







## *Supports the Transformation Model of School Improvement Grants*


In general, the purpose of School Improvement Grants (SIG) is to increase student achievement and teacher/principal effectiveness in the persistently lowest-achieving Title I or Title I-eligible schools. The goal of President Obama's administration is to turnaround the lowest 5% of schools in the next five years. **The chart below shows how the Scholastic *Read and Rise* early literacy family and community engagement program aligns to critical parts of SIG under the Transformation Model.** The criteria are drawn from the Final Requirements for School Improvement Grants (Amended in January 2010), which can be found at <http://www2.ed.gov/programs/sif/faq.html>. Please contact your state Department of Education for information about complete SIG criteria and available funds.

<b>Key Strategies under the SIG Transformation Model</b>	<b> <i>Read and Rise</i></b>
<p>1. Developing and increasing teacher and school leader effectiveness through ongoing, high-quality, job-embedded professional development that is:</p> <ul style="list-style-type: none"> <li>• Aligned with the school's comprehensive instructional program</li> <li>• Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</li> </ul> <p><i>(required)</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center;">If you have any questions about <b><i>Read and Rise</i></b> or would like to place an order, please call your sales representative at <b>800-387-1437</b> or fax to <b>877-242-5865</b>.</p> </div>	<p><b><i>Read and Rise</i></b> is a sustainable and systematic literacy program designed to bring families, schools, and communities together to support birth-to-age-eight children's literacy development. It increases teacher and school leader effectiveness through high-quality, interactive professional development and engaging children's books and family materials. <b><i>Read and Rise</i></b> uses a Train-the-Trainer model, in which Scholastic literacy consultants train facilitators, who in turn train families or child care providers.</p> <p>Professional development is delivered through a full-day workshop, which addresses topics such as the use of family culture and traditions to foster literacy development, effective strategies for strengthening home-to-school connections, and how to create literacy-rich environments in homes, schools, and communities. <b><i>Read and Rise</i></b> trains the facilitators on how to conduct the six Family or Child Care Provider Conversation workshops outlined for them:</p> <ul style="list-style-type: none"> <li>• <u>Session 1</u>: The Importance of Family and Community Partnerships</li> <li>• <u>Session 2</u>: Culture, Traditions, Everyday Experiences</li> <li>• <u>Session 3</u>: The Power of Storytelling</li> <li>• <u>Session 4</u>: Fun with the Sounds of Language</li> <li>• <u>Session 5</u>: Family and Community Strengths!</li> <li>• <u>Session 6</u>: Celebrate Success!</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>


<p><b>Key Strategies under the SIG Transformation Model</b></p>	<p> <b>Read and Rise</b></p>
<p>Developing and increasing teacher and school leader effectiveness, Continued</p>	<p>Workshop participants receive:</p> <ul style="list-style-type: none"> <li>• <u>Facilitator's Guides</u> for Family Conversations and for Child Care Provider Conversations, which contain the curriculum and step-by-step implementation strategies (<i>available in English or Spanish</i>)</li> <li>• <u>Journals</u> for Family Conversations and for Child Care Provider Conversations, which allow participants to reflect on the messages, themes, and knowledge shared in the workshop (<i>available in English or Spanish</i>)</li> <li>• <u>Family Guide</u>, with read-aloud stories, literacy tips, and book suggestions to support literacy from infancy through age eight (<i>available in English or Spanish</i>)</li> <li>• <u>Children's book and Family Reading Fun Card</u> with activities to use with the book (<i>available in English or Spanish</i>)</li> <li>• <u>Putumayo Kids World Playground music CD</u>, which assists in building a diverse culturally enriched setting that ties music and reading activities for family and child</li> </ul> <p><b>Read and Rise</b> aligns with a school's early literacy curriculum by developing children's:</p> <ul style="list-style-type: none"> <li>• <u>Oral language</u> (read-aloud books and activities that teach vocabulary words and concepts, as well as music CD)</li> <li>• <u>Phonological awareness</u> (rhyming books, stories, songs, and fun family activities)</li> <li>• <u>Alphabet-letter knowledge</u> (books and family activities that teach letters in the everyday home and community environments)</li> <li>• <u>Concepts of print</u> (books and activities)</li> <li>• <u>Listening and speaking skills</u> (read-aloud books and group discussions)</li> </ul> <p>As guiding principles, the curriculum:</p> <ul style="list-style-type: none"> <li>• Stresses the importance of reading and literacy</li> <li>• Acknowledges family and community strengths</li> <li>• Fosters new attitudes, new behavior, and changed conditions</li> <li>• Provides "hands-on," practical literacy experiences and activities for educators and providers to use in their classrooms and with their families</li> <li>• Inspires action at school, home, and within the community</li> </ul> <p>The initiative creates an <u>inclusive framework</u> that may be customized to fit the cultural and demographic needs of the community. Participants who attend the sessions make a commitment to advancing their partnerships with children's families and communities.</p>

Key Strategies under the SIG Transformation Model	 <b>Read and Rise</b>
<p>2. Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards. <i>(required)</i></p>	<p>The first Scholastic workshops that employed the methods and materials used in <b>Read and Rise</b> were implemented in Danbury, CT and Osceola, FL under the name <b>Lee y serás</b> (<i>Read and You Will Be</i>). The Education Development Center, Inc. evaluated the programs through pre- and post-program parent and family surveys, session-by-session feedback forms, observations, and interviews. Both quantitative and qualitative analyses were conducted. The reports showed that:</p> <ul style="list-style-type: none"> <li>• Parents learned that their home environment and community surroundings—as well as their own culture, language, and everyday activities—are valuable resources in helping their children to develop early literacy skills.</li> <li>• Parents were empowered to take on more purposeful roles in supporting their children’s literacy development by directly engaging their children in early literacy activities, such as expanding their oral literacy development, reading to them, and teaching them new letters and words.</li> <li>• The workshops allayed many parents’ concerns around the use of their first language to promote and enrich their children’s literacy (Educational Development Center [EDC] 2007, 2009)</li> </ul> <p>A copy of the Education Development Center, Inc. evaluations of <b>Lee y serás</b> as it was implemented in Danbury, CT and Osceola, FL can be supplied by your Scholastic representative. If needed, Scholastic can work with districts to help create an evaluation tool or collect effectiveness data for the district’s <b>Read and Rise</b> program.</p> <p>In the <b>Read and Rise</b> edition, the <b>Lee y serás</b> focus was expanded to include the needs of all children, especially those who have been historically underserved.</p> <p><b>Research base</b></p> <p>Scholastic Inc. developed all of the <b>Read and Rise</b> materials and training practices based on the latest research around both early literacy development and adult education. This includes the following findings:</p> <ul style="list-style-type: none"> <li>• The best educational practices build on research and demonstrate how to create successful opportunities for our youngest learners. Sharing stories, rhymes, games, and daily talk in a family’s home language supports language and literacy development, which in turn supports academic success (Strickland and Riley-Ayers, 2007)</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>


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<p>Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards, Continued</p>	<ul style="list-style-type: none"> <li>• Many people assume that young children will acquire rich language and vocabulary on their own (Resnick &amp; Snow, 2008). On the contrary, language development happens in a social and cultural context—between adults and children, as well as among children themselves (Hilliard, 2001).</li> <li>• Families and child care providers can make an even greater impact if they intentionally support other literacy skills, including an awareness of print, knowledge of the alphabet, and the sounds that make up words, so that children may learn and later read to learn (National Early Literacy Panel, 2009). Adults who are aware of this, including trained educators, are eager to learn more techniques they can use to enhance children’s literacy development.</li> <li>• Research has not only revealed the dynamic learning potential of children when they are in responsive, nurturing, stimulating environments, but also the detrimental effect to children when they are deprived of these opportunities (National Early Literacy Panel, 2009).</li> <li>• There is a powerful link between social and emotional development and academic learning. Such findings underscore the importance of attending to and celebrating the diversity of each child’s culture and home language, family makeup, learning style, interests, temperament, and any special needs (Zero to Three, 2003).</li> </ul> <p><b>Standards- and curriculum-aligned</b></p> <p><b>Read and Rise</b> materials are divided into three groupings in order to provide age- and grade-appropriate instruction and practice that build from one set to the next. These include:</p> <ul style="list-style-type: none"> <li>• Ages 0-2: Board books for little hands</li> <li>• Ages 2-5: Read-alouds to share with preschoolers</li> <li>• Ages 5-8: Books with richer content for slightly older children</li> </ul> <p>Each workshop session addresses specific literacy principles and benchmarks to guide classroom activities and experiences. The National Head Start Performance Standards were chosen to anchor <b>Read and Rise</b> with a clear understanding of the knowledge and skills essential to a young child’s development and future success.</p> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Using data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards, Continued</p>	<p>The program helps children meet the following Head Start standards:</p> <ul style="list-style-type: none"><li>• Demonstrate increasing abilities to understand and use language to communicate (<i>speaking and communicating</i>)</li><li>• Listen and respond to conversations (<i>listening and understanding</i>)</li><li>• Show an increasing ability to discriminate and identify sounds in spoken language (<i>phonological awareness</i>)</li><li>• Progress in recognizing matching sounds and rhymes in familiar words (<i>phonological awareness</i>)</li><li>• Demonstrate increasing ability to attend and understand conversations, stories, songs and poems (<i>listening</i>)</li><li>• Show growing interest in reading-related activities (<i>book knowledge and appreciation</i>)</li><li>• Show progress in recognizing the association between spoken word and written word; recognizes words (<i>print awareness</i>)</li><li>• Show ability to discriminate and identify sounds in spoken language (<i>phonological awareness</i>)</li><li>• Use language purposefully (<i>speaking</i>)</li><li>• Demonstrate an interest in written language such as letters and words (<i>reading</i>)</li><li>• Recognize words as a unit of speech (<i>reading</i>)</li><li>• Recognize letters of own name and those of familiar objects found in a variety of contexts (<i>reading</i>)</li></ul> <p>Scholastic can provide a <b>Read and Rise</b> alignment to state academic, grade-level standards. Please contact your Scholastic representative for more information.</p>

Read and Rise Alignment to SIG Transformation Model

<p><b>Key Strategies under the SIG Transformation Model</b></p>	<p> <b>Read and Rise</b></p>
<p>3. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective <i>(permissible)</i></p>	<p><b>Read and Rise</b> provides easy-to-follow Guides and Journals that can be referenced after the training. These help ensure that the program is being implemented with fidelity and having the intended impact on students' achievement.</p> <p>In addition, Scholastic can provide coaching through its Professional Development Services team. Scholastic Literacy Consultants can model, observe, and provide valuable feedback as <b>Read and Rise</b>-trained facilitators train child care providers, family educators, or families.</p> <p><i>(Coaching is an add-on service and is not part of the packaged <b>Read and Rise</b> program's cost.)</i></p>
<p>4. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to:</p> <ul style="list-style-type: none"> <li>• Support students with disabilities in the least restrictive environment</li> <li>• Ensure that limited English proficient students acquire language skills to master academic content</li> </ul> <p><i>(permissible)</i></p>	<p><b>Read and Rise</b> is a flexible and comprehensive resource that can support students with disabilities who are mainstreamed or in an inclusion setting by providing them with:</p> <ul style="list-style-type: none"> <li>• <u>Additional time</u> for research-based literacy instruction and practice</li> <li>• <u>Multiple learning modalities</u> (hands-on activities, read-aloud sessions, printed materials, music, and movement activities)</li> <li>• <u>High-quality interactions</u> between children and child care providers or children and parents that reinforce skills</li> <li>• <u>Engaging materials</u> that hold children's attention and make learning fun</li> <li>• <u>Emphasis on the family's importance</u> in helping children learn to read</li> </ul> <p><b>Read and Rise</b> helps limited English proficient students acquire language skills by:</p> <ul style="list-style-type: none"> <li>• Providing materials and books in <u>English or Spanish</u>, so Spanish-speaking students can learn concepts and reading principles regardless of their English proficiency</li> <li>• Presenting a wide variety of <u>vocabulary and oral language-building activities</u></li> <li>• Demonstrating how <u>parents can use their first language to help their children learn English</u></li> <li>• Embracing participants' <u>culture and traditions</u> as an integral part of building literacy and content knowledge</li> <li>• Offering a wide variety of <u>multicultural books</u> that celebrate diversity</li> </ul>

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<p>5. Establishing schedules and strategies that provide increased learning time (<i>required</i>)</p>	<p>Children participate in the <b>Read and Rise</b> program outside of the regular school day with their families or child care providers.</p> <ul style="list-style-type: none"> <li>• <b>Read and Rise</b> currently offers <u>20 take-home books</u> that reinforce what children are learning in school, while building a text-rich environment at home.</li> <li>• Corresponding <u>Family Fun Activity Cards</u> provide useful tips and suggestions to help expand the reading experience.</li> <li>• <u>Family Guide</u> provides information, ideas, age-specific short stories, literacy-based activities, and developmentally appropriate book lists for more reading</li> </ul>
<p>6. Providing ongoing mechanisms for family and community engagement (<i>required</i>)</p>	<p><b>Read and Rise</b> is an ideal mechanism for ongoing family and community engagement.</p> <ul style="list-style-type: none"> <li>• The implementation model supports a workshop attendance of 15 participants at one time. Once facilitators are trained, they can train child care providers and families as needed on an ongoing basis.</li> <li>• <b>Read and Rise</b> provides workshop participants with a Facilitator’s Guide and Journal. These materials provide clear instructions and learning strategies, a wealth of activity ideas and suggestions, and areas for note taking. They can be referenced whenever needed.</li> <li>• Once facilitators are trained on one <b>Read and Rise</b> book and corresponding Family Reading Fun Card during the one-day workshop, they can use the same strategies on any of the other 19 <b>Read and Rise</b> book/card sets available for purchase, as well as books outside of the program.</li> <li>• <b>Read and Rise</b>-trained facilitators can buy additional Guides and Journals, Music CDs, books, and Family Reading Fun Cards from Scholastic to use whenever they do trainings.</li> <li>• Scholastic Professional Development Services team trains in a variety of topics and venues, such as on-site coaching, webinars, and workshops. (<i>add-on cost</i>)</li> <li>• Scholastic publishes a wide variety of high-quality books suitable for children ages 0-8 that can increase their learning and love of reading, both in the classroom and at home. (<i>add-on cost</i>)</li> <li>• Scholastic Literacy Partnerships program provides steep discounts on take-home books that are given to children to build a valuable school-to-home connection around literacy. (<i>Please ask your Scholastic representative for details.</i>)</li> </ul>