To improve kindergarten readiness from 70% to 90% by 2022





Pre-K Data

DIAL-4TM Screening:

School Year	% of Kindergarten Students Screened	% of Screened Students "Kindergarten Ready"
2016-17	75%	71%
2017-18	83%	80%
2018-19	84%	86%
2019-20	<i>Unable to screen</i>	<i>No Data Available</i>
2020-21	68%	72%
2021-22	83%	81%

Making An Impact

We began increasing awareness in private child care facilities within the first year of this grant and were climbing in our efforts before COVID closures. Due to the efforts of this grant and the support it developed by building collaboration and cohesiveness across public and private preschools, our community stood together in critical times. The evidence in the data shows we are still making an impact and will continue to increase after the COVID setback.

Pre-K Data

LEADS allowed us to align all NC PreK sites with a common assessment, providing more data to guide our efforts in bridging the gaps between private and public centers.

GOLD Assessment:

Domains Assessed	Meeting/Exceeding			
	Private			
	Spring	Spring	Winter	Spring
	17-18	18-19	19-20	21-22
Social	72%	78%	76%	84%
Physical	79%	82%	76%	88%
Language	77%	81%	77%	82%
Cognitive	81%	84%	72%	82%
Literacy	79%	88%	81%	74%
Mathematics	81%	88%	59%	72%

Domains Assessed	Meeting/Exceeding			
	Public			
	Spring	Spring	Winter	Spring
	17-18	18-19	19-20	21-22
Social	97%	95%	79%	94%
Physical	97%	100%	88%	100%
Language	90%	100%	79%	92%
Cognitive	84%	89%	79%	94%
Literacy	96%	100%	88%	94%
Mathematics	93%	95%	93%	95%

GOLD

GOLD is a formative assessment that follows widely held expectations for children from birth through third grade and enables a whole-child approach to **assessment**. We now have the same data to compare and drive our efforts to build consistency and fidelity in our curriculum.

As you can see the private sites are doing a good job of ensuring their students are moving into meeting or exceeding levels of expectations. When Covid hit all schools were affected and went into a survival mode. To come back with four domains at 82% or higher is good considering how much their classrooms were closed during the two years.

All NC PreK sites began training and using GOLD in our first year of LEADS. In our third year of this initiative the state also began to mandate that all NC PreK sites begin using GOLD to measure progress. In year 4 of this grant the state moved Kindergarten to this platform of measurement with the Early Learning Inventory which now allows for more alignment and smoother transitions using the same reporting system and widely held expectations.

Goal 1: Accomplishments

Impacts

- 5 Childcare centers
- 7 Faith-based preschools
- 10 Public preschool classrooms

Coaching on:

- Creative Curriculum
 - GOLD Assessment Tool
- Preschool Pyramid Model for Emotional/Social Skills
 - Teaching Pyramid Observation Tool
- Heggerty Phonemic Awareness Curriculum
- Letterland for the Early Years

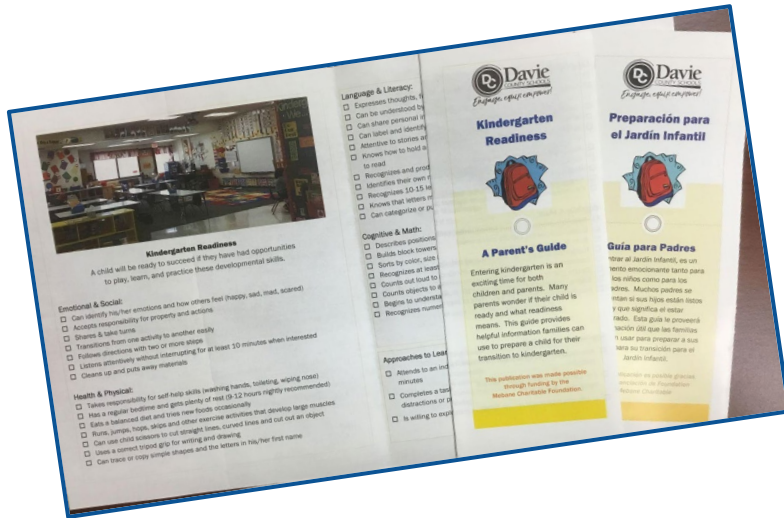


These Accomplishments Were Met By:

- Building trusting relationships
- Equipping NC PreK classrooms equitably with the same curriculum & assessment tools
- Joint professional development including professional learning communities (PLCs)
- Coaching for fidelity across NC PreK classrooms
 - *Training and follow up supports regularly to discuss curriculum implementation and assessment data.
 - *Observations and feedback to form critical changes to instructional practices

Goal 1: Accomplishments

Clarifying the concept of school readiness through 3 main strategies:



- Basing all coaching & training on the **NC State Standards for Preschool Education, “Foundations”** which is aligned by the state with the Kindergarten Standards.
- Updating the local **Kindergarten Readiness Brochure**.
- Creating **channels of 2-way communication** for administrators and teachers to receive accurate and timely information about school readiness from public school sources.

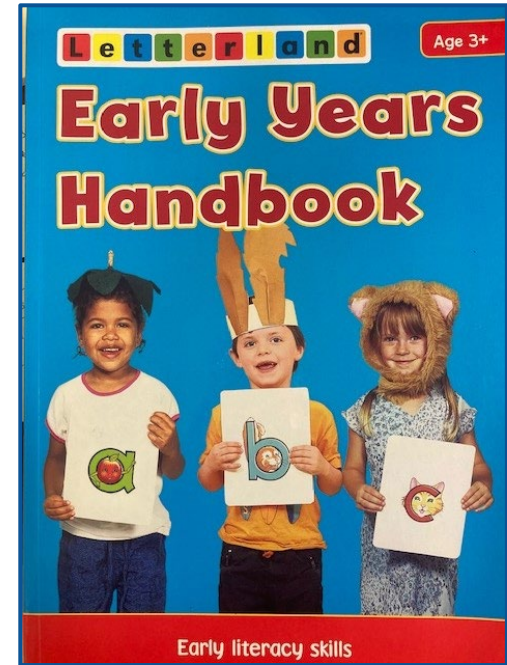
This Accomplishment Was Met By:

- Clarifying and communicating school readiness with with families, teachers, and child care administrators.
- Alignment of curriculum, both horizontally across preschool classrooms and vertically with kindergarten.

Goal 1: Accomplishments

Increasing the percentage of students entering kindergarten with high quality language & literacy education:

- Implementation of Letterland in 12 new programs. A total of 19 out of 22 child care programs in the county currently use Letterland for the Early Years.
- Implementation of Heggerty Phonemic Awareness Curriculum in 12 NC PreK programs. Growing toward use in Faith-Based programs.



Letterland

This Accomplishment Was Met By:

- Purchasing, training, coaching and supporting implementation of Letterland for the Early Years in 12 new programs.
- Increasing horizontal alignment of curriculum between preschool programs with literacy curriculum.

Goal 1: Lessons Learned

- Communication, transparency, and appreciation for each stakeholder's role drives trusting relationships.
- Strategically planning for expected and unexpected turnover for continued coaching/training efforts
- Data has changed and cultivated our efforts.
- Breaking down the “us” versus “them” and strengthening the community effort toward helping children enter school ready to succeed



Critical to Our Successes:

- Building respectful, trusting relationships is integral to impact philosophical change and ultimately teaching behaviors in the classroom.
- Davie County's turnover rate in child care has been less than 11% previous to COVID but after COVID there was increased turnover as noted in new staff at each facility.
- Data is increasing communications between public and private preschool programs. Through Davie LEADS we moved all NCPreK sites to utilize the same curriculum and assessment tools. Having all NC PreK classrooms utilize the same tools enabled us to work across different program types to build our capacity to increase kindergarten readiness.

Year 1 & 2 Highlights



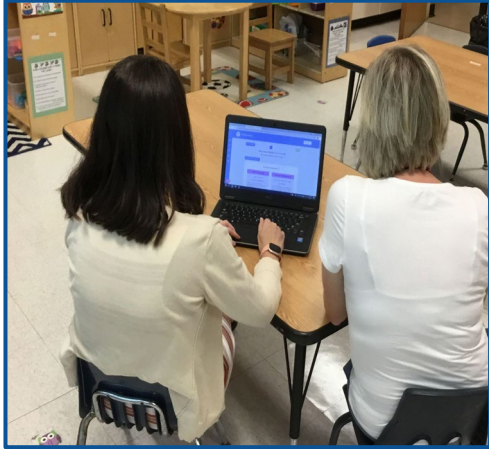
- Equipping NC PreK classrooms with equitable curriculum and assessment tools
- Technology tools
- Getting first hand experiences with kindergarten



Highlights: Year 1 & 2

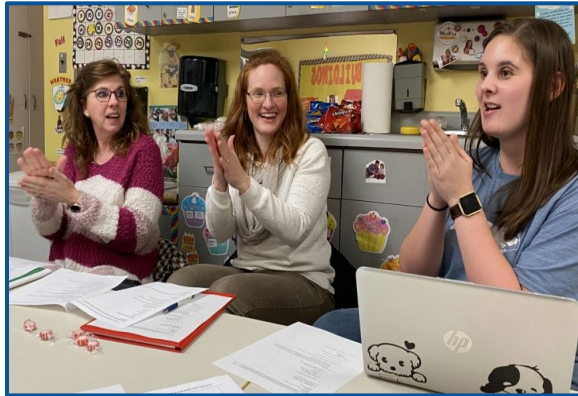
- In NC PreK child care based classrooms: Purchased, Trained, & Coached in the same curriculum tools as Public School NC PreK classrooms implemented in previous years.
- Incorporated technology with laptops for teacher curriculum use and iPads for student assessment. This step became critical when we saw COVID hit.
- Rising kindergartners, teachers and child care administrators tour and observed kindergarten classrooms. Teachers and child care administrators toured and observed in the fall to lead them in comparisons between student's experiences at the end of preschool and the beginning of kindergarten. Children and families toured in the spring to support transitioning.

Year 3 & 4 Highlights

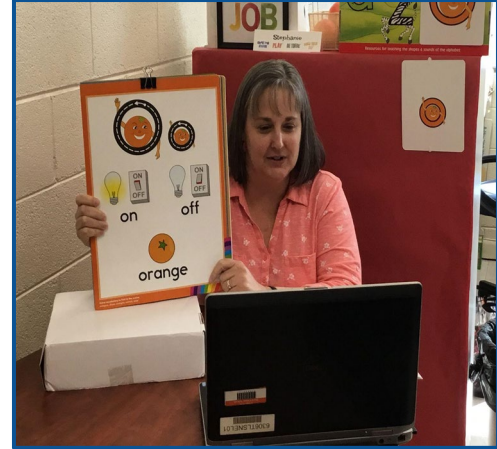


- Systems for cultivating teacher collaboration and growth.

- Modernizing and accessing technology tools or resources.



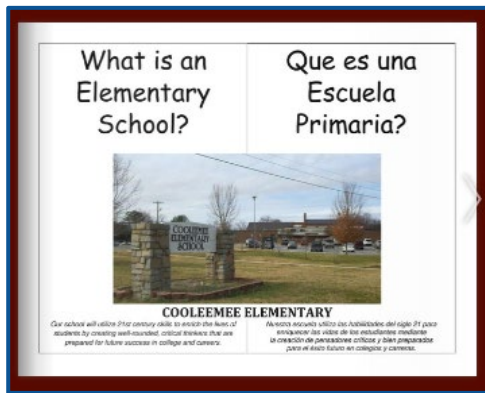
- Coaching through model teaching.



Highlights: Year 3 & 4

- COVID disruptions slowed us down but we survived through the foundation set through the LEADS program. Preschools across the county stayed connected and came together to ensure kids were still getting supports from their school.
- PLC connections and systems allowed for continued teacher collaboration & growth.
- Previous laptop purchases and technology implemented through curriculum was critical to continued success for students during COVID disruptions.
- Collaborative Coach created model Letterland lessons to continue teacher support and student learning when access to classrooms was limited.

Year 5 Highlights



- Sustainability through child care administrator skill building.
- Vertical alignment of curriculum through Heggerty Phonemic Awareness.
- Expanding Communications and Transition Tools.



Highlights: Year 5

- Increased focus on child care administrator training and coaching in curriculum topics, including Heggerty Phonemic Awareness, Social and Emotional Skill Development Practices, and data report analysis.
- Implemented Heggerty Phonemic Awareness Curriculum in all NC PreK classrooms.
- Updated Kindergarten Readiness tools to digital formats for increased accessibility.

Sustainability

- Maintaining common assessments and curriculum, in order to ensure objective data-informed planning across private and public preschools.
- Supporting and encouraging continued use of Letterland for the Early Year, Heggerty Phonological Awareness Curriculum in faith-based programs.
- Continuing joint PLCs and professional development.
- Partnering with Smart Start as well as other grants to help sustain the coaching and technical assistance needed to continue our efforts and expand technical assistance into the Infant-3 year old classrooms

Sustainability (Continued)

In order for these efforts to continue we must find ways to continue the supports to private and public preschools that allow them to stay connected with avenues to communicate teaching methods and data.



Project Goal #2:

To improve third grade reading proficiency from 60% to 80% by 2022

Goal 2: Accomplishments

- **80% or more** of third grade students **met Read to Achieve requirements** each of the 5 years (with the exception of 20-21, 76.9%)
- **Growth made every year** in all grade levels on the state's reading diagnostic and/or the local assessment (with the exception of one grade level, one year)
- **Capacity** to teach literacy among **all** K-5 staff
- **Alignment of literacy instructional practices** across all elementary schools
 - Common terminology
 - Foundational knowledge
 - A collaborative culture
 - Strong coaching culture

Goal 2

Even though we were unable to meet the 80% proficiency score on our 3rd Grade reading End of Grade assessments, we definitely made some significant accomplishments in grades K-3 over the last 5 years. We were able ensure that 80% or more of our 3rd grade students met the state's Read to Achieve requirements each of the 5 years except 20-21 (year after Covid) we dropped to 76.9% (also the state had changes in EOG standard setting in reading that year). This requirement includes proficiency scores not only from EOG assessments but also through the state's reading diagnostic and local assessments. Growth was made every year in all grade levels on the state's reading diagnostic and/or the local assessment (with the exception of one grade level, one year). You will see a chart with more specific information regarding this on the next few slides.

Goal 2 (Continued)

Beyond test scores, we made huge accomplishments in these areas:

Capacity to teach literacy has been built in our staff. This includes both our teachers and our instructional assistants. Instructional leadership capacity has also been built in our school administrators and our instructional coaches.

We are significantly more aligned with our literacy practices across all 6 elementary schools. This was a big problem 5 years ago when we first started. We had various literacy programs being used in each school and even within schools. We now have the same literacy programs used in elementary school for phonemic awareness and phonics instruction, as well as reading interventions. You can also see the same literacy block components used across all classrooms.

Goal 2 (Continued)

Along with this alignment, we now have across all elementary schools:

- common terminology
- foundational knowledge
- a collaborative culture (safe, supportive)
- strong coaching culture

Goal 2: Coaching Data (May 2022)

Reading Component	Teacher Survey Data: Identified Confidence in Instruction	Teacher Survey Data: Need for Continued Support and Coaching
Phonemic Awareness (Heggerty)	61%	39%
Phonics (Letterland)	59%	41%
Decodable Lessons	72%	28%
Small Group Plans	82%	18%
Teacher Directed Reading	80%	20%

Qualitative Feedback

Throughout the grant we have learned the importance of qualitative data being collected alongside of quantitative data. Above is the big picture data from our survey from May 2022.

- Based on survey data the coaches noticed:
 - Teachers that have been in the classroom for the duration of the grant feel confident to deliver the instruction with support focused on student needs each year.
 - Teachers that are new to the district, over the past 2-3 years, indicated a need for support with implementation and student focused needs.

Qualitative Feedback (Continued)

- What we focused on the **first 2 years has the highest percentages** of teachers that feel confident with implementing each component, except for Letterland.
 - As coaches we reflected on the lower percentages of teachers' confidence with implementing Letterland. We noted that some of the changes were **due to teachers moving grade levels (from upper grades that did not teach Letterland to lower grades that do and lower grade teachers moving to 3rd grade)**.
 - Letterland in 3rd grade was added the second year of the grant and only had 1.5 years of implementation before the COVID-19 pandemic.

Qualitative Feedback (Continued)

- Teachers are learning how to be more strategic and effective through LETRS. **They are analyzing the strategies utilized in Letterland and the importance of implementing the small group instruction and supporting instruction with decodables instead of leveled text.**
- Heggerty was introduced during the COVID-19 pandemic and mandated masking. Phonemic Awareness is all about spoken sounds and the ability to be articulate. We have seen improvements in Phonemic Awareness even with the limitations, due to COVID-19.

Assessments Administered: Years 1-5

Year	Assessment	Growth in Proficiency		
2017-2018	mClass <ul style="list-style-type: none"> • TRC with written comprehension • DIBELs Next 	Kindergarten: 1st grade: 2nd grade: 3rd grade:	4% 5% 3% 4%	↑
2018-2019	mClass <ul style="list-style-type: none"> • TRC without written comprehension • New more complex text • DIBELs Next 	Kindergarten: 1st grade: 2nd grade: 3rd grade:	29% 5% 8% 13%	↑
2019-2020	Istation <ul style="list-style-type: none"> • Computer based assessment 	No data due to school closures; given at EOY		
2020-2021	iReady <ul style="list-style-type: none"> • Computer based assessment 	Kindergarten: 1st Grade: 2nd Grade: 3rd Grade:	57% 39% 33% 28%	↑
2021-2022	mClass <ul style="list-style-type: none"> • No TRC • DIBELs 8 	Kindergarten: 1st Grade: 2nd Grade: 3rd Grade:	43% 28% 15% 5%	↑

Assessments: Years 1 to 5

On this slide, we worked to capture the different assessments that students were asked to complete over the course of our 5 year grant:

- Note the data you see is growth in proficiency data; green data denotes growth and red data indicates a decline

2017-2018: mClass/DIBELs Next and TRC with written comprehension

- This assessment asked students to read leveled text while the teacher took a running record of any errors the student made. In addition, teachers asked oral comprehension questions and collected foundational reading skills data.
- Growth was measured from EOY 2017-2018
- Overall a small increase in growth in proficiency was observed in Kindergarten-third grade

Assessments: Years 1 to 5 (Continued)

2018-2019 mClass/ DIBELs Next and TRC without written comprehension

- mClass adopted a new set of more complex text for the TRC (text reading comprehension) portion of the assessment.
 - TRC-included a leveled text and oral comprehension questions.
 - Growth was measured from EOY 2018 to EOY 2019.
 - We saw an increase in overall growth in grades 1-3.
 - The decrease in growth in Kindergarten and smaller amount of growth in first and second grade prompted us to have critical conversations about the need for explicit instruction in phonological awareness and decodables in the lower grades.

Assessments: Years 1 to 5 (Continued)

2019-2020 Istation

- Computerized assessment
- Students did not produce any skills orally
- No data was collected at EOY due to school closures in the spring

Assessments: Years 1 to 5 (Continued)

2020-2021 iReady

- Computer based assessment
- Students did not produce any foundation reading skills orally
- Growth measured from BOY 2020 to EOY 2021
- This year was impacted by the COVID-19 pandemic, alternate schedules and virtual school)
- Increase in growth in Kindergarten-3rd grade
- First year of Heggerty implementation district wide (masks were place)
 - DCS K-2 students attended school 4 days per week
 - DCS 3rd students attend school 2 days per week in person; A/B

Assessments: Years 1 to 5 (Continued)

2021-2022 mClass/DIBELs 8

- mClass replaced DIBELs Next with DIBELs 8
 - Each subtest within DIBELs 8 was realigned based on national norms
 - Growth was measured from BOY 2021 to EOY 2022
 - We noticed larger amounts of growth in Kindergarten and 1st grade where foundational skills were a major focus in the instructional day.
 - We noticed a need to continue a large focus on foundational reading skills in grades 2nd through 3rd grade especially while we are closing the gaps from post-pandemic learning loss. For example the 3rd grade students in this cohort did not finish their 1st grade year in school, face-to-face.

Goal 2: Final EOG Data

3rd Grade Reading State Ranking



EOG Data: Years 1 to 3

Year 1: Our BIG focus was on standard based instruction; therefore there is a major jump in data

- Being intentional in instructional practices for students made a huge difference, therefore there's a higher rank in 3rd Grade EOG data (17th) the top 14.80%

Year 2: The year of an implementation dip

- Implementation science notes that with any new implementation there is a stage where learning is “hard” and teachers feel “clumsy and uncomfortable”. LEADs Consultants and Literacy Coaches worked to provide a scaffolded support for teachers through this process. Data reflects

Year 3- COVID-19 closure No EOY EOG data

EOG Data: Years 4 to 5

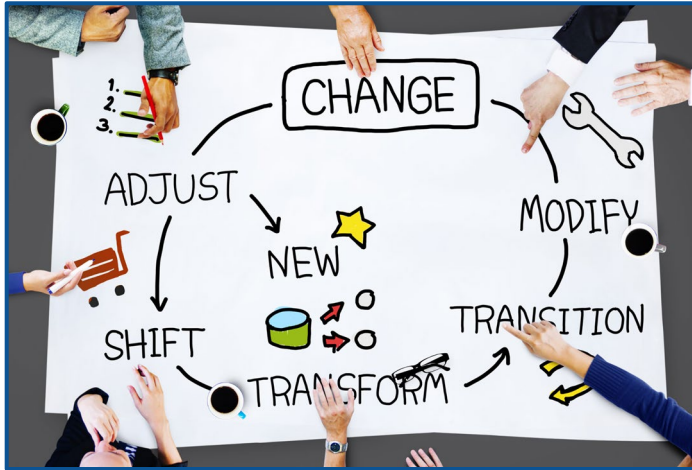
Year 4- Beyond COVID-19 and the deficits and forward gaps that it created the work we did precovid helped us to be where we are now and maintain being in the top 20%.

- COVID-19 Pandemic closed schools in March 2020
 - Due to closures, K-3 teachers still had the baseline skills to continue to deliver instruction online.
 - Support in TDR, standards clarification, CFAs, Letterland and small group reading kept instruction happening
 - Provided teams the opportunity to deliver consistent instructions across grade levels as well as across the district

Year 5- Maintained our 3rd grade ranking and goal to move forward

- Had we not gone through COVID-19 Pandemic; we think we would have made further improvements but due to those setbacks, we have plans to continue supporting teachers in effective instructional practices to improve student learning outcomes
- This includes supporting the social/emotional needs of teacher and students

Goal 2: Lessons Learned



The importance of:

- Stakeholders knowing the “Why?”
- Onboarding
- Communication
- Instructional leadership
- Flexibility
- Adaptability
- Tracking/analyzing data differently
 - Qualitative vs. quantitative

Goal 2: Lessons Learned

Sharing the “Why”

- This process helped stakeholders “buy” in to a culture of coaching
- Allowing for trust and relationship building to begin, thus the work happening sooner and making strides toward improving student outcomes

Onboarding

- Having a plan for how to onboard new staff (administrators, teachers and instructional assistants) is key to assuring everyone understands how to best support students in a succinct way

Clear communication with EVERYONE

- District staff, administrators, instructional coaches, teachers and instructional assistants
- Providing all stakeholders with the communication to best provide a baseline to support instruction

Goal 2: Lessons Learned (Continued)

Instructional Leadership

- Building the capacity of instructional leaders to provide both valuable and specific feedback to teachers' ELA lessons that focus on student learning outcomes
- Training leadership prior to training teachers so that all are aware of the expectations ahead of time

Flexibility and Adaptability

- The key to getting effective instructional work done is to be flexible with stakeholders while supporting them and holding them accountable. When teachers needed additional resources to get the work done, the ability to be flexible made that happen; therefore there was more buy-in to the change process.

Tracking/analyzing data differently

- Our original data points included quantitative data. As we progressed through the grant we learned that we needed to collect qualitative data as well. It is important to triangulate where possible to build a clear picture of what is happening with student learning outcomes.

Year 1 & 2 Highlights

- **Creating a Culture for Coaching**
 - Building relationships
 - Growth Mindset (Continuous Improvement)



- **Building**
 - Capacity
 - Infrastructures
 - Foundational knowledge

- **Research Based Instructional Practices**
 - Professional Learning Community process
 - Teacher Directed Reading
 - Letterland
 - Guided Reading and stations
 - Reading Research to Classroom Practice
 - HillRap



Highlights: Year 1 to 2

2017-2018-Year 1

Creating a Culture for Coaching:

- Building relationships is KEY!
- Growth mindset (continuous improvement)- LEADS consultants provided training on growth mindset to all staff. Coaches and consultants fostered a growth mindset with teachers during PLCs, data talks and coaching conversations.

Highlights: Year 1 to 2 (Continued)

Research Based Instructional Practices:

- Professional Learning Communities (PLCs) varied in efficiency and purpose. Year 1 LEADS consultants provided training to administrators and PLC leaders during year 1. The training focused on DuFour's work and the 4 questions that drive the work of PLCs. What do we want students to know and be able to do? How will we know if they learn it? How will we respond when students do not learn? How will we extend the learning for students that are already proficient?
 - PLC teams focused on clarifying standards and building common formative assessments within grade levels.

Highlights: Year 1 to 2 (Continued)

- Teacher Directed Reading (TDR) training and support was provided to build explicit and systematic approach to delivering standards based instruction.
- ½ day planning sessions were offered with LEADS consultants providing K-3 teachers a collaborative time to discuss standards based instruction and pace out their quarter.
- Letterland coaches visited Davie County Schools and gave valuable feedback to Literacy Coaches in order to strength Letterland instruction. Letterland coaches provided model lessons for classroom teachers with the opportunity to debrief and ask questions about instruction.
 - Literacy coaches were Letterland Coach trained to provide a deeper level of support for classroom teachers across the county
 - Letterland released a third grade curriculum. Davie County Schools adopted the third grade curriculum and had a trainer train teachers at the end of the school year to prepare teachers for implementation in the Fall.

Highlights: Year 1 to 2 (Continued)

- Guided Reading and stations
 - Teachers were trained in guided reading lessons at the beginning of Year 2. Coaches and consultants provided support through co-planning, co-teaching, modeling lessons and providing feedback.
 - A Make-and Take Station training was developed and provided based on a need shared by teachers
- Reading Research to Classroom Practice (RRtCP) -Trained a cohort of teachers in RRtCP for year 1
- HillRap-Sent teachers to HillRap training that administrators requested training for based on needs in their school.

Highlights: Year 1 to 2 (Continued)

Building

- Capacity
 - Providing training for administrators, teachers and instructional assistants
- Infrastructures
 - An instructional framework was developed to assure consistency with best practices
 - District pacing was develop for ELA (English Language Arts)
- Foundational Knowledge
 - Providing training in RRtCP built common knowledge and capacity in research based practices for teaching foundational skills

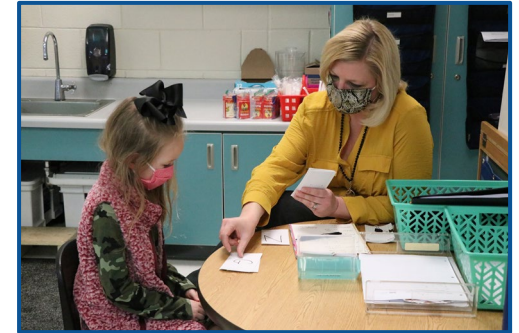
Year 3 & 4 Highlights

- **Continued Focus on:**
 - Professional Learning Community (PLC) processes
 - Teacher Directed Reading
 - Letterland



- **Covid (March 2020)**
 - Virtual school
 - Shifts in how we “did school”

- **Structured Literacy (Science of Reading)**
 - LETRS Training for Cohort 1
 - Research-based instructional practices



Highlights: Year 3 to 4

2020-2021

Continued Focus on:

- PLCs-Building consistency, common language and focus on how to most effectively impact student learning outcomes by unpacking standards and creating common formative assessments (CFAs)
 - PLC teacher leaders were trained by the LEADS consultants in how to create common formative assessments with their grade level teams.
- Consultants and Coaches continued to support teachers in implementing teacher directed reading, Letterland instruction, guided reading and independent station work.
 - Consultants and Coaches partnered with teachers to analyze student engagement and student learning outcomes through:
 - Collaborative conversations about student data and observations
 - Co-Teaching
 - Modeling lessons

Highlights: Year 3 to 4 (Continued)

Structured Literacy (Science of Reading):

- LEADs funds provided a cohort of 26 “runners” in our district to jump into LETRS training on year ahead of our state issued roll out plan. This gave those individuals the opportunities to start the process of learning about structured literacy practices and implement within their classrooms
- From our learning, paired with analyzing data and teacher feedback we saw a need to adopt a phonemic awareness program.
 - Heggerty Phonemic Awareness curriculum was adopted for a pilot group of PreK-1st grade teachers during year 3.
 - Implementation was interrupted by the pandemic but the need was evident. Heggerty Phonemic Awareness curriculum was adopted and fully implemented during year 4 by all PreK-2 grade teachers.
- During year 4 a need to shift from leveled text to decodable text during the early years was evident.
 - Teachers were trained at the end of year 4 and implemented decodable lesson plans with one group of students to prepare for full implementation in year 5.

Highlights: Year 3 to 4 (Continued)

Covid (Beginning March 2020)

- Students went home March of 2020 and teachers began teaching virtually
- Teachers were able to continue instruction based on the foundation that was built prior to the pandemic
- Support in TDR, standards clarification, CFAs, Letterland and small group reading kept instruction happening
 - Having built strong relationships prior to the pandemic was key in teachers feeling comfortable with continued coaching support
- The work prior to the pandemic provided teams the opportunity to deliver consistent instruction across grade levels as well as the district

Highlights: Year 3 to 4 (Continued)

August 2020-June 2021

- A virtual school was added to serve K-12
- In-person school shifted in how we “did school”
- Mask mandate
- Students sat 3- 6 feet
- K-2-4 days of in person school and one day of asynchronous school
- 3rd-5th- A/B schedule for ½ the year

Year 5 Highlights



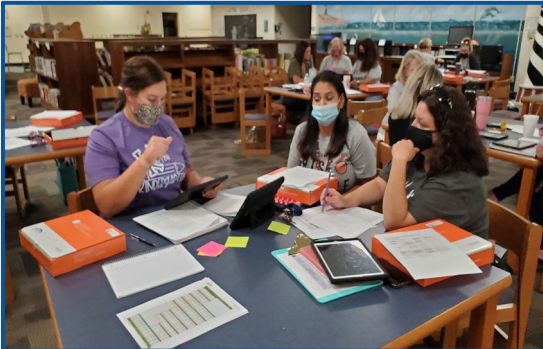
Covid Impacts

- Social emotional/trauma
- Environmental
- Quarantines



Change

- State mandates



Staying the Course

- Flexible and adaptable
- Not checking off a box
- Research based instructional practices



Highlights: Year 5

2021-2022 Year 5

Covid Impacts:

- Social Emotional/Trauma for students and staff
- Environment
 - 3 main phases of classroom structure changes, of how we “did school” due to COVID-19 exposures
 - started masked and 3 feet
 - masked optional and suggested 3 feet spacing
 - no mask and no required distances
- Quarantines
 - 10 day quarantines of students and teachers
 - Multiple quarantines due to repeated exposures
 - Sub shortage happened often, leaving students with Instructional Assistants covering classes, taking them from their instructional responsibilities with small group reading

Highlights: Year 5 (Continued)

Changes:

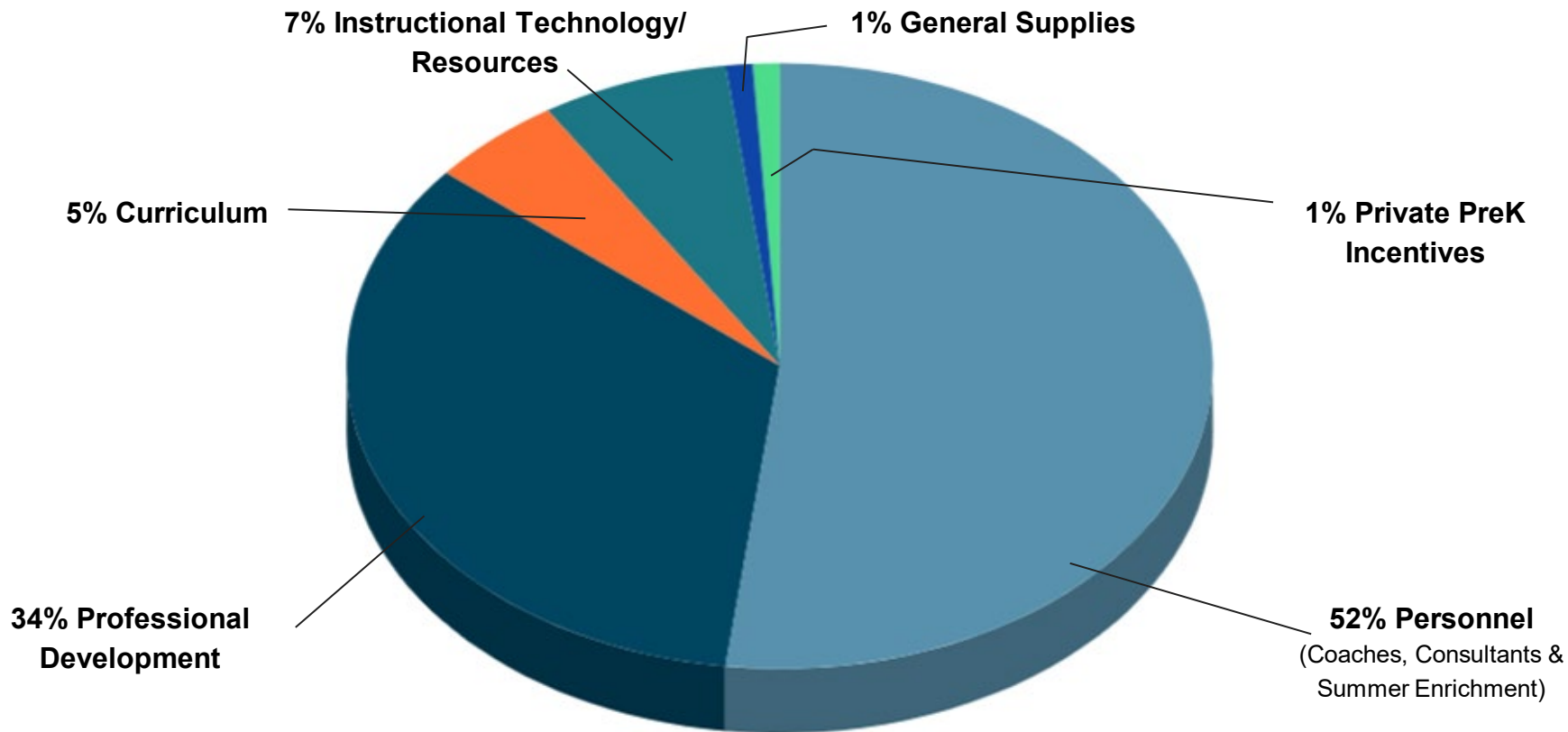
- State Mandates
 - LETRS for all K-5 teachers, ELL teachers, AIG teachers, Administrators, EC Resource teachers and reading specialists
 - Our district choose to also train EC self-contained and district leaders to continue to build a common foundational knowledge and language for all stakeholders
 - Supported teachers with LETRS coursework pacing options
 - Facilitated PLCs, focused on LETRS Bridge to Practice activities
 - Worked with the district and school board to build a school calendar for 22-23 school year that provides teachers with time within their workday to complete their LETRS coursework
 - mClass-DIBELs 8 became the NCDPI RtA Formative assessment for K-3 teachers

Highlights: Year 5 (Continued)

Staying the Course:

- Continued support of Letterland coaching
- Literacy Coaches started the process to become Letterland In-District Trainers, providing a way to sustain Letterland instruction for new hires..
- Literacy Coaches and Consultants showed flexibility and adaptability with providing coaching to teachers post COVID-19 pandemic.
 - We collaborated with teachers on thinking outside the box about how to most effectively support student learning outcomes within the pandemic restrictions.
- Research based instructional practices had to be implemented based on data and the learning loss from COVID-19 pandemic
 - K-2 teachers started small groups using decodable text instead of leveled text for all students that had not mastered reading real and nonsense words for 5 of the 6 syllable types.
 - Bridge the Gap was added as an intervention for students that had not mastered phonemic awareness in 2nd and 3rd grade.

DavieLEADS Budget Expenses



DavieLEADS Budget Expenses

In looking specifically at how the funds for this initiative have been spent over the last 5 years, we want to point out the percentages that were spent in each category:

- Personnel 52% (includes Coaches, Consultants, Summer Enrichment) *Note that much of the personnel costs could have been considered as professional development.
- PD 34%
- Instructional Curriculum 5%
- Instructional Technology/Resources 7%
- General Supplies 1%
- PreK Private 1%

It is important to note that the majority of the funds were spent on building the capacity of our people (coaching and professional development) and not on “things” such as supplies, equipment and programs. As we have mentioned in previous presentations...there’s no “silver bullet” such as a “magical” program or quick fix. It takes time to build capacity in people but this is where growth can be seen over time, ensuring foundational knowledge is in place with research-based, best practices no matter what program or assessments are required at the time.

Sustainability

What to Consider?

- Impact and onboarding of new staff
- Ongoing coaching support and professional development
- Implementation of research-based programs with fidelity

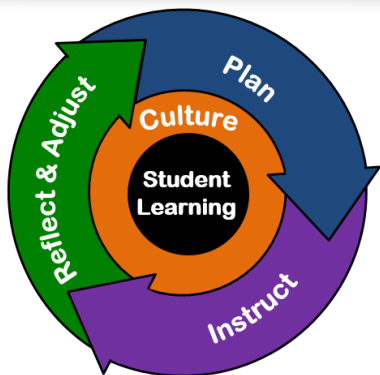


Sustainability

We know that sustainability is key! We do not want to lose ground on the work that has been done and all that has been gained over the past 5 years.

- We will always need to have a plan for how to onboard new staff with the professional development, training, and coaching needed.
- We know that coaching support has made the biggest impact on the work that has been done through this initiative.
- Even though we know programs alone cannot make the difference, there are specific, research-based programs that we need to sustain and ensure they are being used with fidelity, such as Letterland, Heggerty, and HillRAP.

Big Picture Impact



**DCS Instructional
Framework**



**Marzano's Model
Based on HROs**



A Greater Focus...

Big Picture Impact

Something very important to point out is that the work that has been done through DavieLEADS helped to jump start other key components of our overall instructional program such as creating an instructional framework that we now use as our guiding document for all instruction (K-12). Also, we have moved toward using Dr. Marzano's High Reliability School's model (based on research from HROs). The foundation of this model is built upon having a mindset of "continuous improvement", knowing our "why?", and having a strong professional learning community.

Also, because of this initiative we also have a greater focus on areas that have expanded across the district...

Big Picture Impact

Our “Why?”

Culture

OUR students

Professional Learning
Communities

Instructional coaching
structures

Alignment between core
instruction, support
services & interventions

Professional development

Communication

District wide/school-based
infrastructures



**Greater
Focus**

- A greater focus on knowing and understanding our “why?” as a district and how this is a first step in any initiative or moving forward with any plan/goal. (District Mission: To Engage, Equip and Empower ALL Learners)
- Building a safe, supportive, and collaborative culture.
- Embracing the mindset of “OUR” students and not “my” students. (Collective Responsibility)
- Strengthening PLCs/PLTs across the district and not just in Prek and elementary schools.
- Changing our Instructional Coaching Structures (Content-focused Teams)
- More alignment Between Core Instruction, Support Services, and Interventions
- Professional Development that is laser-focused and scaffolded (not just a “one and done” but foundational PD, then tiered PD to meet the needs of where staff is at that time, and followed up by coaching, feedback and support). Also, again, the importance of onboarding new staff with the needed professional development.
- Communication is so important to make any initiative run smoothly! Start with administrators and keep them in the loop as we communicate with other staff.
- District-wide/School-based Infrastructures have changed....clear expectations for everyone to follow the pacing guides, specific instructional block components understood and followed by everyone, time for quality professional learning communities made a priority at every level just to name a few.



Thank you!