

A CASE FOR CHANGE

FOCUS ON LITERACY

Children who read well
by third grade do well in
our schools



Children who do not learn to
read well by third grade do
poorly



When the reading door does
not open . . .





. . hundreds of other doors
leading to exciting, financially
rewarding, and personally
fulfilling worlds also remain
shut

Reading is the skill directly related to 85% of all adult economic activity . . .





. . it is the skill upon which we
rely to transmit 85% of our
curriculum

Children who cannot read at grade level will do poorly in math and science



When we look at discipline,
attendance, self-esteem, and
drop-out problems in our
schools . .



. . . we are looking mainly at children who do not read at grade level



There is virtually no correlation between working hard and doing well when a child doesn't read



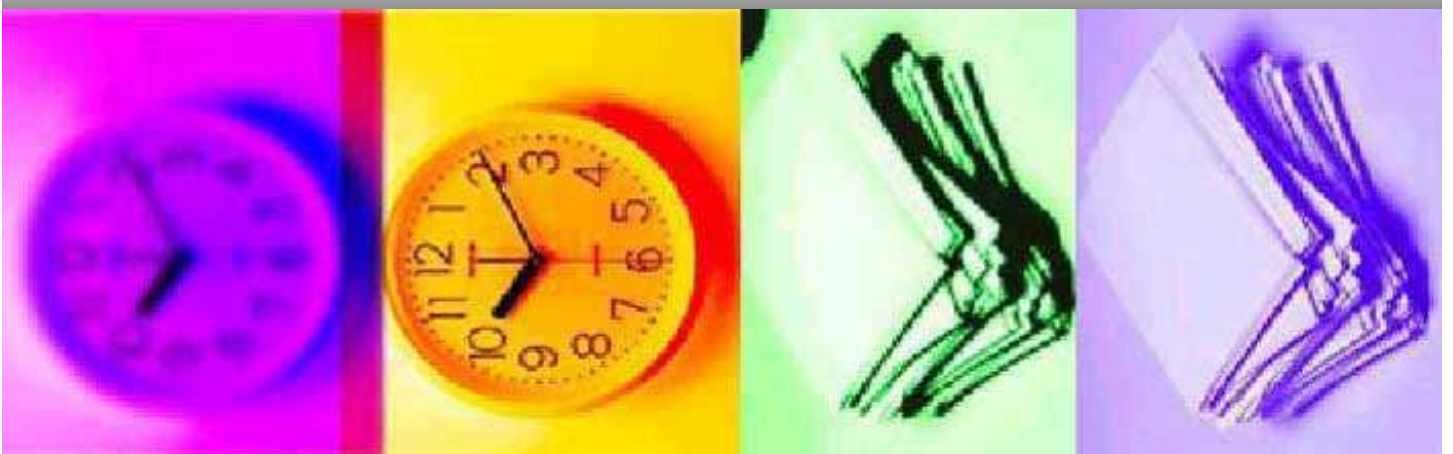
IF YOU ARE NOT READING
AT GRADE LEVEL. . . .





“We choose to improve literacy in Fort Fairfield! We choose to improve literacy in Fort Fairfield in this decade and do the other things- Because that goal will serve to organize and measure the best of our abilities and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win.”

You miss things!!



We can affect the lives of more children, more deeply, for a longer period of time, at less cost, by teaching them to read well by third grade, than by any other single thing we can do in our school systems.



Our goal is to provide the necessary instruction for all our students to achieve academic success now and in the future.

**90% of all MSAD #20 students will
read at grade level by the end of
the 3rd grade**

The 90% standard is to be maintained in all subsequent grades

**NWEA DATA WILL BE USED TO
ESTABLISH AND ASSESS OUR
PROGRESS**

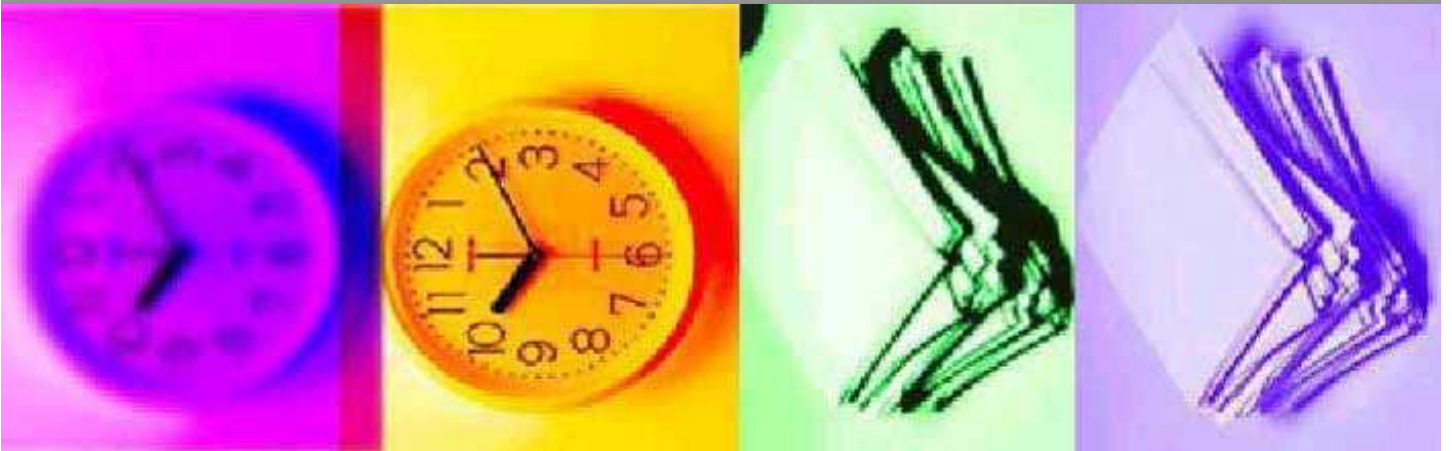
In God we trust. . .

Everyone else shows their
data



It is a move from rhetoric to reality

Tools



We need to create an accountability system to assure that it happens . . .





**. . . the key to reading
accountability is a consistent
goal measured with the same
tool across the district**



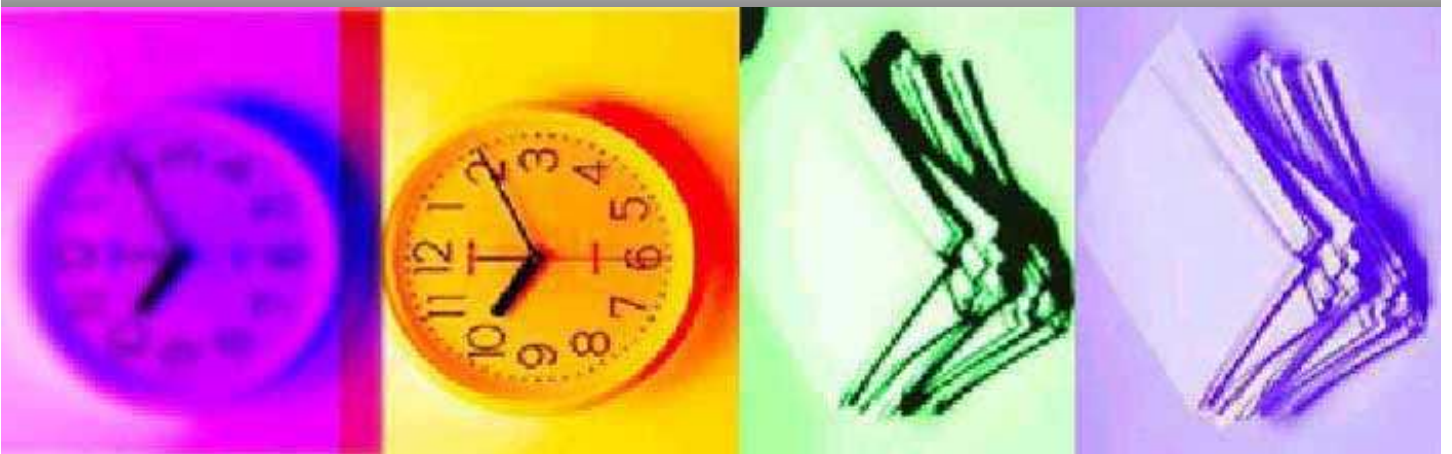
**Clear data gives teachers,
parents, students, and
administrators good objective
information.**

**For the first time we have an
effective tool.**

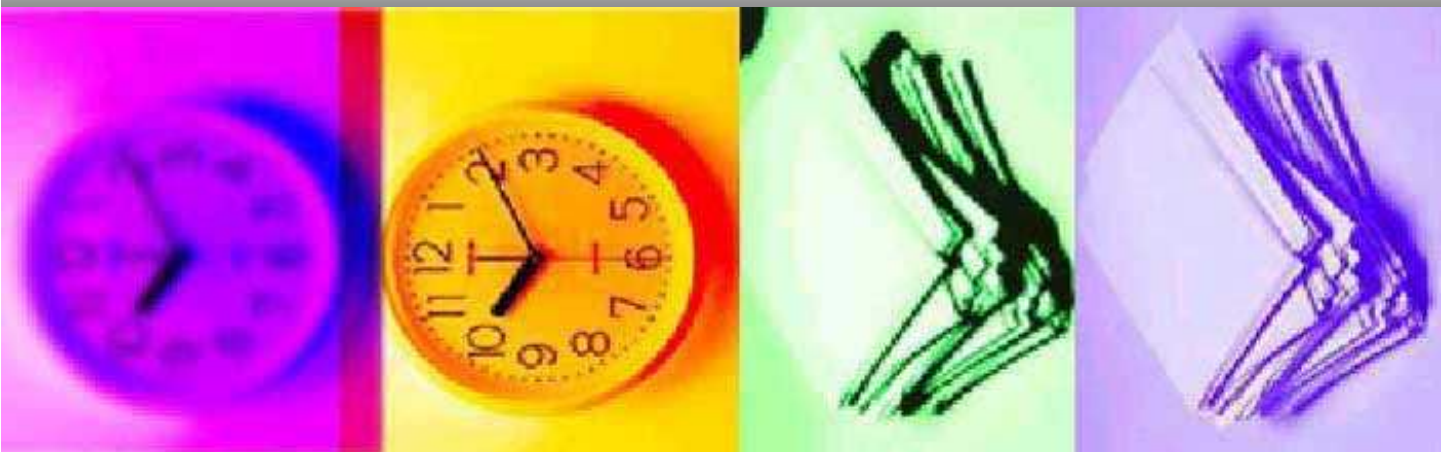
We expect the district to
reallocate its existing
resources as needed . . .



We must give schools
permission...



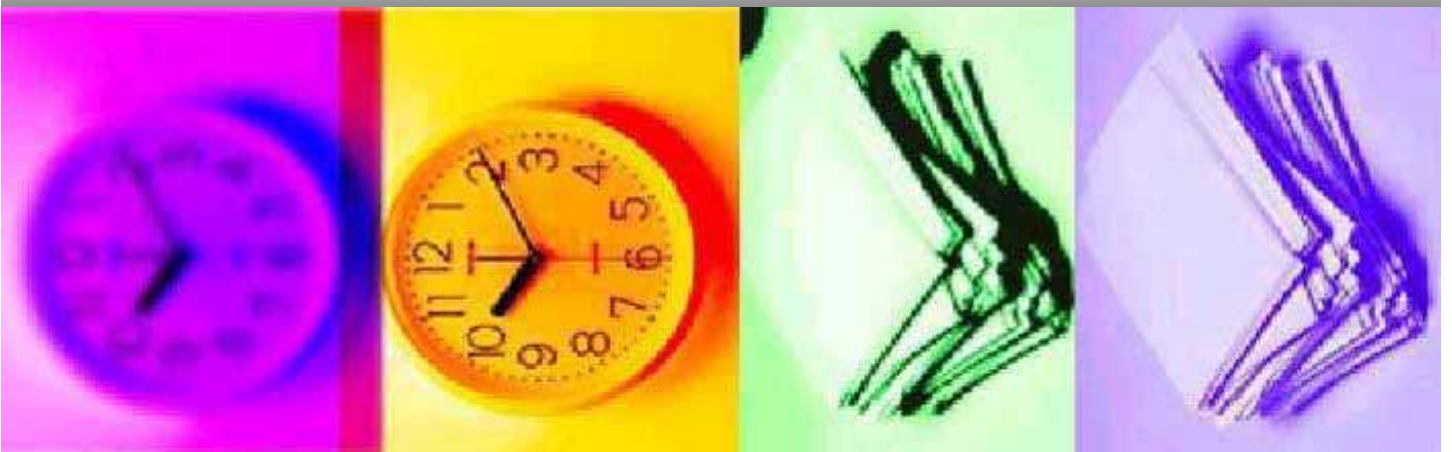
to change



to make more time for
reading instruction



to use personnel differently



to bring varying approaches to
the classroom



to create a seamless delivery system between the grades





Parents who read twenty minutes a day with their children will have read for 608 hours by kindergarten



**Parents watching their own
child struggle rarely can
identify reading as the
problem**

The most effective time to teach literacy is from birth to 3



Each school administrator
will be accountable for
providing leadership for
reading growth.



Each building will develop its own plan to meet this goal



Teaching effectiveness is the dominant factor affecting student academic growth



Excellent teaching creates
annual growth





We will improve our student achievement by improving our educational skills . . .

. . . continuous, well-coordinated teacher training will help . . .



. . . continuous, well-coordinated, supported commitment from all our MSAD 20 team will be the key





---the goals are clear and worth achieving

---the path will require all our skill, teamwork, flexibility and hard work

---we need every one of you to become part of developing and implementing our roadmap to improving literacy skills in our district

Please help us in this transition



We will find a way or we will
make a way

Source: Annual Growth/Catch Up Growth--Fielding, Kerr,
Rosier

PowerPoint: Marc Gendron

Sound: Ben and John Barlock