



# How Do We Catch Them Before They Fall?

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# What's the Big Idea?

## Agenda for Today's Session:

- What Does Catch Them Before They Fall Even Mean?
- Needs Assessment for Your School
- Taking Inventory of Current System
- Implementing a School Wide Literacy Plan

# First Things First

Teachers matter more to student achievement than any other aspect of schooling.

Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences.

But research suggests that, among school-related factors, [teachers matter most.](#)

# What Does Catch Them Before They Fall Even Mean?



Early  
Identification

+

Early  
Intervention

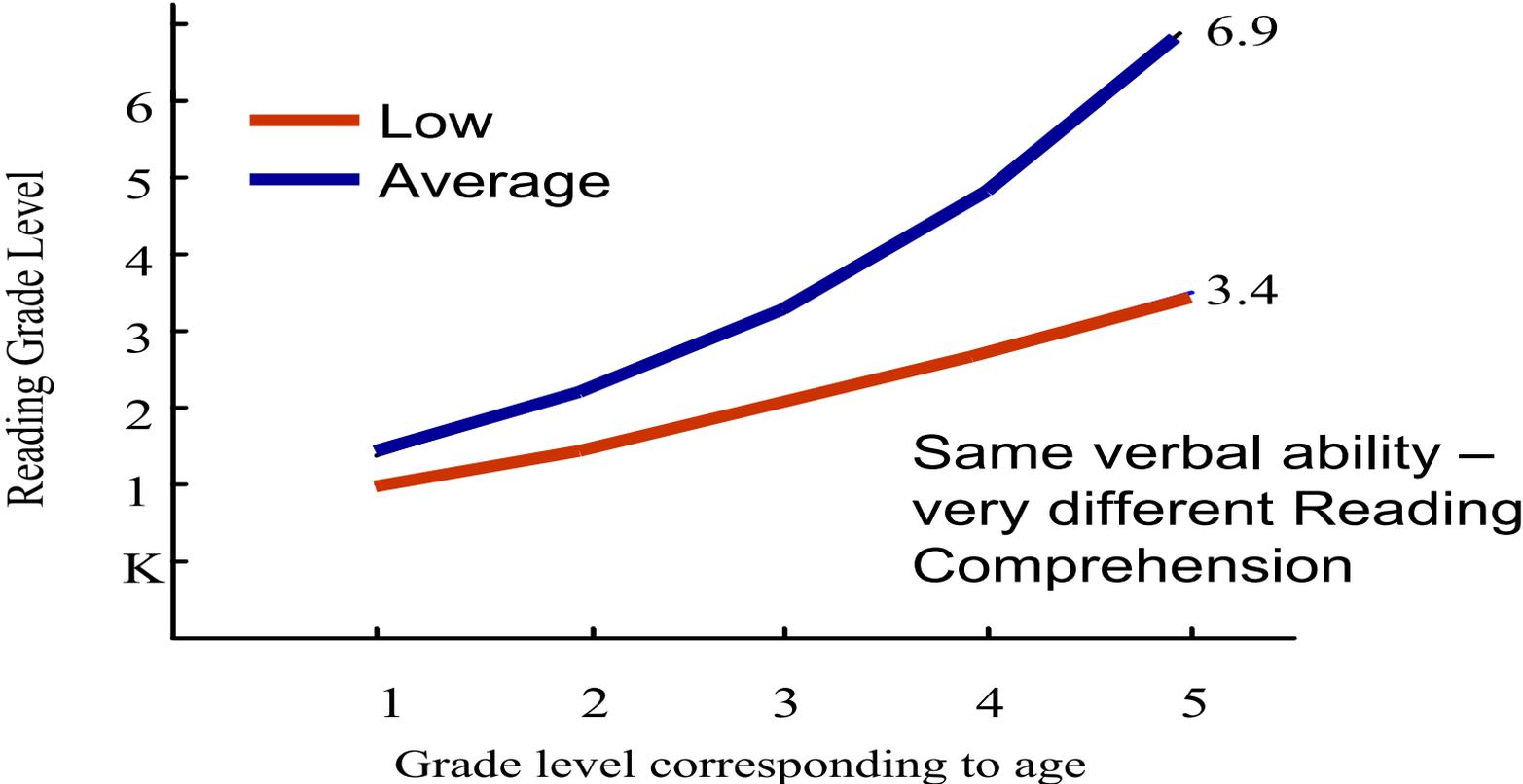
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More  
Likely to  
Have  
Reading  
Success

# Support for Every Interested Site

- 20 System Changing Oklahoma Reading Expectations (SCORE) Grant Schools who are currently changing their system.
- Oklahoma Reading Leaders offer their support
  - Dr. Larry Tihen
  - Dr. Antonio Fierro
- [Michele.Sprague@sde.ok.gov](mailto:Michele.Sprague@sde.ok.gov)  
[Kayla.Hindman@sde.ok.gov](mailto:Kayla.Hindman@sde.ok.gov)

# Growth in reading comprehension of children who begin first grade in the bottom 20% in Phoneme Awareness and Letter Knowledge (Torgesen & Mathes, 2000)

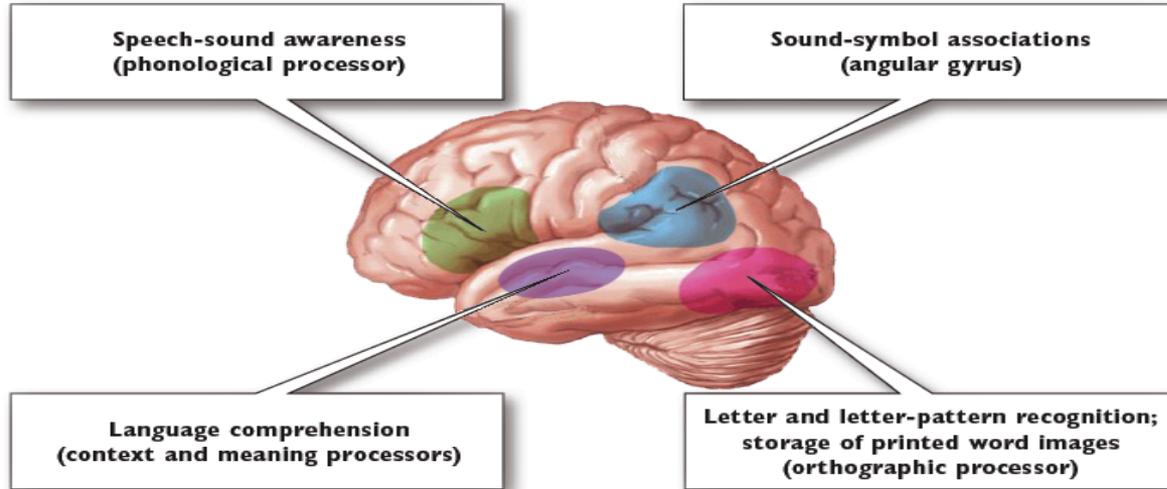


# How Important is Beginning Instruction?

**Poor readers at the end of first grade are at very significant risk for long term academic difficulty.**

- **88% probability of being a poor reader in fourth grade if you were a poor reader in the first grade. (Juel, 1988)**
- **87% probability of remaining an average reader in fourth grade, if you were an average reader in the first grade.**

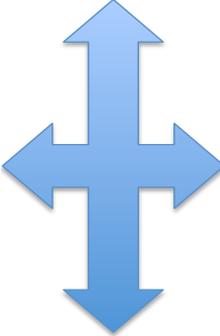
# Language Processing Areas of the Brain



# We All Have A System

- Needs Assessment for Your School
- Taking Inventory of Current System

**Academic Plan-District Alignment Curriculum/Staff Development Component**  
**Dr. Lawrence D. Tihen**

<b>Student Learning Achievement</b>	<b>Curriculum Content and Skills</b>	<b>Textbook Adoption/Implementation</b>	<b>Supplementary Programs/Materials</b>	<b>Instructional Software /Applications</b>	<b>Technology/ Hardware</b>
	Oklahoma PASS Standards				
<b>Individual System Components</b>	Instructional Strategies Differentiation			School Structure/Restructuring	
	(Tier 1) SBRR-Best Practices (Tiers 1 and 2) Differentiated Small Group Instruction (Tier 2) Targeted Small Group Instruction (Tiers 2 and 3) Individual Accommodations/Modifications (Tier 3) Intensive Intervention Strategies			(90 minute minimum)Core Program ( 90 + 30 minutes minimum) Core Program + Supplementals (120 minutes plus) Comprehensive Intensive Reading Program Plus Intensive Intervention Strategies	
<b>Processes</b>	Curriculum and Staff Development Training/ Support Systems				
<b>TOTAL SYSTEM</b>					

# Needs Assessments Options

- OTISS- Oklahoma Tiered Intervention System of Support
  - [www.otiss.com](http://www.otiss.com)
- University of Texas and Texas Education Agency
  - [http://resources.buildingrti.utexas.org/PDF/CNAT\\_Reading.pdf](http://resources.buildingrti.utexas.org/PDF/CNAT_Reading.pdf)
- Literacy Needs Assessment-Created by Project N2:20
  - [www.tools4reading.com](http://www.tools4reading.com)

# Literacy Needs Survey

## Made in Oklahoma

### LITERACY NEEDS SURVEY

www.tools4reading.com

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor: \_\_\_\_\_

This needs assessment survey focuses on seven elements of a School-wide Literacy Plan Implementation presented in sections. For each section item, circle the number that best corresponds to practices on your campus. At the end of each section, compute an average for that section. Record your averaged score on the chart to help you summarize grade-level results.

#### Section 1: School-wide Literacy Plan Implementation

##### **⊕** *A. Establishing Literacy Goals and Objectives*

	Annual goals have not been established or they are underdeveloped.	1
	Our leadership team has established annual goals through our RSA plan, but the teachers have little knowledge of the plan or what is to be implemented.	2
	Our leadership team has established annual goals through our RSA plan, and the teachers have some knowledge of the plan but it has not been fully implemented.	3
	Our annual goals are clearly defined and fully implemented by every teacher. The goals focus on providing evidence-based instruction, making data-based decisions, and reflecting on what works to improve students' learning.	4

##### ***B. Developing an RtI Model to Meet All Students' Needs***

	Our school has not yet implemented an RtI model.	1
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# How Do We Catch Them Before They Fall?

## School-Wide Literacy Plan

Leadership

Professional  
Development

Assessment

Reading  
Instruction

Tiers of  
Intervention

Family and  
Community  
Engagement

# Leadership

- A. Role in Process
- B. Administrative presence
- C. Personnel and materials allocation
- D. Participation in problem solving



# Professional Development



- A. Using Assessment Data to Plan Professional Development
- B. Frequency of Professional Development
- C. Professional Development Follow-up

# Assessment



- Instructional Assessments
- Schedule
- Managing Data
- Student Mobility
- Collaboration

# Reading Instruction



- A. Core Reading
- B. Evaluating Program
- C. Fidelity
- D. Data Driven
- E. Grouping students
- F. Differentiated instruction
- G. Student Engagement

# Tiers of Intervention



- Providing Interventionists for all at risk students
- Effectiveness of Intervention
- Implement Intervention
- Meeting Each Student's Needs
- Differentiating Intervention Instruction

# Family and Community Involvement



- School and Parent Two-Way Communication
- School and Parent Partnership
- Parents as volunteers
- School and Community

# Implementation Of School Wide Literacy Plan

- A. Establishing Literacy Goals and Objectives
- B. Developing an RTI Model
- C. Using Scientific Research-Based Programs



# Resources

- Campus Needs Assessment Tool, [University of Texas http://resources.buildingrti.utexas.org/PDF/CNAT\\_Reading.pdf](http://resources.buildingrti.utexas.org/PDF/CNAT_Reading.pdf)
- Dodson, Judith, Reading Triage for Intermediate Grades: Build Your Own Literacy Intervention Toolkit, [judidodson@gmail.com](mailto:judidodson@gmail.com)
- Moats, Louisa. LETRS Module 8: Assessment for Prevention and Early Intervention (K-3), Louisa Moats
- Oklahoma Tiered System of Support Implementation Assessment, <http://www.otiss.net/otiss-tools/>
- School Wide Literacy Plan, Project N2:20 Instructional Group, [www.tools4reading.com](http://www.tools4reading.com)
- Torgesen, Joseph K. "Catch them before they fall." *American Educator* 22 (1998): 32-41.



# Thank YOU!

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