

Riverbank High School's Journey
Implementing the Content Literacy Continuum™
2003-2009

Year 1: Exploring/Investigating Phase:

- Establishing a compelling need for a school wide approach to literacy
 - becoming consumers of local data and measurement tools
- Carefully leveraging external forces (Program Improvement, Accreditation)
- Building background knowledge among staff regarding adolescent literacy
- Establishing a Professional Development Team, or Site Literacy Team
 - building teacher leadership capacity
 - building site level expertise
 - showcasing and targeting special education staff
 - researching and identifying research-validated practices
- Examining existing interventions for Special Education, English Learner and general education students
- Determining an 'entry point' for SIM/CLC—school-wide routines to support intervention classes.
- Creating a common instructional language among departmentalized culture
- Inclusion of central office administrator in exploration
- Inclusion of special education department chair, program specialist and special education administrator in exploration process
- Principal as the 'face of literacy and the CLC initiative'—delegating to VP sends message that CLC and adolescent literacy is a temporary 'flavor of the year' program.

Year 2: Introduction Phase:

- Create PD plan for site and district administrators
- Select and administer universal screening
 - Riverbank selected Gates-McGinitie (4.5 and below, CRP test)
 - Establish cut-points with guidance counselors, administrators, 8th grade feeder school
- Establish school wide Professional Development Plan
 - Inclusive of all teachers and all departments
 - 4 inservice half days, 4 departmental release days with facilitated PD
 - Riverbank started with: Course Organizer, Unit Organizer, FRAME
- Invest in Instructional Coaching—follow up support to PD
- Strong and sustained support for intervention classes
 - Level 3—Xtreme Reading
 - Level 4—Corrective Reading (through B2) facilitated by paraprofessionals
 - Taught by both GenEd & Special Ed
 - Scheduled same periods to allow for easy of movement
- Re-focus faculty meetings on SIM/CLC implementation
- Change in approach to student labels vs. student needs (based on data)
- Establish a collaborative relationship with external PD and coaching providers.

Contact Information	Ken Geisick, Ed.D. Superintendent, Riverbank Unified School District kgeisick@sbcglobal.net
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- Establish a site level communication loop for clear and transparent decision making during time of significant instructional and structural changes—including with the external PD and coaching providers
- Establish a Data Plan (progress monitoring for intervention classes, data collection from content classes, reporting and analysis of state standards testing)
- Work with department chairs to collect devices and student work samples for department binders to assist with collaboration and new teacher induction
- Working with CLC external providers, central office administrators and Site Literacy Team to identify potentially competing initiatives and integrate complementary programs/initiatives

Year 3: Full Implementation Phase:

- Establish PD plan for new teachers
- Begin transition planning for from external providers to internal PD team
- Identify and establish, through the Site Literacy Team, a Foundational Package of Content Enhancement Routines and Learning Strategies (Course Organizer, Unit Organizer, Question Exploration Routine, SCRIBE, FRAME, Concept Routine)
- Intensive support for Intervention teachers—coaching, clerical support, collaboration time
- Shared Leadership: Site Literacy Team—developing Faculty Meeting agendas (content, showcasing, celebrations around CLC Implementation).
- Celebrating School-wide Successes (increased achievement, departmental successes with routines/strategies, interdepartmental collaboration)
- Identify on-campus teachers to build portfolio for PD certification process. Examining all departments and paying attention to the ‘quiet’ supporters of the CLC initiative
- Work with central office administrators to build knowledge of CLC and establish a ‘filtering’ process when vetting newly released initiatives (by county offices, state department, private vendors)

Year 4 & 5: Implementation and Capacity Building Phase:

- Keep doors open to Site Literacy Team—engage new members
- Commit time and resources to developing newly certified PD’ers and Instructional Coaches.
- Expand Site Literacy Team’s knowledgebase—become partners in yearly PD planning and design

(Next Year) Year 6: Striving for Sustainability:

- SIM/CLC District wide (4-12)
- Writing strand beginning grade 4 (PENS, SCRIBE)

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