



Early Literacy Change Action Network August 24, 2021

Say hello in the chat box...

- Share your name, organization, and role

Welcome

In your small groups, share which Olympic athlete resonates with you today

Seeking balance



Simone Biles

Acknowledging stress to support yourself and team

Picking myself up



Sifan Hassan, Ethiopia
Long distance runner

Won gold after falling during the prelim heat

Leaning on my team



USA Women's Volleyball

Despite injuries to key players, team won its first ever gold

Learning from setbacks



USA Men's Basketball

After losing first two games, went undefeated to win gold

Agenda

- L4L's Theory of Action
- Math CAN Update
- Literacy Bright Spot Scaling Discussions
 - Cox Campus update
 - ArtsNOW
 - SEE-KS

L4L's Theory of Action

What we do:

Mission:

To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

...in an environment of sustained trust, learning, and momentum

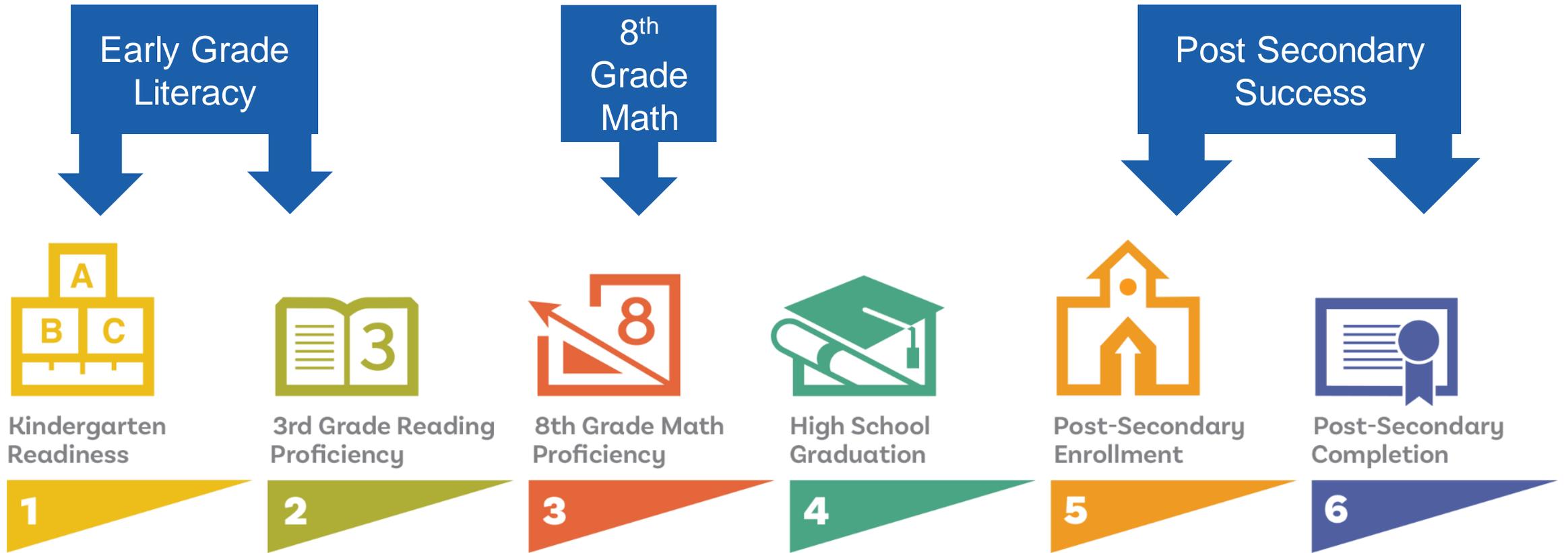
Engage partners

Create shared understanding [of data]

Amplify bright spots

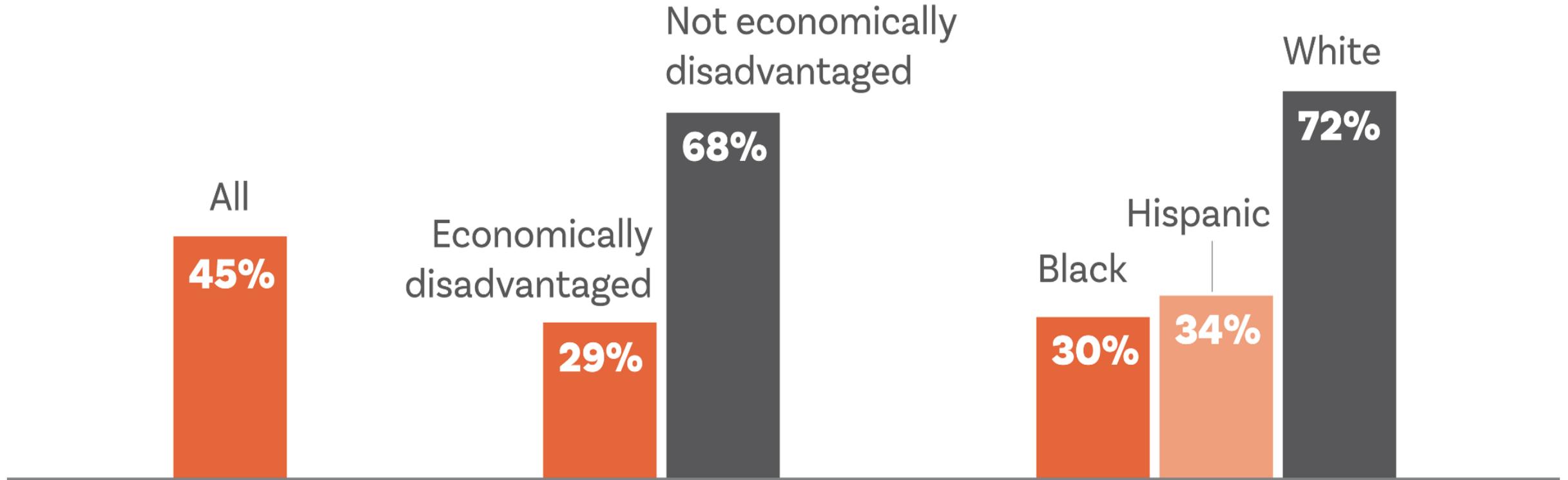


L4L Key Indicators



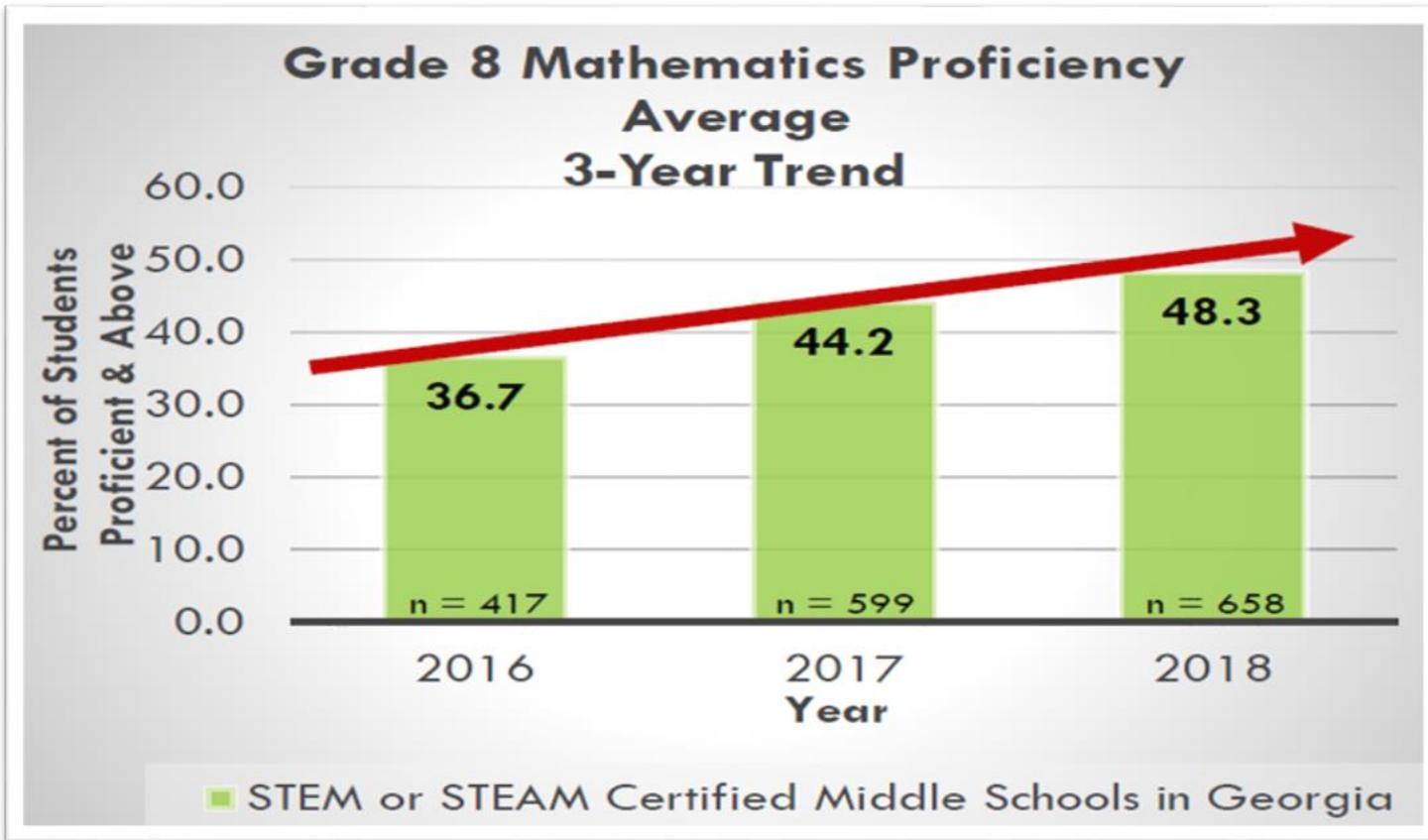


8th Grade Math Proficiency



Percent of 8th grade students proficient and above in math (2019)

STEM/STEAM Certification Proven Effectiveness



Improves Outcomes
GA middle schools holding STEM or STEAM certification show positive gains in mathematics proficiency

STEM Forward has launched

THE ARTHUR M. BLANK
FAMILY FOUNDATION



Progress to date:

- Three districts – 5 schools
- School commitment (via MOU)
 - Create planning team
 - Weekly coaching
 - Bi-monthly cohort discussions

SCIENCE ATL
engineers of ATLANTA SCIENCE FESTIVAL

Learn4Life

Memorandum of Understanding

Your school has been invited to participate in Science ATL's *STEM Forward* project in partnership with Learn4Life from July through December 2021. Through digital tools to facilitate partnerships, partner matching, and team coaching, this project will help schools form sustainable business partners in STEM in alignment with school needs, goals, and STEM/STEAM certification plans. The success of the community partnerships we help you develop is directly related to the school's level of support. We ask you to identify a STEM Lead who will work directly with our project manager to help your school identify, nurture, and build sustainable community partnerships. Your coach and project manager is Laura Bolsen, info@stemforeverychild.com, 404-593-9201.

Benefits of Participation:

- Build or enhance a plan to engage business partners for STEM/STEAM certification based on needs assessment, asset maps, and goal setting
- Leverage Science ATL's network to gain 3 new community/corporate partnerships for your school
- 6 hours of coaching to enhance your partner engagement capacity
- Create a Partnership Plan to ensure sustainable engagement beyond this project timeline

Expectations for School Participation:
Please check to indicate that you agree to the following:

- Select a representative from your school (academic coach/teacher/administrator) to be the lead STEM contact. A stipend will be provided by STEM for Every Child directly to the STEM Lead (\$300).
- Our STEM Lead is:
 Karen Artis [name] 404-441-2978 [cell#]
 karen.artis@clayton.k12.ga.us [email]

The STEM Lead will be expected to:

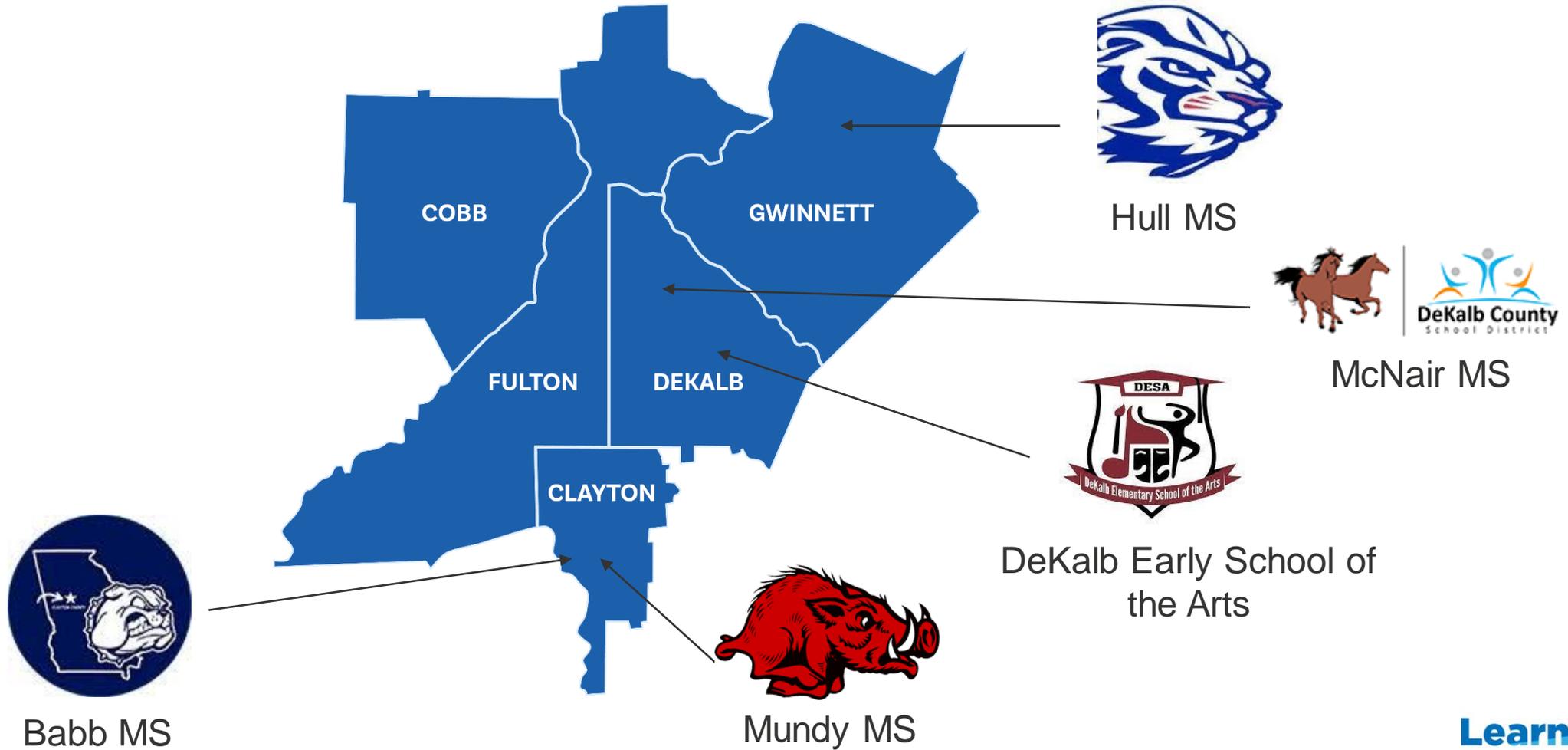
- Lead the school's team to identify corporate partnership needs, complete planning documents and activity log, and manage partner engagement.
- Attend a 1:1 virtual weekly check-in meeting for 15-30 minutes.
- Collaborate in a virtual bi-monthly meeting with other participating schools.
- Communicate in a timely manner if a weekly check-in meeting needs to be rescheduled.

On behalf of Mundy's Mill Middle [school name], a school in Clayton County [school district], I agree to participate in *STEM Forward* from August 1 through December 17, 2021 and to meet the above mentioned goals and expectations.

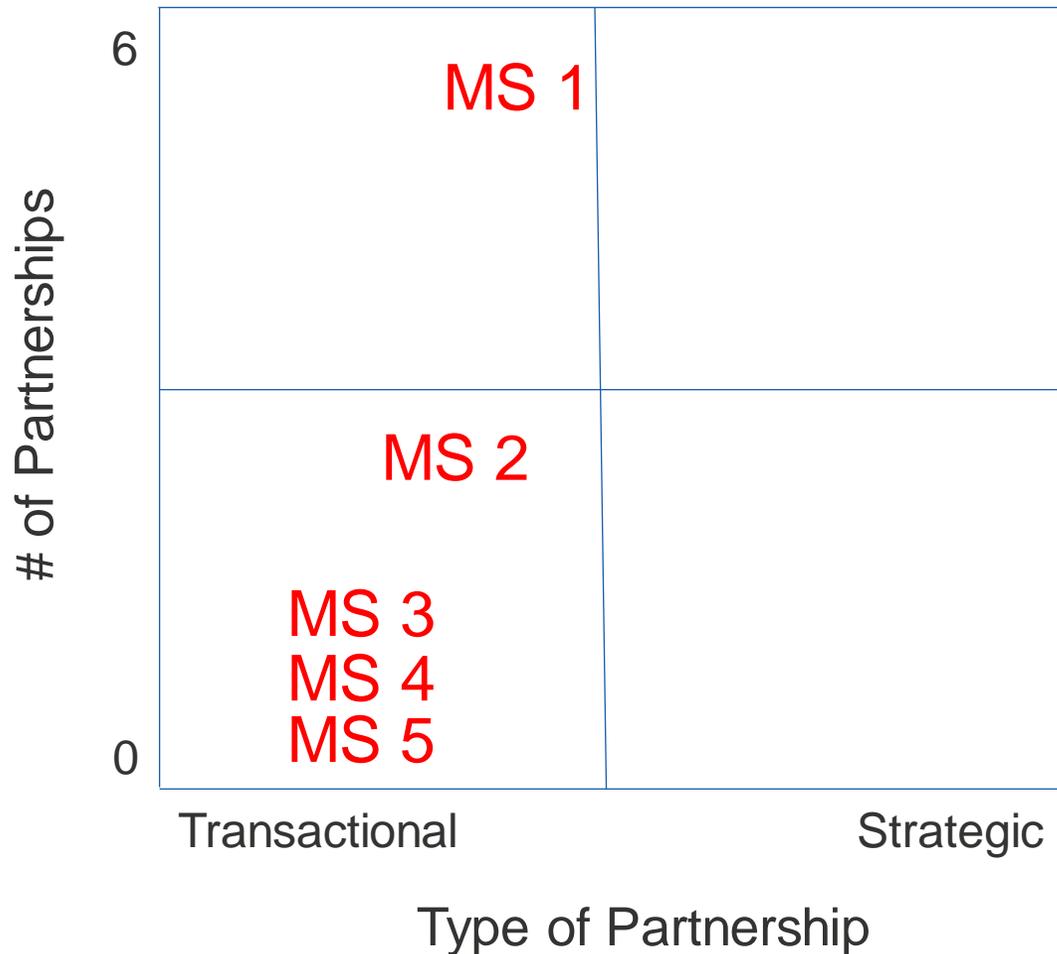
Sharra S. Morgan 7/8/2021
Name of School Principal Date

[Signature]
Signature of School Principal

STEM Forward Schools



Opportunity to Build Strategic Partnerships



Key Findings

- Where partnerships exist, they are not aligned to school mission
- Relationships are transactional, focus on one specific activity or event

Building Strategic Partnerships

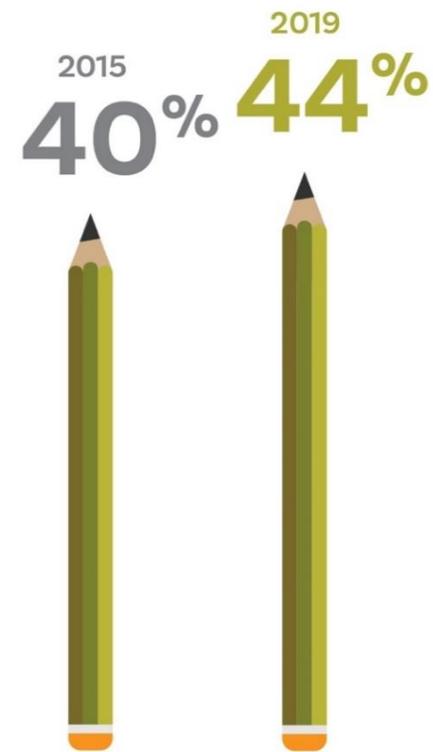
School Needs	Challenges
<ul style="list-style-type: none">• Teacher training on latest technologies• Direct interactions with students to generate interest• Career planning support for students• Experiential opportunities for students/field trips	Identifying aligned partners
	Formalizing commitment with partner
	Tracking effectiveness



3rd Grade Reading Proficiency

44%

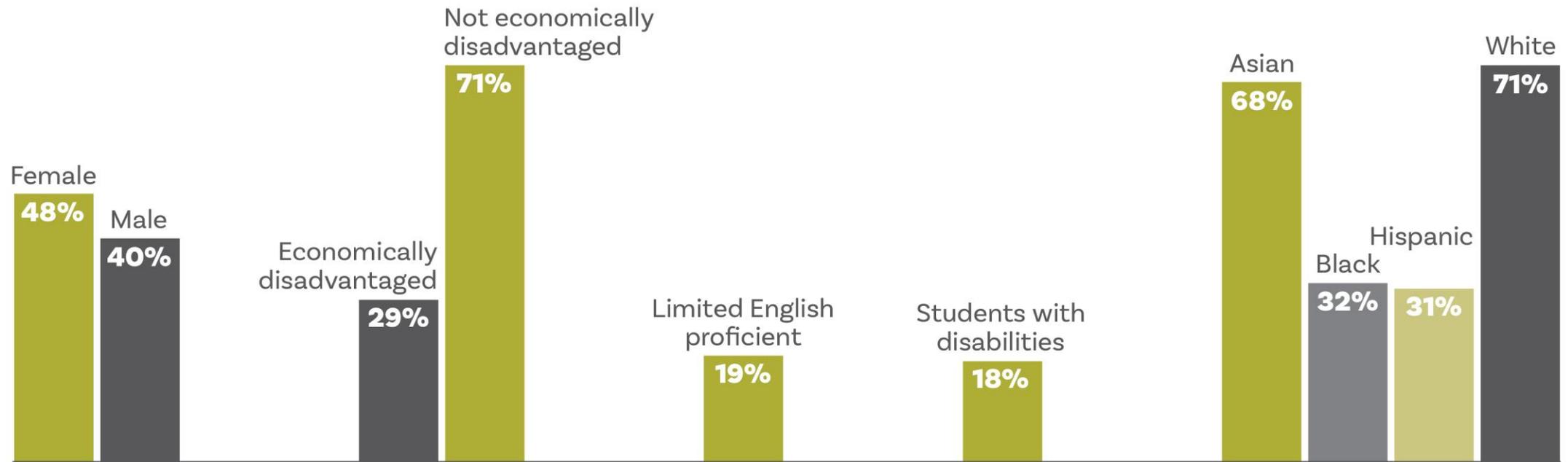
of children are reading proficiently by the end of third grade in 2019.





3rd Grade Reading Proficiency

Percent of Students Proficient & Above Grade Level on 3rd Grade Reading



Source: GOSA, 2018-2019 Georgia Milestones End-of-Grade (EOG) Assessments (by grade)



We read to become who we are meant to be.

Join us on coxcampus.org

Bright Spots are being scaled

All are welcome to join the Cox Campus' courses in the science of reading

- ✓ FREE FOR EVERY TEACHER
- ✓ SCIENCE OF READING
- ✓ TRANSFORMATIVE PRACTICES
- ✓ YEAR-LONG PATHWAY

THE SCIENCE OF READING: A YEARLONG PROFESSIONAL DEVELOPMENT JOURNEY

Over the 2021-22 school year, the Cox Campus for Language & Literacy is offering a comprehensive Science of Reading course sequence. The GaDOE ELA Team has partnered with Cox Campus to offer facilitated courses before each live discussion with the Cox Campus team. Open to all educators – teachers, coaches, leaders, special educators, media specialists, paras, etc. All are welcome!

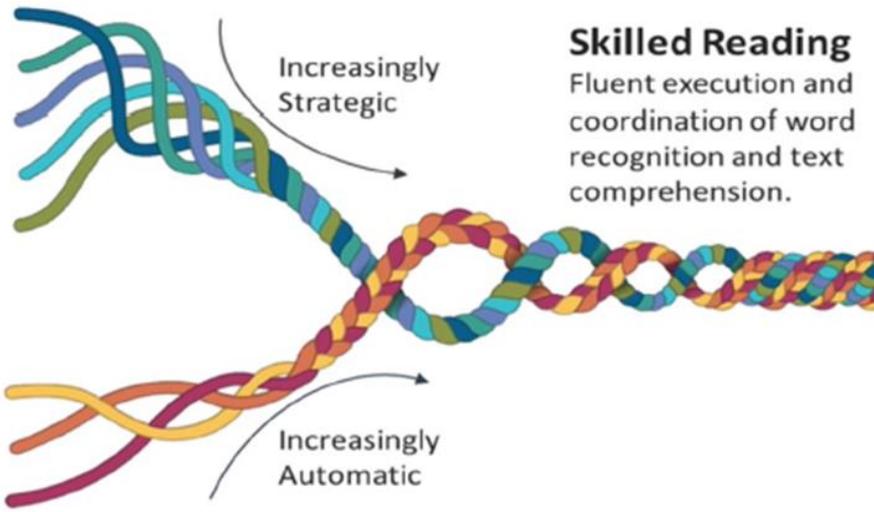
Click [HERE](#) to create a free Cox Campus account to access the courses.

Cox Campus Course	Facilitated GaDOE Session	A Deep Dive into Practice with Cox Campus
Classroom Ecosystem	July 8, 2021 9:00-11:00 am	July 15, 2021 3:00 – 4:00 pm
Read Alouds for Meaningful Comprehension/Vocab	July 16, 2021 9:00-11:00 am	July 22, 2021 3:00 – 4:00 pm
Small Group Instruction	July 23, 2021	July 29, 2021

What is the science of literacy?

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

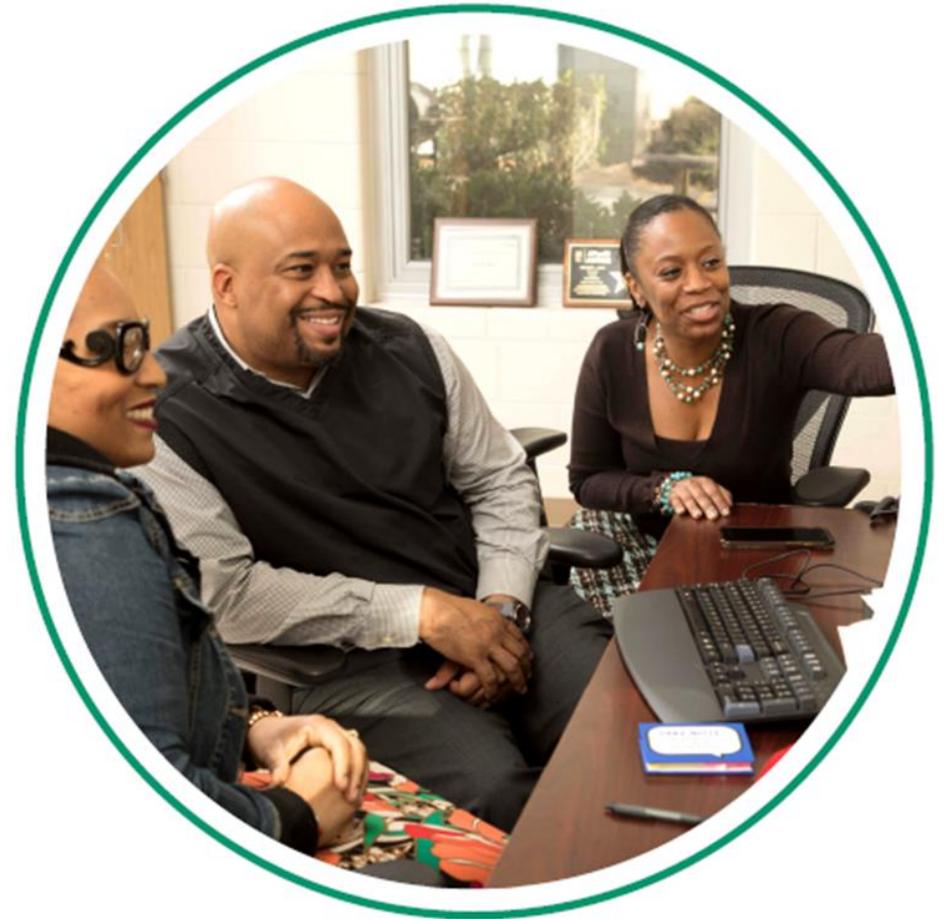


Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



CAN and Leadership Council prioritized pandemic factors affecting 3rd grade reading proficiency

Teacher Preparation
Children's Mental Health
Early Childhood Education

Attendance
Summer Learning Loss
Student Engagement

School and Classroom Climate
Adult Literacy
Food Insecurity

Newest Bright Spots



A professional learning organization that delivers resourceful and innovative strategies to *engage students, equip teachers, and grow school communities* for meaningful impact on the future.



A professional learning approach that provides freely accessible tools that equip educators to enhance students' social emotional engagement in the learning environment.

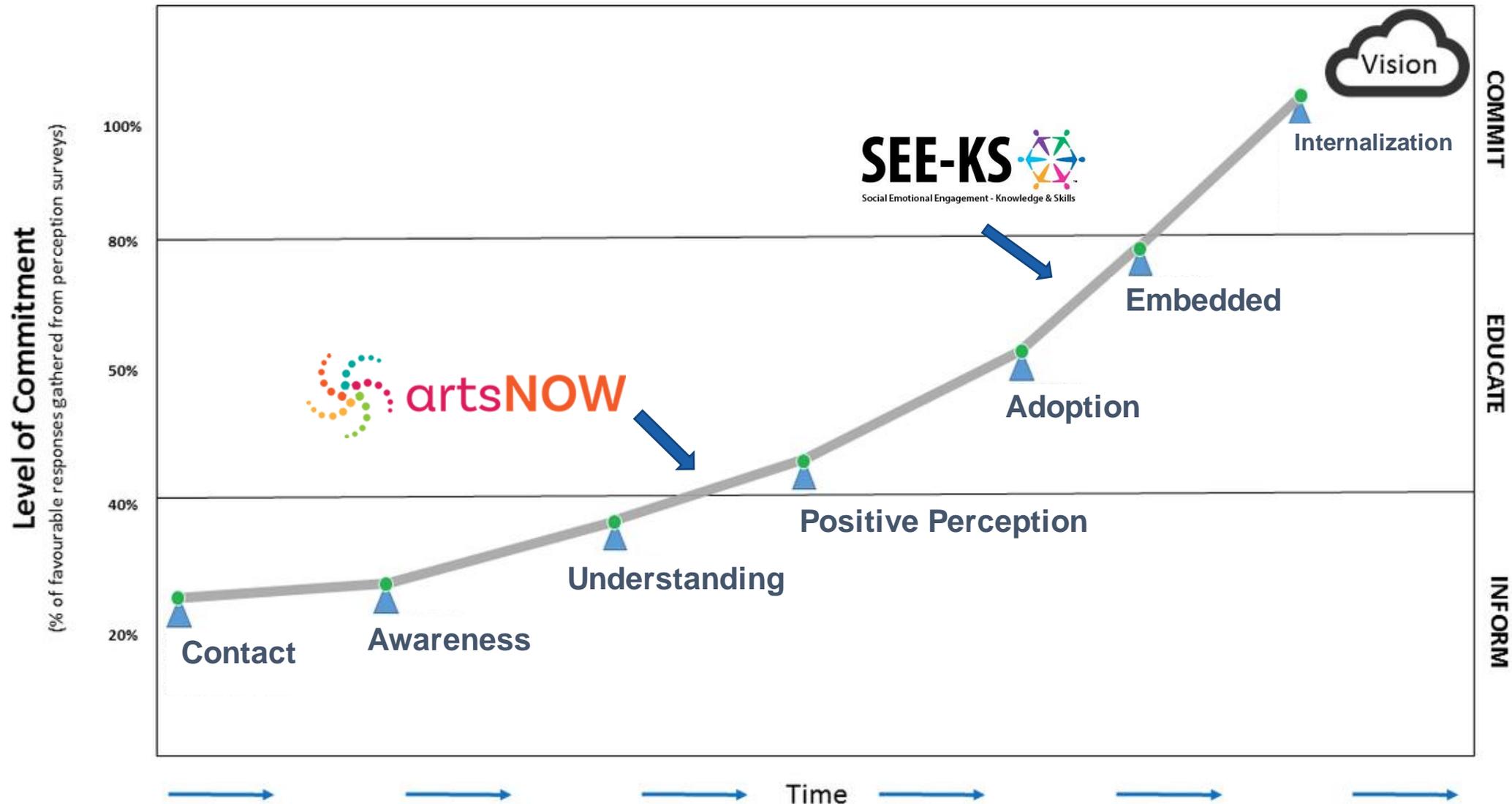
Bright Spots address pandemic learning loss

Today's Goals

- Provide insight into scaling plans so Bright Spots have greater impact on more students
- Move Bright Spots along 'Commitment Curve' with schools



Today's Conversation: Moving up the Commitment Curve



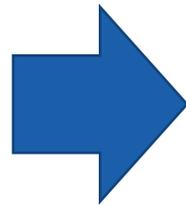
Framework for today's discussion



Challenges

(in moving up commitment curve)

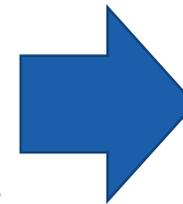
- **Buy-in**
- Prioritization
- Resources



Strategies

(to address this challenge)

- **Relationship building**
 - **Demo days**
 - Networking luncheons
 - Ind. school walk-throughs
 - Foundational seminar
 - Principal networks



Metrics

(how can we measure whether these strategies are successful)

- Perception surveys?

Small group discussion

Goal: How can ArtsNOW increase the effectiveness of Demo Days to move individuals up the commitment curve

Agenda

1. ArtsNOW describes what they are currently doing (4 min)
2. CAN asks clarifying questions (5 min)
3. CAN brainstorms how they measure success(5min)
4. CAN brainstorms strategies on how to follow-up after collecting data(5 min)
5. ArtsNOW discusses what contingency plans they have in place and CAN provides input on recommendations (6 min)

Small group discussion



Goal: How can ArtsNOW increase the effectiveness of Demo Days to move individuals up the commitment curve

Current Activities	How can we measure success?	How might ArtsNOW follow-up after collecting data?	What are some strategies to facilitate this activity virtually?
Leaders observe teachers teaching through arts integration			
Leaders observe students learning through arts integration			

Small group discussion



Goal: How can ArtsNOW increase the effectiveness of Demo Days to move individuals up the commitment curve

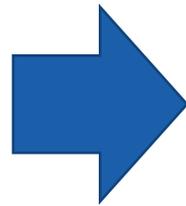
Activities	How can we measure success?	How might ArtsNOW follow-up after collecting data?	What are some strategies to facilitate this activity virtually?
Principal's Network Meeting			
Overall			

Framework for today's discussion: staff confidence is key to move from adoption to embedded

Challenges

(in building school staff confidence to implement SEE-KS)

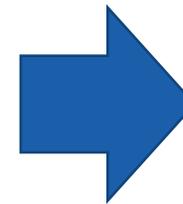
- Alignment with other priorities
- Competing resources/time
- Buy-in/emotional investment



Strategy

(to address this challenge)

- **Create collaborative networks for schools to share implementation best practices with each other**



Metrics

(how can we measure whether these strategies are successful)

- i.e., perception surveys?

Small group discussion

Goal: Improve staff confidence in SEE-KS by creating collaborative networks with peer accountability

Agenda

1. SEE-KS shares how they're currently building collaborative networks across schools (5 min)
2. CAN asks clarifying questions (3 min)
3. CAN brainstorms strategies they have implemented in their own practice to create peer accountability in networks that don't have "hard" accountability (3 min)
4. One person shares their peer accountability strategies (5 min)
5. Repeat #4 as time allows (5 min)

Peer accountability within a network

Hot Seat Questions

1. Tell us about a time when you were part of a learning/peer network that didn't have a formal reporting structure
2. What strategies/elements/conditions were in place to build peer accountability? (What worked?)
3. What would have made this peer network even more effective in meeting your shared goals?

Share out

Share one theme or idea from your group's discussion

- ArtsNOW: Damian Ramsey, L4L
- ArtsNOW: Tim Cairl, Metro ATL Chamber
- ArtsNOW: Ellyn Cochran, United Way
- SEE-KS: Rebecca Parshall, L4L

Thank you to our volunteer facilitators :)

Network Next Steps

- **Attend the next network meeting:**
 - Tuesday, October 19
- **In the chat box (optional)...**
 - Share any resources you'd like to be shared with this network in the follow up email