Strategies to Improve Reading Partnership

Regional Educational Laboratory (REL) Midwest is partnering with Michigan school districts to increase kindergarten and grade 1 reading skills. To meet this goal, the Strategies to Improve Reading (STIR) partnership will develop, test, and refine an approach—consisting of a set of resources, tools, trainings, and coaching sessions—to support educators and school leaders in integrating evidence-based strategies and student-focused practices into K–1 literacy instruction, with a focus on students' ability to decode unfamiliar words. This approach will build educator capacity to (a) implement features of effective instructional practices for phonological awareness and phonics, (b) use and support decision-driven data collection and analysis, and (c) adapt leadership practices to support literacy.

Partnership activities Coordinate partnership activities with participating districts and schools. STIR intervention

Co-develop STIR intervention

Refine STIR intervention *

Implement STIR

intervention

Assess

usability/feasibility of

STIR intervention

across multiple cohorts

Study long-term outcomes

Conduct a 2-day Summer Institute to train educators and school leaders on data use and instructional routines to support development of students' phonological awareness and phonics

knowledge.

guided materials.

- Support educators through 9
 professional learning community
 (PLC) and 4 coaching sessions to
 reflect on and continuously improve
 their use of data and instructional
 routines through facilitated
 discussions, educator observations, and
- Strengthen school leaders' skills in developing school-wide systems to support data use and providing coaching and instructional leadership on instructional routines through 5 PLC sessions.
- Develop dissemination resources (blog posts, videos, infographics) to share information about the partnership, intervention, and relevant research. †

Short-term outcomes

Educators and school leaders understand the benefits of:

- Incorporating evidence-based instructional classroom and instructional leadership practices to support culturally responsive early literacy instruction.
- Incorporating the features of effective, evidence-based instructional practice into teaching phonological awareness and phonics.
- Using decision-driven literacy data collection, analysis, and action to inform literacy instruction and interventions.
- Using a diagnostic and implementation monitoring tool to provide formative feedback on educators' use of effective instructional practices.

Medium-term outcomes

Educators and school leaders:

- Incorporate evidence-based instructional classroom and instructional leadership practices to support culturally responsive early literacy instruction.
- Incorporate the features of effective, evidence-based instructional practice into teaching phonological awareness and phonics;
- Use decision-driven literacy data collection, analysis, and action to inform literacy instruction and interventions within the context of a tiered delivery system; and
- Use a diagnostic and implementation monitoring tool to provide formative feedback on educators' use of effective instructional practices.

Long-term outcomes

Schools report the following:

• Relative to prior years, there will be an increased number of students scoring at or above benchmarks as measured by the NWEA Map, the aimswebPlus and/or DIBELS [Dynamic Indicators of Basic Early Literacy Skills] assessments.

Notes:

- * REL Midwest employs an iterative research and development model, across several cohorts, in the development and refinement work.
- † Dissemination materials are designed to support acceptability and feasibility of the approach.

