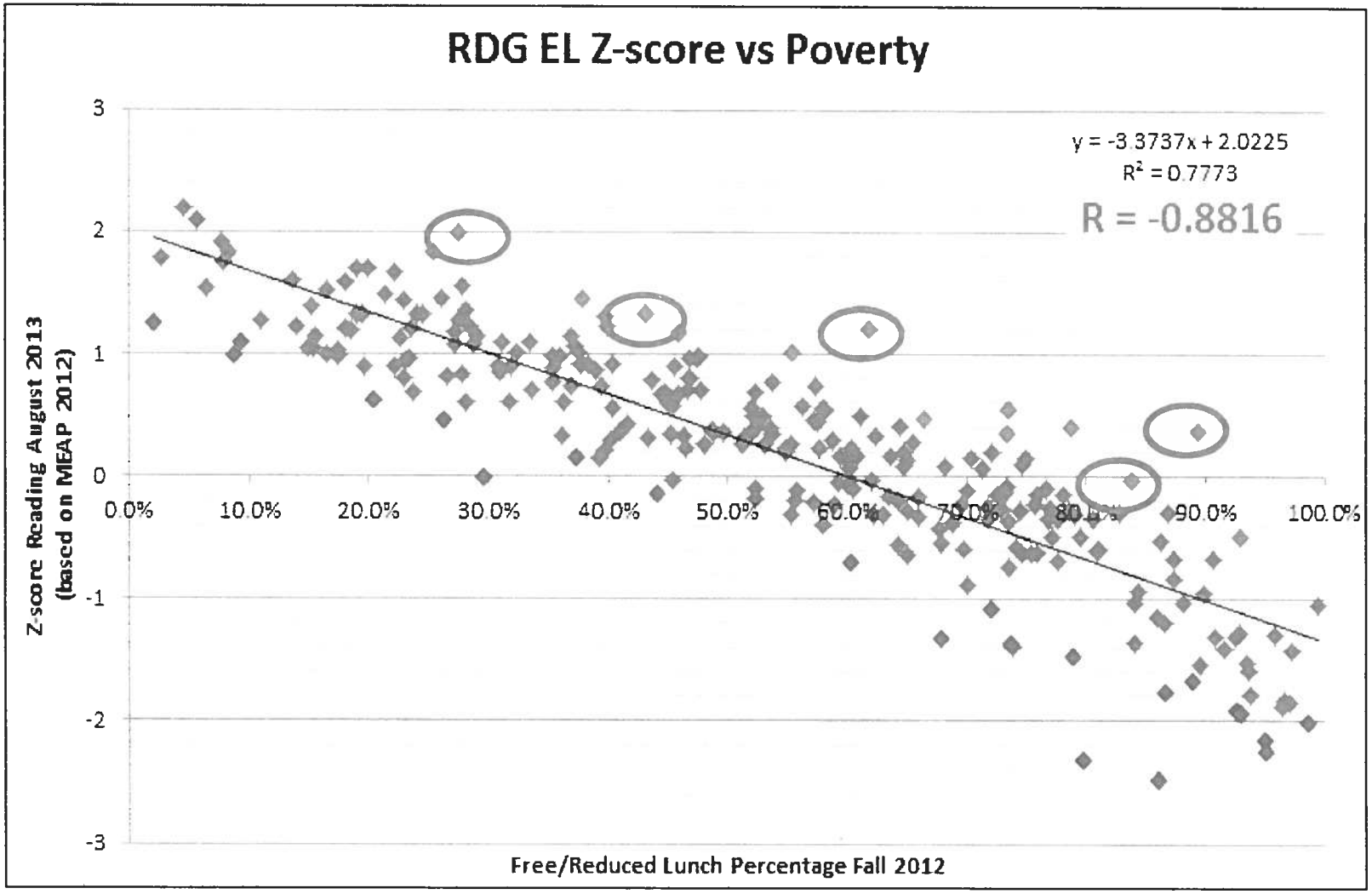
READING[SM]

NOW

NETWORK

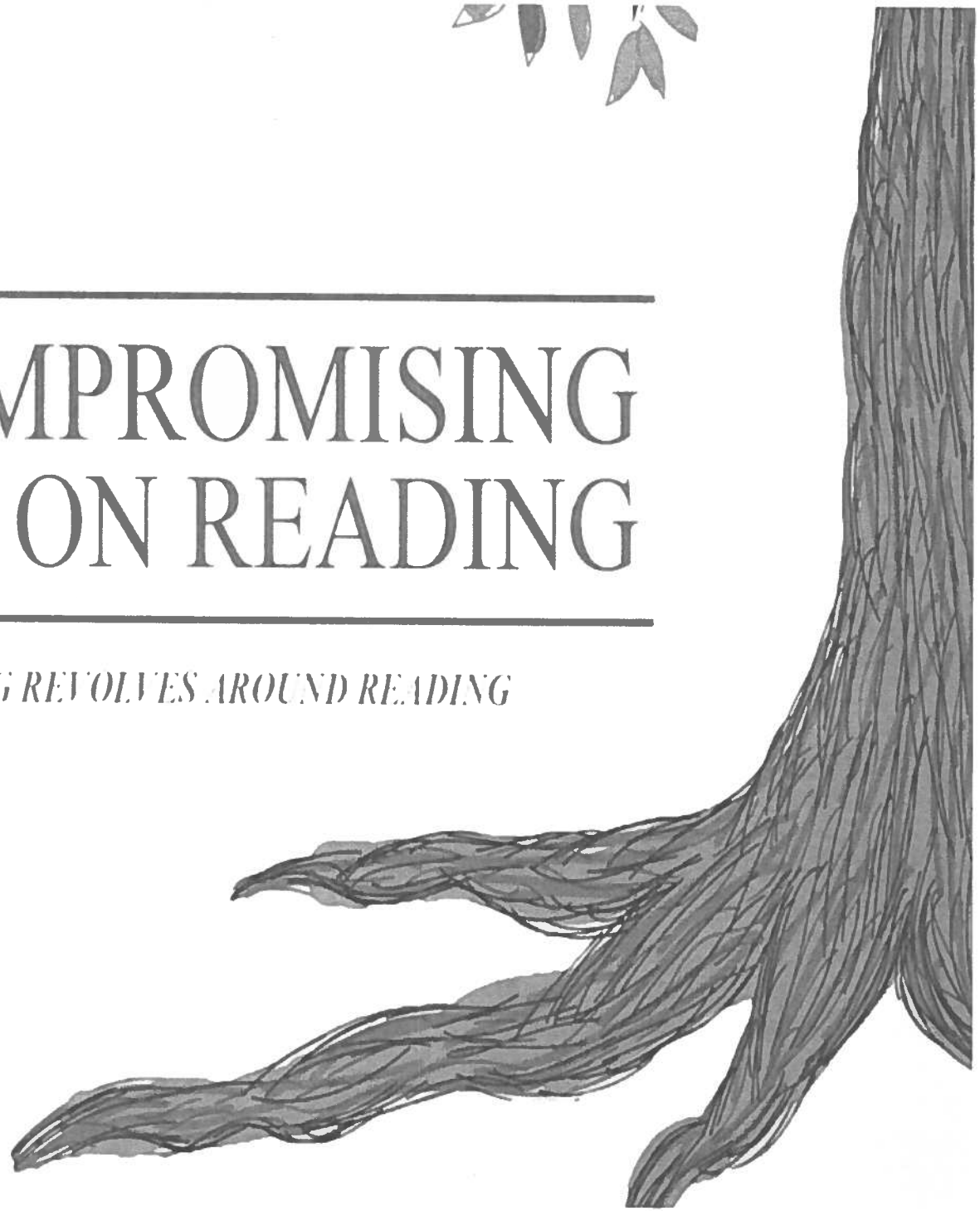

RDG EL Z-score vs Poverty
y = -3.3737x + 2.0225
R² = 0.7773
R = -0.8816
3
2
1
0
-1
-2
-3
0.0%
10.0%
20.0%
30.0%
40.0%
50.0%
60.0%
70.0%
80.0%
90.0%
100.0%
Z-score Reading August 2013 (based on MEAP 2012)
Free/Reduced Lunch Percentage Fall 2012

FIVE FINDINGS OF THE READING NOW NETOWRK

- Uncompromising Focus on Reading
- Relevant Data used Deeply
- Shared Leadership & Sustained Commitment
- Classroom Management Focused on Learning
- Collective Responsibility to every Child's Success

UNCOMPROMISING FOCUS ON READING

EVERYTHING REVOLVES AROUND READING

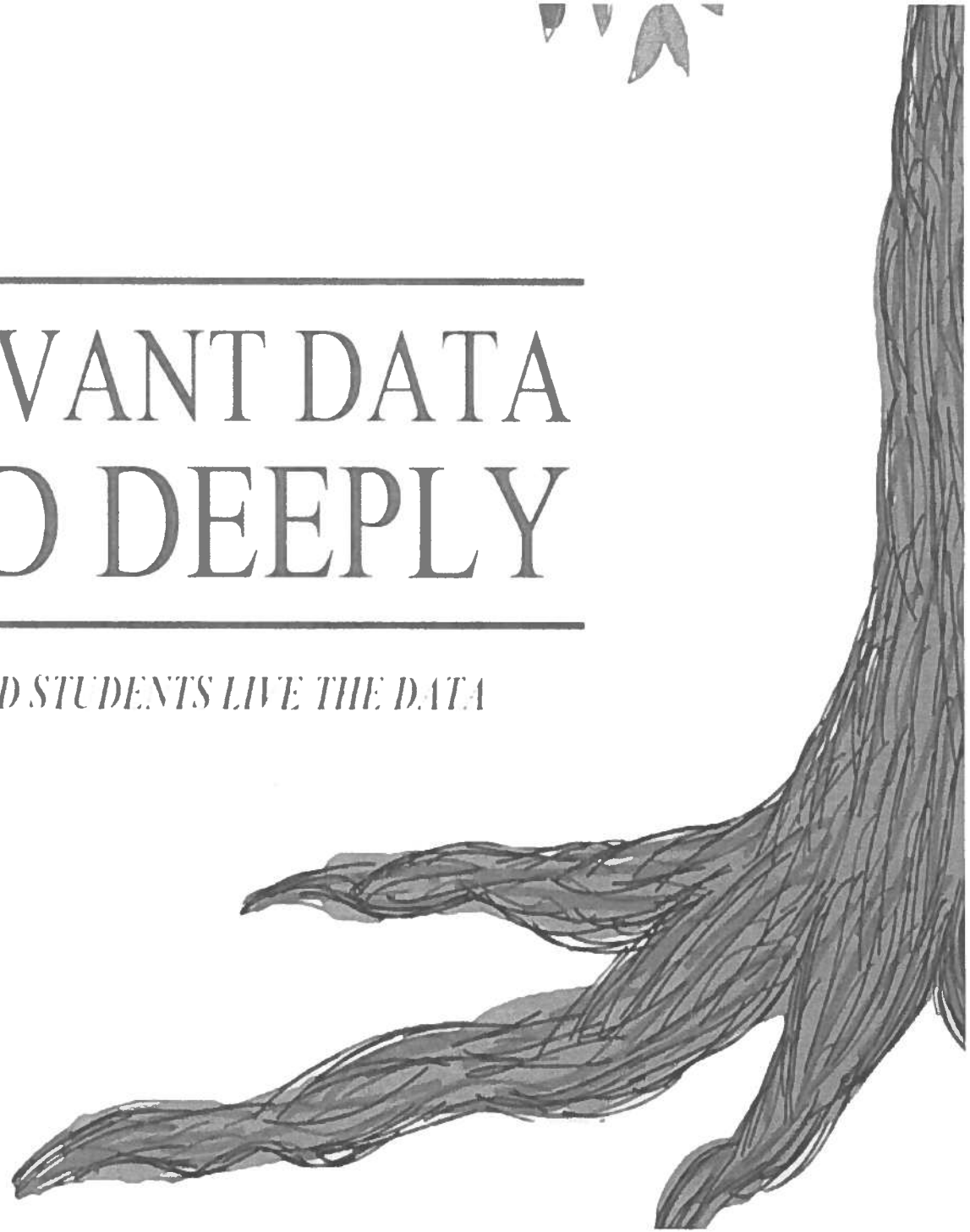


UNCOMPROMISING FOCUS ON READING

- Guaranteed 90-120 minute daily reading block.
  - Reading block includes targeted, whole group instruction and time for student reading.
  - Teachers use reading time intentionally working with readers in small groups and one-on-one.
- Consistent, agreed-upon curriculum and pacing per grade level.
- Reading data discussions at all meetings.
- Evidence of literacy posted throughout the school.

RELEVANT DATA USED DEEPLY

STAFF AND STUDENTS LIVE THE DATA

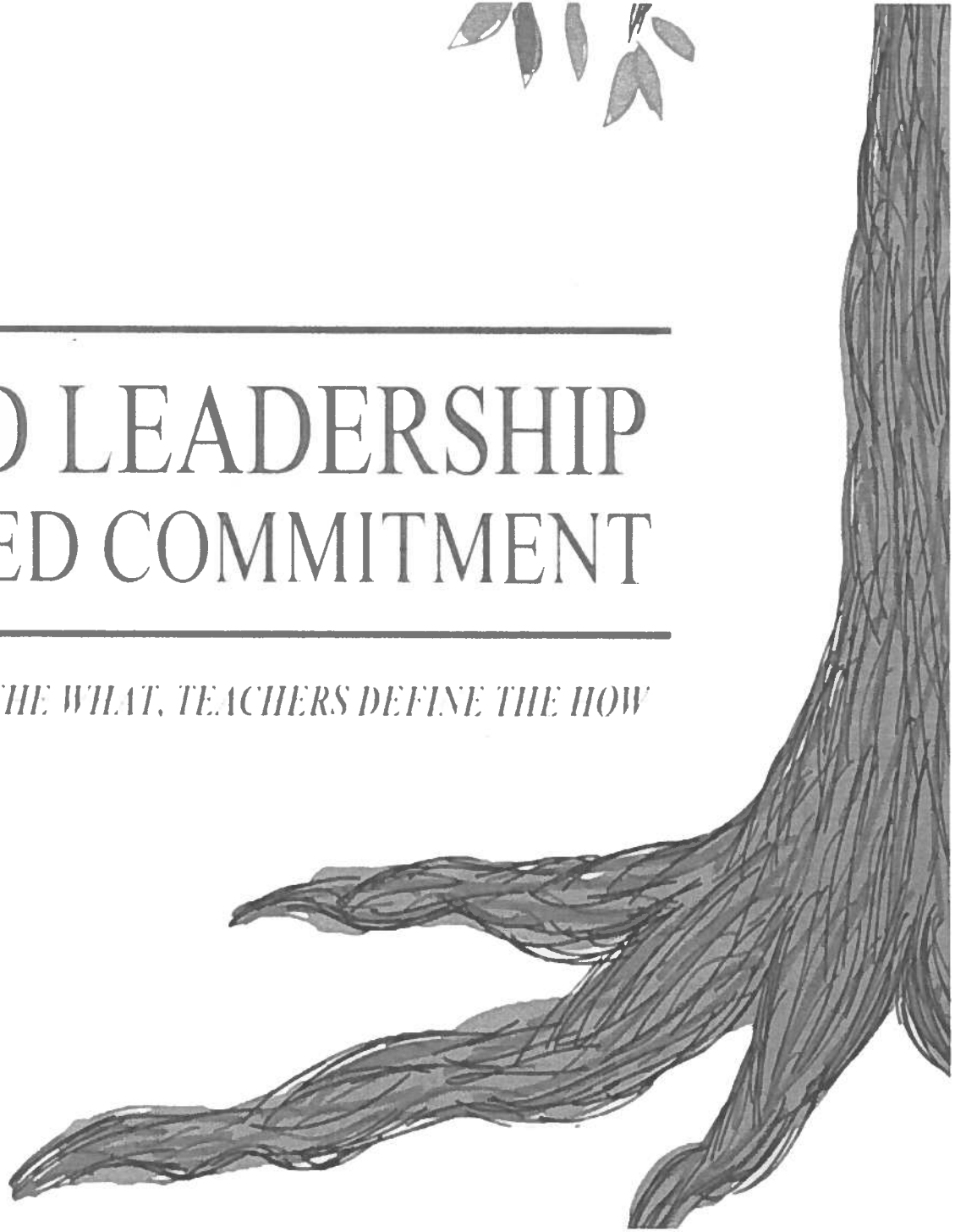


RELEVANT DATA USED DEEPLY

- Common specific grade level goals
- Principal and teachers know the reading level of every student
- Designated time for staff to have purposeful data discussions at staff meetings
- Common and consistent district professional development plans aligned with student, classroom and school reading data.
- Wide variety of leveled reading resources are readily available.

SHARED LEADERSHIP
SUSTAINED COMMITMENT

PRINCIPALS DEFINE THE WHAT, TEACHERS DEFINE THE HOW

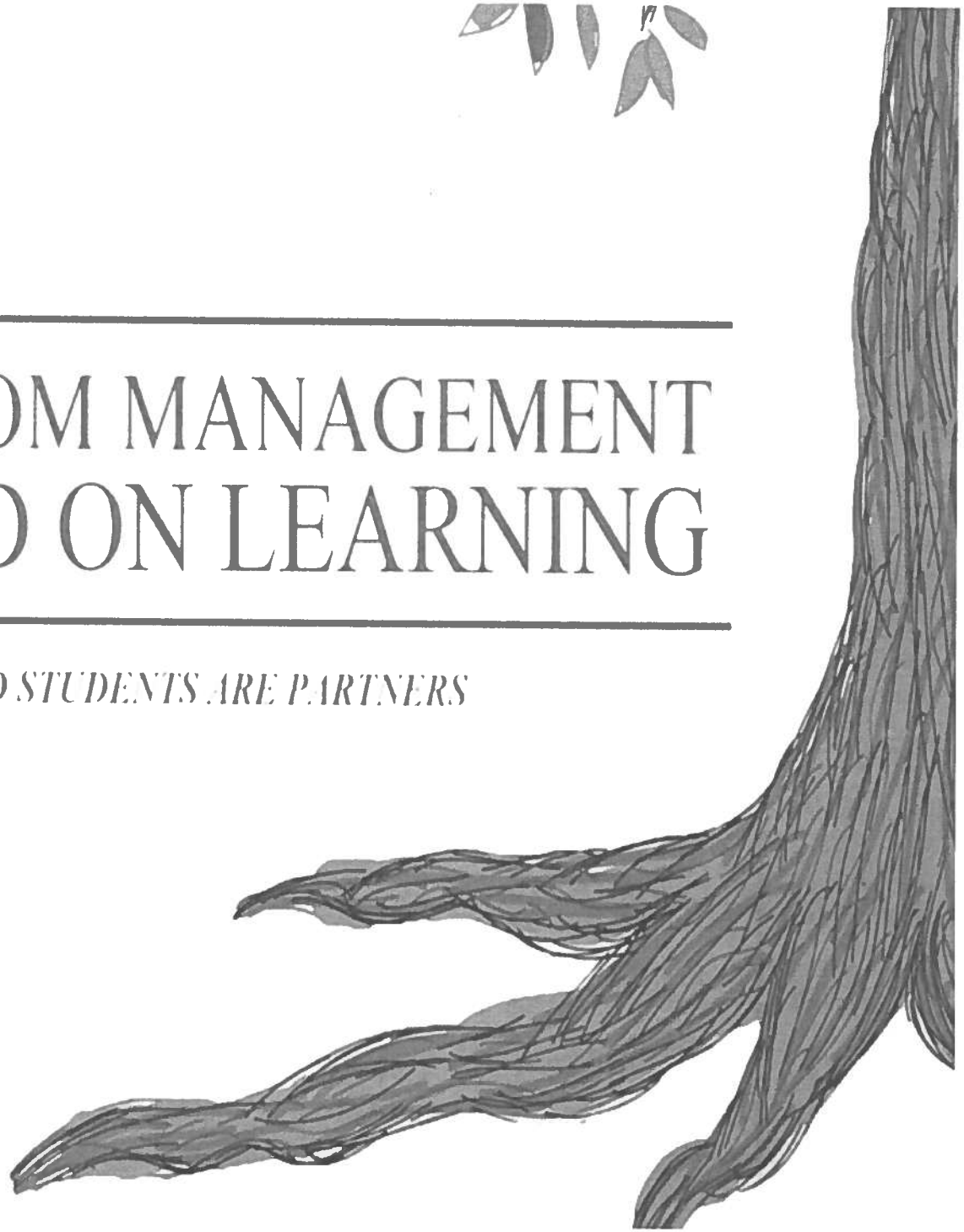


SHARED LEADERSHIP
SUSTAINED COMMITMENT

- A consistent, articulated curriculum is evident.
- Teachers use multiple structures and strategies flexibly.
- Relational leadership – "The principal trusts us and walks with us."
- School-wide commitment to practices, whatever is being utilized is being done with fidelity.
- Community resources are leveraged to maximize human capital – KSSN, DHS, Kids Hope, Student Teachers, 31a, RTI, MTSS, parent volunteers

CLASSROOM MANAGEMENT FOCUSED ON LEARNING

ENGAGED STUDENTS ARE PARTNERS

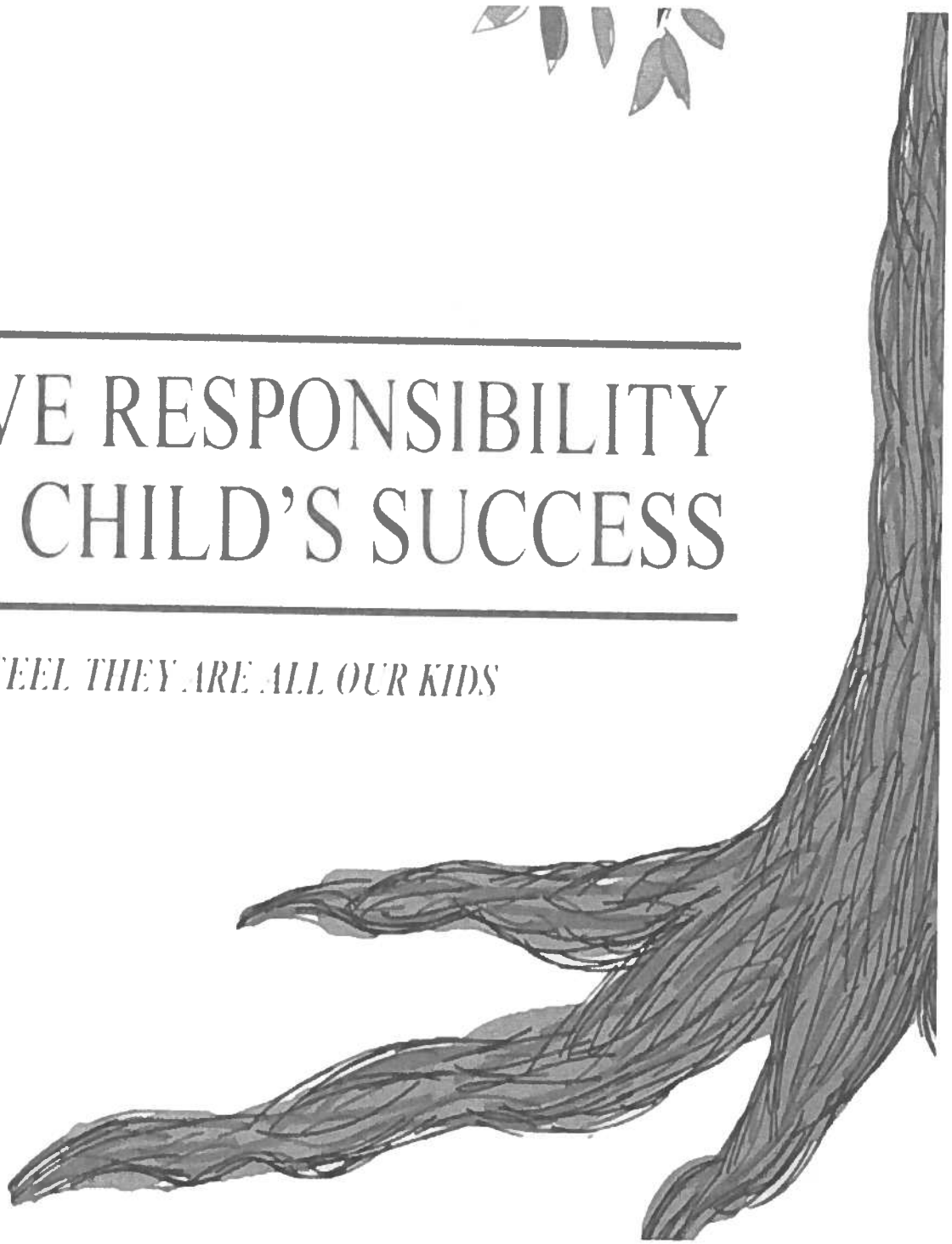


CLASSROOM MANAGEMENT FOCUSED ON LEARNING

- Students know what they need to do and when they're doing it.
- Behavior expectations are school-wide.
- Students read quality books at appropriate levels and enjoy doing so.
- Agendas are always posted in student friendly language.

COLLECTIVE RESPONSIBILITY TO EVERY CHILD'S SUCCESS

WE EACH FEEL THEY ARE ALL OUR KIDS



COLLECTIVE RESPONSIBILITY FOR EVERY CHILD'S SUCCESS

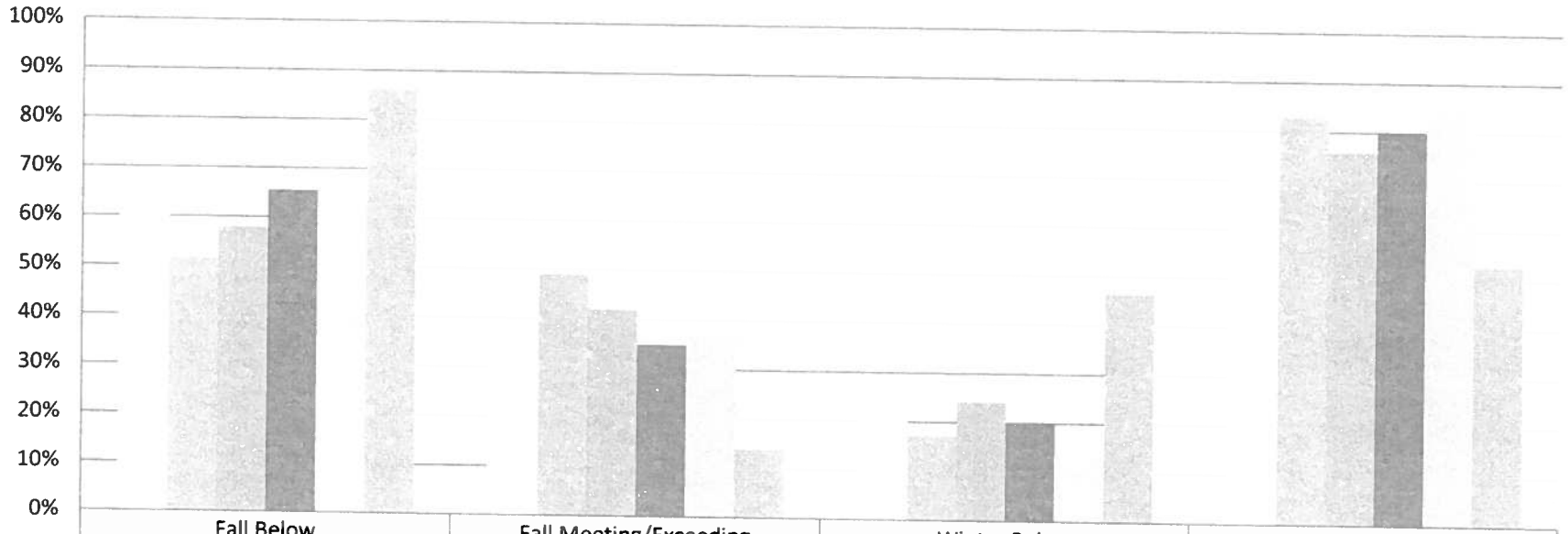
- All students, parents, teachers, principals know their child's reading level and goals and understand how they can support progress.
- Teachers are responsible to get kids to 80% proficient before interventions are provided.
- Teachers get 100% parent/teacher conference attendance.
- Teachers and administrators own and value every child to the highest degree.

NEXT STEPS

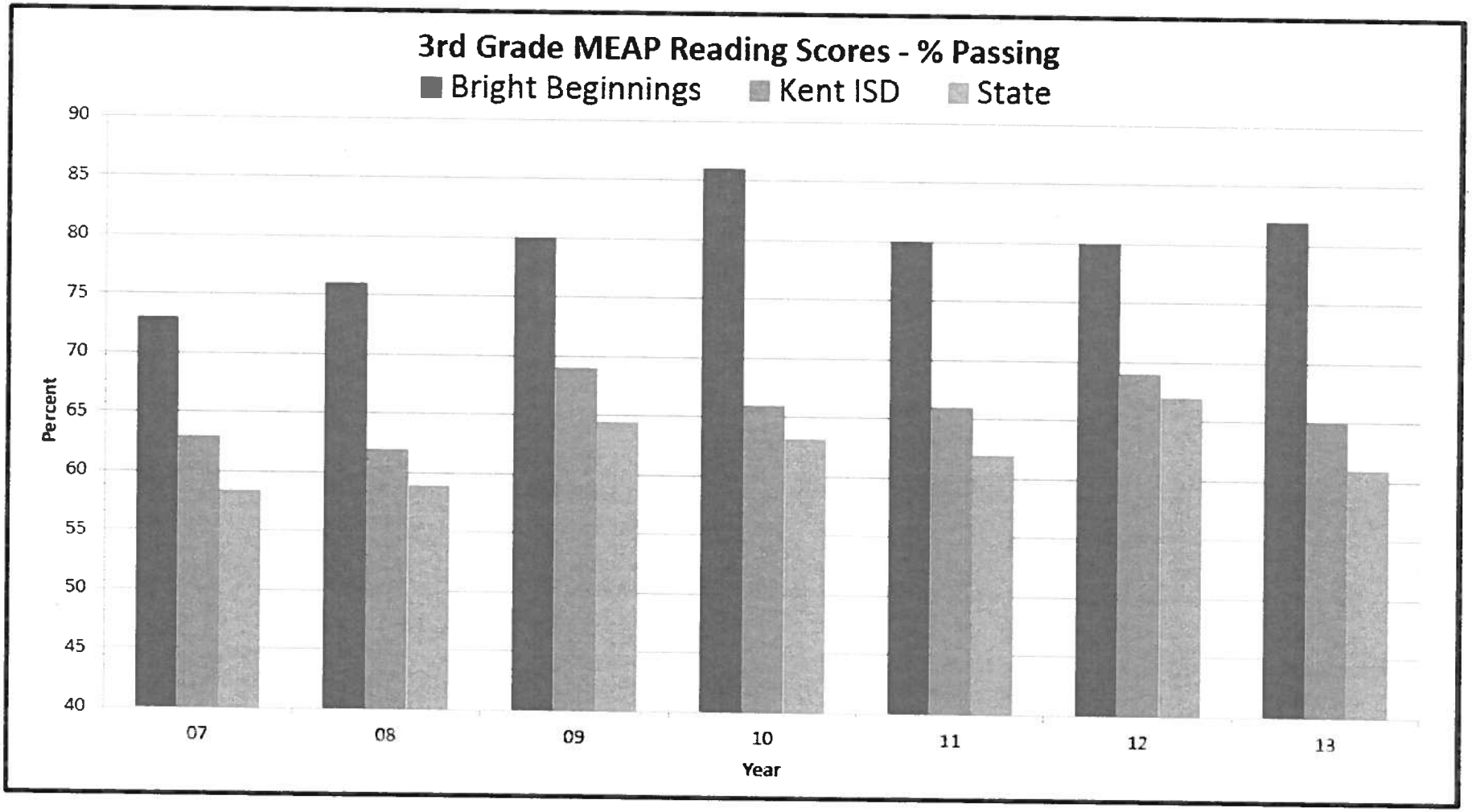
- Reading Now Network Symposium
- Continued Implementation of Best Practices
  - MTSS, RTI, Bright Beginnings
- Building Level Mentoring/Growing Mentor Schools
- Professional Development
  - Teachers, Administrators, Superintendents
- Early Warning System for Early Literacy

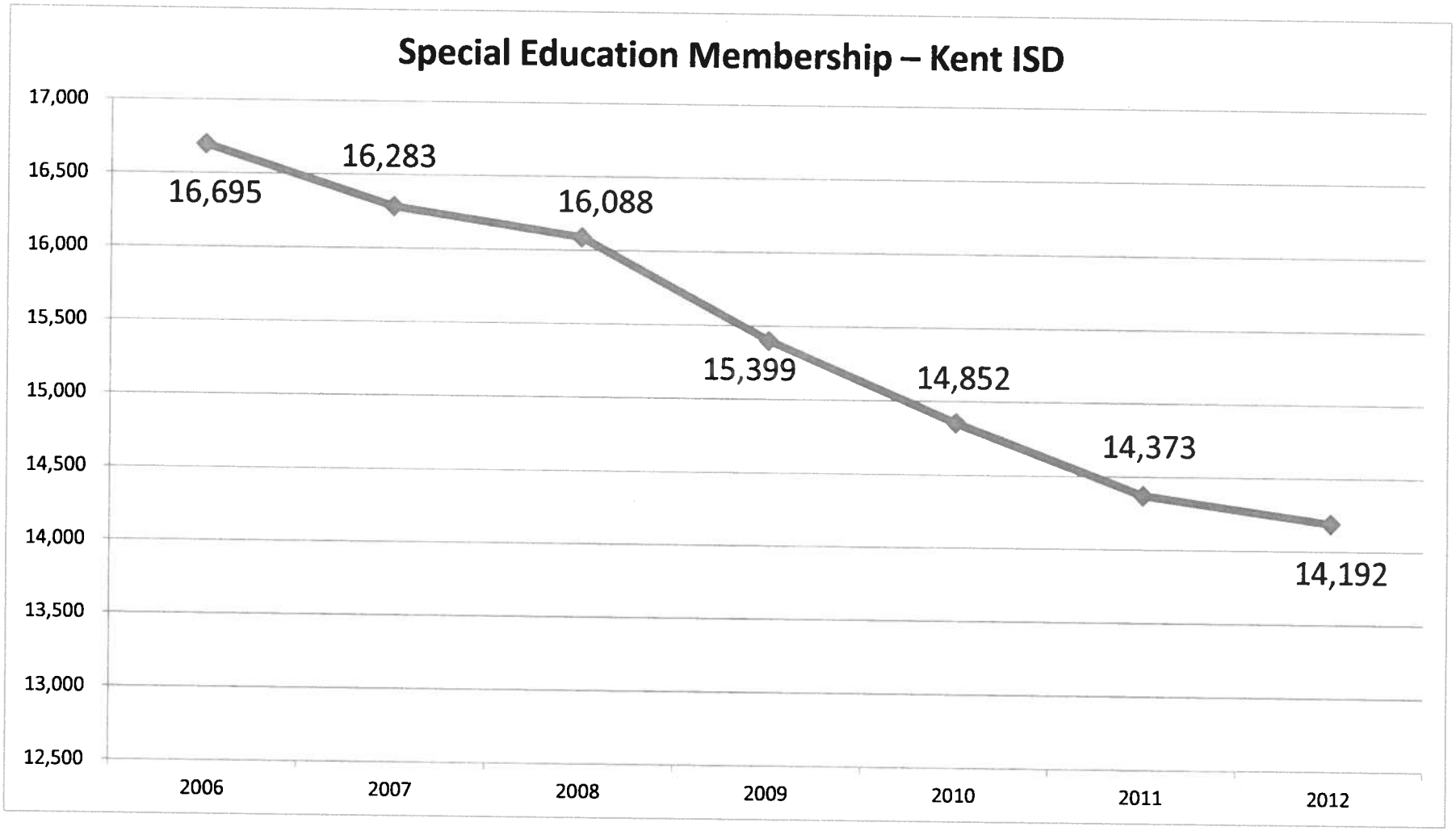
READING℠
NOW
NETWORK

Great Start Readiness Program 2014-2015
Fall to Winter Growth



	Fall Below	Fall Meeting/Exceeding	Winter Below	Winter Meeting/Exceeding
Social-Emotional	67%	33%	22%	78%
Physical	51%	49%	17%	83%
Language	58%	42%	24%	76%
Cognitive	65%	35%	20%	80%
Literacy	63%	37%	14%	86%
Mathematics	86%	14%	47%	53%


3rd Grade MEAP Reading Scores - % Passing
Bright Beginnings
Kent ISD
State
90
85
80
75
70
65
60
55
50
45
40
Percent
07
08
09
10
11
12
13
Year


Special Education Membership – Kent ISD
17,000
16,500
16,000
15,500
15,000
14,500
14,000
13,500
13,000
12,500
16,695
16,283
16,088
15,399
14,852
14,373
14,192
2006
2007
2008
2009
2010
2011
2012

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