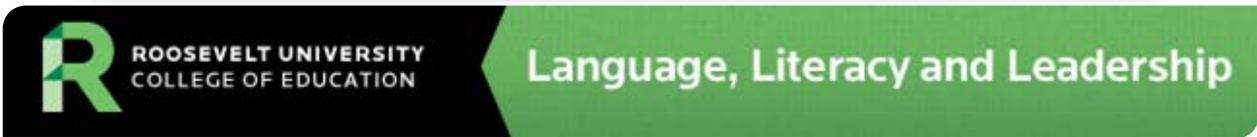




NEW Balanced Literacy Program

High quality professional development for Chicagoland schools and districts.





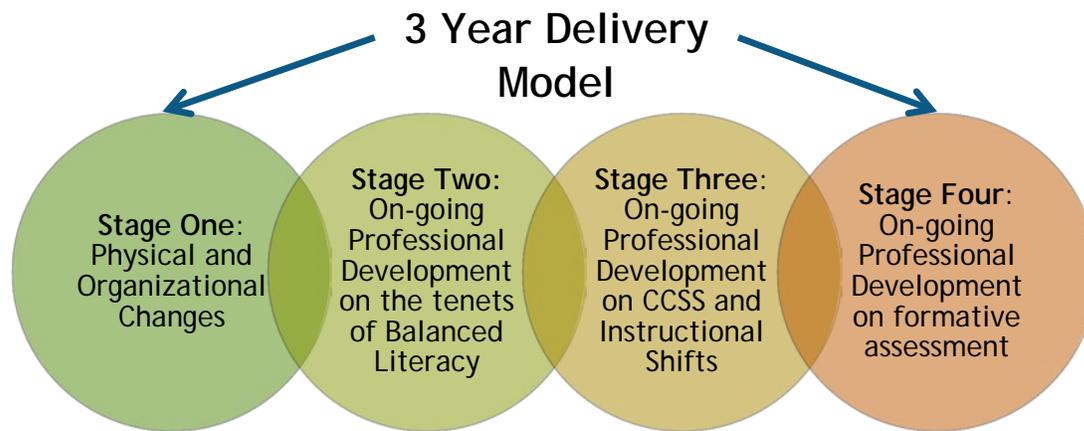
Dr. Margaret Policastro and her team of literacy coaches at Roosevelt University invite you to bring their NEW Balanced Literacy Program to your school or district. This high quality professional development program fosters creative, effective and justice-oriented literacy education for ALL children.

Background and History

The New Balanced Literacy Program began in 1987 with [The Roosevelt University Summer Reading Clinic](#) initiative. This clinic, which provides best practices in literacy education for school-aged students and practicum experiences for licensed teachers, rocketed forward in 2010 with a grant from the Illinois Board of Higher Education. This six year grant allowed our team to partner with private and public schools across Chicago and the surrounding area to collaborate with teachers and administrators to create balanced literacy schools that meet Common Core State Standards (CCSS).

NEW Balanced Literacy Program Deliverables

- 1) Libraries
 - Classroom Libraries
 - School-wide professional development libraries
 - Parent Libraries
- 2) Family access to books
- 3) 400 hours of professional development to use the tenets of NEW Balanced Literacy Instruction, which include:
 - Read-Alouds
 - Guided Reading
 - Literacy Centers
 - Independent Reading and Writing
- 4) Updated assessment strategies
 - Focus on formative assessment



How the Program Works

Stage One begins with physical changes in the school to bring about and promote access to books for children, teachers, parents and administrators. Access to books is the primary function of a balanced literacy school. Book access is accomplished through the creation of multiple in-school libraries: parent library, read-aloud library, guided reading library, and professional library. These libraries transform the school environment.

Stage One also includes coaching in the development of teams. The success of a school requires enormous collaboration and capacity building through teams. The Roosevelt University model provides a literacy coach that will assist in the development of grade-level teams. A school-wide literacy team also is an essential component to balanced literacy. This leadership team determines the goals and mission of the literacy framework within the school.

Stage Two introduces balanced literacy to the teachers and school leaders through on-going professional development workshops and follow-up team meetings. Each school will have a “kick-off” workshop that covers all of the tenets of balanced literacy: read-alouds, guided reading, centers, independent reading and writing and word walls to language walls. Each of the tenets is then followed up with more professional development, including the implementation of the 110 Minutes of Literacy block.

Stage Three encompasses ongoing professional development on the CCSS and instructional shifts with the tenets of balanced literacy.

Stage Four intensifies ongoing professional development on formative assessment in the balanced literacy classroom.

Our school was in a sad state of affairs and lacked professional development; it was in PD darkness. We were textbook dependent with little capacity building, no shared leadership, no libraries, and no emphasis on Common Core or parent involvement. The NEW Balanced Literacy Program is the light that has brought our school out of the darkness.” –Stephen Fabiyi, Principal, Metcalfe Community Academy



Services Offered

Roosevelt's NEW Balanced Literacy Program provides high quality, customized, on-site professional development services to schools and districts, which include the following:

- **Book purchasing and distribution**
 - Creation of multiple in-school libraries
 - Coaching on parent and family outreach
- **Team building**
 - Creation of high functioning grade level teams
 - Creation of school-wide literacy leadership team
- **Professional development workshops and coaching**
 - Read-Alouds
 - Guided Reading
 - Literacy Centers
 - Independent Reading and Writing
 - Alignment with Common Core instructional shifts
 - Formative assessment

Products Offered

Roosevelt's NEW Balanced Literacy Program also provides high quality, customized products that enable teachers and students to engage in more effective and efficient teaching and learning.

- NEW Balanced Literacy Program Tool Kit
- NEW Balanced Literacy School 110 Minutes of Literacy
- Formative Assessment in The New Balanced Literacy School

Key Personnel and Responsibilities

Each school that participates in the NEW Balanced Literacy Program receives extensive mentoring and support from the following key personnel:

- Project Administrator & Coordinator
- School Coach
- NEW Balanced Literacy Teacher Leaders (NBLTL)
- Assessment Coordinator



The Project Administrator, Dr. Margaret Policastro, is responsible for all activities, personnel and budgets for the proposed project. Dr. Policastro is a Roosevelt professor and author of *The New Balanced Literacy School: Implementing Common Core and Formative Assessment in the New Balanced Literacy School*. A dedicated **Project Coordinator** provides additional organizational assistance.



The School Coach is a literacy expert hired by Roosevelt to provide the main support for the participating teachers and school leaders, ensuring the quality of professional learning within partner schools, supporting teams and leadership and facilitating data collection for teachers, teams and leadership.



NEW Balanced Literacy Teacher Leaders are teachers selected by each school who are trained to provide coaching and support before and after school to other teachers in the tenets of balanced literacy, the use of data in the PLCs and other activities. NBLTLs ensure the sustainability of the professional development program after it ends.



The Assessment Coordinator works directly with teachers and administrators in years two and three to review student learning data and other performance data so that teams and leadership can make evidenced-based decisions about instructional improvement.

NEW Balanced Literacy Program Evaluation Findings

In 2016-2017, Roosevelt University hired objective evaluators to conduct a final assessment of the NEW Balanced Literacy Program grant project. The assessment focused on improvements at each of the participating schools, as well data collection across schools related to leadership perceptions and student learning.

Interviews were conducted with each of the leaders of the five partner schools to assess the impact of the program. The principal and/or assistant principal of each school was asked to rate the key elements of the program deliverables on a 1 to 5 scale: 1 being non-existent in implementation, and 5 being optimal implementation. **Table A** provides the key findings from these interviews.

Table A	
Key Deliverables	Findings
Accessibility to books	3 out of 5 schools rated this at 4.0 or higher
Organizational and instructional improvement	4 out of 5 schools rated these indicators at 4.0 or higher
Updated assessment strategies	3 out of 5 schools rated this at 4.0 or higher
Alignment with standards	4 out of 5 schools rated this at 3.5 or higher
Collaboration and parent outreach	3 out of 5 schools ranked this at 4.0 or better

In summary, the overall mean scores from the leadership scan ranged from 3.4 to 4.2 with respect to all of the key deliverables from the program.

In addition, four of the five school partners provided NWEA scores to assess the impact of the NEW Balanced Literacy Program on student learning. **Table B** shows that all four schools improved with respect to students' reading attainment over the period of the IBHE grant. In particular, School 4 improved from the 9th to the 48th percentile over this period. **Table C** shows that two of the four schools improved with respect to reading growth.

Table B National School Attainment Percentile, NWEA MAP, 2013-2016				
School	Spring 2013	Spring 2014	Spring 2015	Spring 2016
School 1	76	89	92	83
School 2	2	3	4	11
School 3	9	14	17	25
School 4	9	9	12	48

Table C National School Growth Percentile, NWEA MAP, 2013-2016			
School	2013-2014	2014-2015	2015-2016
School 1	97	90	70
School 2	14	45	32
School 3	38	43	36
School 4	20	13	99

Program Costs

The NEW Balanced Literacy Program is available for purchase by both schools and districts. Table D outlines the costs for one school and the costs for a four school cluster to purchase the program. Note that a savings of \$28,565 (3%) is built into the cost for a four school cluster.

Table E shows the costs for optional classroom materials that can be purchased as part of the program.

Table D									
1 School						4 School Cluster			
	YR1	YR2	YR3	3 YR Total		YR1	YR2	YR3	3 YR Total
Director, coaches, data analyst and administration	\$41,894	\$45,718	\$47,630	\$135,241		\$162,169	\$176,972	\$184,374	\$523,515
Balanced Literacy Teacher Leader (BLTL) Stipends	\$6,324	\$12,276	\$12,276	\$30,876		\$24,480	\$47,520	\$47,520	\$119,520
School Libraries & PD Materials	\$18,910	\$18,600	\$10,850	\$48,360		\$73,200	\$72,000	\$42,000	\$187,200
Misc (Travel, etc)	\$1,371	\$2,766	\$2,766	\$6,904		\$5,309	\$10,709	\$10,709	\$26,726
TOTAL	\$68,499	\$79,360	\$73,522	\$221,382		\$265,158	\$307,201	\$284,603	\$856,962

Table E			
Additional Classroom Materials (estimates)			
Table, 1 per teacher	\$120	25	\$3,000
Dry erase boards, 25 per classroom x 25 classrooms	\$5	625	\$3,125
Bookshelves for parent library	\$150	1	\$150
			\$6,275

Contact:

We would be happy to provide further information about our NEW Balanced Literacy Program. Contact the Program Administrator using the contact information below.

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