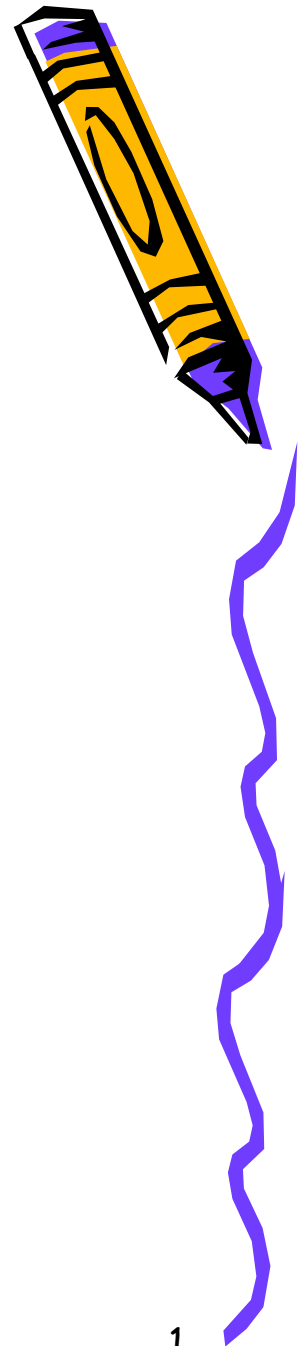


# This City Reads! Vision, Organization and “Nuggets”

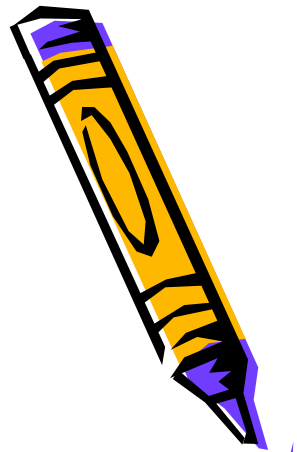
Howard Lawson  
Director, Career Education  
[hlawson@akron.k12.oh.us](mailto:hlawson@akron.k12.oh.us)

[www.apscareers.com](http://www.apscareers.com)



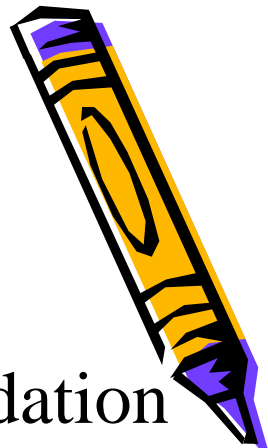
# Goals: This City Reads!

- Leveraging Impact
- Engaging the Community
- Connecting Individuals and Families



# THIS CITY READS!

- Co-Chairs :
  - Sandy Auburn, Akron Community Foundation
  - Sue Long, Akron Public Schools
- Organizational Members:
  - Laraine Duncan, City of Akron
  - David Jennings, Akron-Summit County Public Library
  - Jim Crutchfield/Rita Kelly Madick, Akron Beacon Journal
  - Rick McIntosh, Project: Learn of Summit County
  - Dr. Beth Stroble, University of Akron



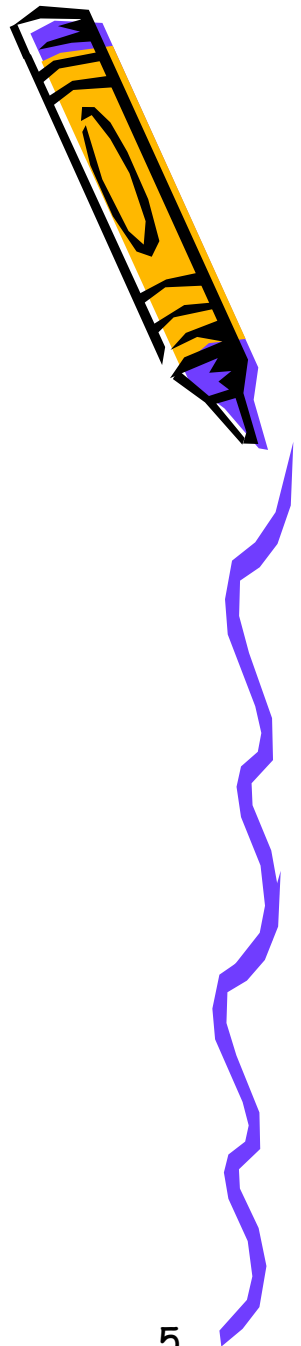
# THIS CITY READS!

- Action Team Members:
  - Carrie Burrier, Akron-Summit County Public Library
  - Stacie Horton, Project AGAPE
  - Chris Yuhasz, Akron Metropolitan Housing Authority.
- Advisory Group:
  - Bill Considine, Children’s Hospital
  - Rev. Ron Fowler, Arlington Church of God
  - Judy Hummel, Summit Education Initiative
  - Barbara Mathews, First Merit Bank
  - Bob Reffner, Brouse McDowell
  - Dr. Sylvester Small, Akron Public Schools



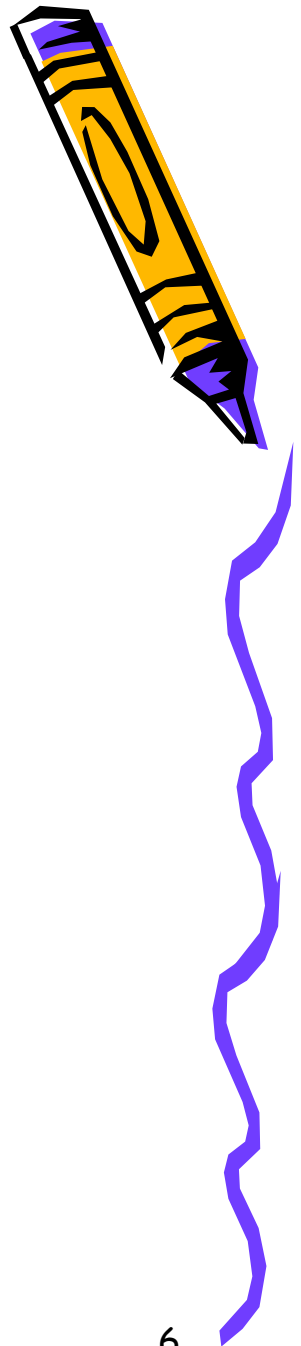
# THIS CITY READS!

- Power of Collaboration
  - Staff
  - Organizations
  - Agencies
  - Donations

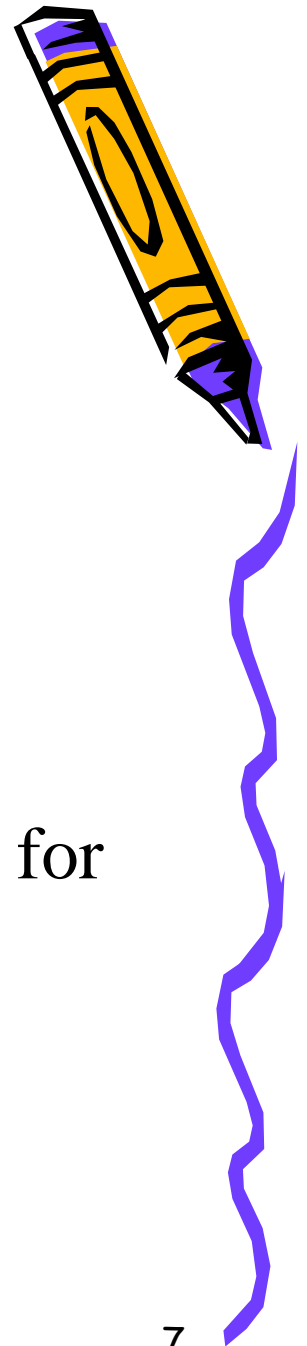


# THIS CITY READS!

- Calendar of Events
  - February Annual Day of Reading
  - Literacy is Life Awards
  - June Night at the Aeros
  - September Akron Reading Festival
  - AMHA “Smart Start”
  - Annual Fundraiser (under development)
  - Other



# 100 BOOK CHALLENGE



- Helen Rowland
  - [hrowland@akron.k12.oh.us](mailto:hrowland@akron.k12.oh.us)
- What is it?
  - A systematic independent reading program for PreK-12
  - Self-selected “just right” reading



# 100 BOOK CHALLENGE



- What does it look like?
  - Readers' Workshop - 30 minutes daily
  - Writers' Workshop - 15 minutes every other day
  - 30 minutes of daily reading outside of class
  - Reading log - Students log at least five hours per week



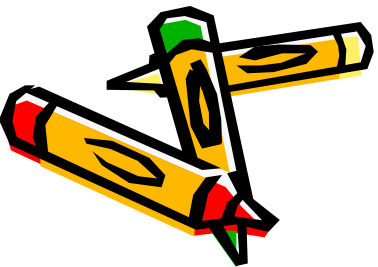
# 100 BOOK CHALLENGE

- Ongoing Staff Development
- Building Literacy Coaches
- Middle & High School Coaches



# 100 BOOK CHALLENGE

- Next Steps - Data Collection
  - STAR reading benchmark
  - Testing for growth - three times per year

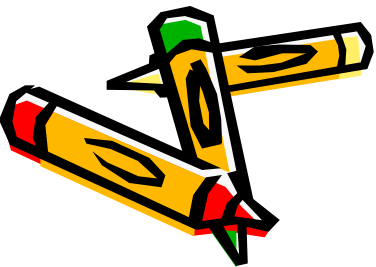


# 100 BOOK CHALLENGE



- Student Comments

- Ninth Grader “This class has touched me and will affect my future in many ways. I now like to read more and can understand much more about the books I read.”
- Tenth Grader “I never knew reading could help you learn so much, and at the same time be fun, until I came to this class.”



# Sustained Silent Reading

Don Tri - [ISGTRI@AOL.COM](mailto:ISGTRI@AOL.COM)



One Urban School's Approach to Literacy

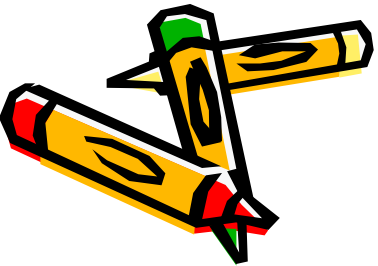
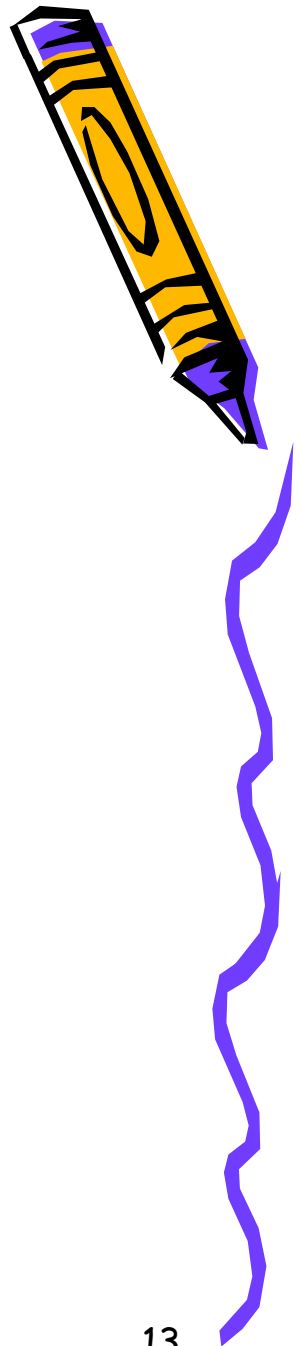
Central-Hower High School

Akron, Ohio



# SSR in Process

**PLEASE  
DO NOT  
DISTURB!**



# SUSTAINED SILENT READING SCHEDULE

Monday: Mathematics

Tuesday: Science

Wednesday: English & Foreign Language

Thursday: Social Studies

Friday: Career Education,  
Fine Arts/Health/  
ROTC/GYM



# READING IS THE SINGLE MOST IMPORTANT FACTOR IN AMERICAN LIFE TODAY!

1. The more you read, the more you know.
2. The more you know, the smarter you grow.
3. The smarter you are, the longer you stay in school.
4. The longer you stay in school, the more diplomas you earn and the longer you are employed – thus the more money you earn in a lifetime.
5. The more diplomas you earn, the higher your children's grades will be in school.
6. The more diplomas you earn, the longer you live.



# THE OPPOSITE IS ALSO TRUE!

1. The less you read, the less you know.
2. The less you know, the sooner you drop out of school.
3. The sooner you drop out, the sooner and longer you are poor.
4. The sooner you drop out, the greater your chances of going to jail.



November 24, 2003

Dear staff,

Attached you will find a revised schedule for our “Reading Room”. Many staff members have expressed their enjoyment of being involved with the “Room” and want to continue. The Senate and Literacy Team are devising a possible “client” list of people who will be contacted to take a turn in the window also and we will be contacting them very soon. The new schedule is for 20 minutes at a time instead of 15. This results in 7 fewer people needed per day. We are also enlisting credible students to take a turn in the window. If you would like to submit a student name to be added, please submit that name to Virginique, Don Tri, Paulette, Jerry Fox, Vince, or Mr. Rudgers.

Please sign up for a time when you would like to read in the “window”. Also, please indicate which days of the week you would like to read. If you would return this list to Vince’s mailbox, he will compile the schedule. Thanks for taking such a large part in this endeavor, it is being talked about in many places and at many levels. You have come through yet again.

Sincerely,  
Your Literacy Team



## SILENT, SUSTAINED READING RUBRIC TO BE USED FOR SCORING

This rubric was designed to make it as easy as possible for you to use. Award students from 3 to 0 points for each session. If a student wishes to question your scoring techniques, send them to Vince Kernan for a full explanation of what is expected of them.



<b>Performance Element</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Level 0</b>
Getting Started	Quickly and quietly chooses reading material.	A little slow in choosing reading materials. Does do some actual reading.	Uses most of the time choosing reading material and leaves little time for actual reading. May even cause distractions for others during this time.	Does not take part in this reading exercise for any reason including absence.
Carrying Through	Reads quietly for the entire time allotted.	Reads sporadically, may choose not to participate at times.	Uses a loud voice, disturbs others, walks around at times instead of reading.	Does not take part in this reading exercise for any reason including absence.



# REWARDS

THE BOOKS THAT ARE ON DISPLAY IN THIS SHOWCASE ARE GOING TO BE PRESENTED AS GIFTS TO STUDENTS WHO DEMONSTRATE THAT THEY ENJOY READING.

WILL YOU BE ONE OF THOSE LUCKY STUDENTS?



THE WEEKLY DRAWING FOR THE “GIFT OF READING” WINNERS THIS WEEK ARE ROBERT SHEPPARD AND ANGEL FRANKLIN. THOSE LUCKY STUDENTS WILL RECEIVE A BOOK OF THEIR CHOICE FROM THE READING ROOM SHOWCASE ON THE SECOND FLOOR. PLEASE SEE MRS. STEVENS IN THE LRC.

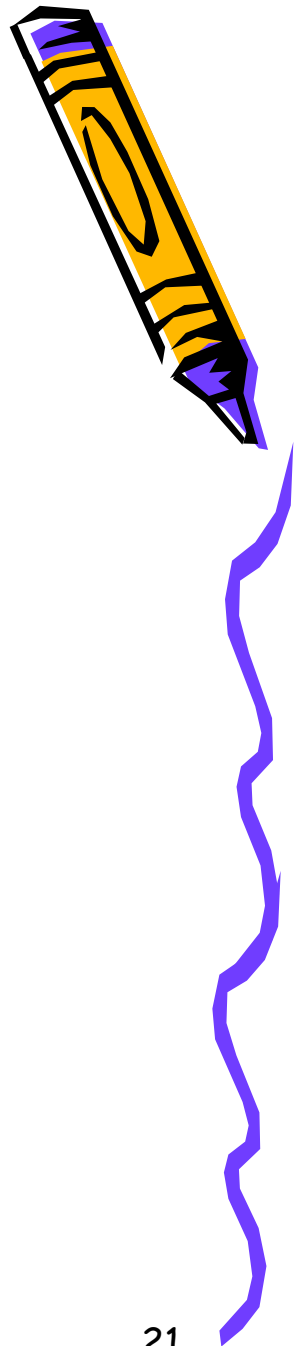
TEACHERS ARE OBSERVING ALL OF THE STUDENTS IN THEIR CLASSES DURING THE “SUSTAINED SILENT READING” TIME AND ARE SUBMITTING THE NAMES OF THOSE STUDENTS WHO ARE PARTICIPATING INTO THE DRAWING. WE WILL HAVE A DRAWING EVERY WEEK. STOP BY THE SHOWCASE SOMETIME DURING THE DAY AND LOOK AT THE BOOKS ON DISPLAY. ALL BOOKS THAT HAVE A ROUND TAG ON THEM WILL BE GIVEN AWAY TO THE PERSONS WHOSE NAMES ARE DRAWN. THE TITLES OF THE BOOKS ARE POSTED ON THE GLASS OF THE SHOWCASE.



# East High School Silent Sustained Reading

Akron East High School  
Johnna O'Neal

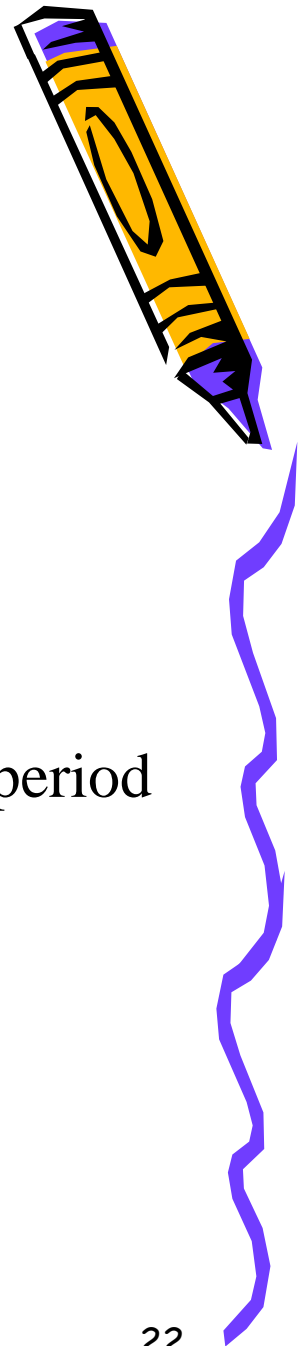
[joneal@akron.k12.oh.us](mailto:joneal@akron.k12.oh.us)



# East High School

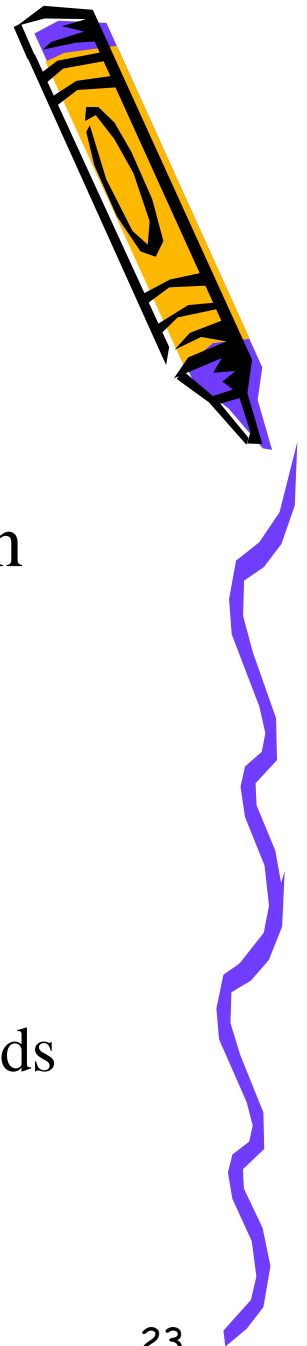
## Silent Sustained Reading

- Established a SSR period once a week
  - Created an alternate schedule
    - Each Wednesday, took 6 minutes from each period
    - Extended homeroom to 48 minutes for SSR
      - Allow students a block of time to read
        - » Books
        - » Magazines
        - » Newspapers
        - » Computer Web Searches



# East High School

## Silent Sustained Reading

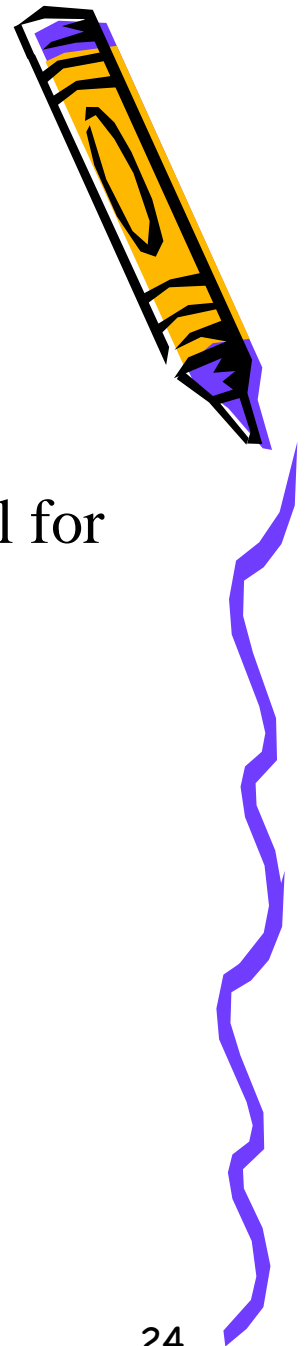


- Create conditions that support teacher
  - Provided time for colleagues to meet within content areas
    - Reading and writing across the curriculum
    - Ohio Graduation Test preparation
    - Short answer and extended response questions
    - Rotated department meetings each week
    - Teachers were assigned to cover the SSR periods



# East High School

## Silent Sustained Reading



- **Teacher and Student Survey Items**

- I believe that the East Reads program is beneficial for students.
- I believe that the present East Reads Wednesday morning schedule is satisfactory.
- Would you prefer East Reads on a different time schedule?
- Keep the current one-day per week Wednesday schedule.



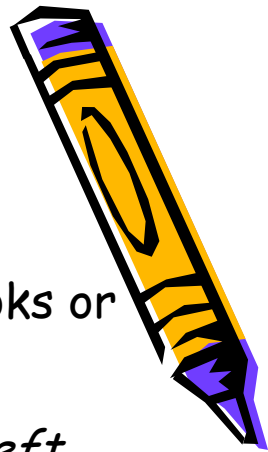


# *Making Middle Grades Work* Technical Assistance Visit

Roswell Kent M.S. & MMGW Leadership Team  
Marsenna Bobo - [mbobo@akron.k12.oh.us](mailto:mbobo@akron.k12.oh.us)



# No Child Left Behind



Literacy Across the Curriculum: Students will read 25 or more books or the equivalent a year across the curriculum-**HSTW GOAL**

Reading is considered in the Reading First section of the *No Child Left Behind Act* of 2001 to mean "a complex system of deriving meaning from print that requires all of the following:

- The skills and knowledge to understand how phonemes, or speech sounds, are connected to print
- The ability to decode unfamiliar words
- The ability to read fluently
- Sufficient background information and vocabulary to foster reading comprehension
- The development of appropriate active strategies to construct meaning from print
- The development and maintenance of a motivation to read."



# Kent Middle School's Needs



**Literacy Across the Curriculum:** Students will read 25 or more books or the equivalent a year across the curriculum.

- Our standardized test scores indicated a need for a literacy focus within the school.
- The staff expressed a desire to see more students read for fun, versus strictly academic purposes.
- The avid reader survey indicated a need to implement literacy programs within the school.
- Staff is aware that an increase in students' reading will increase their academic achievement.

**Guidance:** Teachers and other adults at the school will find time to be available before, during and after school to help students.

- Extra time is needed to reach those at risk students or students who simply desire more instruction, tutoring, or the opportunity to make up assignments.
- An increase in the morale of teacher-student relationships was needed.
- Staff felt that extra time would assist students with academic achievement.



# Indicator for Reading

OPT Results - Grade 6  
(2003-2004)

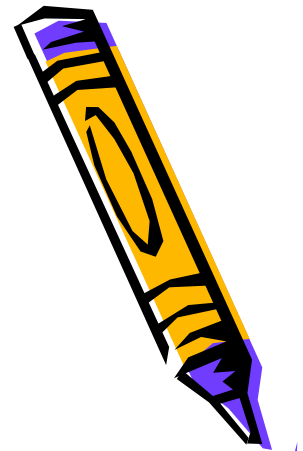
- OPT Standard Passing Rate: 64%
- Roswell Kent's Passing Rate: 43%



# Indicator for Writing

OPT Results - Grade 6  
(2003-2004)

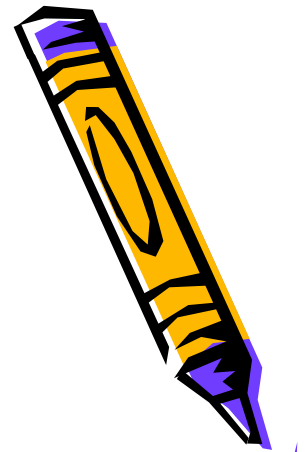
- OPT Standard Passing Rate: 90%
- Roswell Kent's Passing Rate: 83%



# MMGW Key Practice

## Rigorous Academic Core Curriculum

- Literacy Across Curriculum



*Students are required to:*

- read 25 book equivalents across the curriculum each year
- write weekly in all classes
- use reading and writing strategies to help them understand and use the content of all classes



# Challenges

- time available for student selected reading
- most students do not prioritize reading
- teachers believe they can not afford to give up classroom time to read
- all staff must model reading during SSR

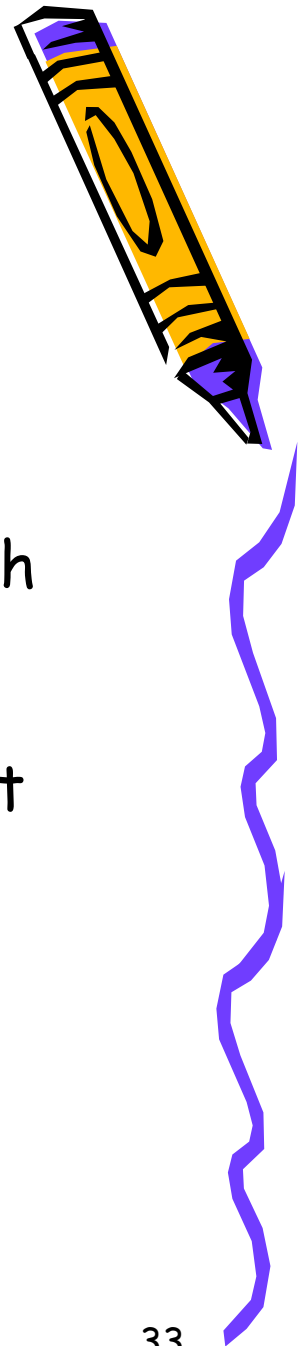


# Gaps

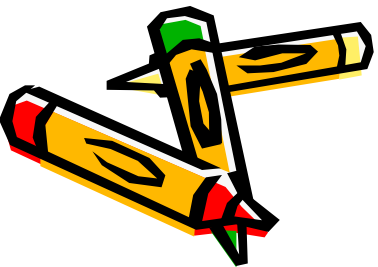
- low achievement across the core curriculum
- African-American students, particularly males, are performing at the lowest levels
- active engagement of students in their learning process needs improvement across all core content areas



# Plan of Action



- provide 15 minutes per day for SSR in all classrooms
- expectation of modeling by all staff members
- login of minutes read will be completed by each student on a standard log-in sheet
- continue focus of assessment for learning and create rubrics for the core content areas that align vertically and horizontally
- modeling of active learning styles in staff meetings
- 100 Book Challenge for 7<sup>th</sup> and 8<sup>th</sup> graders



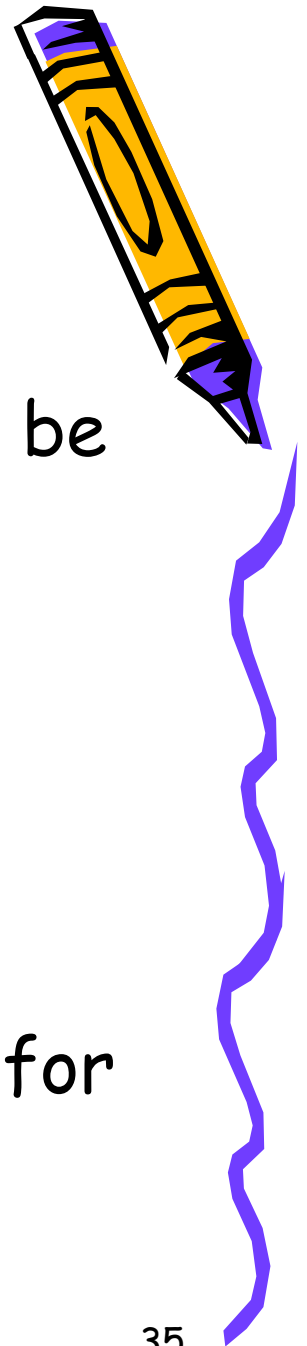
# Performance Measures



- number of minutes read daily per students based on log-in sheets
- students will chart minutes read
- staff will turn in pages read to be analyzed
- staff will document active learning activities
- data collection from 100 Book Challenge to share with students, staff, parents and community
- APS 9-week assessments
- OPT grades
- data on race/gender grade distributions



# Professional Development/Resources



- research based information of SSR will be shared in staff meeting
- newspapers are available
- LRC is available for book checkout
- community librarian will be available to issue library cards during the 6<sup>th</sup> grade Orientation and Open House
- teacher training on 100 Book Challenge for middle grades



# Avid Reader Student Survey

(Example Survey Included in Folder)



## Pre-Survey Given in October

- 56% of students did not feel they were an "avid reader."
- 44% of students felt that they were an "avid reader."

## Post-Survey Given in March

- 48% of students did not feel they were an "avid reader."
- 52% of students felt that they were an "avid reader."

**8% INCREASE** in students who  
feel they are avid readers



# Our Literacy Programs



## 100 Book Challenge

The 100 Book Challenge is a framework for inspiring, monitoring and rewarding student empowerment in reading achievement. It was designed to provide the systematic social and instructional supports children require to develop successful reading (learning) lifestyles. The 100 Book Challenge is a system designed to help schools reorganize for learning in the four areas:

- student ownership and buy-in
- classrooms as teacher learning labs
- standards-based embedded assessment
- parent partnership

## Readers Challenge

Readers Challenge is an additional program that was started school wide. 100 Book Challenge only targets specific students. With the implementation of Readers Challenge, the entire student population had the option to become involved, with the hopes of becoming avid readers.



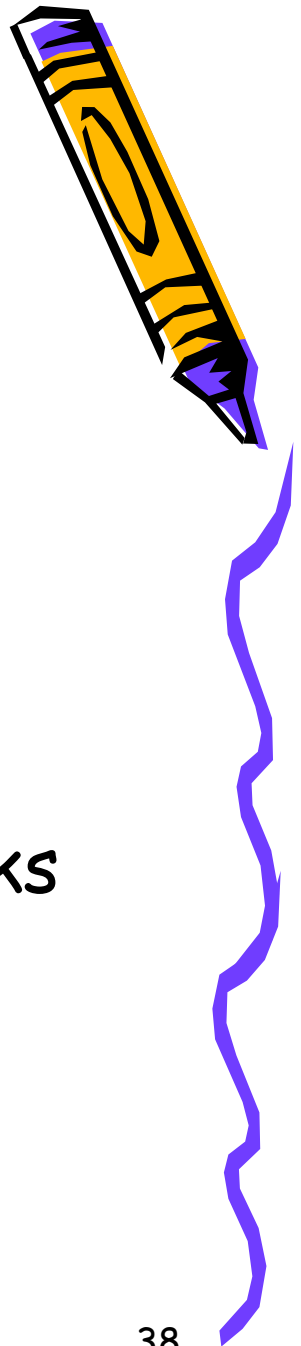
# LRC Circulation Data

(Breakdown Data Sheet Included in Folder)

In February of 2004 ~ 6,475 books were circulated in the LRC.

In February of 2005 ~ 6,676 books were circulated in the LRC.

\*In addition to the books in the LRC, books specifically for the 100 Book Challenge were also circulated in 2005.



# Rewards and Incentives



Rewards and incentives are set up for students who reach their literacy goals. An example of a successful reward program was Cookies and Cocoa! Students who reached a specific milestone were treated to cookies and cocoa, as well as a free book, compliments of Walden Book Store and a community member, Mrs. Valerie Baker.



# THIS CITY READS!

- Akron's Reading Results
  - Preliminary state testing results show a minimum of a 10% increase in all middle and high school reading scores
- Questions

