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| Name of Entity: Literacy Transformations, LLC |
| Contact Information: melodyilk@icloud.com 303-619-6316 |
| Summary of Services provided: For the last 15 years, I have been a literacy consultant for several schools, both in and out of state, to integrate the systems and structures necessary for improvement in reading performance. Twelve schools have been or are currently on my caseload for Early Literacy Grant schools in Colorado. My role has been to support district leaders, principals and teachers in creating a multitiered system of support for reading instruction. This includes clearly defining universal and intervention instruction, assessment plan design and implementation, differentiated time and instruction across literacy blocks, data analysis and instructional alignment. I create the professional development structures and manage the scheduling and delivery of each training connected to current school data and building culture. The end goal is to transition the developed expertise to building-based or district-based personnel to sustain professional development in the future.I am also coauthor of the text, *The Principal’s Primer for Raising Reading Achievement,* Longmont, Co: Sopris West Educational Services. Text: Montgomery, P., Ilk, M., Moats., L. (2013) I had the pleasure of writing this text with premier reading researcher, Dr. Louisa Moats and Pati Montgomery, former director of the Office of Literacy for the state of Colorado. **Professional Development and Supports**Typically, the progression of professional development support, works through the following structure:Year 1 and 2 - Understanding the 5 components - LETRS webinars and planning for the upcoming school year. Or, Speech to Print modules across the 5 components. I usually begin with the research, phonology, orthography, and vocabulary instruction in order to solidify those routines into whole, small, and intervention groups early in the grant.* Development and Design of Multi-tiered School Structures and Systems for Effective Instructional Delivery - Do School Structures and Systems Meet the Needs of our Students?
* Ongoing analysis or core materials for integration of techniques and strategies learned in PD in all tiers of instruction.
* Development of implementation expectations for each component of reading - whole group, small group, intervention.

Consultant support* Walk-throughs and teacher feedback, grade-level team planning, classroom modeling
* Introduction of data team protocol for data analysis and instructional alignment
* Begin monthly leadership team meetings
* Begin Creating Implementation Plans for Each Component through a Collaborative Process

Possible Professional Development Sessions (based on school needs and next steps)* Review of the 5 components with connections and analysis of universal instruction and intervention.
* Exemplary Vocabulary Routines for Optimal Learning
* Text Structure and Comprehension Supports
* Engaging Students in the Reading Classroom
* Strategic Data Analysis and Instructional Alignment
* Development and Design of Multi-tiered Comprehensive Assessment Plans
* Data Analysis and Instructional Alignment  - Effective Use of Screening, Progress Monitoring and Diagnostic Data for Instructional Planning
* Using Data to Analyze and Diagnose Reading Issues

Year 2 to 3Consultant support - * Continued walk-throughs and teacher feedback, grade-level team planning, classroom modeling
* Refinement of data team protocol for data analysis and instructional alignment
* Monitor monthly leadership team meeting
* Continue Solidifying Implementation Plans for Each Component through a Collaborative Process
* Development of School Leadership for Raising Reading Achievement
* Using Data to Plan District and School-wide Professional Development
* Implementation Research –Implementation Drivers Necessary for Implementation of Evidenced based Practices and Program

Possible Professional Development (based on school needs)* Meeting the Needs of English Language Learners
* Programming for Advanced Readers
* Using Data to Make Decisions About Intervention – Do We Have the Right Student in the Right Intervention?
* Critical Scaffolds for Tier 2 and 3 Struggling Readers
* Differentiating and Managing Instruction in Whole and Small Group Reading Instruction
* Successful Independent Centers During Small Group Instruction
* Refinement of instruction, data teams, leadership teams, as needed with discussion of sustainability of grant expectations.
* Define district systems and structures of support that will continue quality professional development, data teams, leadership teams, tiers of instruction
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