SECONDARY READING TRAINING MODEL CHARTER DOCUMENT

Team Name: Secondary Reading Training Model (Grades 6 and 9)

School District Goal: To increase the number of secondary students, (grades 6 and 9), reading on grade level

Desired Outcome: The project team will develop a reading training model for approximately 45 secondary teachers (20 middle and 25 high school), utilizing a research-based reading process/program designed to increase the reading achievement of struggling Level I and II readers at grades 6 and 9. The training model should include a timeframe for initial/ongoing training and support, as well as identifying instructional materials needed for implementation. The training results should yield teachers equipped with the instructional and developmental expertise in reading to accelerate the reading abilities of these students. The project team will identify the number of training hours to be offered and how this connects with graduate credit and/or licensure for participating teachers. Plans should include a timetable for the ongoing teacher training, coaching and support throughout the school year.

Suggested Direction: The project team will investigate secondary reading programs/processes designed to target struggling middle and high school students with demonstrated success. Potential programs for review include: Scholastic Read 180, Johns Hopkins Talent Development Strategic Reading and/or Alpha Lab, Literacy First, and Formula Three. Pre- and post-tests to identify and monitor student performance should be identified. School schedules that provide double-dosing and/or a reading block of 90 minutes are to be provided as sample suggestions to ensure adequate time is dedicated during the school day. Cost associated with training and materials for teachers and students for proper implementations should also be designated, and a budget outlined for proposed numbers of teachers with 15-20 students maximum per classroom. At the conclusion of the process training with a roll-out plan, checklists, timelines, and appropriate action steps will be developed.

Time Frame: The project team held its organizational meeting on March 15, 2006. The team will meet on a weekly basis throughout March to ensure consistency of thought and outcome. The plan (i.e. training plan, materials, schedules, assessments, budget) should be completed by April 20, 2006. Written or oral project update reports will be presented to Valerie Collins on at least a bi-monthly basis. The development of a training plan and the development or identification of a curriculum will be completed by May 24, 2006. Time frames may be adjusted if necessary but must all work must be completed prior to the end of the 2005-2006 school year.

Resources:
Dr. Bill Bursuck, Specialized Education Services, UNCG, 334-3222, wbursuck@uncg.edu
Dr. Sam Miller, Curriculum & Instruction, UNCG, 334-3445, sdmille2@uncg.edu
Hope Reagan, Consultant, Education Resource Group, 978-5922, hope@myedresource.com
Alice Oakley, Consultant, Education Resource Group, 391-5156, alice@myedresource.com;
Joe Torgesen, FSU; http://www.all4ed.org/publications/Reading Next/Reading Next.pdf. (This is a report entitled *Reading Next: A Vision for Action and Research in Middle and High School Literacy*)
http://www.literacyfirst.com;
www.formulathreereading.com/index.html;www.csos.jhu.edu/tdhs/index.htm

Tools or Processes: Team will use resource personnel, benchmarking and group expertise to develop checklists and timelines. Reading programs effectively demonstrating gains in other school districts should be benchmarked and incorporated into the final plan recommendation. Team members may talk to other school districts and solicit the expertise of university personnel.

Decision Authority: Advisory. Core project team will meet with champion bi-monthly to establish progress on specific tasks. Per the recommendation of the team, Cabinet will review for the final decision.

Assigned Members:
Eric Becoats, Chief of Staff, 378-8838, becoate@gcsnc.com;
Nan Bowles, Curriculum Facilitator, Guilford Middle School, 370-316-5833, bowlesn@gcsnc.com
Dr. Bill Bursuck, Specialized Education Services, UNCG, 334-3222, wbursuck@uncg.edu
Stephanie Davis, Director of Curriculum and Instruction, 370-3269, daviss7@gcsnc.com
Lewis Ferebee, Principal, Hairston Middle School, 370-8250, ferebel@gcsnc.com;
Beth Folger, Instructional Improvement Officer, 370-8301, folgere@gcsnc.com
Kurt Lazaroff, Graduate Assistant, UNCG, 334-3222, kclazaro@uncg.edu
Dr. Sam Miller, Curriculum & Instruction, UNCG, 334-3445, sdmille2@uncg.edu
Noah Rogers, Principal, Smith High School, 294-7300, rogersn2@gcsnc.com
Queenie Sellers, Curriculum Coach for Secondary Reading, 370-2349, sellerq@gcsnc.com

Champion: Valerie D. Collins, Chief Curriculum & Organizational Development Officer, 336-370-2305, collinv@gcsnc.com