



Project: Sound the ALARMS!

(Adolescent Literacy Achievement Requires Multi-level Support!)

Year 1, 2010-2011
Comprehension Focus

Project Director:
Lisa Arneson, M.S., NBCT

Grant Project Targets 6-12 Learners

UWSP Liaison:
JoAnne Katzmarek, PhD

Grant Includes 23 Schools, 70 Participants

Almond-Bancroft, Auburndale, Cambria-Friesland, Fall River, Lodi, Montello, Necedah, New Lisbon, Pardeeville, Pittsville, Port Edwards, Portage, Princeton, Randolph, Reedsburg, Rio, Rosholt, Tri-County, Wautoma, Westfield, Wild Rose, Wisconsin Dells, and Royall.

Grant Features

- * Ongoing training and support for 6-12 teachers with graduate credit options
- * Specific literacy leadership workshops for middle and high school building principals
- * On-site visits and district support throughout grant cycle

Funded through the UW-System under the *Wisconsin Improving Teacher Quality* program, **Project: Sound the ALARMS!**

(Adolescent Literacy Achievement Requires Multi-level Support) was developed in an effort to provide guidance and support to school districts in the area adolescent literacy. After examining the data across school districts in CESA 5, it is very clear that this focus is an urgent need that must be addressed or children in our schools are at risk of entering the world of work or college ill pre-

pared for the literacy demands of everyday life. This three-year project is designed to

address three specific areas: comprehension, writing and technology. More on page 2.



Doug Buehl Leads Summer Institute August 1-5

Madison literacy expert Doug Buehl is scheduled to present **Project: Sound the ALARMS!** Summer Institute August 1-5, 2010, on campus at the

University of Wisconsin—Stevens Point. Buehl will lead participants through intense training in effective comprehension strategies applicable for any

middle or high school classroom. Regardless of their subject area, Buehl will share techniques to help teachers push their students to be strategic thinkers.

Questions?? Contact Lisa Arneson, Project Director

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Grant Partners: CESA 5 & University of Wisconsin Stevens Point



Grant Benefits for Participating Schools:

***Training for three 6-12 teachers and two principals**

***All Workshops and materials**

***A \$50 travel stipend for each participating teacher**

***On-site support throughout the year**

This project is written for 70 teacher participants; Teachers in the High Needs LEA and the CESA 5 Title I Consortium will be given first priority, and if there are unfilled spots, the opportunity will be opened up to non-member schools for a fee.

Data shows decline as students advance through grades

Data from 22 CESA 5 districts were examined, and the results were eye-opening. WKCE Reading and Language Arts data examined in grades 4-10 both show a significant decline in student achievement as students advanced through the grades. Most noticeably, the number of districts with students performing below AYP reading targets and/or below the state average increases as students advance through the grades.

Additionally, language arts performance levels, compared to the reading AYP targets of 74% proficient/advanced for point of reference only, were disturbing, with grades 8 and 10 showing significant need for intervention and support.

ACT scores for the twenty-two districts indicate that college-bound students perform below average, as well, when compared to the state. Of the schools examined, thirteen of the twenty-two scored below the state average in reading, and fourteen of the twenty-two scored below in English. These are our schools' best and brightest students, and their scores indicate that literacy instructional practices need to change in order to better meet their needs.

Examination of other data to inform this project included a survey developed according to the *State Superintendent's Adolescent Literacy Plan*; it was administered to educators and administrators throughout CESA 5 to

determine whether or not schools had the recommended components of the plan. Results indicated that the majority of staff surveyed (including both teachers and principals) were not aware of adolescent literacy initiatives in their districts, had no knowledge of a district literacy committee, did not feel as though adolescent literacy was supported through district training, and were not confident that their building leadership members were advocates who could lead change in the area of adolescent literacy.