“The Intersection of Progress and Practice: Actualizing the Science of Reading with Moonshot Moment”

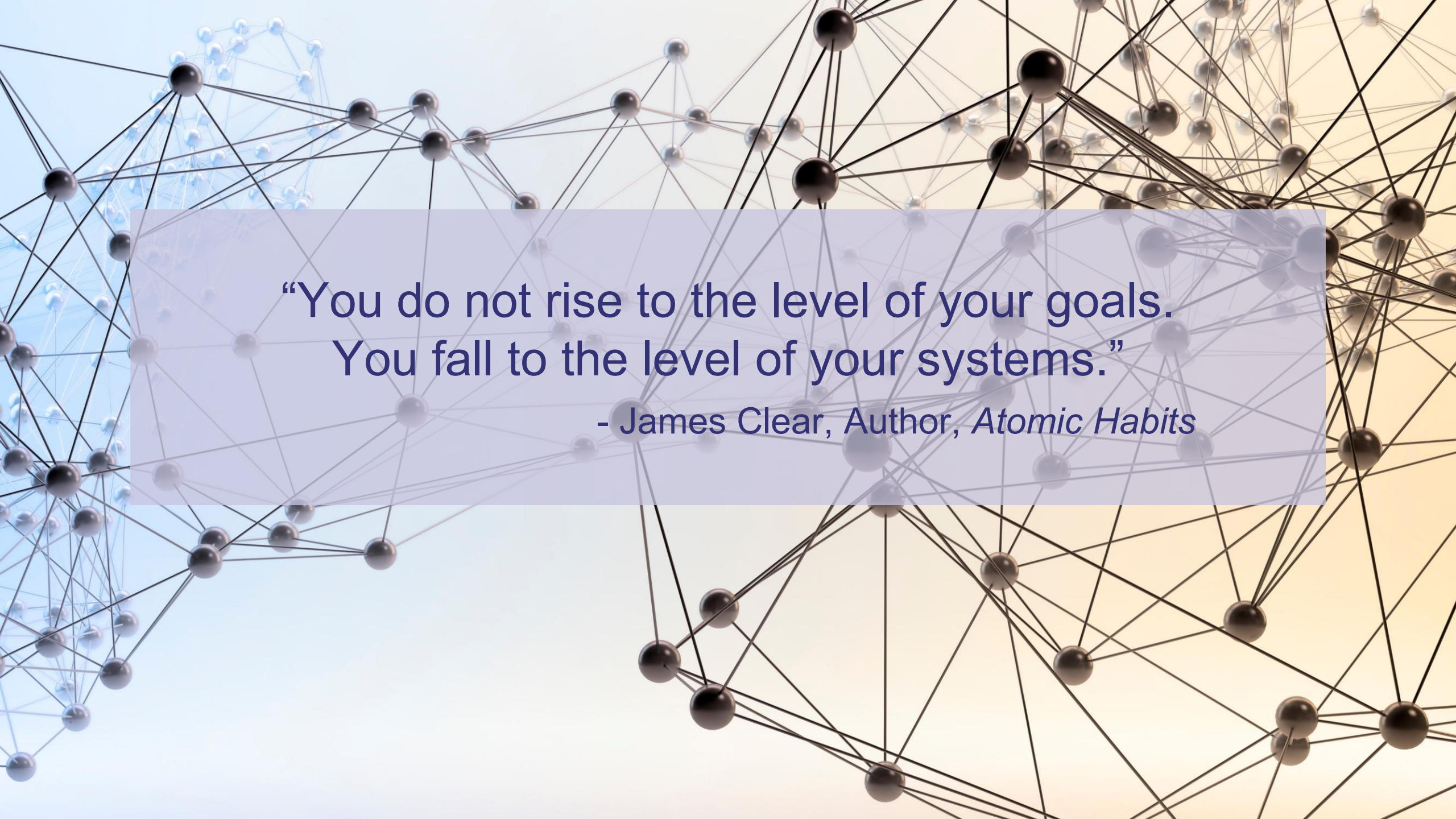
December 10, 2024

@readingby3rd #GLReading #LearningTuesdays

CRUCIBLE OF PRACTICE

Reflections on Lessons Learned

The Campaign for GRADE-LEVEL READING


“You do not rise to the level of your goals.
You fall to the level of your systems.”
- James Clear, Author, *Atomic Habits*

What is the Campaign for Grade-Level Reading?

What
The Campaign for Grade-Level Reading seeks to **disrupt generational poverty** and **ensure more hopeful futures for children of low-income families.**

How
We support **community-driven initiatives** to improve the likelihood that these children will grasp the first rung of the success sequence ladder — graduation from high school.

Where
More than 370 communities in the US and 2 provinces in Canada

4,100+ local orgs
500+ state and local funders
200+ United Ways

For a full listing of Grade-Level Reading Network Communities, visit gradelevelreading.net

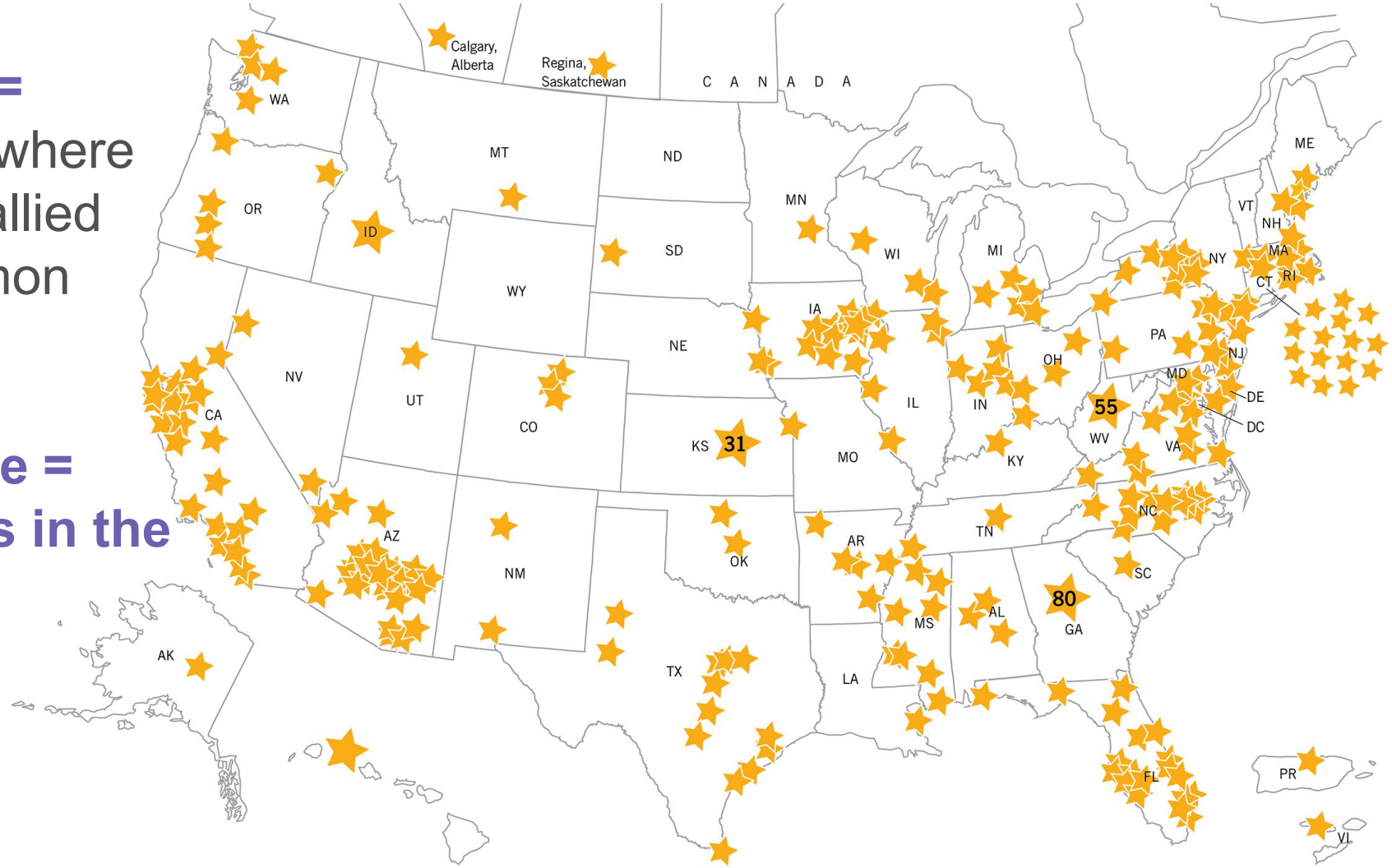
Our Network: More than one star

THE CAMPAIGN FOR GRADE-LEVEL READING
3RD GRADE READING = SUCCESS MATTERS

Local GLR Community =

- A geographic location where local community has rallied around a shared common agenda

- **Total sum of influence = thousands of humans in the broader system**



Managing Partner of the

Today's Moderators

Barbara Hammond
CEO and Co-Founder
The Learning Alliance

Liz Woody-Remington
Chief Academic Officer and Co-Founder
The Learning Alliance

Website: https://www.thelearningalliance.org/

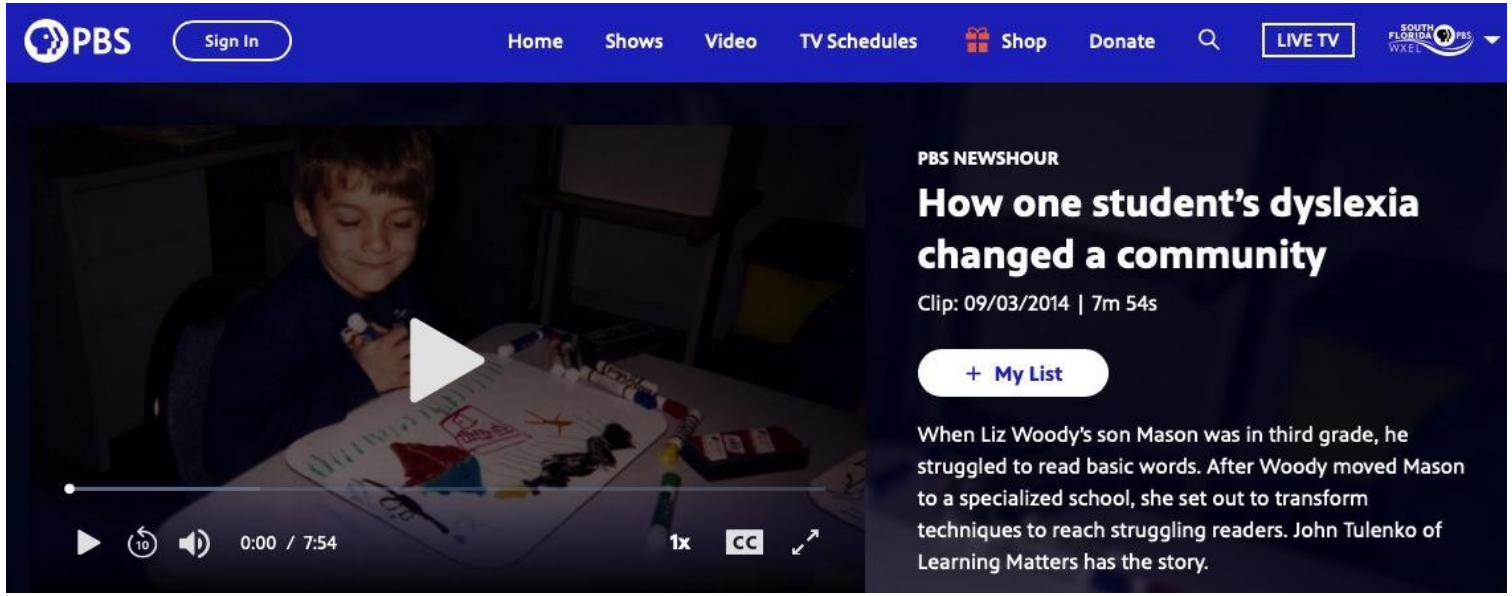
Policy. Practice. Performance.

Creating a
Literacy Capital
of the Nation

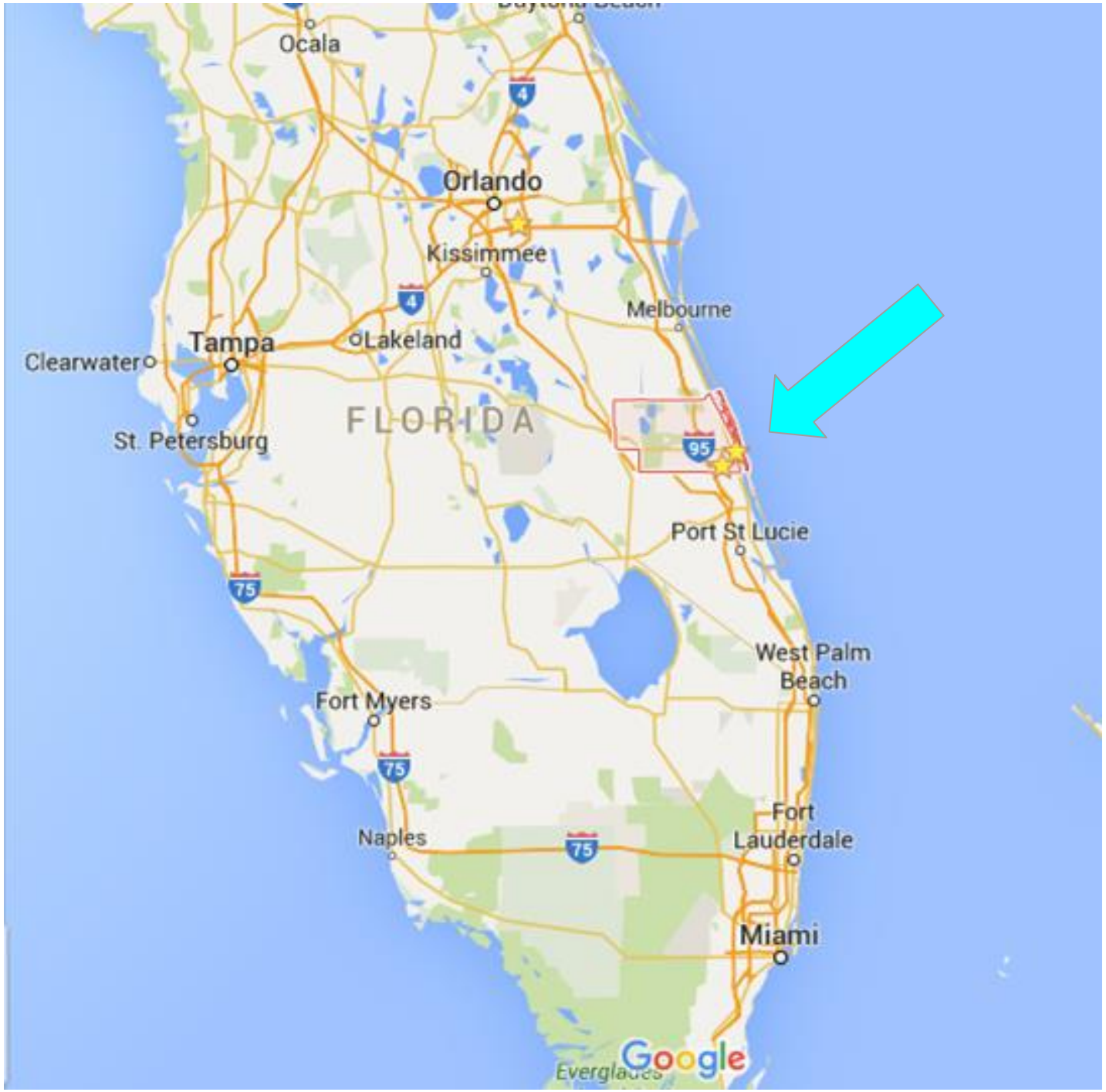
Through Public
Private
Partnership and
Systems
Integration

Join our learning journey.

The “Two Moms and a Philanthropist” Story



Managing Partner of the



Vero Beach, FL

Indian River County

- 69% Economically Disadvantaged (3rd grade)
- 51% Minority Students
- 70% of 13 Elementary Schools are Title 1
- ESE: 18%
- 17,000 students (average)

Our Name and Logo Say It All

Moonshot Moment Framing Question

What does it take to achieve 90% literacy by third grade such that we grow literate, compassionate, creative citizens who will improve the world?

The Learning Alliance Blueprint

*25 Positions
*13 Schools
*5000 Students

*180 Leaders
*Over 60 organizations
* 39 Elected Officials

*850 Students
*90 Teachers
*13 Schools

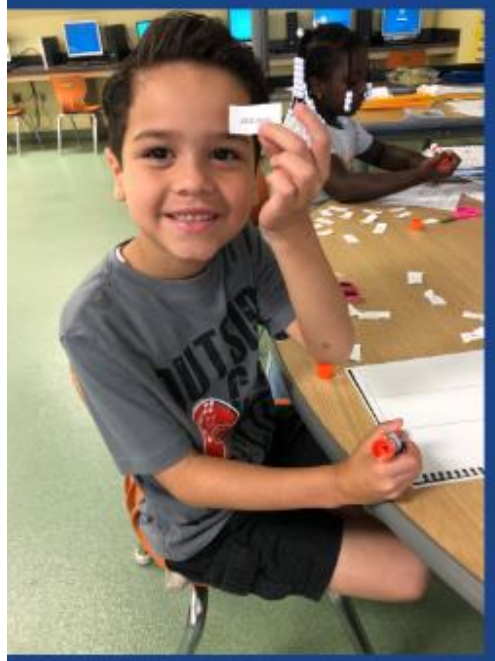
*700+ Families

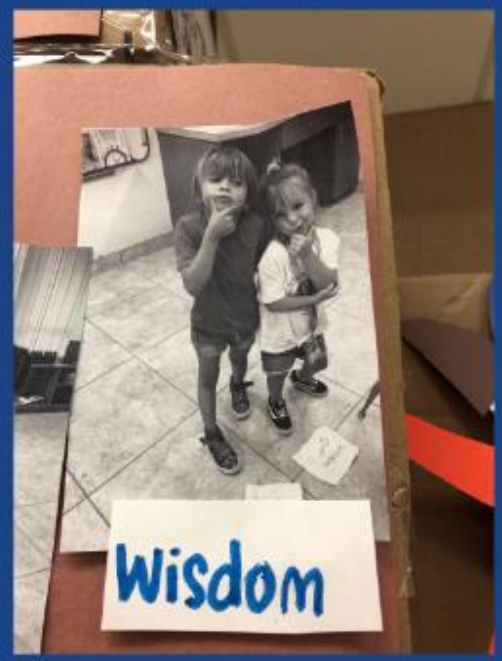
Managing Partner of the

Afterschool and Summer Tutoring

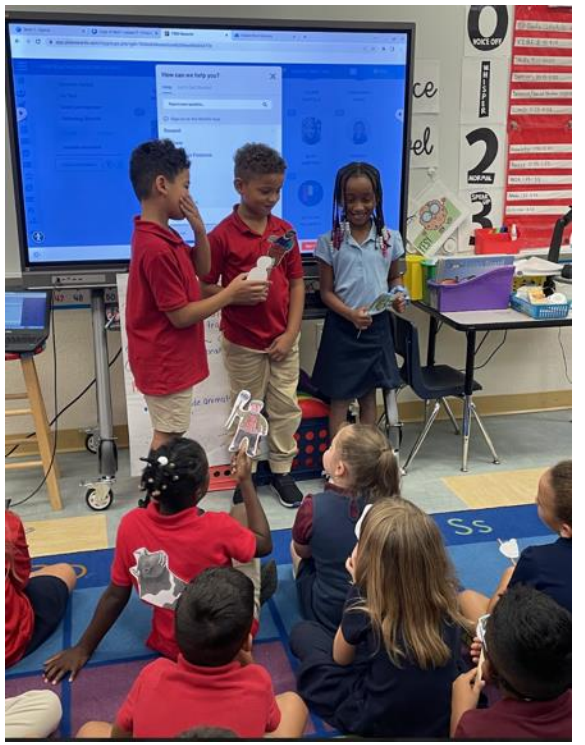
Child-focused Programs that Work

Moonshot Academy





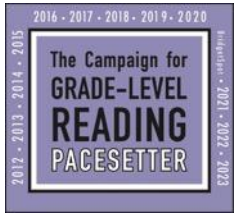
In-School Coaching and Professional Learning



Family Partnerships

Managing Partner of the

Community Engagement



Collective Impact - From Silos to Integrated Action

Today's Panel

Leslie Connelly

Coordinator of Moonshot Professional Development: Acceleration & Coaching
School District of Indian River County

David K. Moore, Ed.D.

Superintendent
School District of Indian River County, FL

Tiffany Hogan, Ph.D.

Director, Speech and Language (SAiL) Literacy Lab
MGH Institute of Health Professions

Danielle "Nell" Thompson, Ph.D.

Founder and President
The Transformative Reading Teacher Group, The Big Sky Literacy Summit, The Reading League Montana

Q. Please share what motivates you to do this work.

Tiffany P. Hogan, PhD, CCC-SLP

MGH Institute of Health Professions, Boston, MA, USA

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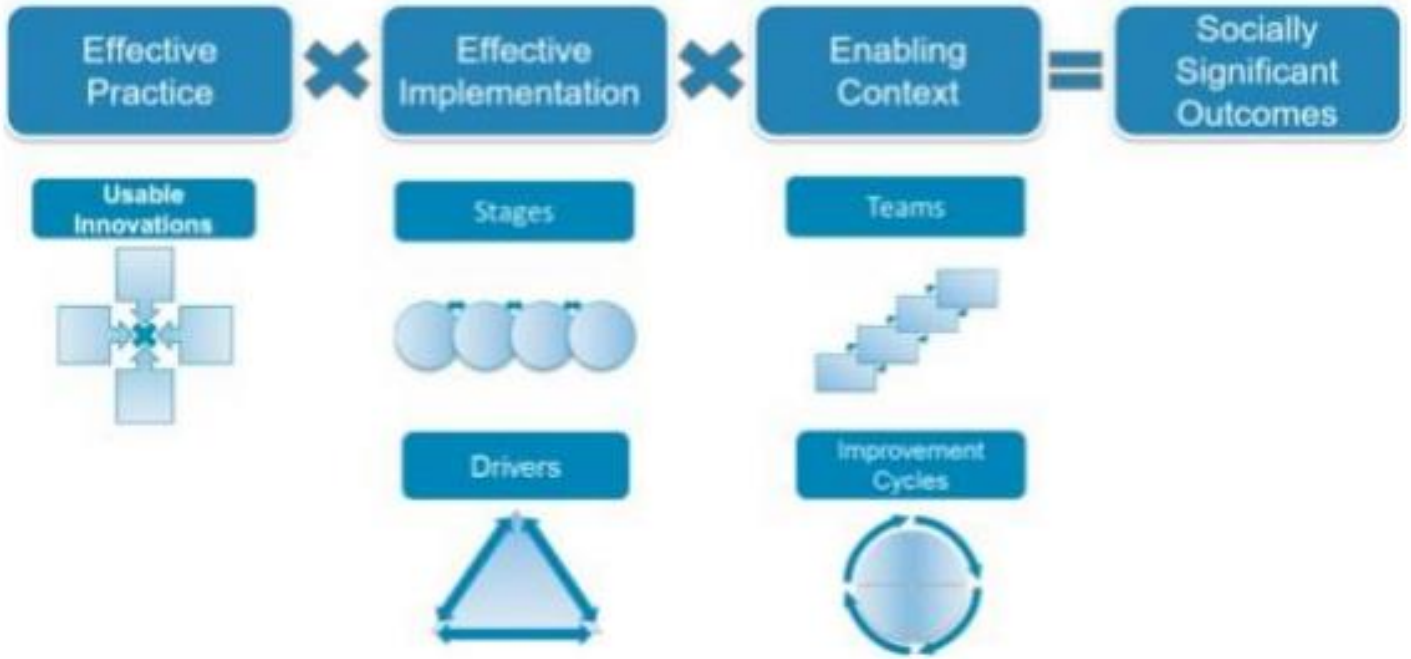
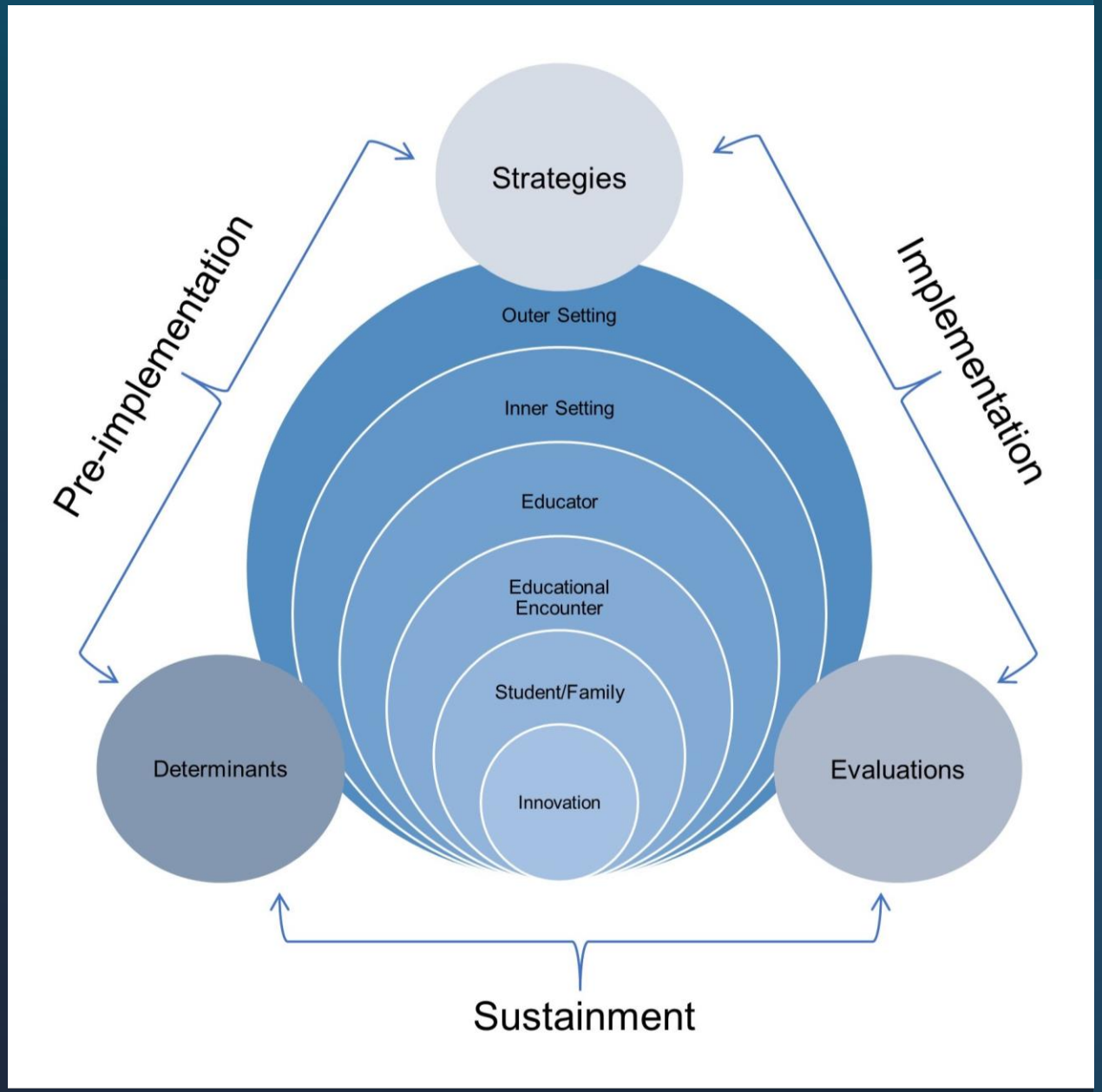
@sailliteracylab

An Overview of the Active Implementation Frameworks



https://implementation.fpg.unc.edu/wp-content/uploads/Active-Implementation-Overview.pdf

Children are contained in communities & systems that affect their learning


Strategies
Pre-implementation
Implementation
Outer Setting
Inner Setting
Educator
Educational Encounter
Student/Family
Innovation
Determinants
Evaluations
Sustainment

The Most Improved School District in the State of Florida

SDIRC SYSTEMS OVERVIEW

Dr. David K. Moore
Superintendent
School District of Indian River County

OUR AIM

OUTPACE

OUTPERFORM

PRESERVE

Establish the School District of Indian River County as **"The First Choice"** for education in Indian River County.

HOW WE REALIZE OUR VISION

Habits: Consistently and repetitively implement **high-yield action steps** to enhance instructional quality.

Systems: Wire the system to **learn fast** to establish and implement robust, proven, sustainable approaches to continuous improvement.

Goals: Demonstrate a resolute commitment to achieving ambitious targets by carrying out the established **habits and systems with fidelity.**

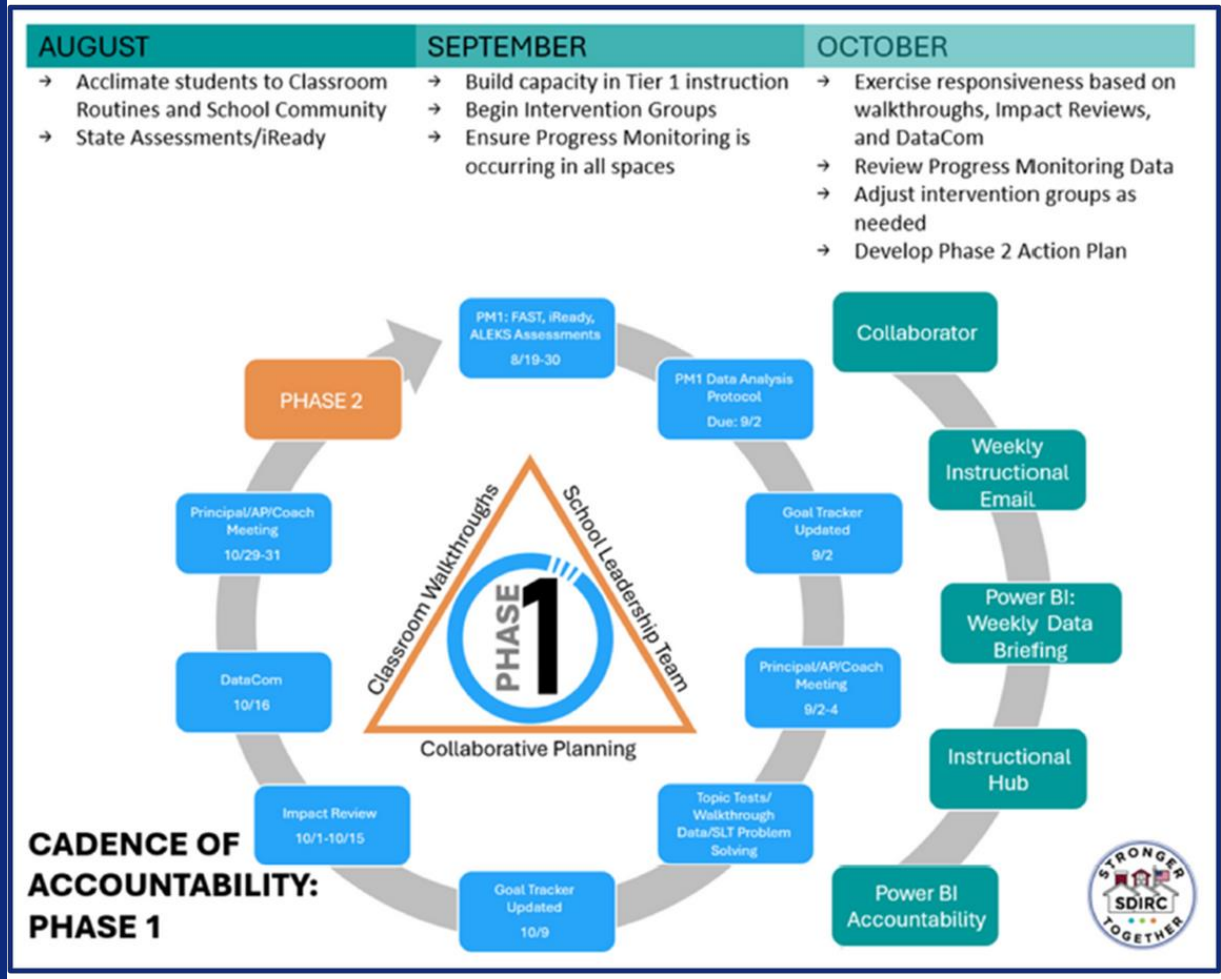
WHAT IT LOOOKS LIKE...

Evidence of:

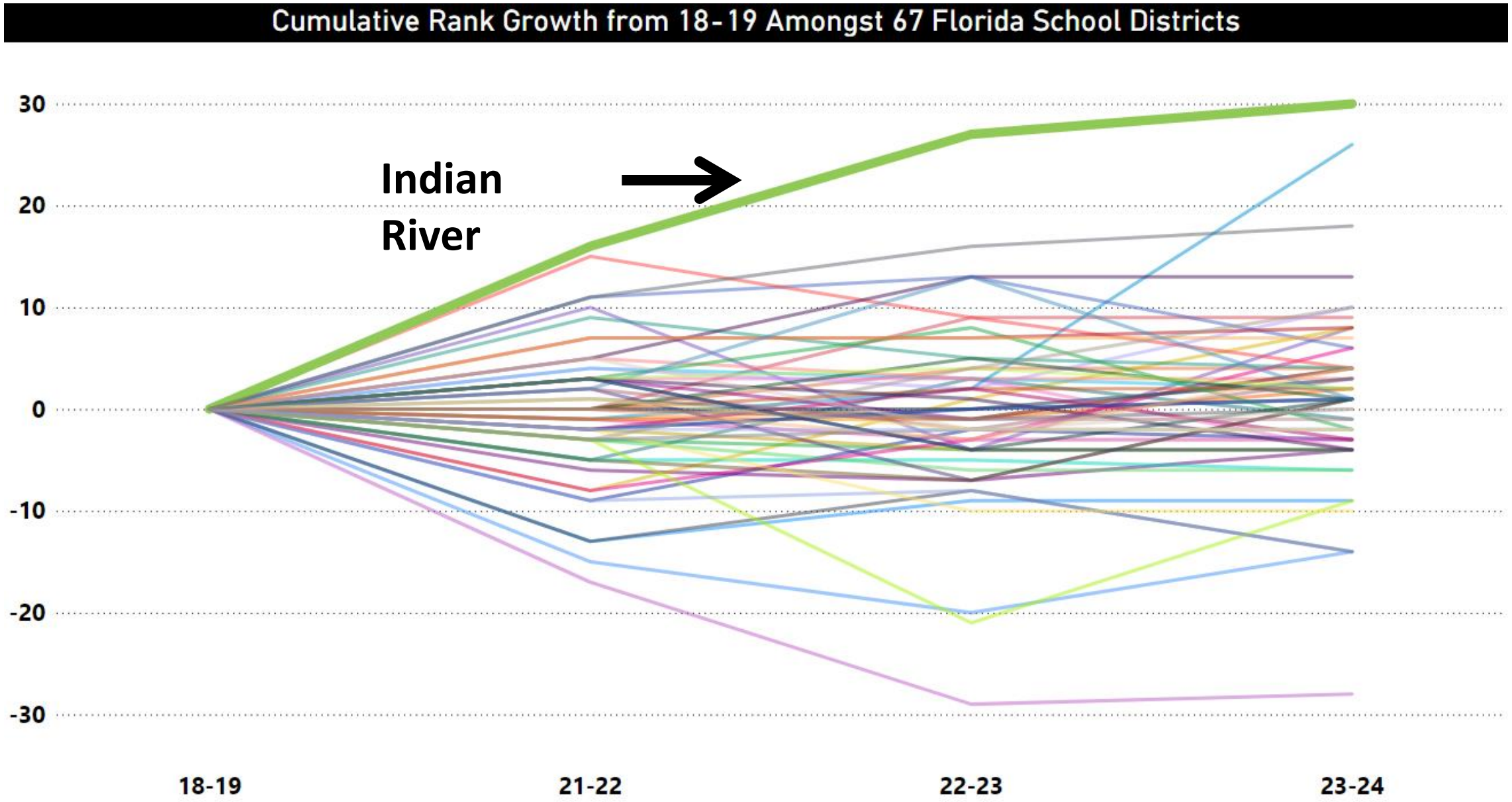
- Systematic Observation of Instructional Practices
- Data-Driven Action Planning to Improve Instructional Quality
- Job-Embedded Professional Learning

Grounded in...

A Clearly Established Cadence of Accountability



Growth in District Grade 18-19 to 23-24



Danielle 'Nell' Thompson, PhD CCC-SLP

Founder and President of The Transformative Reading Teacher Group
The Big Sky Literacy Summit
and the volunteer president of The Reading League – Montana

DrNell@TheTransformativeReadingTeacher.com

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The Sciences that help us deliver on the promise of all students reading at grade level

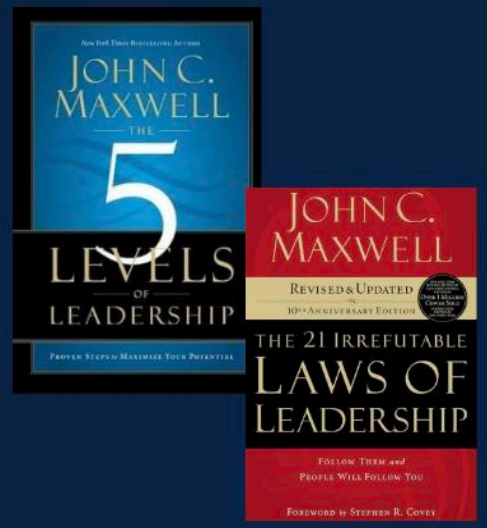
Neuroscience of Leadership
- People development
- Personal growth
- Organizational Psychology
- Change Management

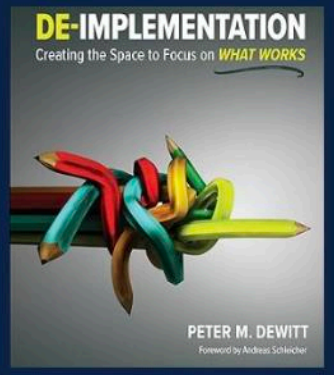
Implementation Science
- Letting it happen vs. Making it happen
- De-implementation
- Accountability
- Strategic Coaching
- National Implementation Research Network

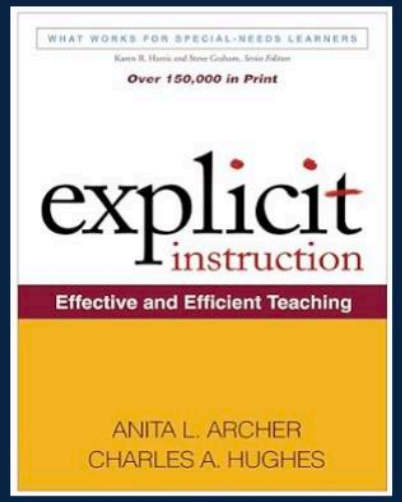
Science of Teaching
- Direct, systematic, explicit, systematic
- Instructional routines
- Teacher knowledge
- Differentiation

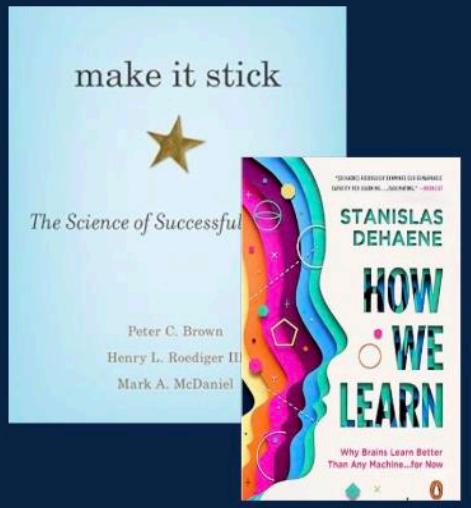
Science of Learning
- Attention
- Active Engagement
- Error Correction
- Consolidation
- Impacts of sleep

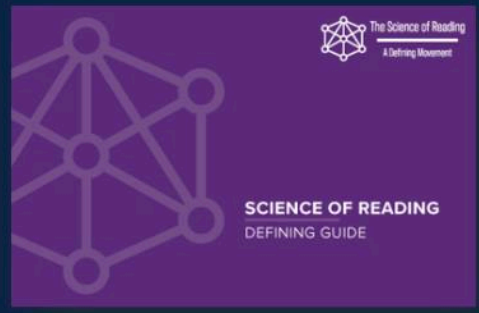
Science of Reading
- The Science of Reading is a vast, interdisciplinary body of scientific research about reading and issues related to reading and writing











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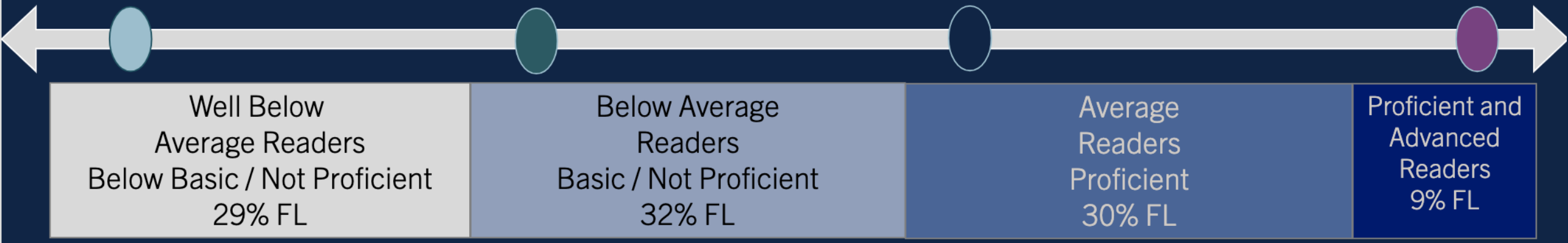
Skilled Reading Continuum and NAEP 2022



10 – 15 %
(Dyslexia falls here)
Learning to read requires code-based explicit, systematic sequential diagnostic prescriptive instruction with many opportunities for rehearsal to reach mastery.

40-50%
Learning to read proficiently requires code-based explicit, systematic and sequential instruction.

35%
Learning to read is relatively easy with broad instruction addressing the domains of reading.

5% - Learning to read seems effortless.

Created by Dr. Danielle 'Nell' Thompson after research by Hempenstall, 2016; NRP, 2000; Kilpatrick, 2015; NAEP 2022

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Florida's 4th Grade (NAEP, 2022)

Students needing attention and intention

SCORE GAPS FOR STUDENT GROUPS

- In 2022, Black students had an average score that was 28 points lower than that for White students. This performance gap was not significantly different from that in 1998 (31 points).
- In 2022, Hispanic students had an average score that was 12 points lower than that for White students. This performance gap was not significantly different from that in 1998 (20 points).

Gaps exist

RESULTS FOR STUDENT GROUPS IN 2022

REPORTING GROUPS	PERCENTAGE OF STUDENTS	AVG. SCORE	PERCENTAGE AT OR ABOVE *NAEP* *BASIC*	PERCENTAGE AT OR ABOVE *NAEP* *PROFICIENT*	PERCENTAGE AT *NAEP* *ADVANCED*
Race/Ethnicity					
White	36	234	81	51	13
Black	22	207	52	20	3
Hispanic	34	222	69	34	7
Asian	4	255	94	75	34
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	4	232	79	46	10
Gender					
Male	51	221	67	36	8
Female	49	228	74	42	11
National School Lunch Program					
Eligible	58	215	61	28	5
Not eligible	41	238	84	54	16

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Levels of Change and Innovation

Ensuring we maximize the potential within a system

The Ground Game

District Leaders - Change is observable in larger increments. There's urgency in the moment regarding systems, protocols within, and school/community feedback. There must be patience and discipline in charting and navigating the course towards the vision.

School Leaders - Change is observable in increasingly larger increments. There's urgency in the moment to teachers, students, systems, and the community. There must be patience and discipline in continuously communicating the vision, expectations, and results.

Teachers - Change has to be quick. There must be urgency in the moment with every student. There must be patience with long-term results while being responsive to immediate student needs and the classroom ecosystem.

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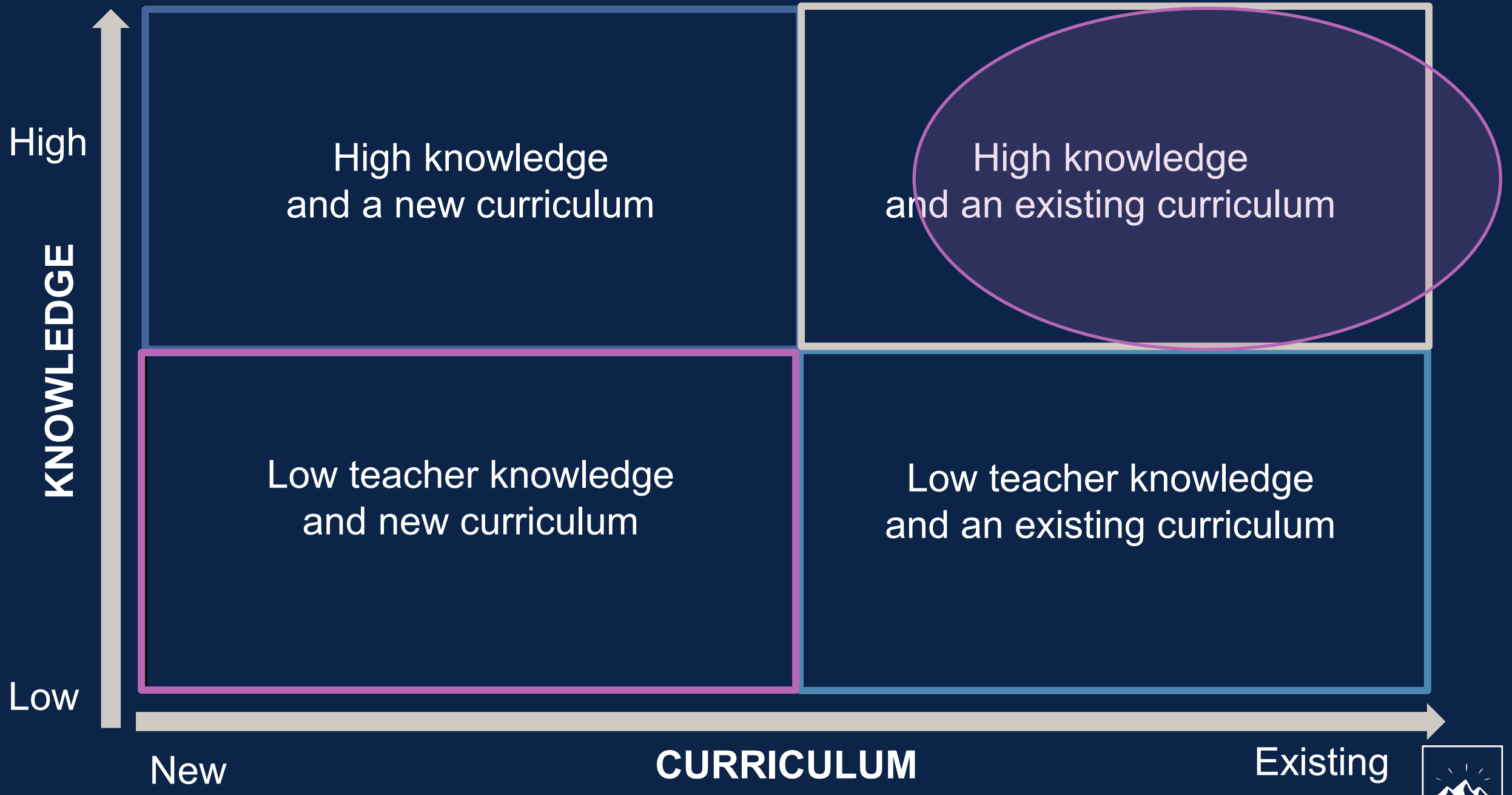

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The Air Game
District and School Leaders

Trust

Credibility

Positive and sustained examples of excellence

The Ground Game
Teachers

Freedom in the Fences
High knowledge and an existing curriculum allow for innovation.

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What does freedom in the fences look like?

Two leadership levers for change...

1) Differentiation in Core / Tier 1 Foundational Skills Instruction defined by diagnostic prescriptive data and a student's response to direct, explicit, systematic instruction. (This differs from all students getting core at grade level).

2) Innovations that meet the needs of the students the minute they enter school, or before, such as early oral language screening and instruction.

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Ultimately, we want to lead and support systems and teachers in getting **first instruction right**. To do this, we need an assessment system and a curriculum and instruction system that inform diagnostic prescriptive instruction that starts in Tier 1 for Foundational Skills.

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Moonshot School

VBE
LITTLE INDIANS BIG DREAMS
A MOONSHOT SCHOOL
FUELED BY THE LEARNING ALLIANCE

THE LEARNING ALLIANCE
TRANSFORMING LIVES THROUGH LITERACY
Managing Partner of the
MOONSHOT MOMENT
90% LITERACY GOAL

A Hub for Excellence in Teaching & Professional Learning for Literacy

A MOONSHOT SCHOOL: Background

Ms. Leslie Connelly
Coordinator of Moonshot Professional Learning
School District of Indian River County

The Why...

2nd Grade, VBE

A SCHOOL SNAPSHOT

Total Student Population (PK-5) = 586 students

Student Race/Ethnicity=
White - 32%; Black - 26%; Hispanic - 31%; Other - 8%; Asian/Pacific Islander - 4%

Economically Disadvantaged= 81%

Students with Disabilities = 25%

English Language Learners = 8%

What Makes Us Unique? We Build a Learning Culture

Lisa Ross
Literacy Specialist

Sarah Leopold
Literacy Specialist

Sharon Keeley
Literacy Specialist

What Makes Us Unique? We Build a Learning Culture

Debra Arseneaux
Arts Integration Specialist

Diana O'Connor
Family Success Coach

Moonshot the Puppet

Acceleration Team

Creating a Culture of Collective Efficacy on the Science of Learning and Reading

Work with National Experts

Week-long Moonshot Institute

Creating a Culture of Collective Efficacy on the Science of Learning and Reading

Ongoing Professional Learning With Moonshot Mondays

Microcredentials

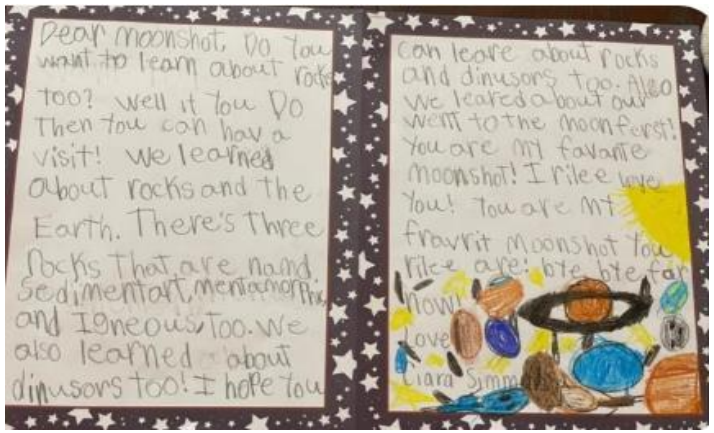
Proficiency Badges

Modeling and Coaching to Improve Practice

Demonstration Classroom

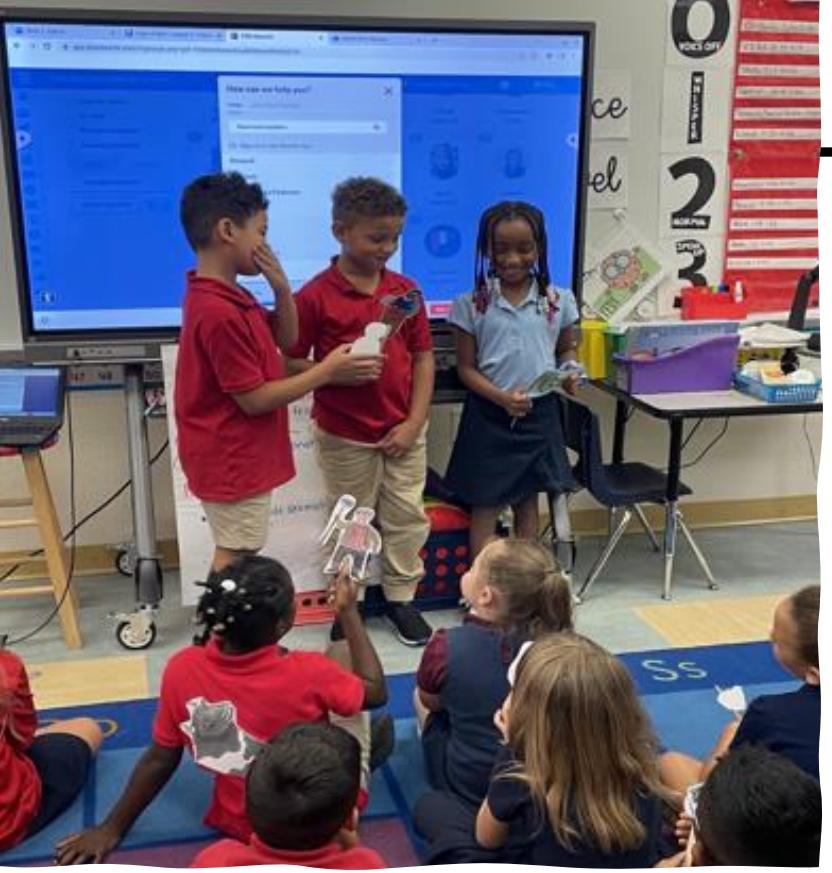
Extended Collaborative Planning

Creating a Culture of Collective Efficacy Through the Science of Learning and Reading



Creating a Culture of Collective Efficacy Through Arts Integration

1st grade students mastering the systems within the human body.



Creating a Culture of Collective Efficacy Through Arts Integration

- First grade students used masks, puppets and props to review the main events, identify characters, and recall the lesson or moral of stories
- Kindergarten students identified parts of a plant and explained their life cycle

Creating a Culture of Collective Efficacy Through Innovations to Afterschool

Creating a Culture of Collective Efficacy Through Extended Community Partnership

Creating a Culture of Collective Efficacy Through Family Partnerships

- Orientation this year had 83% of families attend compared to 43% of families last year
- Over 500 family members attended our Fall Festival
- Creating home libraries through United States of Readers

The Overall Impact

English Language Arts Achievement PM1 Year Over Year Comparison

ELA SCHOOL	2023-2024	2024-2025	
	PM1 % 3+	PM1 % 3+	PM1 Year Over Year
BES	36%	44%	8%
CES	24%	29%	5%
DES	10%	10%	0%
FES	15%	21%	6%
GES	19%	22%	3%
IRA	17%	23%	6%
LMS	42%	49%	7%
OMS	44%	45%	1%
PIES	17%	22%	5%
RMS	45%	40%	-5%
SES	20%	24%	4%
TCES	27%	31%	4%
VBES	**14%**	**23%**	**9%**
ELEMENTARY	27%	31%	4%

VBE
LITTLE INDIANS BIG DREAMS
SCHOOL OF INNOVATION

+9 is the Highest Increase in Year Over Year Comparison in the District!

The Why...

Policy. Practice. Performance.

Creating a
Literacy Capital
of the Nation

Through Public
Private
Partnership and
Systems
Integration

Join our learning journey.

Upcoming GLR Learning Tuesdays Webinars:

LEARNING LOSS RECOVERY CHALLENGE

“Pathways to Progress: Inspiring Success Stories in Student Learning Recovery”
Tuesday, December 10, 3:00 - 4:30 pm ET/12:00 - 1:30 pm PT

PARTNER WEBINAR

“Child Care Has Shifted: Are We Ready for the Future?"
Tuesday, December 17, 3:00 - 4:30 p.m. ET/12:00 - 1:30 p.m. PT

HOLIDAY REBROADCAST

“Supporting School Attendance in a Time of Changing Norms”
Tuesday, December 24, 3:00 - 4:30 p.m. ET/12:00 - 1:30 p.m. PT

HOLIDAY REBROADCAST

“Not Just Nice But Necessary: Family Engagement = A Big Bet That’s Paying Off For Kids”
Tuesday, December 31, 3:00 - 4:30 p.m. ET/12:00 - 1:30 p.m. PT

GLR Learning Tuesdays

The Campaign for GRADE-LEVEL READING