

Making the Most of the Middle: Engaging a Comprehensive Approach to Schoolwide Literacy -

CLM and Disciplinary Literacy

It's all about transfer. Has your school wondered how to coach middle school readers and writers to apply the critical knowledge, skills, and strategic behaviors explicitly taught in core literacy instruction when learning in the content areas? Learn how Fort Atkinson Middle School has targeted comprehensive efforts to make teaching stick through aligning core literacy and disciplinary literacy instruction. This session will spotlight how PCL frameworks, professional development, the establishment of a progress monitoring wall, systemic implementation of performance assessment tasks, development of common school-wide writing rubrics, and the use of data collection systems have facilitated the integration and transferability of knowledge and skills across content areas to increase student learning and achievement. English Language Arts teachers, content area teachers, literacy coaches, and district administrators will share how this comprehensive approach to disciplinary literacy transformed teaching, learning, and assessment across classrooms in grades 6-8. Participants will also learn how this continuous improvement effort purposefully informed Educator Effectiveness practices with the development of aligned SLOs and PPGs as well as examine the achievement results we have seen as a result of our work as evidenced by our state school report card.

Presented by **Fort Atkinson Middle School - School District of Fort Atkinson**



Rob Abbott has been principal at Fort Atkinson Middle School for the past 17 years, serving as associate principals for three years prior. While FAMS has tackled many academic growth initiatives and improvement efforts over the past two decades, none compare to the work in literacy through the Partnerships in Comprehensive Literacy Model. Teachers make literacy work, and FAMS has the teachers to make it happen. While we were thrilled to be recognized as the International Literacy Association's 2017 Exemplary Reading Program of the Year, we are just as excited by the work in literacy that lies ahead.



Tara Burki will be starting her 19th year teaching in the field of special education and her fifth year at Fort Atkinson Middle School. She implements the Comprehensive Literacy Model in both her sixth grade special education pull-out and co-taught English Language Arts blocks. It has been impelling, not only to be a part of the professional and collaborative learning and planning involved in implementing CLM, but to watch my students blossom as readers and writers throughout the school year. Their growth serves as a testament that the Comprehensive Literacy Model can be used, and is being successfully used, to reach all learners.



Karen Neuser has been teaching for 26 years. She has been teaching 7th grade Language Arts for 13 years. Previously she taught 7th and 8th grade Spanish and 8th grade Language Arts. Since working with the Comprehensive Literacy Model she has seen consistent progress with her students in both reading and writing and has become invigorated by the structure of the model, but also the flexibility it allows in everyday teaching. She was excited to take on the new professional learning because it was ground in research but also very quickly evident it was successful for teachers and all students.



Amy Oakley serves as the Director of Instruction for the School District of Fort Atkinson. Finishing her 19th year in the District, establishment of the Comprehensive Literacy Model has been a professional highlight since 2009. Amy's focus and commitment has been to embrace and establish a strong systemic approach across the District's four elementary schools and recently to the Fort Atkinson Middle School. Grounded in full implementation of Reading Recovery and commitment to professional learning, the School District of Fort Atkinson has seen great growth and in reading achievement through the implementation of the model as well as earning two national recognitions for exemplary reading programs from the International Literacy Association.



Candice Sayre serves as the District Literacy Coordinator and Grades 4-8 District Literacy Coach in the School District of Fort Atkinson. She has been an educator for fourteen years and has been affiliated with Partnerships in Comprehensive Literacy for the last seven years. Candice believes the Comprehensive Literacy Model and Comprehensive Intervention Model have been systemic catalysts for transformational change in literacy programming and servicing in the District because increased student learning and the development of teacher expertise are the heart of PCL and ground every continuous improvement effort related to literacy.



Jennifer Statz has been teaching for 19 years, of which 17 have been in the 8th grade science classroom at Fort Atkinson Middle School. Being trained in secondary science, with no ELA background, the thought of implementing specific reading and writing strategies in the science classroom was foreboding and intimidating. Through professional development and collaboration with department members and ELA teachers, the process was scaffolded and executed in a manner that made reading and writing in the content area seem natural. Jenny has witnessed student growth not only as readers and writers, but also as scientists better equipped to analyze data, discuss observations, and formulate conclusions when presented with science text.



Emily Zarnowski teaches sixth grade Language Arts and will be starting her third year with the School District of Fort Atkinson this fall. Emily joined the district as they were in the middle of implementing the Comprehensive Literacy Model. During her time in the district so far, she has been able to work collaboratively with Language Arts colleagues, special education colleagues, and our literacy coach to improve literacy in the classroom. Through this model, she has witnessed her students grow in confidence and ability in reading and writing.